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american libraries

APRIL 2010

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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on

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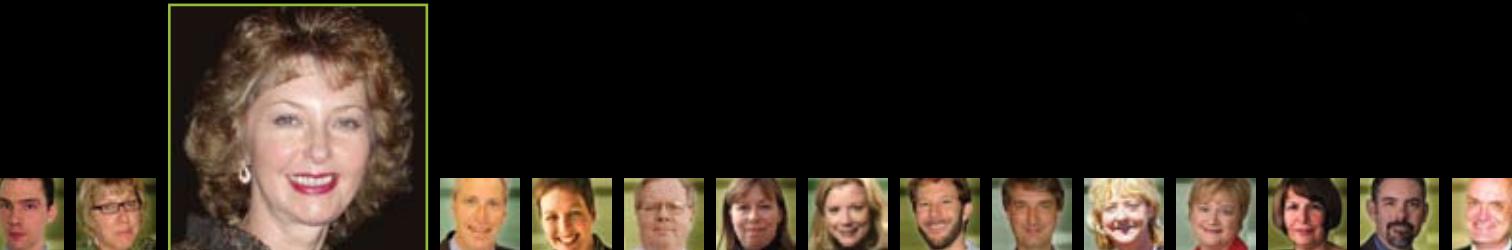
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The State of America's Libraries

Tuesday, April 13, 2010

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Roberta Stevens
ALA President-Elect 2010-2011

In a SirsiDynix Institute event celebrating National Library Week, join American Library Association President-Elect Roberta Stevens for ALA's annual report on the state of America's libraries. Ms. Stevens, who presently serves as Outreach Projects and Partnerships Officer at the Library of Congress and as project manager of the National Book Festival, has spent more than 35 years in librarianship. Register now for this unique opportunity to hear from the next president of the ALA as she details the latest trends, challenges and triumphs of libraries in America.

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Photograph by Bill Timmerman
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Careers

Continuing its acclaimed Current Issues Series, H.W. Wilson introduces *Careers*, bringing a wealth of careers information and a practical toolbox of job-hunting resources to your library's patrons.

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- What's the difference between a nutritionist and a dietician?
- Which colleges in my region offer the best training for journalism?
- Why does a dentist need more qualifications than a dental hygienist?



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Testing the Times

by Leonard Kniffel

In the midst of an economic slump that has libraries everywhere cutting to the bare bones, it's a special pleasure to be able to present a showcase of new and renovated facilities that can hold its own against any other we've published since the annual feature began in 1977 with a modest story called "Solar Nexus: Library Pioneers in Tapping the Sun's Energy." The article examined the Troy–Miami County (Ohio) Public Library's visionary plan for building a library that could harness solar power "for human use."

I asked Rachelle Miller, the library's current director, how the vision had panned out. "I'm afraid the concept didn't work as well as expected," she said. "Ohio is a relatively cloudy state. The solar system was made up of glass tubing and, during a very cold winter in the late 1970s, most of the tubes shattered and library workers were forced to spend a large amount of time picking glass off the roof; it wasn't the shatterproof kind." The heating system was soon abandoned.

"I think the system is probably a good example of how visionary ideas sometimes need to be either modified or just plain don't work," said Miller. "Also, it's a good example of how you can't think of everything when trying a visionary idea, because you don't have other examples to look at." Which goes to show that being an innovator always involves risk.

Architects and librarians alike have learned a great deal from pioneering examples like Troy–Miami. The architectural showcase in this issue demonstrates that environmental awareness in building construction has come a long way in three decades.

In addition to the showcase, *AL* online, for the first time ever, features 10 additional showcases, each highlighting a facet of architecture or building design, including successful green buildings, children's spaces, landscaping, and the building's role in supporting technology.

AL is also publishing a digital supplement that spotlights more of the 85 projects submitted. The supplement will highlight green efforts that make the Troy–Miami experiment in environmental friendliness, when we weren't even using the word "green" as a verb, seem like ancient history.

This month's lead story, by Susan McNeese Lynch, features a dream-come-true for an underserved neighborhood in Louisville, Kentucky, where a new branch library has become a beacon of hope.

Also in this issue, Sandra Feinberg and James R. Keller share their vision for creating a new youth services space. Previewing their forthcoming ALA Editions title, *Designing Space for Children and Teens in Libraries and Public Places*, the authors assert that it requires "an examination of the mission and roles of the library."

Along with the facilities focus in this issue, look for previews of two more forthcoming ALA Editions books—"Managing Digital Projects" from a book of the same name by Ira Revels, and "Invest in Yourself" by Catherine Hakala-Ausperk from her forthcoming *Be a Great Boss*—and special reports ranging from the Olympics in Vancouver to the earthquake devastation in Chile. You'll also find it all online at americanlibrariesmagazine.org. ■

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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喂

Bonjour

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Olá

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Привет

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GREEN your library

Find tips for environmental friendliness on the cheap at your library in this blog by Laura Bruzas.

PERPETUAL beta

Check out this blog by Jason Griffey for all the latest developments in technology, from Apple to Google.

JobLIST

Your #1 source for career information and jobs in library and information science and technology, at joblist.ala.org.

INSIDE scoop

Inside Scoop American Libraries' news blog from ALA Headquarters in Chicago.



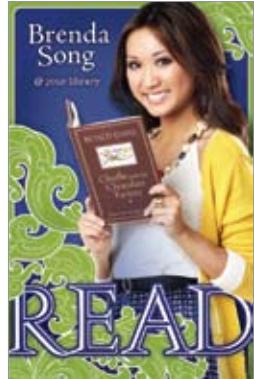
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A new pictorial architectural showcase of new and renovated facilities.

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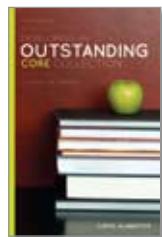
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ALA STORE



>>> Posters

Actress Brenda Song, star of the Disney Channel's hit show *The Suite Life of Zack & Cody*, also stars in a new ALA READ poster.



>>> Books

Developing an Outstanding Core Collection: A Guide for Libraries, by Carol Alabaster, alastore.ala.org.

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Public awareness content to foster more and better library use.

Building Relationships

Boost your career by serving as a library advocate

by Camila Alire

I recently had the opportunity to speak to several LIS student groups at the University of Denver, Pratt Institute in Brooklyn, New York, and Queens College, City University of New York. I talked to them about advancing their library and information services careers through professional service, leadership, advocacy, and diversity.

I also spoke in another venue about library advocacy involving elected officials and decision-makers as well as from the library's frontline. It was after my talk with University of Denver LIS students and at the Rhode Island Coalition of Library Advocates (COLA) 25th anniversary celebration and annual meeting in Providence that a light went on in my head to make *building relationships* the focus of this column.

I told the students how their involvement in professional service not only helps the organizations or associations for which they are volunteering, but also aids them in developing a network of colleagues and friends that will stay with them for the rest of their lives. Developing this network of colleagues is all about building relationships that can help advance careers. This network will alert them to job opportunities, serve as references, and mentor them in their jobs.

At the anniversary dinner celebration at the Rhode Island statehouse, COLA honored its founder—retired Hartford (Conn.) Public Library Director Louise Blalock—with the an-

nual Sweetheart of COLA Award. COLA started primarily as a group of community citizens who cared deeply about their libraries. (Does the name Joan Ress Reeves ring a bell?).

During the dinner, the discussion centered on how important library advocacy is now with the severe library funding cuts that are happening throughout the country. Blalock talked about how library advocacy was all about building relationships with legislators and other elected officials and decision-makers as well as with grassroots library advocates (users, library trustees, and Friends groups) in the various communities.

Grassroots library advocacy involves our community users because someone in the library has built a relationship with each advocate. It starts somewhere in the library (public, academic, school, or special). Although my presidential initiative is focused on frontline library advocacy—getting frontline library employees involved as connectors, connecting the community (library users, friends, neighbors, relatives) to the library to do grassroots library advocacy—it is that connection where these same folks become grassroots advocates for our libraries.

I appreciate the role of our grassroots advocates. My initiative is



The library's role is to continue building strong relationships with our grassroots community.

aimed at strengthening the traditional role of advocacy as we know it now. Our library trustees, Friends groups, and community users are very important in carrying the message to our elected officials with whom they have built long-standing relationships. The library's role is to continue building strong relationships with our grassroots community. Life is about building relationships.

Spotlight on Spectrum

Alma McDermott, a 2006 Spectrum scholar, is library media specialist at Pollard Middle School in Needham, Massachusetts.

McDermott used grant funds to purchase readers for Latino students who were not reading at grade level and created a "Blogging with Books and Buddies" literature group lesson for English teachers. She also secured funding to bring Coretta Scott King award-winning author Charles R. Smith Jr. to the school.

Make a tax-deductible contribution to the ALA Spectrum Scholarship Program, 50 E. Huron St., Chicago, IL 60611, e-mail the ALA Development Office at development@ala.org; or donate at www.ala.org and click on "giveALA." ■

ALA President CAMILA ALIRE is dean emerita at the University of New Mexico in Albuquerque and Colorado State University in Fort Collins. Visit camilaalire.com.

Comment Enabled

Virginia Hamilton

In response to the Arnold Adoff "Newsmaker" interview (see p. 22), AL online, Feb. 23:

I first discovered the wonders of children's literature reading Virginia's books as a newly minted children's librarian. Thanks for reminding me of her greatness.

Jeanette Larson
Texas Woman's University, Denton

The Case for Textbooks

In response to "The Case for Textbooks," AL online, Feb. 17:

It makes sense for academic libraries to purchase textbooks and make them available on reserve for students. That's fine, if the books are available in a way that makes them accessible to borrowers fairly.

However, not a day goes by that I, on a public library reference desk, am asked if we carry textbook x. And it's not just college students who are asking, but those in elementary, middle, and high schools, public and private.

We provide print and electronic materials that students can use for homework, such as biographies of African Americans for Black History Month and informa-

tion on California missions (every 4th-grader in California seems to get that assignment). Don't get me started on assignments from hell—when a teacher asks for information on an African-American inventor, for example, when the materials we have show only that the person has taken out a patent.

In a world of shrinking budgets (and where have we heard that before?), public libraries can't concentrate on serving only a segment of their users.

Sue Kamm
Los Angeles/Inglewood, California

At Portland (Oreg.) Community College we wrote and received a \$30,000 grant to cover the cost of buying one copy of each required text and putting it on reserve. This is a trial program that will launch next fall. At the end of the term, we will evaluate its success by looking at circulation use, theft rate, and anecdotal evidence.

We wrote this grant for several reasons:

1. Many students do not get financial aid until the third or fourth week of the course. By then, many are hopelessly behind. This will help with retention and success.

In a world of shrinking budgets (and where have we heard that before?), public libraries can't concentrate on serving only a segment of their users.

2. The cost of textbooks now serves as a barrier to access and retention.

3. There is always a block of students who do not use the library—some from ignorance of what we can provide. By getting more people in the door, we can expose them to some of the services we offer.

4. If reserve use proves popular, we hope it will reduce the printing and sale of textbooks. If an adopted text is used for three years, and only one student chooses to use the library copy, over three years of four terms each, that book will reduce the demand for individual copies by a factor of 12.

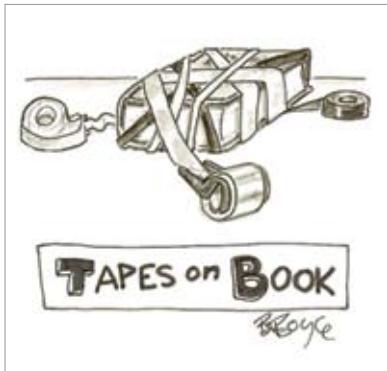
5. The advertising campaign "The Library Has a Copy of Every Textbook" is eye-catching and powerful. We think it will increase the demand for library services, and that can only be a good thing.

Tony Greiner
Portland, Oregon

As as library director, I think it is absolutely imperative for a university library to be an important link in a university's mission: to help the students succeed in their studies.

While I may not agree with the choices of faculty on the texts they assign their students—many of them are far too expensive and nightmarish to read—the instructors still have the freedom to choose the books they want to use in their courses. They should show more caring toward their

The advertising campaign "The Library Has a Copy of Every Textbook" is eye-catching and powerful.



students by assigning interesting, affordable readings.

Nevertheless, it should be the library's primary mission to provide texts that are needed and demanded by their communities. If a library refuses to do this for whatever reason, I feel it borders on the unethical.

My library has a copy of every text assigned to the students. It's a lot of work and is very expensive, but otherwise (especially today) many students could not afford the texts, they would flunk their classes, and therefore would not be able to finish their educations. Yes, some books go lost but then they have to pay to replace the copy, plus library expenses, so it costs them more than the actual book.

When I was a student I didn't have much money, and if it had not been for library reserves, I would probably be working in a grocery store right now. Now that I am a library director, I cannot in all good conscience consign others to a similar fate.

James L. Weinheimer

American University of Rome, Italy

Ducks in a Row

In response to "Hideous Book Remains in Fond du Lac School Library," AL online, Feb. 24:

Kudos to Fond Du Lac, Wisconsin, school officials for responding to this issue so professionally. These reconsideration requests are likely going to

increase, primarily in schools, but in public libraries as well.

It is so important for our institutions to be ready to respond to any book challenge. This means regularly reviewing our reconsideration policies, making sure the forms, or whatever we use, are in convenient and easy-to-find locations, and frequently reviewing the policies and agreed-upon procedures with staff.

Nanette Bulebosh
Elkhart Lake, Wisconsin

Wikipedia Woes

In response to Joseph Janes's *Internet Librarian* column, "Whither Wikipedia?," AL online, Feb. 12:

As a retired reference librarian, Wikipedia first struck me as an informational version of economist Adam Smith's invisible hand: Contributors around the world with a passion for a subject would correct and push one another, resulting in an ever-increasing quality of information contained in the cloud of entries for that subject. An upward spiral of information, pushed by the invisible force of many caring hands.

The trouble is, too many of the passionate are neither critical nor careful. Too many can't spell or write. Too many engage in edit wars. Too many overestimate their expertise. Some have an ax to grind. And for many entries—especially those related to niche interests—there is no community of interested contributors, and you get the take on the subject of just one or very few persons.

The greatest problem with Wikipedia may be anonymity. There is no penalty for carelessness or idiocy if you don't have to give your real name.

It is so important for our institutions to be ready to respond to any book challenge.

Too often the process ends up being the illiterate and the innumerate correcting one another. I no longer contribute articles, but still routinely correct the typos, errors, and inconsistencies I encounter.

In the beginning, however, I took Joseph Janes's exhortation to librarians to heart: If you don't like what you see, participate and make it better. I was the first person to create pages taking care to write carefully, to check facts, and to cite sources. I gained an appreciation I had not had before for just how hard it is to write a good encyclopedia article. It made me appreciate what the editors and contributors to traditional

encyclopedias had accomplished down through the years.

And then unknown parties edited my work, and instead of improving it, made hash of it.

Do you think I'll contribute to Wikipedia again? When hell freezes over.

I will admit that Wikipedia can be useful, especially as a starting point for information on offbeat topics or niche interests that traditional encyclopedias omit. But when I use it, I take what I find with a very large grain of salt and proceed accordingly.

The time will come when a few perceptive individuals will admit that the old library notion of authority wasn't such a bad thing after all.

Joe Schallan
Phoenix

The greatest problem with Wikipedia may be anonymity. There is no penalty for carelessness or idiocy if you don't have to give your real name.



Continue the conversation at americanlibrariesmagazine.org

Groups Ask FCC to Adopt Net Neutrality Principles

Eleven library and higher education-related institutions and organizations, including the American Library Association, have asked Federal Communications Commission Chairman Julius Genachowski to support preserving an open internet.

In a March 1 letter, the groups assert that the internet faces major threats as a result of deregulation. Internet service providers (ISPs) have strong incentives to degrade certain internet services, and new technologies increasingly allow them to control internet traffic

without end user knowledge. They contend that simple, flexible policies are necessary to safeguard the open nature of the internet and to protect the free flow of information and educational content.

The groups urge the adoption of internet neutrality principles, including nondiscrimination and transparency, while allowing for reasonable practices to manage technical issues such as congestion and spam.

These principles would give ISPs simple ground rules and guarantee that private network operators and end users remain free to use

internet access as they see fit, according to the letter.

Joining ALA in signing the letter are: the Association of Research Libraries; the Association for Information Communications Technology Professionals in Higher Education; the American Association of Community Colleges; the American Council on Education; the Association of American Universities; the Association of Public and Land-Grant Universities; the Chief Officers of State Library Agencies; Educause; Internet2; and the National Association of College and University Business Officers.

Ask the ALA Librarian Blog Added to *AL* Website

American Libraries is partnering with the ALA Headquarters Library on a new blog designed to deliver sought-after information based on current frequently asked questions. ALA Library staff are blogging daily on Ask the ALA Librarian, offering another way to stay on top of library-related issues that are on people's minds.

"I'm thrilled to see us rolling out the 21st-century version of a favorite past *American Libraries* feature—the Q&A column, Action Exchange, which featured questions, and sometimes answers, from the field, along with responses from the ALA Library staff," said ALA Librarian Karen Muller.

The ALA Library is both the in-house special library for ALA staff and the "librarian's library." The library's staff

answers more than 500 questions a month about the Association—its activities, history, positions, and policies—and about librarianship in general. The questions come from all over the world, from members, publishers, authors, students, and others interested in libraries, Muller said.

Ask the ALA Librarian joins two other new blogs on *AL*'s website. In Perpetual Beta, Jason Griffey follows tech trends and their library applications, while in Green Your Library, Laura Bruzas shares practical tips for improving environmental friendliness and sustainability where you work. Links to the blogs will appear weekly in *American Libraries Direct*.

The blogs can be found at www.americanlibrariesmagazine.org.

2009 Annual Named a Top Trade Show

ALA's 2009 Annual Conference in Chicago has been named one of the top trade shows of the year, according to the April issue of *Exhibitor Magazine*.

"This means that the attendees who visit our exhibition at Annual Conference are very influential when it comes to what libraries purchase," said ALA Conference Services Director Deidre Ross. "This is excellent for ALA and shows the kind of high-quality audience we attract to our conference."

The 2009 Annual Conference received an 88% rating in net buying influence, tied with Print 2009. Topping the list was the National Association of Convenience Stores (97%), InfoComm (96%), PhotoPlus Expo (93%), and the National Restaurant Association (92%).

THE ASSOCIATION'S ASSOCIATIONS: ALSC

Registration Underway for BCALA Conference

Registration is underway for "Culture Keepers VII," the 7th National Conference of African American Librarians, to be hosted by the Black Caucus of the American Library Association and held August 4–8 in Birmingham, Alabama. The theme is "Bridging the Divide with Information Access, Activism, and Advocacy."

Terrence Roberts, a member of the Little Rock Nine who desegregated Central High School in Little Rock, Arkansas, in 1957, will serve as the opening session speaker. He is the author of *Lessons from Little Rock* (Butler Center for Arkansas Studies, 2009), which details his childhood in the segregated south, and *Simple, Not Easy: Reflections on Community, Social Responsibility, and Tolerance* (Parkhurst Brothers, 2010). A frequent speaker on civil rights and diversity and a regular speaker at the Museum of Tolerance in Los Angeles, he owns Terrence J. Roberts and Associates, a management consultant firm devoted to fair and equitable practices.

