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More on Gaming Read the extended version of "Summer Reading Levels Up" and watch a screencast demo of Ann Arbor District Library's Summer Game.

E-content

Your Resource for Electronic Resources In the new E-Content blog, Christopher Harris serves as a guide to the still-murky world of digital content. So far, Harris has discussed the Amazon/OverDrive deal, ebook lending and reader privacy, vendor interfaces, and innovations shown at the AASL National Conference. The blog will also house information about ALA's Digital Content and Libraries Working Group.

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Conference Reports Dorcas Hand was in Minneapolis to cover the **AASL National Conference.** Her reports covered books and electronic content in school libraries, digital collection development, and transliteracy. In Cleveland, John Amundsen reported on the **Association of Bookmobile and Outreach Services Annual Conference,** with sessions on portable programs, outreach to at-risk teens, and advocacy for bookmobile service. Miguel Figueroa contributed coverage of the **Reforma National Conference** in Denver, and the **Association for Rural and Small Libraries Annual Conference** in Frisco, Texas. (Above: Buffy Hamilton, high school librarian and social media advocate, rocks AASL's Learning Commons signage. Photo courtesy Buffy Hamilton.)

GLOBAL reach

Supporting the Egyptian Revolution "I think that Egyptian libraries should be the mind and soul of the new Egyptian community," writes the Alexandria University's Amany Zakaria el-Ramady. Her article details the Bibliotheca Alexandrina's efforts to support the Egyptian community since the beginning of the revolution in January.

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Display of Strength

ALA-affiliated group events demonstrate the Association's power

by Molly Raphael

ALA provides a strong, unified voice for our libraries. Much of the Association's strength comes not just from our divisions, round tables, and other ALA units, but also from our chapters and affiliates. Each year, many chapters and affiliates invite the ALA president to participate in their conferences, providing a wonderful opportunity for both ALA's leadership and chapters to learn ways we can contribute to each other's successes.

As ALA president, I am able to see many other state associations in action. Four decades of active participation in ALA provided me with opportunities to work with colleagues from all 50 states (and D.C.). Participating in state conferences offers a totally different perspective. These visits are important, not just for goodwill but also for building our profession's associations and informing ALA leadership about issues of particular interest at the state level.

My first stop was at the national conference and 40th anniversary of Reforma (The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking) in Denver. The passion and commitment attendees have for developing and improving services to Latino and Spanish-speaking populations was evident in every element of the programming. Many longtime, well-known Reforma leaders contributed to the programs, interacting with library workers who were early in their careers. Several library schools exhibited, clearly seeking to promote the MLIS degree as well as ALA's Spectrum Scholars Program.

The Arkansas Library Association held its centennial conference in Little Rock and launched the event with a dinner honoring ArkLA past presidents. The conference was in the heart of the downtown area, providing an opportunity to visit the Clinton Library and other local libraries. Again, the rich array of programs made the conference a great learning opportunity for longtime members as well as those who were attending their first conference. I had an opportunity to spend some time with the Young Library Professionals, a networking group open to MLIS grads and others, who were gracious enough to make me feel welcome at their evening social gathering.

Arkansas Young Library Professionals welcome ALA President Molly Raphael to a Little Rock night spot.

In Kansas City, the Missouri Library Association rolled out the red carpet for me. I thoroughly enjoyed an evening with MLIS students who were attending the conference. I felt such passion from these students for their chosen profession; the future of our libraries is in good hands. I delivered a conference keynote address that was also open to the general public, held at the Kansas City Public Library. KCPL has a remarkable reputation for creative programming, resulting in a large audience of conference attendees and local residents at my presentation, evident in the lively Q&A that followed.

Next I was off to Athens, Georgia, for the joint conference of not only the Georgia Library Association but also several other related associations. While there are differences in how these conferences are organized, so many of the session topics appear to be slight variations of programs at other conferences. In Georgia, as was the case at other state conferences, the exhibitors drew a lot of interest from attendees. I witnessed a BattleDecks competition, a common occurrence at conferences these days.

I also traveled to Loveland for the Colorado Association of Libraries conference and was again generously welcomed, as I offered a keynote address.

Thank you, ALA chapters and affiliates, for the great work you do. ▮

MOLLY RAPHAEL *is the retired director of Multnomah County (Oreg.) Library and the District of Columbia Public Library in Washington, D.C. Visit mollyraphael.org; email: molly@mollyraphael.org.*

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Transforming ALA

A report on the fall Executive Board meeting

by Keith Michael Fiels

The digital "revolution" has been a major topic of public attention and discussion among librarians this year, as we are confronted by daily developments, announcements, and headlines related to ebooks.

During the fall meeting October 21–23 at its Chicago headquarters, ALA's Executive Board focused on how the Association can best help libraries adapt to this changing, increasingly digital world.

So far, the Association has developed a strong position on the importance, role, and needs of libraries in the ebook ecosystem. We have formed a Digital Content and Libraries Working Group, representing libraries of all types, and are in the process of a major environmental scan. In addition, we are analyzing various economic models for ebook distribution and their impact on libraries as well as offering new publications, webinars, and blogs devoted to practical issues and practical solutions to digital problems. We are also working with publishers to make ebooks available—and affordable—for libraries.

A working session on transformation brought the ALA Executive Board and the executive committees of the Association's 11 divisions together to discuss some of the specific changes that are occurring in libraries of all types. These include changing communities, changing facilities, changing collections, changing user expectations, and changing skills for those of us who work in libraries. The group also identified specific ways in which ALA and its divisions could help libraries meet these transformative challenges.

The Executive Board also continued work on the transformation of the Association. Discussions focused on three common "threads" that appeared in a series of special reports presented to Council during Annual Conference in New Orleans: conferences, elections, and membership.

The Association has developed a strong position on the importance, role, and needs of libraries in the ebook ecosystem.

The "transformation" of Annual Conference and the Midwinter Meeting that began two years ago continues at full speed, with the goal of making the conference experience even richer and more rewarding.

Further changes in the conference schedule, approved by the Executive Board, will now bring the ALA awards presentation to a much broader audience as part of the President's Program and a new Closing Session.

Many changes, large and small, continue to be made in conference design in response to member feedback and suggestions. More content will be available virtually, more programs will focus on "breaking" issues, more opportunities will be available for conversations and networking, and more help will be available for attendees making their way through the bewildering, overwhelming experience of a first Annual Conference.