Comedienne Kim Wayans, of the famous Wayans family, and her husband, Kevin Knotts, authors of the children's book *All Mixed Up! (Amy Hodgepodge, No. 1)*, published by Grosset and Dunlap in 2008, are scheduled to speak at one of the author luncheons.

To register, visit bcala.org, and click on "Culture Keepers VII Conference Information."



Kim Wayans and Kevin Knotts



Terrence Roberts

CREATING A BETTER FUTURE FOR CHILDREN

Through nationwide initiatives, strategic partnerships, prestigious awards, and educational opportunities, the Association for Library Service to Children (ALSC) advocates for the best possible library service for all children and the development of high-quality library materials.

An inspirational ALA Annual Conference preconference in Washington, D.C., "Drawn to Delight: How Picture Books Work (and Play) Today," designed to help librarians better understand the books they share with children and families, will look beyond surface stories to uncover the deeper meanings and aesthetic connections that exist in today's picture books. Attendees will also observe studio demonstrations from a variety of award-winning illustrators. For more information, visit ala.org/alscevents.



Association for Library Service to Children

BORN TO READ

Born to Read, an ALSC early literacy initiative, has been completely redesigned to help expectant and new parents become aware that reading to a child from birth is critical to every baby's growth and well-being. ALSC members use Born to Read to illustrate how pre-reading skills pave the way for a future of literacy.

ALSC is heading south to Atlanta, September 23–25, for our biennial Institute. This two-and-a-half-day workshop, devoted solely to children's and youth library services, offers a small, intimate setting for participating in programming and networking with colleagues. Touching on some of the most important topics in library service to children, programs will focus on technology, children's literature, and programming and partnerships. For more information, visit ala.org/alscinstitute.

ONLINE EDUCATION

As library budgets tighten across the country, affordable continuing education for children's librarians becomes more important than ever before. ALSC's online education courses continue to provide members with stimulating learning opportunities at a fraction of the cost of traditional continuing education. Taking place in Moodle, courses run four to six weeks and are offered three times a year. For more information, visit ala.org/alsced.

—Jenny Najduch, marketing specialist, membership

Each month the Association's Associations spotlights the activities and agenda of one of ALA's divisions. Next month:
Association for Library Trustees, Advocates, Friends, and Foundations

Vitali Reappointed Endowment Trustee

John E. Vitali has been reappointed to a second term as an ALA Endowment trustee by the Association's Executive Board.

Initially selected in 2007, Vitali will begin a new three-year term in June at the conclusion of ALA's

Annual Conference in Washington, D.C. His term will end at the conclusion of the 2013 ALA Annual Conference in Chicago.

Vitali has been actively involved with not-for-profit business administration for nearly 34 years. He is currently deputy director for business administration/chief

financial officer at Brooklyn (N.Y.) Public Library, where he is directly involved in all aspects of the management of BPL's investment activities. Vitali has also served as BPL's director of finance.

The endowment trustees have the authority to hold, invest, reinvest, and disburse endowment funds available for investment as directed by the Executive Board. There are three trustees, one appointed per year by the Executive Board for a staggered three-year term, in

CALENDAR

ALA EVENTS

Apr. 11–17: National Library Week, ala.org/nlw.

Apr. 30: El día de los niños/El día de los libros (Children's Day/Book Day), ala.org/dia.

June 24–29: ALA Annual Conference, Washington, D.C., ala.org/annual.

June 29: Library Advocacy Day, Washington, D.C., ala.org/annual.

Aug. 4–8: National Conference of African American Librarians, Birmingham, Alabama, bcala.org.

Sept. 23–25: Association for Library Service to Children National Institute, Atlanta, ala.org/alsc.

Nov. 7–9: Young Adult Library Association's Young Adult Literature Symposium, Albuquerque, New Mexico, ala.org/yalsa.

addition to the ALA treasurer who serves in an ex-officio capacity.

"Visions of the Universe" Tour Extended

Fifteen additional public libraries will host the traveling exhibition "Visions of the Universe: Four Centuries of Discovery," developed in cooperation with the Space Telescope Science Institute Office of Public Outreach and the Smithsonian Astrophysical Observatory and administered by ALA's Public Programs Office.

The National Aeronautics and Space Administration provided major funding for the exhibit and the tour extension.

Forty public libraries hosted the exhibit from January 2009 through April 2010. The 15 additional selected libraries will extend the tour from April 2010 through May 2011. In addition to hosting the exhibit, the selected libraries will receive stipends of \$500 to assist with program expenses and purchase of exhibit-related materials for their collections.

The 15 additional libraries will pilot a new program from the Smithsonian Astrophysical Observatory called "Scientists on Reserve," which features live teleconferences with astronomers and other scientists.

The exhibit is part of a multiyear global celebration of astronomy, highlighted by the 400th anniversary of the first use of an astronomical telescope by Galileo.

For more information, visit ala.org/publicprograms.

Stay Connected with Booklist App

Booklist, ALA's review journal, is offering a new way to stay on top of recommended-only book reviews with a free app featuring the popular Review of the Day.

ANNUAL UPDATE

WIN A SPOT WITH STORYCORPS IN D.C.

Have you ever imagined doing a StoryCorps interview with a mentor or colleague and hearing it aired on National Public Radio? If so, take note: *American Libraries* is sponsoring an essay contest, in conjunction with StoryCorps founder Dave Isay's appearance at ALA's Annual Conference in Washington, D.C., in June. To win an interview spot with StoryCorps during the conference, explain in 500 persuasive words or less whom you want to interview and why. Winners will be announced in May. Details and an entry form are available at americanlibrariesmagazine.org.

The app can be downloaded free from the Apple iStore using any iPhone or iPod Touch. Just search "Booklist" or "book review" to find the app. Users with other web-enabled mobile devices can point the browser to booklistonline.com and add to favorites.

Woman's Day Seeks Library Stories

Women ages 18 and up are invited to send stories to womansday@ala.org that explain why the library is important to their community. The deadline is May 9.

Letters should be 700 words or less. Up to four stories will be profiled in the magazine's March 2011 issue and/or at womansday.com.

Librarians can download free tools to help collect local stories from the Campaign for America's Libraries website (ala.org/womansday).

A downloadable web button that can be linked to the official rules on the *Woman's Day* website is also available. ■

Canadian Library Serves Community as Olympics Host

The 2010 Olympic Winter Games are over and the Richmond O Zone celebration site here in British Columbia is being dismantled, but Richmond Public Library (RPL) staff are still reflecting on what it means to host the world.

But let me shatter all your illusions right up front: We started out being a library, thinking that guests from around the world would rush to the International Living Room we established for visitors to use the internet and check out news from home. Next thing you know, we've turned into a TV lounge, tattoo parlor, popcorn-serving cinema, face-painting salon, and Ralph the Rhino photo op.

Just so we're clear, I'm definitely not pooh-poohing our Olympic experience. Far from it: Richmond Public Library staff, on the whole, had a blast being part of the O Zone celebrations. But were we strutting our library stuff to the world? Not really. We started out one thing and turned into another real fast ... because that's what our visitors wanted.

And like fishermen say: You gotta bait the hook to suit the fish.

Before the Olympics, we thought of the games as a once-in-a-lifetime chance to show the world that we're way more than just your average public library. But in a sweet turn of irony, we showed them that under exceptional circumstances, a library has got to be more than just books, movies, and technology; it's got to be a flexible, fluid entity that responds to (or better yet, anticipates) its audience. It starts out with noble intentions, and then it gives the crowds what they really want: a warm, dry place to congregate, watch Olympic sporting events, get a Canadian flag tattoo, and pose with children's-book star Ralphy.

It was a bonus when visitors happened to stumble on the Crossroads area of our International Living Room, where we proudly displayed our Canadian Showcase of books, magazines, and BookCrossing selections. And if they actu-

ally looked at the books and magazines, even better. But more often than not our awesome "Feed me Books" book bags caught their eye, and the cultural experience was over.

We got comments like: "This is the coolest library I've ever seen" and "This is what every library should be. It's beautiful. It's comfortable. And it's friendly!" and "My little girl said this is a good day. She didn't expect to come to the library and get a Muk Muk painted on her face . . . and you can watch TV here!" You couldn't help but know that people liked what they saw.

My impression is that a lot of international visitors were surprised by the cool interactive Coach exhibit we had for kids and the life-size Ralphy the Rhino standees where they could have their pictures taken. Huge "Story of the Games" displays documented each day's medal triumphs on the front pages of the *Vancouver Sun* and *Province* newspapers. What they'd expected was books and maybe internet stations, but what they got was way more.

All I can deduce is that the muses must have been shining their beatific smiles on us, because not only did we get an unpremeditated drawing demonstration by Trevor Lai (creator of the Ralphy the Rhino book series and round library card) which 200 people attended, but we also discovered talented RPL staff that could face-paint the Olympic mascots on our littlest visitors, freehand.

We weren't surprised that people used RPL like a home-away-from-home TV den where they could put their feet up and watch the games. After all, we didn't call it the International Living Room for nothing. So, like I always say: You can lead an international visitor to a library but you can't make 'em read a book.

Sometimes a library is just a library. Other times, it's well, the coolest place on earth.

—Shelley Civkin, communications officer, Richmond Public Library, British Columbia



Enthusiastic fans watched the Olympic Winter Games in Richmond Public Library's TV lounge.

Libraries, Hospitals Join Forces to Promote Wellness in Body and Mind

Waiting is never easy for a child. For a child in a hospital, though, it's really a tough go. The looming surgery, the unfamiliar setting, even just the break in routine all pile on anxiety and make minutes seem like hours. Now many libraries are partnering with hospitals to help ease that anxiety as well as to hook these young captives on reading. The strategy sometimes offers a way to reach new patrons in literacy-challenged communities.

D. J. Leonhardt helped forge one such partnership recently in Waukegan, Illinois. A literacy advocate, Leonhardt lobbies for her cause from two fronts: as board member of Waukegan Public Library (WPL) and as an active member of the local Rotary Club, an organization dedicated to promoting literacy. She sees the school statistics, and they're startling: The last Illinois District Report Card showed 31% of all kids enrolled in Waukegan public schools are "limited English-proficient." Over 70% are Hispanic and fall into the low-income category.

"Books provide such a phenomenal breadth of entertainment and knowledge," said Leonhardt. "It occurred to me that one way to reach families is through children entering the hospital." She and a fellow Rotarian, WPL Executive Director Richard Lee, came up with a program called Gift of Reading. Funded by the Rotary Club, it provides a new, usually hard-bound book to any patient age 18 and under entering the local hospital, Vista Medical Center.

Wedging those costs into the Rotary budget requires some ingenuity. Collection management staff at the library negotiate special pricing:

Their first shipment of more than a thousand books came in at only \$1.95 each. Rotarians deliver the books and the library maintains the collection at the hospital. Then each child's nurse chooses a book that best fits the patient's age and interests, and presents it to the child.

Potent stress-reducer

"We are honored to have our pediatric patients receive books from the Waukegan Public Library and the Waukegan Rotary Club throughout 2010," said Barbara J. Martin, Vista Health System president and CEO. "Reading is fundamental for children to explore and grow." To top that off, it's a potent stress-reducer: New research shows just six minutes of reading can lower stress levels by more than two-thirds. That makes a visit to the hospital an opportune time to kindle a child's interest in books.

To keep that interest fanned after patients leave the hospital, the library equips each book with a WPL bookmark and a letter promoting the library's Early Learning Center and Literacy Suite, where visitors can sign up for free adult basic education and family literacy classes. Like many of the books provided, the letter offers its message in English and Spanish, reflecting the largely Latino makeup of the area.

"We call our program Gift of Reading not only because we're giving away books, but because reading in itself is a gift—a lifetime gift," said Lee. "We hope, once these kids leave the hospital, they'll have a new reason to visit the library."

Now, he and Leonhardt are working to expand the program to provide a collection of free, new or



From left, Vista Health System Head of Pediatrics R. N. Kelli, D. J. Leonhardt, Vista Director of Volunteers Deanna Stitch, and WPL Executive Director Richard Lee.

gently used books in English and Spanish for the hospital waiting room. The collection will include adult and children's books, and like the patient books, each will come stamped with a bookplate naming the literacy partners, and include the WPL letter and bookmark.

Gift of Reading isn't a groundbreaking program. Hospitals and libraries nationwide have partnered on similar projects, such as the Children's Literacy Program at the Children's Hospital in Central California, Reach Out and Read at the Children's Hospital in Philadelphia, and Read to Me at Hasbro Children's Hospital in Rhode Island. While not new, these partnerships are especially critical in high-need, low-resource areas like Waukegan, where one book can spark a lifetime difference; and outreach may be the only way to deliver it.

—Ellyn Ruhmann, public relations coordinator, Waukegan (Ill.) Public Library

Harry Ransom Center to House Magnum Photo Archive

Magnum Photos, the photographic cooperative whose members snapped some of the most iconic images of the last half of the 20th century, has sold its archives of almost 200,000 original press prints to an investment firm that has partnered with the University of Texas at Austin's Harry Ransom Center to preserve, catalog, and make accessible the photos.

The collection covers major events, celebrities, world leaders, social affairs, and enduring images such as the green-eyed "Afghan Girl" who graced the cover of *National Geographic* in 1985. Its new owner is an affiliate of MSD Capital, the private investment firm of computer mogul and Austin resident Michael Dell.

"Housing the collection at the Ransom Center not only allows this archive to be studied by photographers but also helps satisfy the huge interest in it among historians, anthropologists, curators, journalists,

"Given the technical changes that have taken place in the world of photography, including the digitization of images, a collection of prints like these will never exist again."

and the public at large," said Mark Lubell, managing director of Magnum Photos.

Harry Ransom Center Curator of Photography David Coleman told *American Libraries*, "We will make these prints accessible through our reading room like we do with all of our collections," adding that public access should begin this spring. Initially, the Ransom Center will maintain the organization that Magnum



Magnum photographer Eli Reed documents David Coleman of the Ransom Center processing the incoming collection. Photo by Pete Smith. Photo courtesy Harry Ransom Center.

used, with photos in boxes divided variously by subject, photographer, and geographic region.

"We wanted to make it available as quickly as we could," Coleman explained, adding that librarians will continually be cataloging the collection to provide more information.

While specific plans have not been finalized, Coleman said that the Ransom Center will host programs for students and the public with Magnum photographers "regularly" over the next five years.

A unique collection

"Given the technical changes that have taken place in the world of photography, including the digitization of images, a collection of prints like these will never exist again," said Gleen Furhman, comanaging partner of MSD Capital.

"You can't stop looking at these photos once you start opening the boxes," said Coleman in a February 16 National Public Radio interview. "You get the point of view of photographers from all over the world going all over the world in the second half of the 20th century."

The purchase covers only the physical press prints; Magnum's member photographers will retain copyright and licensing rights to all of the images. The purchase price was not made public, but the *New York Times* reported that the archive had been insured at \$100 million. Revenue from the sale will go to the photographers and to fund Magnum's outreach programming and improve its digital distribution system, NPR reported.

"I am so pleased to be able to entrust this significant body of work to the Harry Ransom Center at the University of Texas for research, study, and exhibition," Dell said.

Selected images can be viewed at bit.ly/magnumlightboxlink. —G.L.

Patriot Act Reforms Rebuffed for Now

The U.S. House of Representatives sent President Obama a bill extending three often-contested provisions of the Patriot Act on the evening of February 26, two days before the sections were due to expire. Approved by a vote of 315–97 the night after the Senate passed the bill by voice vote, H.R. 3961 extends until February 28, 2011, the surveillance sections, which have prompted repeated statements of concern from library organizations and civil liberties groups.

The president signed H.R. 3961 into law February 27.

Although several lawmakers introduced reform bills last fall, none of them had made it to the Senate floor for consideration before the extension. The bills sought to reinstitute privacy protections for U.S. citizens by tightening judicial oversight of Section 215, known as the library provision for authorizing the Justice Department to conduct searches of library and bookstore records in the investigation of suspected terrorist activity.

The reform bills had also sought to increase oversight of Section 206, which permits the issuance of roving "John Doe" wiretaps on unidentified individuals or facilities, and Section 6001 of the Intelligence Reform and Terrorism Prevention Act of 2004, known as the lone wolf provision because it allows the government to surveil non-U.S. citizens who are not part

of a foreign organization.

"Congress refuses to make reforming the Patriot Act a priority," said Laura Murphy, director of the Washington Legislative Office of the American Civil Liberties Union, in a February 25 statement that followed an ACLU letter to the House urging representatives to reject the reauthorization. "We shouldn't have to live under these unconstitutional provisions for another year."

Praising the extensions as demonstrating "a growing recognition that these crucial provisions must be preserved," Sen. Jeff Sessions (R-Ala.) told MSNBC February 25, "Recent terror attacks, such as those at Fort Hood and on Christmas Day, demonstrate just how severe of a threat we are facing."

"I hope that this vote will not stop my colleagues from continuing to improve our intelligence-gathering laws."

—Rep. Jerrold Nadler

(D-N.Y.)

"The American Library Association understands why the Democratic leadership has to go with a clean reauthorization, but that doesn't take away the disappointment we have," said Lynne Bradley, director of the Office of Government Relations at ALA's Washington Office, in the February 25 *Washington Post*.

Rep. Jerrold Nadler (D-N.Y.) also expressed disappointment. "I hope that this vote today will not stop my colleagues from continuing to improve our intelligence-gathering laws," he told Politico.com February 25.

—B.G.

FIRST LADY CELEBRATES DR. SEUSS



First Lady Michelle Obama reads *The Cat in the Hat* to Arlington, Virginia, and District of Columbia elementary students during the National Education Association's (NEA) 13th annual "Read Across America" day at the Library of Congress March 2. The event celebrated Dr. Seuss's 106th birthday and kicked off the NEA's national reading-promotion campaign. Joining Mrs. Obama are (from left) NEA President Dennis Van Roekel, U.S. Secretary of Education Arne Duncan, and Librarian of Congress James H. Billington.

GLOBAL REACH



COLOMBIA ①

CNN selected Luis Soriano, the primary school teacher who spends his free time operating a donkey-based mobile library, as its "hero of the week" in February. Soriano and his "biblioburro" offer reading education for hundreds of children living in what he describes as "abandoned regions" in the state of Magdalena. More than 4,000 kids have benefited from his program since 1990.—CNN, Feb. 26.

JAMAICA ②

National Library Director Winsome Hudson told Parliament in January that it might have to move from its location near the coastline in Kingston. Not only is it vulnerable to a tsunami, but the collection is "bursting at the seams." She is looking into moving valuable cultural items to the Central Sorting Office further inland.—*Jamaica Observer*, Jan. 20.

UNITED KINGDOM ③

The University of Oxford has announced a £78-million (\$117.6-million U.S.) renovation plan for its world-famous Bodleian Library building. The project, designed by Wilkinson Eyre Architects, has three aims: to create high-quality storage for its special collections, to support advanced research, and to expand public access. The library will reopen in 2015 as the Weston Library.—*University of Oxford*, Mar. 4.

FRANCE ④

The Bibliothèque Nationale has acquired the original, uncensored diaries of Venetian adventurer and author Giacomo Casanova (1725–98). In what could be the most expensive manuscript sale ever, a mystery donor purchased the 3,700 pages on behalf of the library for a price allegedly in excess of 5 million euros (\$6.8 million U.S.).—*The Guardian* (U.K.), Feb. 18.

GERMANY ⑤

The German Digital Library wants to make millions of books, films, images, and audio recordings accessible online. More than 30,000 libraries, museums, and archives are expected to contrib-

ute their digitized cultural artifacts. The goal is to integrate the collection with Europeana, launched in 2008, and to compete with Google Books. Some 45,000 works have been scanned so far at the Munich Digitization Center of the Bavarian State Library.—*Der Spiegel*, Feb. 19.

ITALY ⑥

Google has inked a deal with the government to digitize up to 1 million books from the national libraries in Florence and Rome. The books were all published before 1868 (which means that copyright laws do not apply). The libraries will also be able to share the digital copies with Europeana to gain a wider audience.—*Christian Science Monitor*, Mar. 11.

TAIWAN ⑦

The National Central Library and the University of Washington's East Asia Library are collaborating on a project, slated to begin this summer, to digitize Chinese rare books held by the UW Libraries. The EAL rare book collection includes approximately 600 titles. The Taiwan library will contribute \$91,000 U.S. and the digitizing equipment.—*University of Washington Libraries*, Mar. 1.

AUSTRALIA ⑧

The Australian Library and Information Association issued a statement opposing the government's plans for mandatory internet filtering of all RC (Refused Classification, or overtly sexual or socially and politically controversial) materials. It argues that the subjects covered are too wide-ranging for a blanket ban and that the filters will not protect children.—*ALIA*, Feb. 15.

NEW ZEALAND ⑨

Prime Minister John Key has announced plans to merge the National Library and Archives into the Department of Internal Affairs as a cost-saving move. The library has been autonomous since 1988. Both the Labour Party and the New Zealand Society of Authors have criticized the merger as likely to lead to job losses and reduced access.—*National Business Review*, Mar. 9; *Scoop*, Mar. 9–10.

Earthquake Recovery a Struggle for Chile's Public Library Services

Nearly two weeks after a devastating 8.8-magnitude earthquake struck Chile, library officials in the Department of Public Libraries of Chile's Directorate of Libraries, Archives, and Museums (DIBAM) are still trying to determine the extent of the damage to the nation's nearly 400 public libraries.

The epicenter of the February 27 quake registered at 3:34 a.m. offshore near the coastal towns of Curanipe in the Maule region and Cobquecura in the Bio-Bio region, both approximately 241 miles southwest of the capital city of San-

tiago. The damage and subsequent 150 aftershocks extended over six regions, impacting more than 2 million people and killing more than 300.

"We have slowly been receiving information from our regional staff as communications are irregular," said Pilar Pacheco, training manager of DIBAM's BiblioRedes Program. "Several small towns and villages along the coastline were practically devastated, completely wiped out. Our regional staff has been trying to contact library staff in every possible way. Out of the 278 libraries in the area, we already

have information from about 200 of them. We know that at least six libraries have been destroyed either by the earthquake or the tsunami and about 90 have been damaged and will need to be rebuilt or repaired."

Much of the effort to assess the damage to the country's public library system comprehensively has been hindered by the difficulty with travel, not only because of the damage to roadways and communications systems, but also because many cities and towns are under a state of emergency, with curfews imposed.

Nearby towns decimated

Of the towns nearest to the epicenter, Curanipe did not have a public library but Cobquecura did. According to a preliminary damage assessment, the Cobquecura library will have to be demolished. As of mid-March, it was uncertain how many more libraries were in the same situation because structural evaluation specialists were in such demand that they had not yet had the time to evaluate some library buildings.

Pacheco noted, "The good news is that about 133 libraries have opened their doors, even those that have suffered some small damages, and are helping people to contact their loved ones. Library staff are well known in small towns, because the library is a community center." DIBAM received a \$9.2-million grant from the Bill and Melinda Gates Foundation in 2001 to provide access to over 2,000 computers, high-speed internet, and information technology training to the public library staff throughout the

STORIES WITH A BEAT



Students from Southside Elementary Museum Magnet School in Miami join storyteller Baba Adekemi Lyons (right) and his son Ojobayo on a cultural journey during a Black History Month program February 9 at Miami-Dade Public Library's main branch. The children brought their own drums to share in the celebration.



Photos posted online show the damage to libraries in Chile from the February 27 earthquake and its aftershocks. This one is from San Javier, Pelluhue, Maule.

country through the implementation of the BiblioRedes Program.

Santiago Public Library, which opened its doors in 2005, was one of the many buildings in the capital damaged by the tremors, but its doors were scheduled to reopen to the public in mid-March. Director Gonzalo Oyarzun said, "The library suffered a variety of injuries to the structure and was closed for the week after the earthquake. We are assessing the damage, which includes large cracks to the building, some broken glass doors, and other smaller problems in need of repair. Further studies will be conducted by engineers before we allow the public to enter the building."

Paola Gallegos, national coordinator of the BiblioRedes Program, stated, "The first steps are to fine-tune the collection of information, placing special attention on learning about the status of library staff, then move on to infrastructure, equipment, and networks. This will provide us with an economic evaluation of what it will take to enable the BiblioRedes services to be operational again. However since DIBAM cannot invest in municipal

infrastructure, we can only go so far to replace the computer equipment and networks, and we will need to advocate for companies and municipalities to help not only with psychological support for the staff, but also for infrastructure and repairs for the libraries."

Gallegos continued, "We will need to prioritize where to reestablish connectivity first. For example, the library on Juan Fernandez Island,

also known as Robinson Crusoe Island, was completely destroyed. Restoring service there becomes a key priority to serve this isolated island community. We're trying to design an advocacy plan for libraries, but given the magnitude of what has happened, the nation's priority today is rebuilding schools, hospitals, and homes, not public libraries. It is painful to acknowledge this, but DIBAM believes we must work on helping everyone understand the importance of reestablishing library services in the communities."

Currently, at least 128 public libraries, or nearly one-third of the national system, have not been able to reopen their doors to the public. While the overwhelming majority of the library staff has reported no personal damage to their own homes, DIBAM has been unable to reach 38 staff, whose situations at this time are unknown.

The American Library Association has established the Chile Library Relief Fund to aid stricken libraries. Visit ala.org and click on "giveALA" to contribute.

—Carol A. Erickson, president,
Carol A. Erickson Associates,
Alexandria, Virginia

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Fiscal Crisis Management: A Crash Course in Taking the Lead

A bad economy has resulted in a painful paradox for libraries: Government, institutional, and philanthropic funding for libraries has been severely cut across the country, while use is at record highs. Providing more service with fewer dollars is difficult and stressful for trustees, staff, and customers as they adjust to reduced expectations and services. Tough times, however, can bring out the best in people and lead to positive change, growth,

and wisdom for individuals and institutions. Is this a fictional “Pollyanna” view, fraught with peril, or is there really a way to manage a crisis productively? Business and military experts have plenty of advice to share in the “crisis management” literature.

Most crises are preceded by signals and tremors. For libraries, declining government revenues were in the news long before budget negotiations, so leaders who listened and were in tune with political and economic headlines were able to mitigate funding blows. Other libraries were caught off-guard, since organizations often prefer equilibrium, the status quo, and avoidance of loss and pain until misfortune is certain.

Key questions: What clues did we have about the cuts in library funding? Were we prepared? Do we see further funding challenges down the line? How sustainable is our current budget?

When a crisis hits, leadership must be visible, open, attentive, and reassuring. Leaders don’t panic, and they can achieve a big-picture perspective and wisdom by “leaving the dance floor and going to the balcony”—which is a broad view appreciated by elected officials. Library staff will feel that the danger is retreating when they see the leader is paying attention and has a game plan. Customers will appreciate leadership transparency about the facts that led to service decisions.

More key questions: How have our library’s leaders been out-front, focused, and responsive? How have we addressed staff stress about library changes? What process do we use to make a planned response?

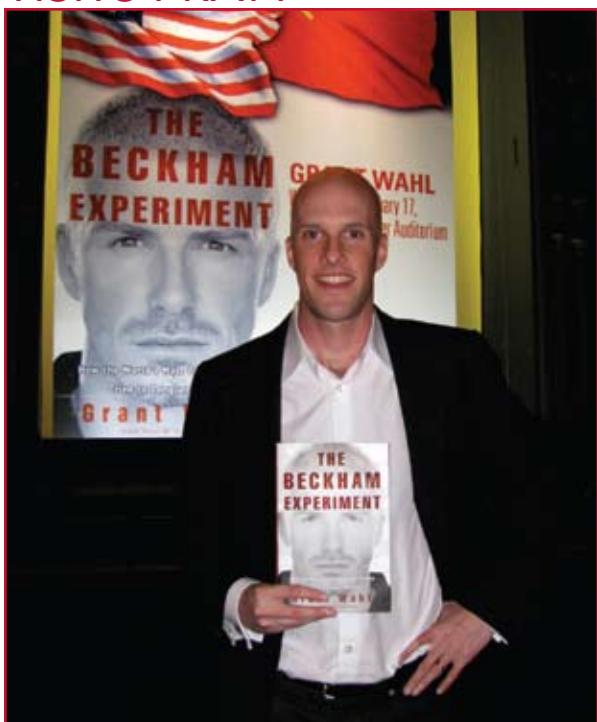
Hide the pain or pass it on?

Should the library cut “hidden” costs (also known as salary or benefit reductions) or pass on the pain to the customers by cutting visible and popular hours and services?

History teaches that there can be both harmful and productive public backlash to decisions, particularly when libraries or bookmobiles are closed. The key to successful crisis management is to look to your core purpose, values, and goals as the foundation for every action and decision. Organizations and individuals that focus on their core purpose can weather any storm.

When all library activities seem to be connected to your core purpose, ranking them by use, popularity, and customer preference will dictate appropriate actions.

BECKHAM EXPERT VISITS PRATT



Sports Illustrated writer Grant Wahl poses in front of a window display at Enoch Pratt Public Library in Baltimore during a February 17 appearance at the main library. He talked about his book *The Beckham Experiment: How the World's Most Famous Athlete Tried to Conquer America* (Crown, 2009), which details British soccer great David Beckham's road from Europe to his new adventure with the L.A. Galaxy team.

Beware of analysis paralysis: Rock climbers caught in a blizzard know that when they are stuck, they have to move, although every bone in their body is telling them not to.

Yet more key questions: What are the core services we must continue to provide, no matter what? What is the most important thing the library does? What does a list of ranked library services look like—what's at the top, and bottom? How much should the public be hurt by the services we cut and will they deride our decisions or be spurred to advocacy action?

Every library has important assets devoted to its core purpose. At the top of the list is staff. Many businesses have survived tough times by keeping passionate, customer-oriented employees who bond through challenge, and stay engaged and committed. They are close to the customer, know the community, and intuit the short-cuts to use when resources are scarce. Crisis is also a time for trustees, friends, staff, and supporters to come together in their passion for good library services.

Other top library assets include library buildings (valued community spaces), children's programs (everyone supports children), and DVD borrowing (free/inexpensive compared to entertainment alternatives).

How can we support and celebrate the staff, volunteers, trustees and sustain their morale in tough times? What unique strengths do we have in the community? What assets should we showcase?

If customers feel important and buy into the library's core purpose, they will be willing to support and sacrifice on behalf of the cause. Given the chance to comment, they may provide new insights. Businesses focus on keeping existing customers during tough times, a strategy that works for libraries—turning customers into donors and advocates.

How will we get stakeholder input to make budget cuts? How can we

get them to support our difficult decisions?

Library service cuts provoke strong emotions and community backlash. Library leaders should inform staff and the public honestly and swiftly, with the rationale and reasons behind their decisions. Failure to communicate quickly may result in negative and unanticipated long-term consequences. Getting out front soon allows the library to frame the issues and can limit media scrutiny. Who speaks best for the library? What is our communication plan? How can we leverage media interest for community support? Do we have a plan if customers are outraged by our decisions, and how can we transform anger into action?

Either the library can let the crisis run and keep what it can, trying not to

change, or it can use reduced funding as a catalyst to find efficiencies and improvements. We need to determine how our libraries can come out better

at the other end of this funding cycle and how we can better prepare for these inevitable ups and downs.

Funding shortfalls and other challenges can be managed effectively by publicly funded libraries by employing these strategies, anticipating additional stresses, and preparing innovative and flexible adaptations and responses. —*Catherine Suyak Alloway, public services director, Dauphin County (Pa.) Library System*

Leaders don't panic, and they can achieve a big-picture perspective and wisdom by "leaving the dance floor and going to the balcony."

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NEWSMAKER: ARNOLD ADOFF

The legacy of Virginia Hamilton, often described as "America's most honored writer of children's literature," continues through the efforts of her husband, poet and anthologist Arnold Adoff, who recently gave an exclusive interview to *American Libraries*. A new book, *Virginia Hamilton: Speeches, Essays, and Conversations*, published by Blue Sky Press/Scholastic and co-edited by Adoff and Kacy Cook, records Hamilton's powerful voice from her first nationally published essay in 1971 to her final speech at a children's book festival in 2001. Adoff discussed the book, the recent donation of materials to the Library of Congress, and his life with Virginia Hamilton. Read the full interview at americanlibrariesmagazine.org.



American Libraries: What will readers experience as they delve into the new publication?

ARNOLD ADOFF: They'll see a side of Virginia Hamilton that they've never seen before from her collections of folk tales, her novels, or picture books. There are 33 pieces in the book out of a total of probably more than 150 pieces.

What is the most interesting, relatively unknown piece about her in this book?

The two of us would occasionally go out and present, and there was a real juggling act, a real balance between husband/wife, African American/Jewish American, novelist and poet, and even New Yorker and Midwesterner. We never collaborated on a book, for example, because we couldn't even agree on how to cook chicken or how to make string beans.

Why should this book be on library shelves? It gives you a window into an intellect and into the soul of a major literary figure of the 20th century. It opens up African-American literature to all professionals—librarians, teachers, and graduate students. We need more and more specifics of African-American thought and literary emphases and yearnings for all of the many places in America where we have purposefully, or not so purposefully, resegregated American schools, libraries, and communities as well as places where young people of color are in large majority.

American literature to all professionals—librarians, teachers, and graduate students. We need more and more specifics of African-American thought and literary emphases and yearnings for all of the many places in America where we have purposefully, or not so purposefully, resegregated American schools, libraries, and communities as well as places where young people of color are in large majority.

Why is it so important to keep Virginia's legacy alive to writers, particularly African-American

writers? Virginia looked to Richard Wright, Gertrude Stein, W. E. B. Du Bois, and Paul Robeson for her foundation stones. New generations of African-American writers and parents need to look to a major foundation stone for their young people. That's why we've gone through a great deal of effort to upgrade the Virginia Hamilton website and we will continue to do so. Her Newbery Medal acceptance speech for *M. C. Higgins, the Great* is on the

website for free in its entirety just so people can get a sense of how she used language and what some of her thinking was.

What role can libraries play in keeping Virginia's legacy alive? When we first started to publish—Virginia in '67 and I did an anthology of what we called Negro poetry in those days with *I Am the Darker Brother* in 1968—it was librarians who took us into their hearts and who opened the rest of America up—first, to our work, and, secondly, to who we were. If librarians love you, they will love you first and longest, because they see your works first and they know what they can do. They know the power that they have if they can only struggle to keep their doors open and their libraries staffed. They are the repositories of a nation's greatness and what a nation needs to become great.

How will the Library of Congress donation aid scholars and researchers?

Literary scholars will be able to see, for example, the full story of the anecdote that's really true when Virginia's editor said to her after she saw the *M. C. Higgins, the Great* manuscript: "Well inevitably we can publish it just the way it is, but if you can go back and work on it, you can really make it a superb book." They'll see a young person from a small town in Ohio make her way to the big city and take on major world issues in her fiction and rediscover a great deal of folklore from a variety of places. ■

pass it on...

Preservation Week

May 9-15, 2010

With spring cleaning underway, Americans across the country will wonder how to preserve new-found treasures.

From May 9 – 15 communities will turn to their local library to celebrate the first-ever Preservation Week @ your library, a time when libraries across the country will provide information and expertise on how to preserve collectables, photos, family records and other valuable materials.

During Preservation Week @ your library, themed “Pass It On: Saving Heritage and Memories,” offer special programs and services to connect your users with preservation tools for their own collections; promote the importance of preservation; and enhance everyone’s knowledge of preservation issues.

Library professionals can find more information on Preservation Week @ your library, including programming ideas and tools, at www.ala.org/preservationweek.

Direct patrons and the general public to the @ your library web site, www.atyourlibrary.org, for ideas, tips, and stories about saving their treasures.

How the World Sees Us

"Librarians are my favorite people, and libraries are my favorite place to be." Agatha Award-winning mystery novelist KATHERINE HALL PAGE on why she dedicated a book to librarians, "Author's Note," *The Body and the Sleigh*.

"That these books are available for children—for a child like me—all these books!—leaves me dazed, dazzled." Novelist JOYCE CAROL OATES, remembering a childhood visit to the Lockport Public Library in upstate New York, *Smithsonian*, Mar. 2010.

"I loved being able to get any book I wanted, see a free concert and take a bath in the sink all in the same place." "Things I Miss About Chicago" entry for Chicago Public Library's Harold Washington Library center, by expatriate DREW ADAMEK, Beachwood Reporter blog, Feb. 22.

"If the branch library people are saying that it is so important to have these branches, then they'll need to fund them. . . . And they'll have to show how they're going to do that." Evanston, Illinois, City Council member COLEEN BURRUS, on ending municipal support for Evanston Public Library's only two branches, *Daily Northwestern*, Mar. 4.

"I educated myself. I went to the library—the books are free." Television host GLENN BECK, addressing the Conservative Political Action Conference February 19.

"Glenn, Glenn, Glenn. The library isn't free! It's paid for with tax money! Free public libraries are the result of the progressive movement to communally share books. The first public library was

the Boston Public Library in 1854. Its statement of purpose: Every citizen has the right to access community-owned resources. Community-owned? That sounds just like communists. You're a communist!"

Comedian JON STEWART, responding to television host Glenn Beck's February 19 Conservative Political Action Conference keynote in which Beck asserted that he educated himself for free at the library, *The Daily Show*, Feb. 22.

"Let's talk about libraries and freedom. Libraries today are not our grandma's libraries. They are busy and noisy, crowded and fun. They serve as a city's social and artistic arena. They protect American freedom to read and right to privacy."

NORM SCHILLER, board president, Mississippi Valley Library District, Collinsville, Illinois, editorializing about patron privacy, *St. Louis Today*, Feb. 17.

"His goal was to make it not seem as competitive."

Academy of Motion Picture Arts and Sciences librarian LUCIA SCHULTZ, explaining to the Associated Press why Oscar show producer Allan Carr told presenters not to use the expression "and the winner is," Mar. 8.