The complexity of the ALA ballot, which for most members includes many candidates for Association-wide and division offices and Council, is a topic of perennial discussion. The board is continuing to look at ways the ballot can be made easier to use; ways in which members can more easily locate candidates by type of library, state, and interests; and creative ways in which candidates can share their interests and goals.

There is also a widespread interest in more joint ALA/state chapter membership options. The board took yet another step forward in this direction with the approval of a new joint library trustee membership. Now, library trustees who are not currently ALA members will be able to become members of ALA, the Association for Library Trustees, Advocates, Friends, and Foundations, and their state chapter with a single application and dues payment. ▮

KEITH MICHAEL FIELS *is executive director of the American Library Association, which is headquartered in Chicago.*

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Librarians and *Citizens United*

American Libraries decided to highlight a quote from Jeffrey Beall's opinion article on *Citizens United* ("Librarians and the Threat to Free Political Speech," Sept./Oct., p. 33) about how that legal decision is in line with the "realities of modern mass communication." If this were the focus of the piece, it would have made sense to highlight this quote. However, Mr. Beall makes no substantive argument about modern mass communications, and while "social media and other internet-based" communications are a hot topic right now in the library profession, it doesn't mean that Mr. Beall developed an article around this issue. And being "on top of" modern technology says nothing about legal decisions being "good" or "bad."

Citizens United was about preserving and expanding the unfair advantage that our political system provides to the wealthy.

What Beall does say clearly is that entities with large amounts of money have the right at all times to spend as much money as they wish on shaping our opinions about political candidates.

For our profession, perhaps some different questions could be asked: How well are we doing our job of teaching people to understand the motivations that "authors" have? And are we afraid to actually be critical thinkers when we discuss the role that money plays in politics and shaping our political discourse?

When "free speech" is paid for with thousands—even millions—of dollars, librarians shouldn't use some façade of "impartiality" in order to stick our heads in the ground when people point out the stakes that are at hand.

I will just posit that corporations already have way more power in society than is useful, and don't need their free-speech rights protected. We should, as librarians and broader political beings, continue to be more concerned about marginalized communities and their ability to communicate their concerns to the rest of us.

Greg Hom
San Francisco

I must take issue with Jeffrey Beall's essay, in which he defends the *Citizens United* decision as "creat(ing) a more open stage for political discourse." Quite the contrary: *Citizens United* was about preserving and expanding the unfair advantage that our political system provides to the wealthy. In fact, the decision actively *reduces* political speech by ensuring that those with vast amounts of money can freely spend it to influence government in their favor, and to drown out the voices of workers, minorities, and the poor.

Like most who defend the role of money in our government, Beall fails to see that the goals of those with money to burn and those without are not necessarily compatible. Nor does he question the conservative meme that money equals speech. I would have assumed that librarians, who daily provide a valuable public service to those who could never afford to pay for it, would be less inclined to favor a privileged minority over the 99%. It appears that belief may be naive.

Brian Eisley
Santa Rosa, California

I am so relieved to learn that ALA can apparently match, dollar for dollar, those corporations that throw millions at politicians and advertising that lead to cuts in library funding. Good for us!

Which begs the question: Why aren't the poor and disadvantaged getting their message out the way corporations are? Don't they have the same kind of access to the media and elected officials that corporations do? Why aren't they spending their money getting their message out—loud, strong, and often? No doubt the money must be burning holes in their pockets.

The answer lies not in limiting the amount of money corporations can spend on access; that would be censorship. So if the poor and disadvantaged wish to censor themselves by not participating, that is certainly their choice. They have a right to remain silent.

Cindy Wolff
New York City

Ebook Dialogue Lauded

In response to "ALA Meets with Association of American Publishers on Ebooks," AL Inside Scoop, Sept. 26:

Thank you, ALA, for engaging in this dialogue; I am following this topic with heightened interest as of late.

The editors welcome letters about recent contents or matters of general interest. Letters should be limited to 300 words. Send to americanlibraries@ala.org; fax 312-440-0901; or *American Libraries*, Reader Forum, 50 E. Huron St., Chicago, IL 60611-2795.

With all the recent changes that OverDrive, in conjunction with Amazon, has implemented in thousands of libraries' ebook collections, I know many librarians who are feeling a bit left out of the conversation. We've been hearing about OverDrive's WIN platform for some time and then, in a matter of hours, we found out that most all ebooks in our collections are now compatible with Amazon Kindle.

What was missing was a chance to look at this service and discuss it amongst ourselves before rolling it out to our customers. We were denied that opportunity and we're working to come to grips with the level of influence that Amazon now has over library customers.

Amazon really made it easy for Kindle owners to borrow library ebooks in a way that the OverDrive platform (or any other ebooks-for-libraries offering) has never been able to match, and Amazon now has our customers' attention on their products. Amazon markets to you when you check out a library ebook and when it's about to expire; the company makes it so easy to buy from it that I am certain it's going to make a lot of money from library customers.

I wonder, though, what will libraries get out of this? We want our customers to use library ebooks with ease, so who is going to complain about OverDrive/Amazon's service when it is able to accomplish that after many years of frustration on the part of librarians and our customers?

I am pleased to hear that a statement of principles and talking points about library issues and needs is forthcoming.

Michele Hampshire
Richmond, California

Award-Winning Coverage

I have just received the print issue of the Sept./Oct. *American Libraries.*

I really appreciate the very nice article highlighting the ALA award winners (p. 50–55). The winners have completed work that does indeed need to be singled out for their extraordinary achievements. Thank you so much for highlighting their work.

Janet Lee
Regis University, Denver

Congratulations to all of the ALA award winners. It is so nice to read about these inspiring people, libraries, and projects.

We have so many wonderful people in our organization and it's great to be able to recognize so many for their accomplishments and years of service. It's great to read a "good news" story about our profession.

I look forward to reading about next year's winners.

Andrea Lapsley
Colorado State University, Fort Collins

Blockbuster Model Wrong

It seems to me there must be another model for libraries than that of commercial enterprises who must disrupt their own hitherto-successful models in order to serve their customers and survive as profit-making entities ("Avoiding the Path to Obsolescence," Sept./Oct., p. 40–43).