"Measuring teacher performance based in part on the test scores of their pupils would seem to be a no-brainer."

EVAN THOMAS and PAT WINGERT writing on education reform, "Why We Must Fire Bad Teachers," *Newsweek*, Mar. 15.

"Millennials are the first truly digital generation. Three quarters have created a profile on Facebook or some other social-networking site. Only half of

"Oh no, we would never get it back!"

Humorist PAULA POUNDSTONE, quoting a California librarian when she asked if she could check out a book on the history of curse words, National Public Radio's *Wait Wait . . . Don't Tell Me*, March 6.

Gen Xers and 30% of boomers have done so."

ROBERT J. SAMUELSON, "The Real Generation Gap," *Newsweek*, Mar. 15.

"The library was the one place I enjoyed in school.... It's a shame that the football team got a bigger budget."

JAMES STEPHENSON in "Seen Not Heard: How Obscure Security Makes Schools Suck," *Boing Boing*, Mar. 11.

"If your only job skills are a thorough understanding of the Dewey Decimal System and the ability to alphabetize, what did you expect?"

TOMMY WAYNE KRAMER, urging the closure of the Mendocino County (Calif.) Library ("blacksmith shop of the 21st century") to save money, in "Save the County, Close the Libraries," *Ukiah Daily Journal*, Feb. 22.

"I actually consider this library as a luxury, because you do not need it to live. People need to realize . . . if you don't pay, you can't play."

Prescott, Arizona, city council member JOHN HANNA, commenting about whether to charge a fee in order to use the public library, *Prescott Daily Courier*, Feb. 12.

"What a bonehead move!"

Editorial against a user fee for Prescott (Ariz.) Public Library, *Prescott Daily Courier*, Feb. 16. ■

Our Conservative Ideals

The profession's values are not solely liberal ones

by Andy Spackman

Although TV talking heads discuss trillion-dollar bailouts for broken industries as if you might trip over one on your way to the unemployment office, libraries—which aren't broken—struggle to make our case. I sometimes worry that librarians' language only addresses the left side of the political aisle, leaving the right's opinions to be shaped by people like the regional talk radio host who refers to libraries as "welfare bookstores" and calls our users "freeloaders." This attitude fails to account for how well libraries align with basic conservative principles—a message we must better communicate.

Conservatives from Milton Friedman to Ronald Reagan oppose enforced equality of outcome but champion equality of opportunity. They should likewise champion libraries, which do not redistribute wealth, as in a monetary dole gifted by the government, but make loans. Facilitators of literacy, education, and job-seeking, libraries do not guarantee success, but equip users to pursue opportunities on their own. Prototypical capitalist Andrew Carnegie experienced this personally, and for this reason helped thousands of communities establish public libraries.

Advocates of democratic capitalism must also remember that free markets need transparency to function. Libraries can reduce information asymmetry, allowing more people to participate effectively in

our market-based economy.

The conservative's litmus test is adherence to the nation's founding principles. Although the modern concept of public libraries did not emerge until the mid-19th century, several Founding Fathers exercised seminal influence. John Adams and Thomas Jefferson can each stake claim to founding the Library of Congress. Benjamin Franklin founded the Library Company of Philadelphia in 1731; in 1778 he donated a collection of books to Exeter, Massachusetts, which residents voted to make freely available.

Enlightenment-inspired Founding Fathers believed an informed citizenry was necessary for the preservation of liberty and the function of democracy. James Madison argued "a popular government, without popular information . . . is but a Prologue to a Farce or a Tragedy." Jefferson placed the "diffusion of information" among the "essential principles of our Government." He said, "I have often thought that nothing would do more extensive good at small expense than the establishment of a small circulating library in every county."

Given the political waters ALA sometimes dips its toes in, it's easy to see why our profession is perceived as liberal. But there is potential within librarianship for a diversity of viewpoints, and core values like privacy and intellectual freedom resonate at least as well with libertarians as progressives.

Libraries are justified in the conservative worldview when we help users participate in our democracy.

Public libraries should become research centers for voters and local policymakers, like mini-Libraries of Congress. We can host debates and town hall meetings. Our dis-



Core values like privacy and intellectual freedom resonate at least as well with libertarians as progressives.

plays and book clubs should feature biographies of candidates or books they have written or endorsed. We must help immigrants access America's opportunities, whether they are seeking citizenship, starting a business, or learning English.

Championing enterprise

We are champions for literacy and should also be champions of enterprise and support fledgling entrepreneurs, join chambers of commerce, and partner with Small Business Development Centers. If libraries make allies of local businesses we may find local governments more supportive.

Conservatives correlate liberty and prosperity with limited government. To govern ourselves and participate effectively in the economy, we must be knowledgeable. By making this possible, public libraries play a key role in the success of the American endeavor. ■

ANDY SPACKMAN is business and economics librarian at Brigham Young University and president-elect of the Utah Library Association.

Planning for a Mobile Site

Six steps to going mobile at your library

by Cindi Trainor

Mobile, mobile, mobile. It's all we hear these days. Mobile...it's the new black. Mobile...you just GOTTA.

At my library, mobile web browsers have only accounted for .3% of the total site traffic this semester. Compensating for all the library's public PCs (which of course default to the library web page) only takes this up to .5%.

So should my staff and I still put effort into a mobile library site, just to serve this handful of people? In a word, yes.

This traffic, though small right now, will continue to grow. With some initial planning a mobile-optimized website is within every library's reach.

At the ALA Midwinter Meeting in Boston this January, I participated in a half-day preconference workshop sponsored by ALA's Association of College and Research Libraries, titled "Anytime, Anywhere, Any Device: Developing a Mobile Website for Your Library," taught by Beth Ruane, Missy Roser, and Courtney Greene from DePaul University in Chicago. I learned that with some initial planning, a mobile-optimized website is a goal that almost any librarian can achieve easily.

This may seem obvious, but web pages in a mobile site are just that—web pages. They are optimized for



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the tiny screens of a mobile device, but that's where the differences end. The trick is to do adequate planning with mobile users in mind, rather than simply making a more streamlined copy of all existing content.

One of the most important points in the Midwinter workshop was that it's necessary to divide mobile devices into two

classes: smart phones and lower-end devices. These two types typically have different size screens and bring two dif-

ferent interaction styles to the table: touch and scroll.

A content management system like Drupal is capable of creating a mobile website through stylesheets and theming, as are programs like Dreamweaver. Taking advantage of this capability will mean having only one set of content pages to change.

Six steps to mobile

At the Midwinter workshop, the presenters demonstrated how easy it is to achieve a mobile-optimized website. The steps we walked through in the Midwinter workshop were:

Needs assessment. Plan for a useful site by first talking with library staff and users, asking questions such as: Who are the internal and external stakeholders? How can data be gathered? Are there sources of helpful secondary data? The final

step in a needs assessment is to analyze the data and to report findings to the stakeholders.

Integrating with existing library services. The thought of creating a mobile-optimized equivalent of the entire library website is intimidating. Use the data gathered in the needs assessment to identify and prioritize services for which a mobile version would be ideal.

Project planning. Don't underestimate the value of written documents in formalizing and building consensus, in sharpening your own vision of what is to be accomplished, and in beginning the important process of project documentation.

Building the site. With screen size in mind, sketch out what your mobile site might look like.

Testing, marketing, launching. The plethora of library services is so broad and deep these days that we cannot build a mobile website and simply expect people to come. When thinking of marketing any library service, mobile website or otherwise, it's important to set goals.

Keeping up. The teachers gave participants a toolkit of resources on keeping on top of technologies and trends affecting mobile use and services. We spent time adding to this list the names of organizations, people, and information sources that are our go-to places for keeping up. ■

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Mirabile Visu

Google's unexpected commercial raises questions

by Joseph Janes

Things I never thought I'd see:

1. The Saints winning the Super Bowl.
2. The Mariners making off-season moves that might actually help for this year.
3. A Google commercial.

I couldn't quite believe it at first; there it was in the third quarter of the Super Bowl, as it really began to look like New Orleans had a chance to win. At first I thought maybe it was an ad for some other company that was just showing Google as a way to get to its own website; but nope, there it was. If you missed it, it's available on YouTube, naturally, and bears a quick look. It's a romance in miniature, told through rapid-fire searches, all in 60 seconds. Sweet, in a modern-love sort of way.

The first question that immediately comes to mind is, why? Followed by a side order of, why now? After many years of cultivating cool by not advertising, by relying on word of mouth and the in-the-know factor, why do this? Google's not telling, in the company's typically closed-mouth style.

And it's not even Google's first: An ad for Chrome aired in November, and the firm is happy to piggy-back on all those Droid cell phone



Not a bad little tutorial on search technique—even devious in the way it crammed all of those points in.

commercials. As a blogger at The Net Impact revealingly commented, "Google commercials? Isn't that rather like, say, oxygen commercials or knife and fork commercials?" It's facile to say that this betrays some sense of concern on Google's part about Bing or Buzz or the Books set-

tlement or something; in any case, it's difficult to imagine any company in Google's market position being all that afraid of anything or anyone.

There's got to be a reason, even if after the fact the company came off even kind

of sheepish about the whole business. Apparently, this won't be the end of it, either: Google is searching (heh) for a director of marketing.

A romantic lesson

The commercial itself, motivations aside, was intriguing in its own right. In fact, it's one of a series of short videos available on Google's site that demonstrate how its search engine can be used. The one that aired, relating the progress of an intercontinental long-distance romance in the space of a minute, illustrates at least nine features: letting Google finish your search as you type, correcting spelling, translation, automatic synonyms, local search, word definitions, Wikipedia in results, flight purchasing (take that, Bing), and maps.

Not a bad little tutorial on search technique—even devious in the way it crammed all of those points in. (All of our information literacy sessions should be so compelling.) In typical Google fashion, it's very spare, making the searching look effortless, simple, and always effective.

It echoed, for me, the iPhone commercials that show, for example, a guy ordering flowers while still on a call with his girlfriend and she's none the wiser. Technology is here to make your life easier, and apparently to stabilize your relationships. It also contrasts vividly with that other well-known Super Bowl technology commercial, the "1984" Macintosh ad that Apple paid to air once and hasn't been allowed to be forgotten since.

The message appears to be seamlessness—these tools are just there, ready and waiting when the need or mood strikes, always available, easy to use, and then on with your life.

I also never thought I'd see giant totems ascend from a stage or a young man soar and bank over the prairie; but I did, in person, at the opening ceremony of the Vancouver Winter Olympics. Quite an experience, made even more special by the warm and generous hospitality of City Librarian Paul Whitney and his partner Joan. Canadians + librarians = nicest people on the planet . . . but that's another story. ■

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Finding Your Voice

Blogging for career advancement and networking

by Meredith Farkas

Having a professional online portfolio is a great way to show off your technology skills and provide additional information to potential employers that doesn't fit into your résumé and cover letter. However, this alone won't give them a strong sense of who you are, nor will it help you develop a professional network. Adding a blog to your professional presence provides you with a great way to network and distinguish yourself from the crowd.

Blogs are easy to start; you could be blogging five minutes from now! While you can install blog software on a server, there are plenty of free, hosted services like Blogger and WordPress. Most blogs have a WYSIWYG editor, so you don't need to know HTML to format text or add media. It's also a nice medium for your readers as they can subscribe to your blog's RSS feed and have the posts delivered to them without visiting your site.

Putting you into your blog

Blogs are known for being an informal medium and offer great opportunities for a professional platform where your personality can shine through. The authors of most popular library blogs put their own spin on professional topics and manage to blend the personal and professional seamlessly. That doesn't mean that you have to talk about your private life; it does mean letting your audience get to know you

and what you think about professional topics.

It can take time to find your authentic voice. When I first started,

my posts merely rehashed news stories I'd read. Over time, I started to include my own thoughts on topics and my posts became more like personal essays than news stories. The best blog posts spark a conversation, so writing things that are thoughtful and thought-provoking will attract readers.

Within the world of library blogs, there are various genres and formats. Some bloggers focus on a narrow range of topics (like scholarly communication or instruction), while others tackle any topic that piques their interest. In terms of format, some posts are brief and contain mostly links to useful resources, others are longer essay-type posts, and still others resemble journal articles and include citations. Make sure that you are passionate enough about your choice of topic(s) and format that you can see yourself continuing the blog for years to come.

A blog looking for a reader

So, once you've written a few blog posts, how do you get people to read them? Beyond posting interesting content regularly, a great way to increase your visibility is to take part in conversations across the blogo-



The authors of most popular library blogs manage to blend the personal and professional seamlessly.

sphere. When you comment on someone else's blog, you can include a link to yours. If the author or her readers find your comment interesting, they'll likely visit.

You can also comment on people's posts through your own blog. When you link to another blog post, the author will receive a notice that his post was mentioned by you. This is called a Trackback and is how people can track conversations across multiple blogs. You can also have your new entries auto-posted to Twitter, FriendFeed, Facebook, and other social media sites you might use. All of this will make you more visible to other social media users, which will help to increase your audience.

As with any writing online, it's important to be judicious about what you're posting. Getting too personal, too negative, or revealing too much about work or job interviews can be damaging to your reputation. Being authentic, passionate, and thoughtful will not only attract people to your blog but also distinguish you as someone who cares deeply about the profession. ■

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Are you a Programming Librarian?



- Is your library a community center for discovery, engagement and growth?
- Do you constantly look for opportunities to bring scholars, musicians, artists and authors to your library?
- Are you always learning and looking for ways to bring your community together for literature, film, contemporary issues and local history?
- Could you use a little help finding the funding to bring it all together?

Programming Librarian.org

If you are a Programming Librarian, or want learn more about increasing your library's influence as a community cultural center, visit **ProgrammingLibrarian.org** to find grant opportunities, programming ideas, valuable resources, inspiration and more!

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A Library Grows IN NEWBURG



An underserved community gets a long-awaited branch

By Susan McNeese Lynch

In August 2009, a decades-old dream came true for the people of Louisville, Kentucky's Newburg neighborhood. It came in the form of a new library, a branch of the Louisville Free Public Library (LFPL) system. Not surprising to many of the more than 20,000 residents in this traditionally underserved area, the Newburg branch has become an instant success, an immediate center for the community, and a beacon of hope for those who are enjoying its community-building design and state-of-the-art services every day.

The 8,300-square-foot library, designed by Meyer, Scherer and Rockcastle Ltd. of Minneapolis, features a combination of study, technology, and communal gathering spaces, all designed to serve a rotation of users, from children to teens to adults. Much of the input from residents focused on the need to “accommodate all ages,” “be family friendly,” “provide accessible technology,” and “be a kid’s dream space.”

“This library is truly representative of what its neighbors asked and hoped for,” said LFPL Director Craig Buthod. “They talked, we listened, and our architect was able to weave together threads of need, use, and value, making this library part of the community fabric right from the start.”

A suburban community of some 8,000 households, Newburg began as a German settlement in the 1840s. It quickly became a haven for runaway slaves and, following the Civil War, grew into a small town of predominantly freed slaves. It is still more than 58% African American. Thirty-five percent of its families have children under 18, and 36% live below the poverty level. Only 36% have achieved a high school diploma, and 8% have graduated college.

The cry from the community for a library has been reported to date back as far as the 1950s, and a Newburg branch has been part of LFPL’s capital planning for nearly a decade. Economic woes and political realities, however, presented consistent challenges to getting a library built in the area. Fortunately, the library had one staunch supporter who could make the necessary difference in getting a new branch funded: Louisville Mayor Jerry Abramson. His leadership and commitment made the plan for funding this much-needed branch take shape.

“It is a real privilege and pleasure to make this branch available to our residents in Newburg,” proclaimed Abramson at the new library’s dedication ceremony. “What is exciting is to learn about all of the donations and support that came in from throughout the Louisville community. This branch has been built because of neighbor helping neighbor. It’s terrific that the design of this library reflects that communal spirit.”

The contents of the branch reflect that communal spirit as well. According to Buthod, “Generous donors to the Library Foundation paid for every book, every DVD, every computer, and every stick of furniture in the space.”

Library builders today must strike a balance between advanced technology and a healthy supply of books. A positive outcome of the Newburg experience has been greater-than-expected library usage, which sent library staff back to the foundation to ask for an additional \$100,000 for more books—a request with which the foundation gladly complied.





Triumph over adversity

That the Newburg branch opened just one week after the city experienced a devastating flood, severely damaging the LFPL's main branch as well as other parts of the system, only serves to further illustrate the "triumph over adversity" theme that would seem to be the hallmark of the Newburg project. It was a theme that lead architect Jeffrey Scherer, FAIA, seemed to understand from the outset.

"There is no doubt that this project offered a set of unique challenges," said Scherer. "Given the ultimate speed of the project, the intensity of the neighborhood's passion, and the high expectations throughout the city, we knew we had to overcome any sense of letdown. The immediate respect for this building, the intensity of use by all ages, and the immediate embracing of it as a community icon and resource, tells us we were able to deliver on the promise."

Of course, the branch's instantaneous success comes with its own set of challenges, but according to LFPL Manager of Branch Libraries Lisa Sizemore, the flow of the space and the access to materials and seating are extremely logical and respond well to the different user groups overlapping and coming in during different parts of the day.

"Clearly, the architects had librarians in mind when they designed this space," said Sizemore. "We have a terrific vantage point, so we can see what is going on in all of the areas, allowing us to be that much more responsive to our clients' needs."

The teen center generates a high volume of activity, attracting more than 200 teens a day between 3:00 and 6:00 p.m. Teens take full advantage of 30 state-of-the-art touch-screen computers and spend time in small study groups to work on school projects. Located near three elementary schools and two middle schools, the branch library is perfectly positioned to serve as an education connector in support of the LFPL's goals of impacting literacy and encouraging students to pursue higher education.

"A real testament to the impact of the library is the students coming in to show our librarians their improving report cards," said Sizemore. "For us, this shows the students' respect and appreciation for the exciting things that can happen here."

The library's focus on education also extends to adults in the area. Computer classes are generating 30 attendees per session, and the branch is opening an hour early in some cases to facilitate courses on résumé writing and job search techniques.

"It is a terrific example of what a new library can look like and how a new library can be used."

—LFPL Director Craig Buthod

A children's area provides flexible space for interactive story hours, as well as quiet time for perusing picture books.

As the nature of the branch continues to respond to the community's needs, it is evident that the building itself has already become a landmark and an evolving symbol of the fresh energy and ideas that the residents requested.

"It is such a powerful feeling to get this library done," said Rev. Frank Smith, executive vice president of Simmons College of Kentucky and a Newburg resident. "People are finding their own identity as they use this library and coming to understand the value of having their voices heard."

And the new branch is already receiving recognition: It just received the New Landmark Award from the Louisville Historical League, honoring new buildings that fit well into their contextual environment.

The branch's sustainable features, soon to include solar panels on the roof, have been registered for Leadership in Energy and Environmental Design (LEED) certification from the U.S. Green Building Council. A rain garden harvests and cleans water run-off. The form of the roof is deliberate, allowing a uniform harvesting of daylight and a corresponding reduction in electrical power consumption.

Library officials hope that the addition of this new library will spur further library development in the city as outlined in the LFPL Master Plan. "This is such a lovely space enhanced by its sense of calm, use of light, and quality of furnishings," observed Buthod.

"It is a terrific example of what a new library can look like and how a new library can be used. We're eager to share this kind of service and space with other deserving areas of our city."

The Newburg branch has already transcended its role as a neighborhood library. Its mix of young and old, intensity and calm, education and enlightenment, technology and togetherness makes it what architect Scherer calls a "corner store for the mind." But perhaps Newburg Friends of the Library President Gloria Allen said it best: "Every time I pass the library, I feel like it is Christmas morning, and we are all getting the present we have wanted for so long."



SUSAN MCNEESE LYNCH is a freelance communications professional and writer working in the Louisville area.



DESIGNING SPACE for CHILDREN and TEENS IN LIBRARIES AND PUBLIC PLACES

How to carve out a niche that epitomizes service

By Sandra Feinberg and James R. Keller



Envisioning a new youth services space is a joint effort on the part of the architects, design professionals, staff, board, and community. It requires an examination of the mission and roles of the library and how the library utilizes space to satisfy the needs of the community and, in particular, the needs of families and youth, birth through the young adult years. Ideally, children's and teen spaces need to reflect the library's philosophy of service and be designed as an integrated entity with a consideration of and an attraction for young patrons.

How parents and caregivers act within the library setting often influences how children feel and how often they will come to the library. How children feel when they use the library will affect their attitude and behavior not only when they are children but also when they become parents. The teen audience also needs attention from the library world. In *Teen Spaces: The Step-by-Step Library Makeover* (ALA Editions, 2009), author Kimberly Bolan reflects: "Teenagers today long to be needed, to be respected, and to belong—and libraries are ideal places for these things to happen. By creating a space designed especially for teens, librarians present themselves with the perfect opportunity to embrace this age group full force."

The success of public libraries tomorrow may well lie in our ability today to serve young children, their families, and teens in a healthy, appropriately designed environment—one that introduces the library to new users, serves as a laboratory for experimentation and discovery about what the "future" library may offer, and presents an exciting opportunity for garnering financial support and political backing.

Animatronic greeter animal at Brentwood (Tenn.) Public Library's children's library.
See p. 40 for more.

The term “design” has many implications and meanings. The comprehensive array of influence design bears on a single idea, mechanism, or space extends not only to the actuality of what is created, but also the organic nature of the creation and how it will influence activity and thought. Design of space for children and teens includes the perceived physical space (how patrons view and use the space), and the equally important intuitive space; that is to say, what the dynamic of the interactions in the space will be affects how the space, its contents, or its habitation will influence users in their daily lives.

Integrating ideas about how children and teens learn and perceive the world; understanding how architectural and design features can influence learning and usage patterns; listening to, interpreting, and incorporating ideas from the staff and community; and reflecting the current and future goals of the library provide the underpinnings for a good design. The design team provides additional outside views based on experience and knowledge that not only adds to the discussion but also brings critical skills of facilitation and organization to the process.

It is vital for the project team to gather as much information as possible about the library’s core philosophy of patron service and how it is to be reflected in the design

of children’s and teen spaces. It is also important to uncover any serious disagreements between the children’s or teen departments and administration regarding youth services. After reaching some central decisions such as the ages of the targeted audiences, the estimated size and scope of the space, and the basic activities and collections to be included within the space, the project team needs to gather information and validate their ideas through research, site visits, conversation, and exploration.

The success of any library space is reflective of the staff’s personal attention to and involvement with the entire process. Getting the staff’s input right from the start improves the architect’s understanding of how the building needs to function and the audiences that the library needs to reach. Youth services staff must tell the architect what they need to do their work, as the architect relies upon the accuracy and completeness of the information that the library shares. Staff has tremendous library expertise, street smarts, and skills in serving children. They need to bring this knowledge to the table and share their expertise with the architect.

While board members or administrators may not be interested in the details of the children’s space, they often set the tone for how much of the overall project is going to focus

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GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE



This project is made possible by a grant from the U.S. Institute of Museum and Library Services.

on children and teens, establish the role that the library will play regarding youth services in the future, and provide the funding support to accomplish the goals of the project.

In January 2009, Gonzalo Oyarzun, director of the Santiago Public Library in Chile, spoke with us about his view of the library experience for children and young adults, and the underlying principles that influenced the building of the new library. “A children’s and young adult library serves as a public square, where children and young adults can go and have fun; where they can feel free to choose, explore, and know; where parents and children can talk and know each other. It’s an intimate place where children and young adults can meet and interact with others, assuming and respecting their differences and ages; an environment that teachers and students can experience together, reading far from the school’s curricular pressure; a multimedia and interactive zone in which children have free access to books, new technologies, activities, highly trained professionals, comfortable furnishings, and state-of-the-art infrastructure—designed to their own scale.”

Most successful children’s and teen-space projects have been initiated because one or more board members or an enthusiastic library director sees the value of investing in youth services. In smaller libraries, a board member or director often acts in tandem with—or in lieu of—children’s staff because of their background (i.e., children’s librarian or teacher), interest in, or understanding of children. In most instances, designing and building spaces for youth has the support of one or more board members, the library director, and/or those who control the finances. Without this type of support, it is difficult to move forward.

Though some staff have strong opinions about who the

library serves and can envision how the new space will function, it is imperative that children’s staff have ongoing meetings with each other and the architects/designers, review literature on library services and space design for children and teens, conduct onsite and online visits to a variety of venues, look at demographic trends in the student population and the types (size, ages, ethnic background) of families that are moving into the community, and assess the needs, behaviors, and learning styles of children and teens.

It may be advantageous to involve current and potential users, including children, teens, and parents. They may come up with many ideas not thought of by staff or the design professional. Having users participate in the planning and development of services and new space generates interest and enthusiasm for the project.

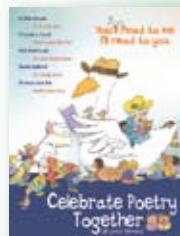
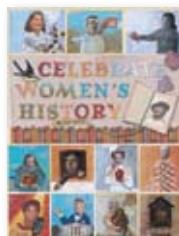
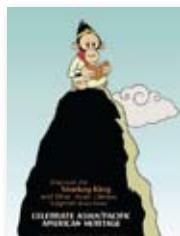
How children feel when they use the library will affect their attitude and behavior not only when they are children but also when they become parents.

Depending on the clientele and the situation, patrons can be asked about their preferences in several ways, including surveys, focus groups, design or idea boards, and suggestion boxes in various areas in the library. It is often best to target specific groups such as elementary or middle-school students, older teens, or parents of very young children. It is recommended that staff work with a consultant to assist with the survey design or to conduct focus groups, and with the design professional to work on design boards.

It is also beneficial to visit other libraries and children’s facilities, especially in other geographies if possible, to benefit from lessons learned and see other solutions for serving youth. Many of the best ideas for creating space are inspired by a completed project. Sometimes a poor attempt at implementing a good idea in one location will lead to resolution and success in the next.

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ALA Store purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.

Current and potential users may come up with many design ideas not thought of by staff or the design professional, and their involvement may generate interest in and enthusiasm for the project.

Visits to other libraries are preferable during high-use hours. Talk to the library staff about what works and what doesn't. Arrange for the architect to observe excellent library services for children, parents, and adolescents in well-designed library spaces. Also visit museums, recreation centers, parks, youth centers, sports facilities, and child-care settings. Many of the materials on display or used in various settings can be replicated or adapted for the public library environment.

Peruse library furniture catalogues and attend conferences and tradeshows that display children's furniture and equipment. Talk to library suppliers about what you would like; they can be very helpful.

Have a look at others' floor plans. In the beginning, it is often hard to visualize size. Comparing your library's floor plans to an actual space helps staff to prepare for proportion and size, what the new space will feel like, how patrons will use it, and whether the space is big enough to accommodate the many activities envisioned.

Search appropriate websites. Look at photos, print out text descriptions, examine the types of programming and activities offered, and review public policies and procedures relative to youth. Understand that the area's design and functionality says a lot to those who enter the space.

Community demographics

As part of the planning process, the architect or library space planner will provide a "Program of Requirements"—an introductory description of community needs and how the library project addresses those needs—and often defer to the library representatives for input on why the building needs to be built, expanded, or renovated. This is a great opportunity for the youth services staff to gather, analyze, and summarize the need for youth space based on local statistics and community information.

This research often produces estimates on the number of children and families that currently live in the area as well as the estimated growth or decline of the youth population. Other important information includes the ethnic diversity and education level of families, the performance of the school district, and the availability of other youth resources, such as Boys and Girls Clubs, YMCAs, youth centers, sports facilities, parks, and children's museums.

Preparing a chart of resources, ages served, programs offered, and other pertinent information helps staff determine what role the library can play to satisfy unmet or partially met needs:

■ Assess what other youth resources exist in the community. Visit these places and speak with the professionals who manage them. Ask what services are being offered

and what needs they feel are unmet. Elicit their ideas and support for your new library space.

- Locate reports created from a community-visioning process or the development of a long-range plan by the town or city council,

school district, local businesses, or civic organizations. These reports often outline the need for recreational and educational community space for children and teens.

■ Analyze a census report, which provides a demographic breakdown by age, gender, ethnic background, languages other than English spoken in the home, household income, etc. Cull this information relative to the number of preschool and school-age children and teens in the community. Also, contact the school district and the parents organization for student-population data.

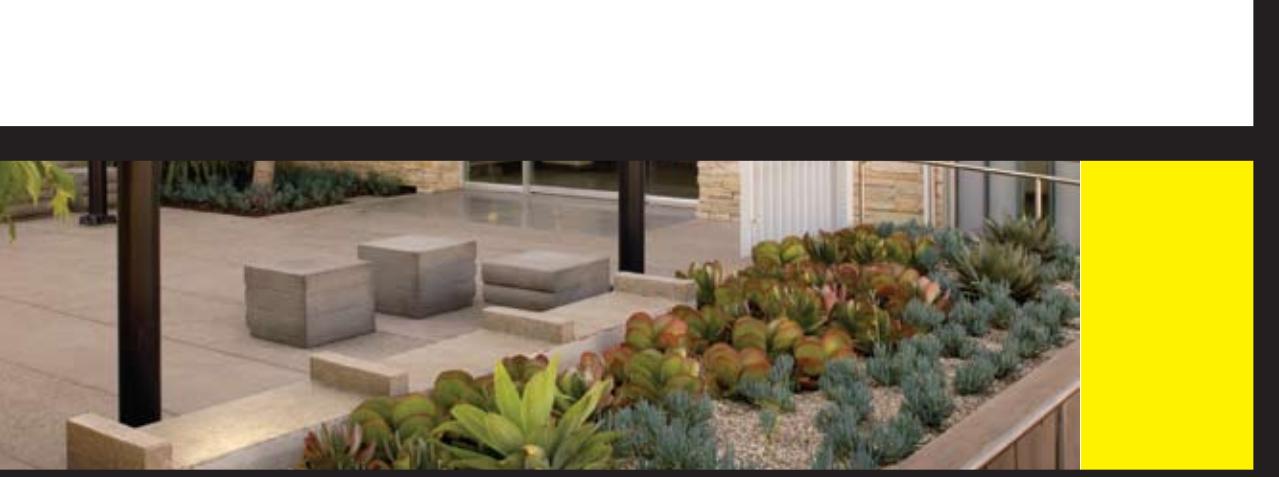
■ Search for information on local history and a general description of the service area, which your library may have readily accessible. Cull this material for information on youth services and the growth of the young population.

In the February 1993 *School Library Journal*, Terry Chek-on and Margaret Miles of Sacramento (Calif.) Public Library explained how they learned about their target population through a children's-services marketing study during the planning process for the new library. Staff determined what specific services and materials were of interest to potential users, and confirmed their belief that there were a limited number of children living in the central library's service area, and that many of them were from non-English speaking families. The study also confirmed that the children's space would need to be accessible at times when families from beyond the surrounding area could visit.

The library's mission must be taken into consideration when designing new space, particularly the influence and position of youth services. In today's society, the public library's role as a community institution embraces services for children, families, and teens. During the initial planning stages, the project team needs to learn just as much about the attitudes and commitment to youth by staff, board, and the community. More important, they need to become educated and immersed in the behavior patterns, learning needs, and tastes of children and teens. Devoting time and energy to fully understanding the behaviors of young people at various ages will culminate in a successful expansion or renovation: one that satisfies the end users. ■



SANDRA FEINBERG is director of Middle Country Public Library in New York. *JAMES R. KELLER* is director of library planning and design for Vitetta Architects and Engineers in Philadelphia. This article previews their new book, *Designing Space for Children and Teens in Libraries and Public Places*, forthcoming from ALA Editions.



What you hold is one small portion of the new, more thorough, and more intelligent Library Design Showcase. At americanlibrariesmagazine.org/librarydesign10, you will find these libraries and many more, broken down into 10 sections that highlight specific architectural aspects, such as creative spaces for youth and innovatively green buildings. American Libraries will also e-mail a digital supplement to ALA members in April, including articles on preparing for a new library and designing a circulation area.





BRENTWOOD (TENN.) PUBLIC LIBRARY

The expansion of Brentwood Public Library increased the size of the children's library considerably. Styled as a park, the theming includes trees, nature murals, woodland animals, and a fantasyland of books. An animated owl in one of the trees greets visitors, and a flat screen adjacent to the story room tells the story of the area's Native Americans.

Expansion and Renovation

Architect: Earl Swensson Associates
esearch.com

Size: 54,469 sq. ft. total, 10,969 sq. ft. expansion

Cost: \$3.8 million

Photo: Kyle Dreier Photography

The main design of the Henry Madden Library pays homage to traditional basketry of the American Indians of central California. Materials selected for the building include local woods and native granite. The Ellipse, as this section of the building is known, is often used for events and exhibitions.

Renovation and Expansion

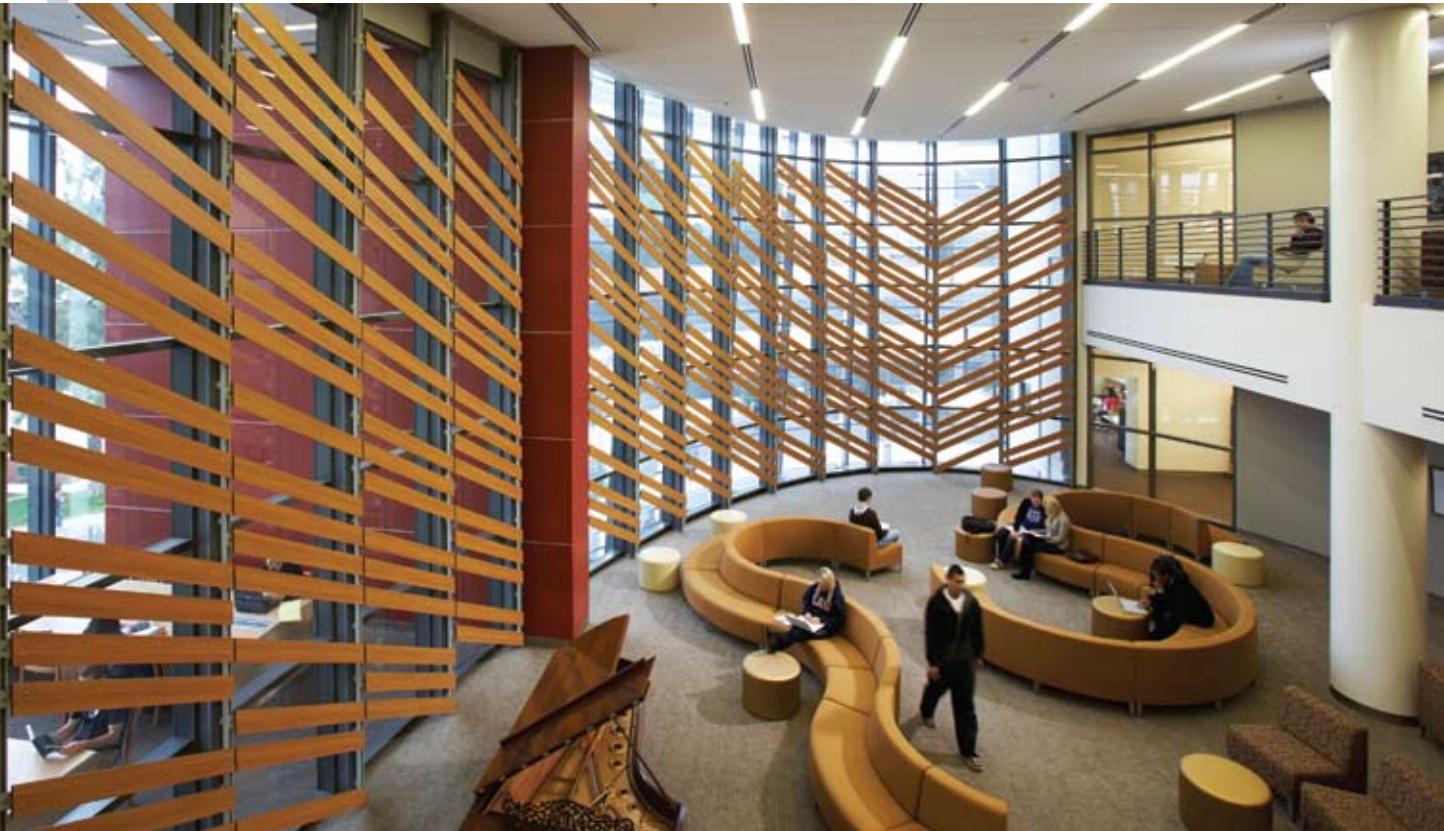
Architect: AC Martin Partners
acmartin.com

Size: 335,315 sq. ft. total, 243,900 sq. ft. expansion

Cost: \$105 million

Photo: Keith Seaman, Camerad

CALIFORNIA STATE UNIVERSITY, FRESNO





CAMBRIDGE (MASS.) PUBLIC LIBRARY

The renovation and expansion of Cambridge Public Library consists of three components: the historic main library, built in 1889 and newly restored to its original appearance; the transparent New Building; and a newly landscaped city park made possible by locating the 70-space parking garage underground. The addition features a double-skin glass curtainwall with three feet of space between glass surfaces that insulates against heat gain or loss, reduces glare, and improves ventilation.

Renovation and Expansion

William Rawn Associates, Architects, Inc./Ann Beha Architects
rawnarch.com/annbeha.com

Size: 102,000 sq. ft. total, 74,800 sq. ft. expansion

Cost: \$69 million

Photos: Robert Benson Photography

CARNEGIE LIBRARY OF PITTSBURGH



Design of the Allegheny branch makes a special effort to connect with the community. Large storefront windows invite passers-by in, while construction makes use of limestone materials like many civic and historic structures in the neighborhood do, and a protected outdoor terrace serves as the library's front porch. The branch is the first of a number of new construction projects along a corridor that will include townhomes, a coffee shop, and a bank.

New Construction

Loysen and Kreuthmeier Architects

lk-architects.com

Size: 15,500 sq. ft.