Will not those same Blockbuster customers who are now moving to a cheaper and more convenient provider of information (mostly entertainment) also need, at important junctures in their lives, a different kind of information than what private enterprises can provide them? And will not the Netflixes, and even the Googles, of the world be abandoning many important resources in order to give most of their paying customers "what they want"?

If the answer is yes, then libraries will always be needed to make sure the information is accessible to everyone and anyone—virtually if possible, in brick-and-mortar spaces if necessary. To fulfill this important function in society, libraries cannot be expected to follow completely the "disruptive technology" model of private industry.

Profit may be the measure of success in business enterprises, but profit is not the measure of success for other kinds of needed institutions. Libraries are of that other kind. They have never been profitable, and I think that they should never have to be.

Ralph Quinn
Rider University
Lawrenceville, New Jersey

"The finalists are 'Plymouth Rock' and 'Librarians Rock.'"

SEE MORE COMMENTS *at americanlibrariesmagazine.org, or use a QR code reader app on your smartphone to scan this barcode.*

ALA Supports FCC's Connect America Fund

ALA filed comments in support of the Federal Communications Commission's (FCC) creation of the Connect America Fund (CAF) as part of its reform and modernization of the Universal Service Fund, indicating that it will support the deployment of high-capacity broadband networks for libraries.

In its October 27 announcement, the FCC outlined five goals for the reform, which include ensuring universal availability of modern networks capable of providing voice and broadband service to homes, businesses, and community anchor institutions. Two major focuses will be transitioning the high-cost fund (designed to provide consumers in rural, insular, and high-cost areas access to telecommunications services at affordable rates) from telephony to broadband through the CAF and reforming intercarrier compensation systems.

ALA first filed on the importance of this concept in 2009 in comments on the development of the National Broadband Plan as an incentive to providers to bring services to areas of the country where they do not currently exist. The Association said the FCC is making good on the original congressional mandate in the 1996 Telecommunications Act by including this requirement in the reform proceeding and is working to ensure that rural libraries will have access to broadband networks.

The Schools, Health, and Libraries Broadband Coalition, of which ALA is a founding member, also has actively advocated for this deployment to libraries and other community anchor institutions, as well as specific public interest obligation requirements.

The FCC is also expected to take up proceedings related to the Lifeline and Link-Up programs and the e-rate later this year or in early

Two New ALA Presidential Groups Created

ALA President Molly Raphael has created two new presidential groups—the Digital Content and Libraries Working Group, a successor to the Equitable Access to Electronic Content task force (EQUACC), and a Special Presidential Task Force on School Libraries.

The Digital Content group is charged with, among other things, exploring, analyzing, and sharing information on various options for expanding access to digital content in libraries, and suggesting information and training that would be of use to librarians.

The task force will be cochaired by Sari Feldman, executive director of Cuyahoga County (Ohio) Public Library, and Robert Wolven, associate university librarian for bibliographic services at Columbia University in New York City. Raphael said its creation supports the Transformation of Libraries priority in ALA's 2015 Strategic Plan.

The Special Presidential Task Force on School Libraries was created to combat increased reports of threats to school library instructional programs.

Raphael said the group will lead a campaign to address the urgent need for advocacy for school libraries, as well as the impact of deprofessionalization and curtailment of school library instructional programs on students and student achievement.

The task force, cochaired by ALA's American Association of School Librarians President–elect Susan Ballard and ALA Committee on Library Advocacy Chair Pat Tumulty, will complete its work by the end of the 2013 ALA Annual Conference.

Dollar General Funds Youth Division Projects

ALA's Association for Library Service to Children (ALSC) and the Young Adult Library Services Association (YALSA) have been awarded a $200,000 grant from the Dollar General Literacy Foundation to support a variety of youth literacy programs through "Everyone Reads @ your library," making it the second grant in support of this initiative.

ALSC will use the money to redesign and reorganize the El día de los niños/El día de los libros (Children's Day/Book Day) website (ala.org/dia), extending its reach to parents and caregivers. YALSA will use the funds to provide grants for teen summer reading programs, to

CAL RIPKEN GETS CARDED

Baseball Hall of Famer Cal Ripken Jr. holds a giant library card to help promote Baltimore's Enoch Pratt Free Library's "Get Carded" campaign, which spotlights Maryland celebrities. Ripken served as honorary chair of the monthlong observance sponsored nationally by ALA.

support Teen Read Week, to promote literacy to Spanish-speaking tweens and teens, and to create a mobile application. The grant will also fund distribution of Teens' Top Ten—nominated books to libraries in need. In addition, YALSA will provide funds to 40 libraries to hire teen interns who will assist with the summer reading programs.

Campaign Urges Book Challenge Reporting

On the heels of the 2011 observance of Banned Books Week, ALA's Office for Intellectual Freedom (OIF) kicked off a new awareness campaign, "Defend the Freedom to Read: It's Everybody's Job," designed to increase the reporting of challenges to library materials.

"We estimate that only 20 to 25% of challenges—formal requests that library materials be removed or restricted—are ever reported," said OIF Director Barbara Jones.

The campaign was conceived by New Jersey librarian and library activist Andy Woodworth. OIF has collaborated with Woodworth and has commissioned the creation of original art to help spread the word. The images are inspired by the artwork and public safety notices of World War II and are freely available as digital downloads (ala.org/challengereporting).

Librarians are encouraged to use the images as computer wallpaper, to print and use as bookmarks or hang in staff lounges, as blog banners, or on social media websites.

Challenges reported to ALA by individuals are kept confidential and used only for statistical purposes. Challenges or removals can be reported online, by paper form, or by calling 800-545-2433, ext. 4221. Visit ala.org/challengereporting for more information.

New ALA Graphics Catalog Available

The stars of movies and television join the Celebrity READ campaign, and stories from a variety of genres take shape in new products that inspire reading, all of which are featured in the new ALA Graphics winter catalog.

A longtime champion of reading, Oprah Winfrey rejoins Celebrity READ for a record third poster. Actor Jackson Rathbone makes his debut as he continues his role as Jasper Hale in the Twilight Saga conclusion, *Breaking Dawn, Part 1.*

To celebrate the new 3-D film *Hugo,* based on the Caldecott Medal–winning novel *The Invention of Hugo Cabret,* ALA Graphics is offering products that promote stories as the key to adventure.

Ezra Jack Keats's *The Snowy Day* joins *Goodnight Moon* and *George and Martha* in the Timeless Treasures collection of posters and bookmarks. Mo Willems's pals—Elephant, Piggie, and Pigeon—come together on a poster and bookmark in celebration of reading. Also available is the Take Time to Read poster and bookmark, inspired by the steampunk fantasy *Return of the Dapper Men,* written by Jim McCann and illustrated by Janet Lee.

New National Library Week, School Library Month, Teen Tech Week, and Choose Privacy Week products for 2012 also make their debut.

To order, visit alastore.org.

Clockwork Angel Leads Teens' Top Ten

Teen readers across the country chose *Clockwork Angel* by Cassandra Clare (Simon and Schuster) as their favorite book in the annual Teens' Top Ten vote, sponsored by ALA's Young Adult Library Services Association. Nearly 10,000 online votes were cast between August 15 and September 15, just prior to Teen Read Week, held October 16–22.

Completing the top 10 list were: *Mockingjay* by Suzanne Collins (Scholastic); *Crescendo* by Becca Fitzpatrick (Simon and Schuster); *I Am Number Four* by Pittacus Lore (HarperCollins); *The Iron King* by Julie Kagawa (Harlequin); *Matched* by

CALENDAR

ALA EVENTS

2012

Jan. 20–24: ALA Midwinter Meeting, Dallas, ala.org/midwinter.

Feb. 1: Digital Learning Day, ala.org/yalsa.

Mar. 4–10: Teen Tech Week, ala.org/teentechweek.

Mar. 13–17: Public Library Association National Conference, Philadelphia, pla.org.

Mar. 16: Freedom of Information Day, ala.org/wo.

Apr.: School Library Month, ala.org/aasl/slm.

Apr. 8–14: National Library Week, ala.org/nlw.

Apr. 10: National Library Workers Day, ala-apa.org/nlwd.

Apr. 11: National Bookmobile Day, ala.org/bookmobiles.

Apr. 12: Support Teen Literature Day, ala.org/yalsa.

June 21–26: ALA Annual Conference, Anaheim, ala.org/annual.

Sept. 19–23: Joint Conference of Librarians of Color, Kansas City, Missouri, jclc-conference.org.

Ally Condie (Penguin); *Angel: A Maximum Ride Novel* by James Patterson (Little, Brown); *Paranormalcy* by Kiersten White (HarperCollins); *Before I Fall* by Lauren Oliver (HarperCollins); and *Nightshade* by Andrea Cremer (Penguin).

The Teens' Top Ten is a booklist created entirely by and for teens as part of YALSA's Teens' Top Ten Project, which facilitates access to advance copies of young adult books to national teen book discussion groups. Visit ala.org/teenstopten.

New ALCTS Grant Honors Merrill-Oldham

The Preservation and Reformatting Section of ALA's Association for Library Collections and Technical Services has established a new $1,250 grant in honor of Jan Merrill-Oldham, a leader, author, and mentor in the the field of library and archives preservation. The deadline for applications and nominations is December 1.

The Jan Merrill-Oldham Professional Development Grant, donated by the Library Binding Institute, is to be used toward airfare, lodging, and registration fees related to ALA Annual Conference attendance.

For more information, visit ala.org/alcts.

AL Launches E-Content Blog

American Libraries has launched an "E-Content" blog (americanlibraries.org/e-content) that provides information on ebooks, e-readers, e-journals, databases, digital libraries, digital repositories, and other e-content issues. It complements the new section on e-content that appears in the weekly e-newsletter *American Libraries Direct* and focuses on similar issues.

E-Content is administered by Christopher Harris, director of the School Library System for the Genesee Valley Educational Partnership in New York State. A member of ALA's Digital Content and Libraries Working Group, Harris is coauthor of *Libraries Got Game,* published by ALA Editions in 2010.

Haiti Matching Gift Challenge Underway

Deborah Lazar, librarian at New Trier Township High School in Winnetka, Illinois, has pledged to match any gift to the ALA Haiti Library Relief Fund (for a maximum of $5,000) through January 2012 in the "100 Days for Haiti" matching gift challenge.

A massive earthquake hit Haiti in January 2010, and since the disaster, ALA has been committed to helping rebuild libraries in Haiti. The recovery continues, but progress is slow. Haiti supports 20 municipal libraries, four of which, including the Municipal Library of Petit-Goâve, were completely destroyed. Currently, some libraries still provide essential services out of tents and temporary shelters.

To make a qualifying donation, visit ala.org/haiti, or send contributions to: American Library Association—Haiti Library Relief Fund, c/o International Relations Office, 50 E. Huron Street, Chicago, IL 60611-2795. To make a one-time $10 cellphone donation, text "alahaiti" to 20222.

ALA's PPO, StoryCorps Receive IMLS Grant

ALA's Public Programs Office, in partnership with StoryCorps, have received a $33,968 National Leadership Grant from the Institute of Museum and Library Services. The funds will support development of a national initiative to bring StoryCorps' interview methods and recording equipment to libraries as a

springboard for programming and collaboration.

The pair will work with a board of advisors, composed of representatives from libraries of various sizes, geographical areas, and diverse racial and cultural backgrounds to develop a program that will allow libraries to benefit from StoryCorps training and resources. The goal is to develop a replicable program that will bring StoryCorps recording equipment to libraries across the country.

For more information, visit ala.org/publicprograms.

Wisconsin Teen Wins Step Up to the Plate

Twelve-year-old Kelsey Willems of Green Bay, Wisconsin, won a trip to the National Baseball Hall of Fame and Museum in Cooperstown, New York, as the grand-prize winner in the "Step Up to the Plate @ your library" program. Willems and her father received a behind-the-scenes tour of the Hall of Fame library and archives.

Developed by ALA and the Hall of Fame, "Step Up to the Plate," part of the Campaign for America's Libraries, officially wrapped up its sixth season with the national drawing.

Willems's language arts teacher and Emily Wells, her school librarian at Bay View Middle School, introduced the program to students.

She was selected from 1,000 eligible entries that baseball fans nationwide sent in over the spring and summer.

PRISON-TIME READING

Staff members at Brownsburg (Ind.) Public Library, some wearing special T-shirts, read banned books in a makeshift jail during a Banned Books Week (BBW) event. Visit americanlibrariesmagazine.org/al_focus/photos for more BBW event photos.