Cost: \$6 million

Photo: Ed Massery



COLLIN COLLEGE, MCKINNEY, TEXAS

The Central Park Campus Library was built in Jeffersonian style on a lush green quadrangle that features an outdoor amphitheater. The library is built in cast stone and brick with tall columns and arched windows. Interior materials include wood paneling, stainless steel, and marble.

New Construction

Architect: PBK

pbk.com

Size: 73,500 sq. ft.

Cost: \$16.5 million

Photo: Jud Haggard Photography



DUPAGE LIBRARY SYSTEM, SUGAR GROVE, ILLINOIS

The architectural concept for DuPage Library System's Sugar Grove branch honors the public mandate to reflect the rural roots of the community. Key features include a quiet reading room with masonry fireplace, study/program rooms for small or large groups, a coffee bar, and dedicated spaces for teens, youth, and pre-school patrons. The library is located on a 5-acre site large enough to accommodate 35,000 square feet of future expansion.

New Construction

Architect: Cordogan Clark & Associates/Leo A. Daly Architects

cordoganclark.com/leoadaly.com

Size: 24,500 sq. ft.

Cost: \$8.2 million

Photo: Mark Ballogg, balloggphoto.com



GOUCHER COLLEGE ATHENAEUM, BALTIMORE

The Hyman Forum within the Goucher College Athenaeum was modeled after the amphitheaters of Europe, providing a wide-open space whose character can shift depending on what happens to be going on there at any particular time. The building is open 24 hours a day and, in addition to the library and forum, features a café, art gallery, community service center, and spaces for exercise, conversation, and relaxation.

New Construction

Architect: RMJM

rmjm.com

Size: 103,000 sq. ft.

Cost: \$47.5 million

Photo: Jeffrey Tryon/RMJM

SAN FRANCISCO PUBLIC LIBRARY

The Portola branch's open-book motif is represented in sunshades along the building's southern wall that modulate light and reduce heat gain. The shape is echoed in an art installation of revolving stained-glass panels by artist Dana Zed placed in the front windows, while skylights provide additional natural light.

New Construction

Stoner Meek/Noll and Tam

smarchitecture.com/nollandtam.com

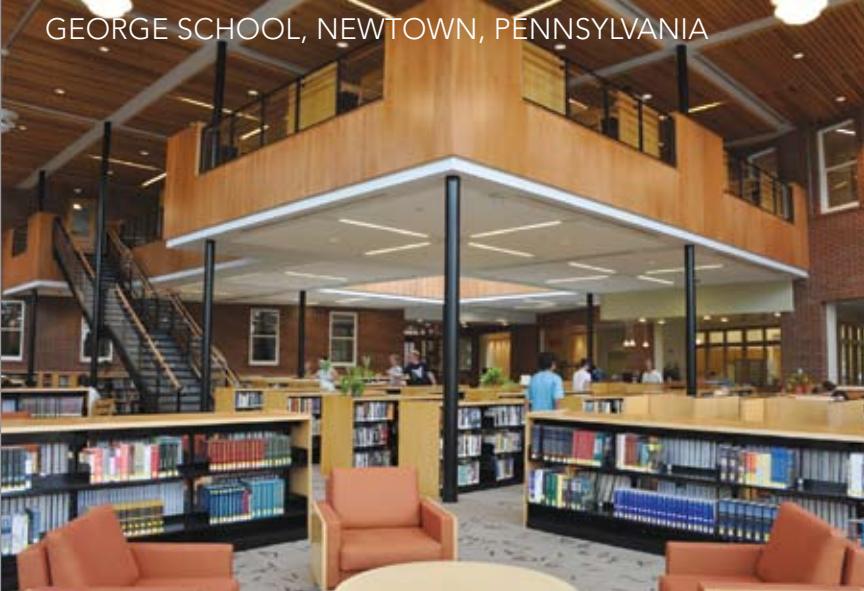
Size: 6,427 sq. ft.

Cost: \$6.2 million

Photo: David Wakely



GEORGE SCHOOL, NEWTOWN, PENNSYLVANIA



A balcony, designed as a quiet study area, surrounds the skylight in the Mollie Dodd Anderson Library. Designed to be consistent with the simple Quaker aesthetic of its community, the library also anticipates earning LEED Gold certification, with features that include a vegetative roof, geothermal heating and cooling, and rain gardens.

New Construction

Architect: Bowie Gridley

bowie-gridley.com

Size: 26,400 sq. ft.

Cost: \$12.5 million

Photo: William Tenenbaum



OHIO STATE UNIVERSITY, COLUMBUS

The concrete skin covering the seven-story tower that now houses the stacks at the William Oxley Thompson Memorial Library was replaced with glass, giving the west atrium a dramatic view and the tower a light and open ambience. The tower's top floor was previously mechanical space; it was reclaimed as a reading room and special events space and is heavily used due in part to its dramatic views of campus and downtown Columbus.

Renovation and Expansion

Architect: Acock Associates/Gund Partnership

acock.com/gundpartnership.com

Size: 306,001 sq. ft. total, 83,453 sq. ft. expansion

Cost: \$109 million

Photo: Brad Feinknopf/Feinknopf LLC

WOONSOCKET (R.I.) MIDDLE SCHOOL AT VILLA NOVA

The "building within a building" in Woonsocket (R.I.) Middle School at Villa Nova's Library Media Center reflects the historic architecture of downtown with bracketed soffits, extended overhangs, and simulated roof lines. Colors were selected to be light and cheerful, while the circulation desk affords librarians a view of the entire library.

New Construction

Architect: Ai3 Architects LLC

ai-3.com

Size: 7,200 sq. ft.

Cost: \$34 million (for entire school)

Photo: Bruce Martin Photography



HOUSTON PUBLIC LIBRARY



As one of four HPL Express libraries, the new Morris Frank branch focuses on technology offerings, including free wireless, 21 public access desktop computers, 20 laptops, an LCD monitor for event and information postings, bilingual early literacy stations, and a range of electronic gaming opportunities for teens.

New Construction

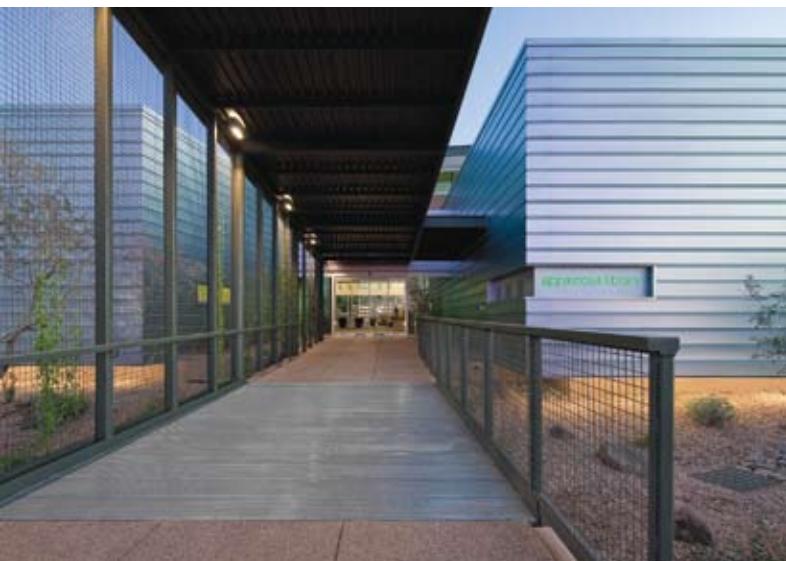
mArchitects

m-architects.com

Size: 10,409 sq. ft.

Cost: \$2.5 million

Photo: G. Lyon Photography, Inc.



SCOTTSDALE (ARIZ.) PUBLIC LIBRARY

The metal-clad skin of the new Appaloosa branch is the first U.S. commercial application of the Vari-Cool iridescent coating from PPG Industries, which consists of mica chips in a clear base that creates shifting colors depending on the angle of view, while reflecting infrared light. A convective cavity separates the panels from the building so heat can disperse before reaching the insulation. The building has been submitted for LEED Gold certification; additional green features include native vegetation and cacti and trees salvaged from the old lot, oversized ductwork to slow air flow and lower energy consumption, locally produced building materials, and a photovoltaic array on the roof.

New Construction

DWL Architects + Planners/Douglas Sydnor Architect and Associates

dwlarchitects.com/dsydnorarchitect.com

Size: 21,242 sq. ft.

Cost: \$7.3 million

Photo: Bill Timmerman

LOYOLA MARYMOUNT UNIVERSITY, LOS ANGELES

Among the most popular features at the new Hannon Library are the study rooms. The 24 general-purpose rooms each contain a display monitor and computer hook-ups for learning. Three more are designed for practicing and recording presentations, and six have equipment for small-group playback of audio and video. A first-floor Information Commons has 80 computers, including 58 intended for collaboration, and the third floor houses the Faculty Commons to support research.

New Construction

Architect: AECOM

aecom.com

Size: 130,000 sq. ft.

Cost: \$42.7 million

Photo: Tim Griffiths



SOUTHERN ADIRONDACK LIBRARY SYSTEM, GLENS FALLS, NEW YORK

Built in 1931, Southern Adirondack Library System's Cran-dall Public Library in Glens Falls is listed on the National Register of Historic Places. This project restored the original 12,600-square-foot building, reopening the atrium skylight for the first time in decades. It also removed an inefficient 1969 addition, while building a new LEED-certified 39,400-square-foot expansion that uses energy-conscious mechanical systems and extensive daylight harvesting.

Renovation and Expansion

Architect: Ann Beha Architects

annbeha.com

Size: 52,000 sq. ft. total, 39,400 sq. ft. expansion

Cost: \$18 million

Photo: Peter Vanderwarker

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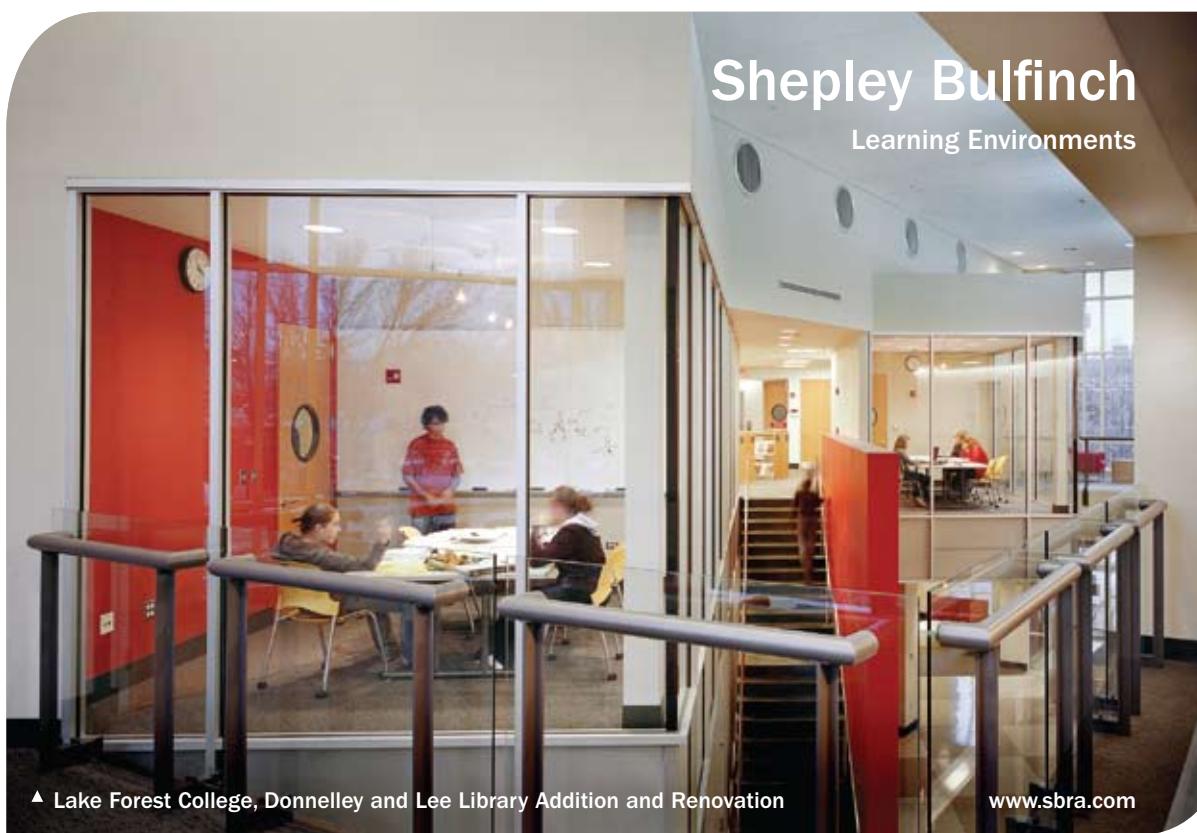
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While teaching a workshop on digital project management at last year's Association of College and Research Libraries conference in Seattle, I began by asking the participants to describe to the class a project for which they were responsible. One librarian explained that her supervisor asked her to design a library website.

I asked her to relate any prior experience she had in designing websites, training that she had received in web design, and whether she possessed any design-related skills

or knowledge. The serious look on her face as she explained that she had barely any experience at all designing websites was telling. Furthermore, she said that she was "uncertain where to even begin," but that she felt "a workshop on project management is a logical place to start." I agreed and then moved on to the next person in the room.

A film repository archivist said he was given an assignment to lead a project that involved digitizing a collection of production scripts for a film archive. He explained that his biggest challenges were managing the vast amount of copyright and intellectual property issues for the materials and gaining consensus among the stakeholders about selecting materials to digitize. He described to the class how difficult it had been to gain buy-in from the owners of the materials, much less getting them to agree to make the scripts accessible to the public. His purpose for participating in the workshop, he said, was to gain a greater understanding of how to proceed, especially given the fact that he worked alone.

A third workshop participant explained that her job

Managing Digital Projects

"Accidental" project managers can benefit from following these useful tips

by Ira Revels



within the library involved working with faculty to integrate library resources into course syllabi. Her goal for participating in the workshop was to gain a greater awareness of available project management tools. As each of the workshop participants related his or her project and purpose for being there, I listened intently.

By the end of the exercise, it was clear that what these “accidental” project managers needed was to understand basic elements of project management. The workshop participants can be described as accidental project managers because they were assigned to lead a project, but none of them had any prior formal project-management training. The workshop inspired me, because by the time it ended many of the participants expressed gratitude for what they learned and confidence in their ability to begin properly carrying out their projects. Several people explained that they felt better prepared to plan and organize their work, identify areas where they needed assistance, and apply the tools and resources that I recommended to get their projects underway.

Furthermore, this experience informed my definition of digital projects within libraries and cultural heritage organizations. As a result of the workshop, I formed a broader understanding of digital projects. My experience in academic libraries for the past 10 years had been confined to digitization efforts or instructional design activities. However, I learned that digital projects encompass myriad activities designed to address the preservation, access, and dissemination of information resources in an online environment. Managing digital projects requires the use of information and communications technologies and the application of basic project management skills and techniques.

What is a project?

To understand the importance of project management in libraries, museums, and other cultural heritage organizations, let’s first step back for a moment and define the term *project*. Each assignment the workshop participants described in the examples above had a scope, a time frame, and was designed to solve a particular problem. Their projects required such resources as time, money, and staff. Each project required a plan, which is the road map that guides how resources are put into use over a specific period of time. All projects, whether they involve designing a website, a curriculum, or planning a digital library system, have similar needs.

The Project Management Institute (PMI), the leading body of project-management professionals, defines a project as “a temporary endeavor undertaken to create a unique product, service, or result.” All projects share three common characteristics:

First, a project has a definite beginning and an ending

date. It is temporary; it might last for one month or one year, but it eventually ends once the objectives have been met. By describing a project as temporary, you might think that I am referring to the project timeline. Let me be clear: Once a project’s objectives have been met, the project will cease to exist, or at least it should. In this case a project has a finite time frame in which to operate. At the end of a project the product or service exists and the team members are dismantled or reassigned.

What happens when they linger?

Yet sometimes projects can linger. For example, often software-development projects within libraries tend to morph into an ongoing activity. At least two ongoing activities result from software-development projects: ongoing system maintenance and the addition of product features. Instead of ending, these projects continue without a formal plan or schedule.

This may occur for several reasons. One reason is that project closeout procedures were not properly followed. It is possible that no one has signed off on the deliverables. Perhaps the project scope was not properly defined during the initiation phase. Moreover, although the product was delivered to the client the leadership has not made a formal decision about creating a new project that involves the ongoing maintenance of the system. If there is no project to address system maintenance, then the project may end up costing the organization more money in the long run.

System maintenance will ultimately involve staff time to make server upgrades, to implement features, and—if the initial project was poorly documented—to remember or learn what programs were used to build it in the first place.

A second characteristic of a project is that it produces some result. Whether you are responsible for designing a website or an online course, once that product or service is delivered the project is finished. Besides the resulting product or service generated by project activities, the project also produces artifacts.

Artifacts are outcomes or documents that are a result of the project team’s work. For example, a digitization project develops new knowledge, such as a procedure for scanning documents or creating metadata, that can be shared with individuals who may be assigned to contribute more materials to the digital collection at some point in the future. Artifacts are unique in that they would not otherwise exist if the project did not exist.

A third and final characteristic of a project is that it progresses in unique phases. Each phase is necessary in order to advance the project to the next. Phases must be carefully thought out and coordinated in order for a project to come to a successful close. As a project progresses

Before starting a project, it is of the utmost importance for the manager to understand its scope and purpose.

from one phase to the next, uncertainty, risks, and resources must be carefully managed. In essence, a project is unlike ongoing activities within an organization, such as supervising employees or operating a department or business unit.

Before starting a project, it is of the utmost importance for a project manager to understand a project's scope and purpose. I mentioned earlier that a project is a solution. Understanding why a project is necessary will enable you as project manager to determine whether you have the skills, knowledge, and resources necessary to accomplish the project's goals. If you do not have all of the requirements to carry the project to successful completion, then you will have to find those resources, knowledge, and skills or the project may fail.

What are the core management principles that define a project? Core management principles are the tools, methods, and processes a project manager will use depending on the project's scope and purpose. These principles are applied throughout each of a project's five phases.

■ **Phase 1: Initiate the project.** Projects take place within organizations for any number of reasons. As with any new undertaking, you want to know why you are devoting time, energy, and money to it. The need for a project may occur as a result of a change in work or processes within an organization. When a need is defined for the project, several people may be involved in the decision-making process to initiate a project. These people may include organizational administrators, managers, and other supporters. The project manager is usually identified at this point to lead the project to completion.

■ **Phase 2: Plan the project.** A project is a solution. Perhaps the most important phase of developing a project involves proper planning. This process can involve a number of people within and beyond an organization, and while the initiation process may not involve the project manager, the project manager must be involved in the planning phase. One reason for this requirement is to identify the people who will be involved in the project, including the project team and its stakeholders. Developing a solution involves stakeholders—the people who will be impacted by the project. Stakeholders are individual users of your product or service, organization staff, funders, or project staff. Perhaps they also include the clients who receive project deliverables.