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University of Notre Dame
Indiana

Nancy L. Baumann
School Librarian
University of Missouri SISLT
Columbia

Roberta R. Bibbins
Director
Orangeburg County (S.C.) Library

Judy T. Bivens
MLIS Program Coordinator
Trevecca Nazarene University
Nashville, Tennessee

Latrice Booker
Coordinator of Library Instruction
Indiana University Northwest
Gary

Steven K. Bowers
Director
DALNET
Detroit, Michigan

Pauletta Brown Bracy
Associate Professor
North Carolina Central University, School of Library and Information Sciences
Durham

Melissa Brisbin
Librarian
Cape May County (N.J.) Library

Rebecca P. Butler
Presidential Teaching Professor
Northern Illinois University, DeKalb

Peggy Cadigan
Director
Library Development Bureau
New Jersey State Library
Trenton

Jenifer Cabangan Canezal
School Librarian/Library Media Specialist
Department of Education
U.S. Virgin Islands, St. Thomas

Sharon R. Castleberry
Coordinator, Library Automation
DeSoto (Tex.) Public Library

Min Chou
Reference Librarian/ Associate Professor
New Jersey City University
Jersey City

Cynthia D. Clark
Associate Dean for Technical and Automated Services
Adelphi University
Garden City, New York

Elizabeth J. Cox
Special Formats Cataloger
Morris Library
Southern Illinois University
Carbondale

Joseph R. (Bob) Diaz
Associate Librarian
Special Collections
University of Arizona Libraries
Tucson

M. Teresa Doherty
Head, Circulation and Information Services
Virginia Commonwealth University Libraries
Richmond

Valerie Jackson Feinman
Retired Librarian
Great Neck, New York

Susan Fichtelberg
Children's Librarian
Woodbridge (N.J.) Public Library

Tanya Ducker Finchum
Professor/Librarian
Edmon Low Library
Oklahoma State University
Stillwater

George J. Fowler
Associate University Librarian for Information Resources and Technology
Perry Library
Old Dominion University
Norfolk, Virginia

Betsy Fraser
Selector
Calgary (Alberta) Public Library

Martin L. Garnar
Reference Services Librarian
Regis University, Denver

Gail Guidry Griffin
Board Trustee
Shreve Memorial Library
Shreveport, Louisiana

Susan Grigsby
Library Media Specialist
Elkins Pointe Middle School
Roswell, Georgia

Kevin Gunn
Coordinator, Religious Studies and Humanities
John K. Mullen Library
Catholic University of America
Washington, D.C.

Meghan Harper
Assistant Professor
Kent (Ohio) State University, School of Library and Information Science

Jody Howard
Associate Professor
Long Island University, Palmer School of Library and Information Science
Brookville, New York

Amiya Hutson
Student
University of Pittsburgh, School of Information Sciences

MEMBER ALERT

PREPARE FOR THE 2012 ALA ELECTION

ALA's upcoming election will be held online for most members. Those with disabilities or who have no internet access may request a paper ballot by contacting the ALA Customer Service Department at 800-545-2433, ext. 5. The deadline for requesting a paper ballot is April 12, 2012. To be eligible to vote, members must be in good standing by January 31.

Polls open March 19 and will close April 27 at 11:59 p.m. Central time. ALA will provide all eligible voters with unique passcodes as well as information about how to vote online via an email message. Members should make sure that they are able to receive email transmissions well before the polls open and may need to whitelist the election material as follows: From: ALA Election Coordinator; email address 2012election@alavote.org; Subject: ALA 2012 Election Login Instructions.

To update your email address, visit ala.org/membership in order to send an email message to membership@ala.org with "Update My Email Address" in the subject line. All bounced and duplicate email addresses will be mailed balloting credentials beginning March 22 via the U.S. Postal Service.

Florante Peter Ibanez
Manager of Library Computer Services
Rains Library, Loyola Law School
Los Angeles

John M. Jackson
Cataloging Supervisor
University of Southern California, Los Angeles

ShuYong Jiang
Chinese and Korean Studies Librarian
University of Illinois at Urbana-Champaign

Darcel B. Jones
Community Library Manager
Contra Costa County (Calif.) Library, Pittsburg Branch

Alys Jordan
Distance and Instructional Services Librarian
Nova Southeastern University
Fort Lauderdale, Florida

Jessica Kayongo
Reference Librarian
University of Notre Dame
Indiana

Robin L. Kear
Reference/Instruction Librarian
Hillman Library
University of Pittsburgh

Lynda Kellam
Jackson Library
University of North Carolina, Greensboro

Victoria Kemp
Technical Services Manager
Flower Mound (Tex.) Public Library

Kate Kosturski
Outreach Specialist, JSTOR
New York City

Jim Kuhn
Head of Collection Information Services
Folger Shakespeare Library
Washington, D.C.

Elisabeth Leonard
Associate Dean for Library Services
Western Carolina University
Cullowhee, North Carolina

Olivia Madison
Dean of the Library
Iowa State University
Ames

Jason Martin
Associate Librarian
University of Central Florida Libraries
Orlando

Susan Matveyeva
Associate Professor/Catalog and Institutional Repository Librarian
Wichita (Kans.) State University

Melanie McGurr
Head, Authority Control and Database Maintenance
Ohio State University
Columbus

Linda Mielke
Library Director
Butte County (Calif.) Library

Nanci Milone Hill
Director
Boxford (Mass.) Town Library

Courtney A. Mlinar
Academic Support Services/Reference Librarian
Health Professions Division Library
Nova Southeastern University
Fort Lauderdale, Florida

Kathleen Moeller-Peiffer
Associate State Librarian
New Jersey State Library
Trenton

Janice D. Murray
Reference Librarian
Brevard County (Fla.) Libraries
Dr. Martin Luther King Jr. Branch, Melbourne

Angela Nolet
Online Services Project Specialist/Children's Librarian
Redmond Regional Library
King County (Wash.) Library System

Barbara Jo O'Hara
Associate Director
New Albany–Floyd County (Ind.) Public Library

Mary S. Page
Associate Director for Collections and Technical Services
University of Central Florida
Orlando

Suzy Szasz Palmer
Dean of the Greenwood Library
Longwood University
Farmville, Virginia

Susan Clifton Paul
Information Specialist
Department of Defense Dependents Schools
U.S. Department of Defense

Lessa Kanani'opua Pelayo-Lozada
Young Reader's Librarian
Palos Verdes Library District
Rolling Hills Estates, California

Floyd Pentlin
Instructor
University of Central Missouri
Warrensburg

Dorothy (Dottie) Persson
Education/Psychology Liaison/Embedded Librarian
University of Iowa
Iowa City

Jeannette E. Pierce
Head of Reference
Cudahy Memorial Library
Loyola University Chicago

Sue Polanka
Head of Reference and Instruction
Wright State University
Dayton, Ohio

Rhonda K. Puntney
Youth Services/Special Needs Coordinator
Lakeshores Library System
Waterford, Wisconsin

Nathan B. Putnam
Head, Cataloging and Metadata Services
George Mason University
Fairfax, Virginia

Celise Reech-Harper
Youth Programming and Public Relations Coordinator
Beauregard Parish Library
DeRidder, Louisiana

Scott Reinke
Preservation Administrator
University of Miami Libraries
Coral Gables, Florida

Alexandra P. Rivera
Student Enrichment and Community Outreach Librarian
University of Michigan Libraries, Ann Arbor

K. R. Roberto
Serials/Electronic Resources Librarian
Penrose Library
University of Denver

Michael A. Rogalla
Children's Services Librarian
Champaign (Ill.) Public Library

John C. Sandstrom
Head, Acquisitions
New Mexico State University
Las Cruces

Michele Seikel
Associate Professor/Cataloger
Edmon Low Library
Oklahoma State University
Stillwater

Gary L. Shaffer
CEO
Tulsa (Okla.) City-County Library

Win Shih
Director of Integrated Library Systems
University of Southern California, Los Angeles

Daniella Smith
Assistant Professor
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Nancy J. Snyder
Youth Services Coordinator
Derby (Kans.) Public Library

John C. Stachacz
Dean of Library Services
Farley Library
Wilkes University
Wilkes-Barre, Pennsylvania

Carolyn Jo Starkey
Librarian
Buckhorn High School
New Market, Alabama

Eboni M. Stokes
Senior Librarian
District of Columbia Public Library
Washington, D.C.

Eric D. Suess
Library Director
Marshall Public Library
Pocatello, Idaho

James K. Teliha
Associate University Librarian for Public Services
Idaho State University
Pocatello

Thomas Teper
AUL for Collections
University of Illinois at Urbana-Champaign

Min Tong
Reference/Instruction Librarian
University of Central Florida
Clermont Campus

Temitope Toriola
Doctoral Student, Information Security
Purdue University
West Lafayette, Indiana

Tracy-Lyn Van Dyne
Head of Young Adult Services
Connetquot Public Library
Bohemia, New York

Jamie Watson
Collection Development Coordinator
Baltimore County (Md.) Public Library

Joan S. Weeks
Senior Instruction Librarian
Library of Congress
Washington, D.C.

Tena Wilson
Marketing and Communications Administrator
Cleveland (Ohio) Public Library

Vance Wyatt
Trustee
North Chicago (Ill.) Public Library

Liana H. Zhou
Director of Library and Archives
Kinsey Institute
Indiana University
Bloomington

The list includes Executive Board–approved ALA Council nominees from names submitted by the Nominating Committee. Petition candidates for ALA president and Council have until February 2, 2012, to enter the race and will be noted in subsequent issues of American Libraries as their names become available.

Libraries Occupy the Heart of the Occupy Movement

The People's Library at Occupy Wall Street in New York City started spontaneously shortly after the protest began on September 17, when a pile of books was left in a cardboard box at Zuccotti Park on Wall Street. The books were passed around and organized, and more were soon added. Unfortunately, this first collection was lost due to inclement weather but another collection was quickly begun. Several weeks later, Betsy Fagin brought the idea of a people's library before the General Assembly of the occupation and was appointed librarian of Occupy Wall Street. Since then the library has been growing and expanding exponentially. There are dozens of plastic bins dividing the books into categories and areas of interest. There is lighting in place, a reading room, and a constant flow of visitors and patrons.

Middle-school librarian Rachael Myers adds library humor to an Occupy Wall Street march.

Zachary Loeb, young adult public programs librarian for New York Public Library, confirmed that the OWS library never truly shuts down. "The occupation goes on 24/7 and so do we," he told *American Libraries.* There is always someone from library staff on hand round the clock, including members of the homeless population who have contributed to the cause of this free public library. Its primary purpose remains to cater to the information and entertainment needs of the people at the Occupy Wall Street site.

One of the purest "public" libraries out there, OWSL exists to inform and entertain anyone who can access it. Books are donated to the library by supporters, making for an incredible organic collection. It is a circulating library that follows a model a lot of us would envy: Take any book, read it, bring it back when you feel like it. If you don't return it, then pass it on to someone else. There are no cards, no fees, no RFIDs.

It seems impossible, but it works; numerous library staff confirm that materials are returned but, as Library Working Group member Eric Seligson is quick to point out, "If we got back all the materials we have loaned all at once, we wouldn't be able to handle it. There is so much out there we wouldn't have space for it all."

Even though materials are not formally checked out, library volunteers keep a record of what the collection encompasses. LibraryThing has donated a free lifetime membership to OWSL, which makes its catalog of over 1,500 records available to browse. Daniel Norton, a page at the New York Public Library and a distance-ed library student at the University of Maine at Augusta, has been involved in forming the catalog from the library's inception and sees its holdings as a unique special collection that mirrors the hopes and sentiments of the people supporting Occupy Wall Street. "It is pretty rare and incredible for someone so young and new to the profession to witness the creation of a special collection and the invention of an information system."

Librarians are also among the protesters calling for economic redress. "Like a lot of people, I first visited the Occupy Wall Street encampment because of a shared frustration and anger toward economic inequality and corporate personhood," middle-school librarian Rachael Myers told *AL,* "but I've stuck with it because, in the last month, OWS has transformed into a hopeful and optimistic collective voice for change." Myers, who chairs the Teens Top Ten Committee of ALA's Young Adult Library Services Association, added, "Librarians have a history of speaking up when it counts, from ALA's response to the Patriot Act in 2001 to Zuccotti Park today."

At Occupy Worcester, Massachusetts, another middle-school librarian, Elizabeth Westie, told the October 17 *Worcester Telegram and Gazette* that she has been underemployed since being laid off more than four years ago, and worries how 20-something graduates will free themselves from student debt when professional jobs are so hard to find. As if to prove Westie's point, recent MLS recipient Christine Fraser explained in an Occupy Atlanta video posted to YouTube October 17 that she fears "be-

Photo: Marion Siegel

coming a slave to debt" from student loans before even landing her first professional library job.