■ **Phase 3: Execute the project.** Detailed work is performed by members of the project team, resources are allocated, and other tasks are carried out here. Resources are necessary to accomplish project objectives and activities. Resources are staff, equipment, software,

and any necessary tangible item required to carry out project tasks. To help organize efforts during this phase, set aside time early to focus, then list in detail task and resource requirements. During this phase, a project manager will work with necessary groups—the IT department, for example—to identify and define tasks and such resources as hardware and software.

■ **Phase 4: Control or monitor the project.** Once you define resources, add dates to it; then you have a control schedule. As project manager you will make assignments to the project team identified in the control schedule. The tasks and staff who are assigned to complete them have a set of resource requirements. Resources may take the form of training materials, equipment, software, IT support, or simply space. Communicating resource needs is as important as communicating project status, milestones, and other concerns. Regular communication is paramount to maintaining control over a project.

Control activities involve following up on activities, containing costs within the parameters of the budget, monitoring changes, and managing risks. Although you might not be able to identify all risks early in the planning process, it is necessary and helpful to define as many as possible. This careful planning will better prepare you to handle challenges that arise during the project.

■ **Phase 5: Close out the project.** During closeout, numerous activities occur. Closeout involves ensuring project deliverables are within the parameters agreed to during the project initiation phase. Other key components during this phase include assessing project outcomes, closing accounts payable and receivable, and evaluation. Project closeout procedures are the activities that are required to bring a project to a successful conclusion.

With some practice in following established project-management techniques, librarians, archivists, and other cultural heritage workers can be successful managers of digital projects. Although digital projects encompass a wide variety of activities, managing them is no different from managing most types of projects. We are more than accidental project managers. With each experience managing digital projects, we learn how to apply our knowledge, skills, and tools to project activities to meet project requirements. Careful attention to each of the five phases described above can lead to success. ■



IRA REVELS is a librarian at Cornell University, where for the past five years she has managed a collaborative digital initiative that involves Cornell University Library, the Historically Black College and University (HBCU) Library Alliance, and 22 HBCU libraries. This article is taken from her book *Managing Digital Projects*, to be published this fall by ALA Editions.



Invest in Yourself

With very little time you can build your skills, improve your performance, and enhance your opportunities

By Catherine Hakala-Ausperk

Crazy times, right? Whether you are new to libraries or you've been around for a while, you would probably agree that our world has been spinning in a lot of different directions lately. With budget cuts, layoffs, reductions in hours, and new technology around every corner, no one has the time or money to devote to professional development! We're just too busy to get better, right? Let's hope not.

In good times and in bad, training, learning, and improvement should be the *last* thing cut from our individual "To Do" lists. There's a lot at stake. Think about it: There are new ideas out there, best practices that can make our libraries better. Have you taken the time to read about them? There are improved and more efficient ways to serve our changing customers and communities, with evidence based on research and facts. Do you know about them? Technology keeps marching on, offering modern alternatives to improve our services. Have you paused to consider the value of blogging or going wireless? Please don't say you still use pencil and paper schedules!

As you plow through the chaos each morning, do you give much thought to your own career? Remember the

concept of a career? It's what happens in the 30 years between graduation and retirement, and in the end it's supposed to resemble something that you intended to happen.

Imagine a golfer, being interviewed after blowing a big tournament. Asked if he plans to work with his coach or add some practice time, he replies "Can't! No time! My schedule is full, so I'm just going to keep doing what I did today!" How about doctors? How confident would you be before your heart surgery if your doctor admitted she hadn't been to a class or conference in years? And who would take their car to a mechanic who hadn't learned a thing since he worked on his '66 Karmann Ghia? So what makes it okay to ignore your own growth and improvement?

If you focus your learning effectively, you'll actually get better at what you do, and you'll be growing professionally.

Invest in yourself. Lose the excuses. The good news is, without any money and with very little time—but a lot of commitment—you *can* build your skills, improve your performance, and enhance your opportunities, while still doing your day job well. If you focus your learning effectively, you'll actually get better at what you do, and you'll be growing professionally in the direction you have intentionally chosen.

In *Be a Great Boss*, a one-year-development book that will be published this summer, I suggest that using a structured training program is the best approach. The good news here is that you can design it yourself.

The most important thing you need to make it work? One hour a week. That's not much time, really, when you consider what the benefits might be. You can sharpen your skills. You can enhance your performance. Ultimately, you can affect your library, your coworkers, and your customers more than by being stuck to a knee-jerk, nose-to-the-grindstone approach that's oblivious to improvement.

Let's be honest, most of us *waste* at least one hour each week, intentionally or unintentionally, if we're willing to admit it. If you absolutely cannot carve one hour out of your current workload, then donate it from your own time. Work through a lunch. Get up early. Stay up late. The argument that you'd be working off the books doesn't hold water here because, remember, this is *your* career we're talking about. If you won't invest in it, who will?

Getting started

If you're on board by now, you're probably wondering how to get started. You have a couple of choices here. If you would like to forego the planning steps, you could be spontaneous with your time and select your topic impulsively each week. What's been keeping you up at night? Are you struggling with budgeting? Find some best practice reports online. Dust off that article you set aside a few months ago to read. Draw up a planning calendar to develop your budget with more staff input in the process.

What about hiring? Are you asking the same old questions over and over again and watching the evolution of a Stepford staff? Try creating an innovative new interview. Find some great behavioral questions online. Find some intriguing new library job descriptions in the journal classifieds. Could any of them serve your staff well? Set some time aside to talk to colleagues who are on the cutting edge and get some advice.

While this method might suit you best and could help you make a little progress here and a little there, it wouldn't ultimately offer you deep, significant, and lasting growth. Better than spontaneity, I would suggest, you need a plan.

Be a Great Boss is just such a plan, designed for people thrust into leadership positions for which they weren't

necessarily ready. The book is an example of a focused learning program to create growth in one particular area. It outlines topics to cover, support materials to read, and exercises to be completed.

Do you know your learning needs? Before you get started, you're going to have to figure that part out and come up with a plan. You have the intention to improve; now you just need the strategy. Whether you use a workbook like *Be a Great Boss*, take an online course, or design something yourself, you need to move forward with a focus.

What's your plan for the rest of the day? What's on the slate? Do you have other meetings this afternoon? What about tomorrow? The next day? What's the one biggest thing you hope to accomplish at work, at least before the week is over? How about sometime this year? What has to happen for you to be successful? What can you do to help that happen? What we're talking about here is having a strategy. Chances are your library has a strategic plan someplace. Look around. Top shelf, maybe, way back, behind the microwave-oatmeal packets? If you're lucky, your library not only has a plan but also uses it. With a plan, success is more likely; after all, if you don't know where you're going, how will you know when you get there? And action needs to be planned.

What about your career? Do you have any strategy at all? Let me tell you something you may not believe: Even a 30-year career will go by in the blink of an eye. You're going to open your eyes one day and you'll be at your own retirement party. When they hand you the mike, what do you want to be able to say? Will it be "As soon as this one job I've got my eye on opens up, I think my next career step will be to apply for it." Or, will you say "I may not have gotten every single job I wanted, but I did reach the important goals I'd set along the way, so that I've been able to accomplish what I think are the really important things."

When you think about your mission, you should be seeing the big picture of what you want to do in your working lifetime. You're not going to jump from wanting to make an impact in public libraries to wanting to become a concert pianist. While surely your mission can bend a bit, it should unwaveringly move you closer, year by year, to the person you want to become and to achieving the professional contribution you want to make.

One of the most damaging things that can happen to any boss's productivity, initiative, and, most basically, attitude,

is to allow herself to move into a mission-ignore phase of her career. Unlike the perhaps better known issue of mission creep, where targets are constantly changing, this individual shortcoming is usually brought about by a combination of lack of attention, frustration, or even fear of the unknown.

Throughout your career, you'll likely be faced with many decisions, with many bumps in the road, around which you'll have to navigate, and with many roadblocks at worst or speed bumps at best. There's an easy way to stay on course when this happens: Have a career strategy and stick to it.

Always know your career's mission. Clarify it. Post it on your printer or carry it in your purse or wallet. Look at it every five years or so and make sure it still makes you smile or intrigues you. From that mission, make all of your other career decisions. Start each year by naming at least two or three accomplishments you want to achieve before New Year's Eve. Then spend some time with those ideas. Spend enough time that you're excited about them. Stop before you get jaded by them.

Following your plan

Make a plan to achieve the goals you've set. Write it down somewhere. Show it to someone. There are probably several smaller steps you can take to help you achieve the accomplishments you've identified. Every three months or so, do a spot check to see where you are in your progress. Then, when the year wraps up, find out why you fell short in some areas. If those goals are still important, learn from the previous year and make the next one better.

Your goals should change a bit from year to year, depending both on what's available for you to do and what's happening in the professional marketplace and in your own library. Did your boss change? Then perhaps you'll have to rearrange your goals. That's okay, though, as long as you stick to your overall career mission.

So at the end of each year, when you're cleaning out your files, maybe writing evaluations, or just setting up your new calendar, add this one critical step in your own strategic career development: Set your professional goals for the coming year again. Pull out your career mission statement and check to see that your goals are still aligned correctly, and then you can start making plans to implement your strategy with all options available to you today—and tomorrow.

Don't forget to check in at least quarterly throughout the year. Whether you can tell statistically that you've accomplished something or whether you need a much less empirical measurement to be sure, you have to stop and check. Measure where you are. Measure your progress and celebrate your successes all along the way. In that way, year 10 will look better than year 5 and year 20 will feel great compared to year 12; and so on, right up to your carefully

calculated last day.

And one more very important thing to remember about this plan: Be prepared to amend it whenever necessary. "Change is good until it happens to you," reorganization survivor Cheryl Teresi tells us. In the October 2007 *Library Worklife* she offers us a warning that "In the same way a daily commute becomes automatic, it is possible to drift through uninterrupted routine without effort or reflection. When you hear the news that your work situation will be changing or reorganizing, stay positive! Who knew? What's next? New opportunities are always within reach!"

Grow your goals

The next logical step, then, is to identify and invest in your goals. Think about them and pick the one you'd like to grow the most in during the coming months. If you take the time up front to create a development plan around a goal, you'll find the investment in time and learning will more directly get you where you want to go. When you finish your training plan, re-examine your goals. Adapt them, as necessary, and outline the next training program that will help you support them. You'll be making progress and moving in the right direction, rather than playing "hit and miss" with whatever today's emergency issue happens to be.

What's the payoff? As an answer, I ask you to picture the new boss out there who was recently promoted into a leadership position for which she was neither trained nor ready. Oh, there's so much to learn and to do. She can either dive in, dedicating every minute of her days to dog-paddling just to stay afloat; or she can decide to improve at the job, while she's getting her work done. After a full year, she'll undoubtedly have accomplished a lot. Maybe she'll have straightened out the collection mess, re-established networks within the community, solved some staffing issues, or perhaps even brought in a grant.

But what else could have happened if she'd also been dedicated to ongoing development? Stronger skills? New ideas? Creative options? Less frustration? Maybe even a better second year?

An investment in yourself to always keep learning and growing will pay off again and again, with benefits affecting your coworkers, your staff, your customers, your library, and, ultimately, your career. Especially in these changing and challenging times, we can't be too busy to get better. ■



CATHERINE HAKALA-AUSPERK is a graduate of Kent State University and a 25-year public library veteran. She currently serves as deputy director of the Cleveland Heights–University Heights (Ohio) Public Library. Her book *Be a Great Boss* will be published by ALA Books this summer.

Currents

■ The University of Texas at San Antonio Libraries has appointed **Posie Aagaard** assistant dean for collections and assessment.

■ **Valerie Baartz** has recently been appointed youth services school liaison for the Lake Villa (Ill.) District Library.

■ Lied Library at the University of Nevada at Las Vegas has a new urban sustainability librarian, **Marianne Buehler**.

■ **Stephen J. Bury** was appointed chief librarian of the Frick Art Reference Library in New York City.

■ October 31 **Alice Calabrese-Berry** will retire as executive director of the Chicago Multitype Library System.

■ Effective July 1 **Jim Cheng** will be the new director of the C. V. Starr East Asian Library at Columbia University in New York city.

■ February 12 **Helen Clarkson** retired from Boxford (Mass.) Town Library.

■ **Adam Corson-Finner**ty has retired from the University of Pennsylvania Library in Philadelphia as director of development and external affairs.

■ **Jenny McCraw Dale** has joined the University Libraries at the University of North Carolina at Greensboro as the first-year instruction coordinator and reference librarian.

■ In December **Jana Fine**



Posie Aagaard



Jenny McCraw Dale



Sophia Serlis-McPhillips



Erin O'Meara

was promoted to assistant director and outreach coordinator for the Tuscaloosa (Ala.) Public Library.

■ In January **Lisa Freudenberger** became the director of the Staatsburg (N.Y.) Library.

■ Effective February 1 **Jacque Gage** became director of Joplin (Mo.) Public Library.

■ On April 15 **Edward George** will retire as chief librarian of Essex County Library in Ontario, Canada.

■ **Liorah Golomb** has been appointed humanities librarian at the University of Oklahoma Libraries in Norman.

■ December 14 **Nicholas Graham** became program coordinator of the North Carolina Digital Heritage Center at the University of North Carolina Library at Chapel Hill.

■ **Sue Hays** will retire August 31 as director of the Madison County (Ky.) Public Library.

■ **Greg Heinemann** has been appointed president of the James J. Hill Reference Library in St. Paul, Minnesota.

■ March 29 **Tom Hyry** became director of special

collections at the University of California at Los Angeles Library.

■ **Jessica E. Johnson** has been named assistant archivist at Virginia State University in Petersburg.

■ **Rebecca Kemp** became e-resources acquisitions librarian at the University of North Carolina Library at Chapel Hill November 1.

■ March 1 **Nancy Kerr** was appointed director of the Banning (Calif.) Library District.

■ February 26 **Sue Loper** retired as Warren County (N.C.) Memorial Library director.

■ In March **Dionne Mack-Harvin** resigned as executive director of the Brooklyn (N.Y.) Public Library.

■ **Meribah Mansfield** will retire as director of Worthington (Ohio) Libraries on July 23.

■ **Sharon Miller** was appointed library director of the Mechanics' Institute in San Francisco on January 28.

■ **Richard G. Moon Jr.** has been named director of North Adams (Mass.) Public Library.

■ Effective February 1 **William N. Nelson** retired as director of the Reese

CITED

■ The National Federation of Advanced Information Services presented **Lorcan Dempsey**, vice president, research and chief strategist at OCLC, with the Miles Conrad Award March 1 in Philadelphia.

■ **Rebecca Jones**, managing partner with Dysart and Jones Associates in Toronto, Ontario, Canada, was named a Special Libraries Association Fellow.

■ In February former librarian **Stephen Nelson** of Woodstock (Ont.) Public Library received a lifetime achievement award from the Ontario Public Library Association for his 30 years of service to the Woodstock Public Library and his work with professional organizations.

Library at Augusta (Ga.) State University.

■ **Jennifer Oenning** is the new library development director at Portland (Ore.) State University Library.

■ **September 14** **Erin O'Meara** became electronic records archivist at the University of North Carolina at Chapel Hill.

■ **Rebecca Petersen** has been named director of the Manitowoc-Calumet Library System in Two Rivers, Wisconsin.

■ **Portland (Ore.) State University Library** has named **Joan Petit** humanities and social sciences librarian.

■ **Anne Rasmussen** has been named the chief operating officer of the James J. Hill Reference Library in St. Paul, Minnesota.

■ **April 10 Tom Sanville** begins service as the director of licensing and strategic partnerships for Lyrasis.

■ Middle Country Public Library in Centereach, New York, has appointed **Sophia Serlis-McPhillips** assistant director.

■ **Emily Seymour** was promoted to head of youth services for the Tuscaloosa (Ala.) Public Library in December.



Diane Strauss



Sohair F. Wastawy

OBITUARIES

■ **Estella R. Fox Blevins**, 92, died February 21. A school librarian who went on to become an education professor at Purdue (Ind.) University, she founded Indiana's Young Hoosier Book Award program, served as president of the Indiana School Librarians Association, and wrote reviews for *Booklist* and columns for *Library Talk*.

■ **Lillian Moore Bradshaw**, 95, died February 9. She was director of the Dallas Public Library from 1962 to 1974 and 1970–71 president of the American Library Association.

■ **Boniface J. Duritsky**, 75, school librarian and classroom teacher for 30 years at Tecumseh (Mich.) Middle School/Junior High and founder of its information technology program, died February 16 from complications of Parkinson's Disease.

■ **Paulette (Jody) Gehrig**, 63, died February 7 of ovarian cancer. Gehrig served for 16 years as director of library media services in the Denver Public Schools.

■ **Helen Good Summer Holcomb**, 94, retired librarian and enrichment teacher at Tiffin (Ohio) St. Mary School, died February 7.

■ **Edward G. Holley**, 82, died February 18. Dean and professor at the School of Information and Library Science at the University of North Carolina at Chapel Hill from 1972 to 1985, Holley was 1974–75 president of the American Library Association.

■ **Barbara Alice (Pomelear) Mongeluzzo**, 82, died March 10. She served as librarian at Our Lady of Mercy Academy in New Field, New Jersey, in the 1980s.

■ **Monty L. Montee**, 71, died October 30. Montee was assistant head of the descriptive cataloging division at Yale University Library in New Haven, Connecticut.

■ **Mary Roseanne O'Reilly**, 84, died February 6. A librarian at the British House of Commons for 40 years, she was the first woman to be executive servant of the Palace of Westminster in London, United Kingdom.

■ **Francis "Frank" Wihbey**, 65, died January 12 in a hiking accident. Wihbey served as the head of government publications at the University of Maine's Fogler Library and previously worked in the library at Fairfield (Conn.) University.

■ **March 1 Diane Strauss** retired as associate university librarian at the University of North Carolina at Chapel Hill.

■ **Jeanne Sugg** retired January 29 as Tennessee state librarian and archivist.

■ **Sohair F. Wastawy** will become dean of University

Libraries at Illinois State University in Normal June 1.

■ **Andy White** is now director of Durango (Colo.) Public Library.

■ **January 4 Tyler Works** became children's librarian at the Blue Bell branch of the Wissahickon Valley Public Library in Blue Bell,

Pennsylvania.

At ALA

■ **Joe Barkley**, program coordinator for the Association of College and Research Libraries, left ALA March 5.

■ **Jerome Eberle**, editorial assistant for *Booklist*, left ALA February 19. ■

Send notices and color photographs for Currents to Katie Bane, kbane@ala.org.

The Pixelated Campus

Fortunately for us, class is always in session

by Jennifer Burek Pierce

There is no frigate like a book," Emily Dickinson wrote long ago, "to take us lands away." Only the foolhardy would quibble with her eloquent, 19th-century paean to the written word, and librarians aplenty support reading as a vehicle for escape and learning alike. Yet in the current century, more and

more librarians themselves opt for neither codex nor car to connect with distant ideas. Instead, librarians make use of the online information opportunities that abound in ever-greater numbers for their continuing education.