The People's Library of Occupy Wall Street faces some issues familiar to public libraries the world over. It has limited resources and seeks to best use them both for Occupy Wall Street users and in the context of the larger community. OWSL also has issues of space and access, growth being among its biggest concerns. Huge contributions of books come in daily. Library Working Group member Frances Mercanti-Anthony, an actress, writer, and self-styled "library nerd," confirmed that in addition to individuals, international publishers and booksellers were sending books. Additionally, Seligson was hoping to expand programming: OWSL already holds Friday night poetry readings and wants to add a DVD collection and offer media entertainment. There is a generator, a Wi-Fi hotspot, and plans for free internet access on site.

It's evident from media coverage that the Occupy Wall Street Library adds credibility for the larger Occupy movement. The prevailing attitude in dozens of stories seems to be some variation of "These protesters are more together than you think: They even have a library"—a strong endorsement both of the movement and of the role of libraries in modern society. The idea that a library is seen as a mark of culture and that creating one is a mark of civic pride and gravitas says a lot about how society at large still values the institution.

Along with the movement, Occupy libraries are spreading. There are libraries at Occupy Boston, Occupy Seattle, Occupy L.A., Occupy Portland, Occupy Dallas, Occupy San Francisco, and elsewhere among the more than 100 Occupy sites in the United States that have sprung up since Occupy Wall Street set up shop on September 17. (Occupy libraries have sprung up overseas as well, in locations such as Madrid, Spain, and London, England.) It is becoming a part of the working model of long-term occupation sites that they have a library. This isn't a formal decision and there is no network or protocols between the libraries. It is simply taken as a matter of course that this niche would present itself and be filled by a library.

These hardworking activist library volunteers are ensuring that the revolution will be archived and cataloged for generations to come.

—Christian Zabriskie, founder, Urban Librarians Unite

Some Schools' Filtering Software Is Reaching into Students' Homes

The installation of filtering software on school computers has created access problems for students doing research online on their school campuses since enforcement of the Children's Internet Protection Act began in 2004. But complying with CIPA grows more complicated as middle- and high schools implement one-to-one computer programs, which entail providing each student with a laptop, a netbook, or even an iPad.

A case in point: The Natrona County (Wyo.) School District has installed filtering software directly onto the Apple laptops that each 6th- through 12th-grader receives. Associate Superintendent for Facilities and Technology Mark Antrim told Audrey Watters of KQED's MindShift website that the policy change was largely in response to parents' concerns about where their children were surfing at home. Formerly, parents had to sign permission slips to indicate that they "accept full responsibility for supervision when my child's internet use is not in a school setting" before their child received a one-to-one laptop.

"How do schools monitor or block access to websites when students are using their school-provided laptops on their family's home networks? And are they even required to do so?"

Audrey Watters, mindshift.kqed.org

While CIPA requires schools offering students internet access to use "technology-protection measures" on campus, it's unclear whether they must also install filters on school computers that students bring home. "How do schools monitor or block access to websites when students are using their school-provided laptops on their family's networks? And are they even required to do so?" Watters wondered October 25.

"If schools are paying for 3G connectivity on these devices, then yes, CIPA applies," Watters believes. Otherwise, an FCC spokesperson told her, "it's a gray area." The agency will be clarifying how the rules apply in such cases.

—Gordon Flagg

Amazon's "Library," Kindle Ebook Loans, and What It All Means

The library world was thrilled at the September 21 announcement that OverDrive had enabled its library customers to lend the ebooks they'd licensed from OverDrive to patrons with Kindle e-readers—provided that the ebooks were in the online sales inventory of Kindle-maker Amazon. But soon, examination of the fine print between OverDrive and Amazon caused ethical concerns to be raised in several arenas of library punditry. Among the issues was the perceived incursion on patron confidentiality: Since Kindle ebook borrowers must sync their e-readers to their Amazon accounts in order to receive the item they are borrowing, Amazon will know who is checking out which titles—a valuable addition to the firm's vast treasure trove of "buy this book" target-marketing data.

As the library community sorted through the issues involved, Amazon announced November 2 that it had launched the Kindle Owners Lending Library, which would be accessible only to Kindle owners who were also Amazon Prime subscribers (which costs $79 per year).

These rapid developments left many in the library community wondering what it all meant for the future of libraries.

Prime competition

It soon became clear that there was little for libraries to fear for the time being from the Amazon Prime lending program. "Users get access to *one book a month* with no due dates," explained Joe Brockmeier in a November 2 ReadWriteWeb post. With each new book borrowed, the previous book gets automatically removed, leaving no possibility of building a free ebook collection one monthly loan at a time.

The November 3 *Wall Street Journal* revealed even more: "None of the six largest publishers in the U.S. is participating. Several senior publishing executives said recently they were concerned that a digital-lending program of the sort contemplated by Amazon would harm future sales of their older titles or damage ties to other book retailers."

The inability of Amazon to secure those elusive lending rights may indicate that ebooks have a ways to go before they fully replace print. It also hints at just how much negotiating OverDrive officials must have done to secure the limited Kindle ebook lending rights that it did.

Ebooks have a ways to go before they fully replace print, and concerns persist about how to guarantee ebook borrowers' privacy.

No matter what publishers' ebooks are being borrowed on Kindles, however, concerns persist about extending reader privacy into the realm of ebook lending. With the October 2 enactment of California's Reader Privacy Act, confidentiality seemed to gain an additional toehold. Backed by the American Civil Liberties Union and the Electronic Frontier Foundation, the Reader Privacy Act extends, as of January 1, 2012, the confidentiality afforded to library patrons' reading records into the for-profit world of booksellers. It specifically prohibits a commercial provider of a book service "from disclosing, or being compelled to disclose, any personal information relating to a user of the book service [unless] a court order has been issued." The law also mandates a fine of $500 for every unauthorized release to a third party of a book buyer's personally identifiable information.

No right to know

Librarian in Black blogger Sarah Houghton believes that the California law might even make it illegal for libraries in that state to lend Kindle ebooks through OverDrive. "I'm fairly certain it's a fairly gray area that Amazon and OverDrive are in because Amazon is keeping data on what our customers are borrowing and they're not really supposed to," she postulated in an October 18 video post to her blog.