Individuals, academic units, and associations are now in the business of offering an array of online learning opportunities. These sessions refresh old concepts and air new ideas for practitioners who cannot leave their libraries to commune with researchers and other experts. A few people who create web-based learning activities shared their perceptions of online continuing education with me. They point to enrollment figures and the effort involved in producing high-quality information as key elements of this increasingly popular option.

Among those creators is Syracuse University School of Information Studies faculty member Scott Nicholson. His interest in how libraries



Currently, more and more librarians opt for neither codex nor car to connect with distant ideas.

use both video and board games to engage younger users prompted him to produce an online course that is available as a series of 30 YouTube segments (gamesinlibraries.org/course). Nicholson said that 427 individuals have watched all of the videos so far, and some episodes have attracted far more people. Interestingly, not every viewer was a library worker.

"I have had several high school students contact me throughout and after the course and ask how they can become a librarian," he shared.

Learning on the job

At WebJunction, the OCLC learning site developed with funding from the Gates Foundation and the support of other library partners, there are three main types of information resources, explained WebJunction Communications Director Michael Porter: free webinars, for-fee online courses, and areas on which library professionals can share their questions and best practices. More than 700 librarians attended one recent online conference, Porter said. "Eighty percent were on the clock, they were being paid," he observed, noting that use of such online activities is increasing.

WebJunction structures its learning sessions around competencies, such as technology skills and public services, to meet librarians' needs

regardless of the venue in which they work or the age of the patrons they serve, Porter said. There are also web pages dedicated to service in school settings (www.webjunction.org/students), as well as to children (/children) and young adults and teens (/young-adults-and-teens/resources/overview).

Dale Musselman, also of WebJunction, cautioned that while it might seem logical to assume that the economic downturn has been a factor in popularizing travel-free learning, the story behind the rise in participants is far more complex. He pointed to library partnerships with organizations that sponsor online activities, the proliferation of information outlets, and people's increasing comfort with the technologies involved as conditions that increase participant numbers. "Even in good times, we know people can't always attend conferences," Porter said. "We know it serves our profession well."

Even when these online information sessions aren't free, there are hints that librarians may find them as frugal as Dickinson's chariots. For those who prefer the long-standing mode of transport advocated by the poet, Nicholson is writing a book about game-based programming. *Everyone Plays at the Library* (Information Today) is tentatively scheduled for release in summer 2010. ■

JENNIFER BUREK PIERCE is assistant professor of library and information science at the University of Iowa in Iowa City. Contact her at youthmatters@ala.org.

Risk, Failure, and Yield

A private-public partnership requires creativity and management, but offers significant rewards

by Brian Mathews

Elisabeth Doucett is an entrepreneur. She has to be. As director of the Curtis Memorial Library in Brunswick, Maine, one of her chief responsibilities is to raise funds for the collection. If she doesn't, nothing new will be added to the shelves.

"Our town essentially pays for the building; but everything that goes inside of it depends upon the amount of money we can fundraise," Doucett says. Imagine if each year your collection, technology, and furniture budget depended entirely on grants, donations, and endowments. This arrangement demands ingenuity and according to



What is most striking about this library is how it is helping a community in transition.

Doucett it is quite common in New England. "Many of the libraries in this region are private-public partnerships," she says. "It requires us to be very creative and diligent."

Give a little, get a little

Outside monies have enabled the Curtis Library to introduce new services including a job center for those seeking employment and classes on computer skills, small business development, and financial literacy. The library has also implemented a small IT "petting zoo," placing emerging technology into the hands of patrons. Staff has expanded the collection by obtaining a \$15,000 grant to purchase large-print books, a \$2,500 grant for

foreign films, and an ongoing partnership with local hospitals to provide access to up-to-date and accurate medical information.

What is most striking about this library is how it is helping a community in transition. Brunswick is home to just over 20,000 residents who are undergoing a dramatic evolution. A nearby naval base is closing down, resulting in the loss of an estimated 6,000 jobs in the region over a four-year period. The town is also steadily becoming a retirement community while seeing a rise in homelessness. Added to this mix is Bowdoin Col-

lege, an elite liberal arts school.

These various segments are all placing increasing

demands on library services, and Doucett is up for the challenge. She started her career as a marketer and embraces the "leading from behind" style of management. "When you are bringing forth change it is important not to force your ideas on a resisting organization," she explains. "I think you need to give people the opportunity to provide feedback about change and then be willing to adjust your plans in order to make others more comfortable. I spend a lot of time listening and trying to develop a clear vision of where we need to go."

Reducing the fear of failure is one of Doucett's key themes. "As a profession we librarians spend too much time worrying about making an idea

perfect before we execute; I'm more interested in testing things out, and learning along the way." While many administrators pay lip service to risk taking, Doucett is not one of them. Asked for an example of a recent acceptable failure, she recounted how the library had purchased Playaway audio book devices aimed at senior citizens. They discovered that these patrons found the technology too much of a struggle, and they discontinued the project. Doucett maintains that this was a great experience for her staff, demonstrating that it is okay to try something new and have it not work out.

Like most libraries, the Curtis Memorial Library is anticipating a financial shortfall. Doucett is expected to cut \$100,000 from her budget and indicates that her only option is to reduce services. "Building hours and staff are the primary things the town pays for so when the town has to reduce funding that's where the money has to come from." She does not plan to remain silent about it, however.

"Librarians are really good at covering up their financial problems," she says. "We hide the truth and make do with less and less, but personally I want my patrons to notice and to feel the impact because hopefully then they'll become champions for us and find ways to help us improve our situation." ■

BRIAN MATHEWS (www.brianmathews.com) is a librarian at the University of California, Santa Barbara, and the author of *Marketing Today's Academic Library*, from ALA Editions, 2009. This column spotlights leadership strategies that produce inspirational libraries.

Librarian's Library

The art of storytelling

by Mary Ellen Quinn

In 1974 the eminent Augusta Baker authored, along with Ellin Greene, *Storytelling: Art and Technique*. Now this classic has been brought into the twenty-first century by Greene and Janice M. Del Negro. As they state in their preface, the fourth edition "reflects the radical cultural



Storytelling: Art and Technique affirms the importance of an old tradition and provides librarians and others with the tools to help keep it alive.

and societal changes that have taken place since the first edition was published in 1977." A case in point—the chapter "Storytelling to Young Children" has been greatly expanded based on recent research into emergent literacy. Also new to this edition are a section on

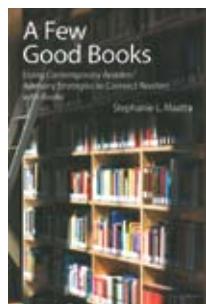
international storytelling and the full text of 13 stories. More than 700 titles have been added to the bibliographies in the volume, which affirms the

importance of an old tradition and provides librarians and others with the tools to help keep it alive.

INDEXED. 400P. \$55 FROM LIBRARIES UNLIMITED (978-1-59158-600-5)

Reader's Advisory Redux

We've seen a number of new books on readers' advisory service lately, ranging from those that provide the framework to those that dig into particular genres. Stephanie Maatta's *A Few Good Books: Using Contemporary Readers' Advisory Strategies to Connect Readers with Books* is a bit of both. What distinguishes Maatta's approach, however, is her emphasis on



emerging technologies and trends—Library 2.0 tools such as blogs, wikis, and social cataloging, and alternative formats such as e-books.

There is also a chapter on RA service for special populations. A good complement to Joyce G. Saricks' *Readers' Advisory in the Public Library* and Jessica Moyer's *Research-Based Readers' Advisory*.

INDEXED. 400P. PBK. \$69.95 FROM NEAL-SCHUMAN. (978-1-55570-669-2)

NEW FROM ALA

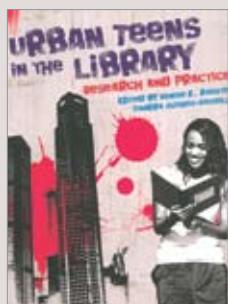
"Think small" seems to be the mantra these days, as libraries look for easy and cheap ways to be effective. The original plan for *Bite-Sized Marketing: Realistic Solutions for the Overworked Librarian*, was to offer 10-minute marketing solutions for libraries, but authors Nancy Dowd, Mary Evangeliste, and Jonathan Silberman soon realized that "nothing worthwhile can get done in ten minutes." Instead, they offer 10 manageable strategies, among them word-of-mouth marketing (WOMM), outreach, advocacy, and branding.

INDEXED. 140P. PBK. \$48 (978-0-8389-1000-9).



Although the term "urban" calls to mind the big city, it can embrace suburbs and smaller metropolitan areas as well. In *Urban Teens in the Library: Research and Practice*, editors Denise A. Agosto and Sandra Hughes-Hassell take a broad view. This means the book covers school and public library services to an extremely diverse group. The chapters offer a mix of research and best practice on topics including street lit, social networking, and programming designed to keep teens engaged with their libraries.

INDEXED. 208P. PBK. \$60 (978-0-8389-1015-3).

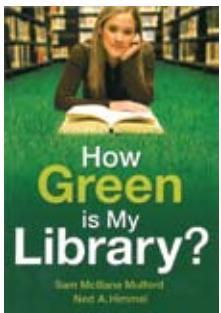


ROUSING READS

MOVIE TIE-INS

What it means to be green

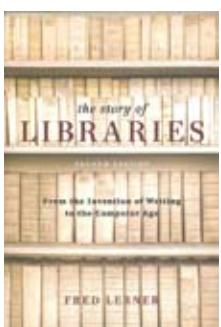
Sustainability is fast becoming a mainstream concern. To the growing list of titles on living green we can add *How Green Is My Library?* by Sam McBane Mulford and Ned A. Himmel. Intended for "novice to intermediate ecological sophisticates," the book follows discussions of what it means to be green and why it matters with checklists and other tools that libraries can use to assess their current state, develop goals, and achieve greater greenitude. Solutions range from the big (build a new library that meets standards for LEED certification) to the small (banish flyers, walk or bike to work).



INDEXED 176P PBK. \$40 FROM LIBRARIES UNLIMITED (978-1-59158-780-4)

Through the Ages

When the first edition of Fred Lerner's *The Story of Libraries: From the Invention of Writing to the Computer Age* was published in 1998 the World Wide Web was just a glow on the horizon. Lerner presciently predicted that the internet would have "far-reaching socioeconomic consequences for 21st-century civilization." In the second edition, he adds discussion of the impact of recently developed technology to his survey of library history over the past 5,000 years. Despite all the changes, he states that none of the librarian's essential functions will disappear. Good to know.



INDEXED 249P PBK. \$27.95 FROM CONTINUUM (978-0-8264-2990-2)

MARY ELLEN QUINN is editor of ALA Booklist's Reference Books Bulletin.

Watching the Academy Awards, I was struck again by the ever-mysterious alchemy that transforms a book into an Oscar-worthy movie. Certainly there is no consistent pattern: books of all shapes, sizes, genres, and levels of quality manage to make the jump from print to big-screen success while others languish unmade for years (though their authors may be living quite nicely off selling and reselling the options).

For my money, the best movie of the past year was neither *The Hurt Locker* nor *Avatar* but *The Last Station*, adapted from a novel of the same name by Jay Parini. It's a perfectly good novel—Parini is fine writer, known primarily for his biographies of, among others, Robert Frost and John Steinbeck—but who would have guessed that this relatively obscure novel (published in 1990 and long out of print), about the tempestuous relationship between Leo Tolstoy and his wife, Sophia, would be made into a movie starring Christopher Plummer and Helen Mirren? Mirren, as the mistreated and misunderstood Sophia, is as good as she's ever been—and that's very good, indeed. (Don't get me started on the absurdity of Sandra Bullock winning the Oscar over Mirren.)

Three of the four actors who did win awards were in movies based on books. It may come as a surprise to some that *The Blind Side*, which gave us Sandra Bullock's all-stops-out, tear-jerky performance, was based on a nonfiction book of the same title by acclaimed sports journalist Michael Lewis. Lewis' book told the story of how a wealthy family adopted a homeless and traumatized boy and helped him become an All-American football player, but it did so in context of a wide-ranging exposé of the insanity of college football recruiting. The movie focused on the family story and poured on the sentiment like a kid drowning his pancakes in syrup. Out of that sticky glop emerged Bullock's winning performance.

The award for most obscure book to launch an Oscar-winning performance this year, however, must go to *Crazy Heart*, a 1987 novel by Thomas Cobb. Hats off to whomever the sharp-eyed reader was who resurrected this little-known jewel of a novel about a drunken country singer and put it in the hands of Jeff Bridges.

And, finally, there is the unprecedented case of *Precious*, which gave us Mo'Nique's best-supporting-actress performance. The evolution of what is now called "urban lit" from something approaching a kind of streetwise samizdat to a recognized (and best-selling) branch of genre fiction is an amazing story in itself, but that an example of the genre, *Push* by Sapphire, should become a major motion picture is way beyond remarkable. Apparently, Sapphire had enough clout to negotiate a movie deal that specifies "Based on the Novel Push by Sapphire" as the film's subtitle. (Did you notice how often that phrase was uttered during Oscar season?)

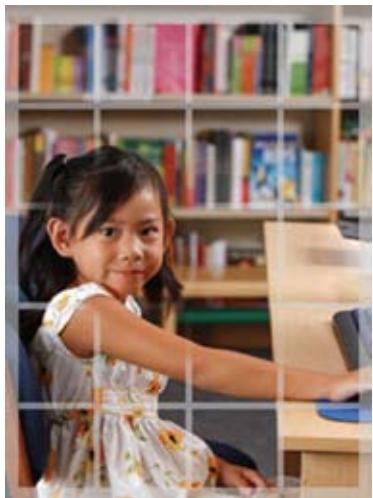
All in all, it was a good year for books at the Oscars—so good, in fact, that I'm heading down to my basement to look through my collection of tattered galley proofs. The next *Crazy Heart* or *Precious* may be down there waiting for me.



BILL OTT is the editor and publisher of ALA's Booklist.



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Tech Logic has introduced its second-generation **Personal Payment System** (PPS) which enables library patrons to pay fines and fees during checkout using a variety of methods. The



CASE STUDY

TECHNOLOGY'S HELP DURING HARD TIMES

The Rakow branch of Gail Borden (Ill.) Public Library, which opened in August of last year, is investing in technology to stay ahead of the game in this economic downturn. The library's community passed a referendum funding the actual library building, but failed to pass a referendum to fund the operations of the branch. The branch began working with 3M Library Systems on ways to help serve patrons more proficiently with less money and fewer staff. Gail Borden Public Library Executive Director Carole Medal said, "The delivery

of library services is always about customers. In these economic times, it was challenging to open a branch. But we were able to optimize the customer experience at the Rakow Branch by utilizing appropriate technology and training. Customer service is our number one priority with a cross-trained staff and technology that is easy to use."



Gail Borden Public Library District

The library and 3M Library Systems worked together on ways to redesign circulation desks to accommodate self-check out stations. Rakow branch invested in 3M's RFID tags and SelfCheck System technology to track and identify library materials in a quick and easy manner. About a month after the branch opened, the library installed 3M's Intelligent Return and Sorter System to automate its check-in and sorting process. The library's purchase of these products enables patrons to check out and return items on a self-service basis. Rakow Branch Manager Margaret Peebles

said, "The branch has a tremendous atmosphere. With a certified gold LEED building status, we are located adjacent to beautiful wetlands. But we're not all about the beauty. The intuitive ease of use of technology and the 24-hour external DVD dispenser has circulation shooting upward."

Career Leads from JobLIST

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Regional salary guide

Listed below are the latest minimum starting salary figures recommended by 19 state library associations for professional library posts in these states. The recommendations are advisory only, and ALA has not adopted recommendations for minimum salaries. Leads advises job seekers and employers in these states to consider the recommended minimums when evaluating professional vacancies. For additional information on librarian salaries, contact ALA Office for Human Resource Development and Recruitment.

Connecticut	\$40,158
Illinois	\$47,235.60
Indiana	varies*
Louisiana	\$26,000
Maine	varies*
Massachusetts	\$45,107*
New Jersey	\$45,787
North Carolina	\$32,432
Ohio	\$25,198**
Pennsylvania	\$33,748*
Rhode Island	\$29,800
South Carolina	32,778*
South Dakota	\$30,554
Texas	\$37,000
Vermont	\$33,025
Wisconsin	\$32,700

*Rather than establish one statewide salary minimum, some state associations have adopted a formula based on variables such as comparable salaries for public school teachers in each community, or the grade level of a professional librarian post. Before applying for a library post in one of these states, Leads recommends that job seekers contact the state association for minimum salary information.

**These recommendations apply only to public librarians.

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My Favorite Medium

So this is where the love is

by Will Manley

The guy driving the airport shuttle van couldn't get over it. I had arrived at the Philadelphia airport and was to be driven to a speaking engagement at a library conference in New Jersey. I had called the driver from home before I left to give him the details of my flight arrival. Nonchalantly, he said, "Just call me on your cell phone when you get in." When I told him that I didn't have a cell phone, I thought the line had gone dead. After a long pause, he said, "Okay, I'll meet you at baggage claim . . . I guess."

The 45-minute ride from the airport amounted to a cross-examination. Even though my flight was on time and we connected flawlessly, the driver was clearly upset that I did not own a cell phone. He kept asking why, and I kept saying that I didn't want to be leashed. "It's all

about my sense of personal freedom," I finally said and then feigned falling asleep.

What I was too embarrassed to tell

him, however, was that cell phones make me nervous—their random ringing, constant buzzing, and multiplicity of functions. It's all so frenetic and complicated. If a cell phone did one thing it wouldn't be so bad, but I'm mechanically incompetent and behaviorally incapable of multi-tasking, and needing reading glasses doesn't help. Why can't a phone just be a phone? Why does it also have to be a camera, a projector, a computer, a radio, a television, a calculator, a tape player, and a video game?

Things that are too complicated lower my self-esteem . . . like today's radios. Whatever happened to the big round dial that you turned to switch

channels? Now there are buttons with arrows and numbers, and it's just too complicated. And how about the ATM machine? My big fear is that pushing the wrong button will wipe out one's retirement nest egg. As for video games: When your 4-year-old grandson prefers to play against his 2-year-old sister because she's better than Grandpa, where do you turn for your sense of self-worth?



The ethereal vapor of the internet gives me something solid and real.

If you're me, oddly enough, you turn to blogging. How could such an ugly word deliver such a transcendent experience? I write, readers com-

ment, and I write some more. But here's the fun: There's this click graph that the blogging company gives me. I can see it go up and down. It goes up during the day and down at night; up on the weekdays and down on the weekends.

How ironic that through the ethereal vapor of the internet, my blog gives me something solid and real—a whole crowd of blogging buddies. A thousand clicks in one day—it's incredible. The largest audience I ever presented to was maybe 800 people at a Texas Library Association Conference.

As I watch the clicks register, I try to picture each reader. A perky children's librarian with puppets sticking out of her pockets in Iowa. A grumpy cataloger with a heart of gold in Vermont. An inquisitive reference librarian with a flamboyant necktie in Kansas.

I'm not lonely any more. My audience is real.

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WILL MANLEY has furnished provocative commentary on librarianship for over 30 years and nine books on the lighter side of library science. Write him at wmanley7@att.net.

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