Two weeks before Houghton raised the issue, OverDrive spokesperson Lead Library Advocate Lindsey Levinsohn advised on the firm's blog that "Registration [on Amazon.com] can be accomplished anonymously (e.g., using a valid email address that does not require other identifiable information). Patrons who wish to read on Kindle, for example, may find it convenient to use their existing Amazon account information, but it is not required."

In a comment appended to Levinsohn's post, Ben Steinberg disagreed: "Although it's possible to create an email address and Amazon account solely for the purpose of using OverDrive ebooks on the Kindle or a Kindle app, it doesn't constitute anonymity: If you already own a Kindle, Amazon knows who you are."

—Christopher Harris
blogger, AL's E-Content
and Beverly Goldberg

Libraries Tap into the Crowdsource

Wikipedia wants libraries to join the "crowdsource."

The notion that the research efforts of a group of people with varying opinions, when aggregated, can result in better information than a specific expert could come up with—aka "crowdsourcing"—has been around for some time. It's one of the ideas on which the 10-year-old Wikipedia is based. So it seemed only natural when one of the most-consulted websites in the world recently posted a ubiquitous banner stating "Wikipedia Loves Libraries." What has resulted is nationwide "editathons"—editing marathons organized by active Wikipedia users to expand and add depth to the website's content on a wide range of cultural and historical topics.

Dozens of editathons are taking place across the country, loosely based around Open Access Week in late October. The events have spanned from Atlanta to Boulder, Seattle, St. Louis, and Washington, D.C.

"We want to bring Wikipedians to the library," Richard Knipel, president of the Wikimedia New York City chapter, told *American Libraries.* The concept was created to supplement the sourcing of Wikipedia's information, he said. "Ideally we want our searches to be drawn from the whole body of knowledge in the world. Unfortunately, a large portion is still drawn from online available sources, and we want to broaden that."

Wikipedia has long faced criticism from scholars and others about flawed information in its articles. A study at Carnegie Mellon University two years ago found that one problem with crowdsourcing is that a small number of highly active users can skew how the information is packaged. One solution? A shift toward "smartsourcing." In other words, instead of soliciting for help more widely, a group (such as Wikipedia) can now sharpen its focus on what it expects from outsiders (online articles on a specific category) and who it is reaching out to for help (librarians and patrons with access to well-sourced information).

In New York, this harnessing of collective wisdom was on display on October 22 at the New York Public Library for the Performing Arts, where the public was invited to contribute to Wikipedia's articles on musical theater. The six-hour event, which NYPL called "Wikipedia! The Musical!" attracted dozens of people who made use of the library's special collections to add and update entries to the open-source site. At any given moment between noon and 6 p.m., an average of 20 people plugged away at their laptops and researched materials from the library's closed-stacks collection of newspaper clippings, videotapes, manuscripts, correspondence, sheet music, stage designs, programs, posters, and photographs.

On October 22, the New York Public Library for the Performing Arts hosted a six-hour editing event, dubbed "Wikipedia! The Musical!" Dozens of people made use of the library's closed-stacks collection of newspaper clippings, posters, and photos to create and update Wikipedia articles related to musical theater. Similar editing events are taking place in libraries throughout the country.

Art: Lauren Lampasone

Citizen-created content

Doug Reside, digital curator for the performing arts at NYPL, helped put the event together and told *AL* that the mix of attendees ranged from college students to retirees. Many of them have used Wikipedia, he said, but not all of them had known how to contribute to it. "The increased literacy was valuable. Many of them linked [Wikipedia articles] to the library, bringing greater exposure to the library." Additionally, Reside said, patrons—especially students—learned about the extent of NYPL's collection and became better informed about the mechanics of using the closed stacks, such as how to submit call slips: Staff reported the number submitted that day doubled.

"What was really exciting to see was the energy," he said. "Most people think of the library as a quiet space, but here it was in an active mode of research that you don't often expect. It can be an individual study center, but it can also be a place where people can create collaboratively."

At the Tom of Finland Foundation Library in Los Angeles on October 30, the "Queering Wikipedia Editathon" drew community activists, library school students, and

members of the foundation to create and update LGBT-related articles. Katie Herzog, director of the Molesworth Institute, helped put the event together and told *AL* that the meeting inspired dialogue about gay history and generated an increased interest in activism for citizen-created content. "Everyone left feeling like it was the first of many to come," she said.

The Wikipedia Loves Libraries series was modeled after this past summer's Great American Wiknic (a day in which Wikipedia users met up in various cities nationwide), the WikiProject GLAM (Galleries, Libraries, Archives, Museums) collaboration effort, and the June 2011 editathon at the British Library, where the public gathered at the library's English and Drama department and were given access to its resources.

Of course, crowdsourcing research isn't new to the library community. Earlier this year, NYPL invited the public to help transcribe its restaurant menu collection, one of the largest in the world. And Maine-based LibraryThing—an online site where individuals can share book catalogs—has existed since 2005. The National Archives in Washington, D.C., has also partnered with Wikipedia to digitize its documents and promote their use.

Chicago Public Library held its editathon on October 29. The research topic there was "Barack Obama: the Chicago Years" and included information about President Obama's early life and career, as well as information about his state, U.S. Senate, and presidential campaigns and elections. The Chicago event also sought volunteers to add and edit articles about the city's architecture and theater. (While contributors are not required to write solely on an approved topic, organizers suggest keeping the focus on a specific theme.)

Tony Vernon, volunteer Chicago director for Wikipedia who organized the event, believes collaborating with libraries is a natural fit for Wikipedians. "Libraries want people to learn and have quality information, and this is a tool to enable people to use that information more efficiently."

Knipel of Wikipedia's New York chapter said he would like the Wikipedia Loves Libraries series to become an annual event that reaches out to more library communities, including international ones.

If other editathons take place in the coming years, NYPL's Reside said he and his colleagues would "definitely" participate. "It exposes our collection to the people who didn't know we were here," he said. "It's a great vision for libraries."

—*Sanhita SinhaRoy*

Thank You.

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Seeking New and Renovated Libraries

American Libraries is now accepting submissions for the 2012 Library Design Showcase, our annual feature celebrating the best new and newly renovated or expanded libraries of all types. The Showcase will be published online in March, with excerpts in the March/April 2012 issue of *American Libraries* and the magazine's April digital supplement.

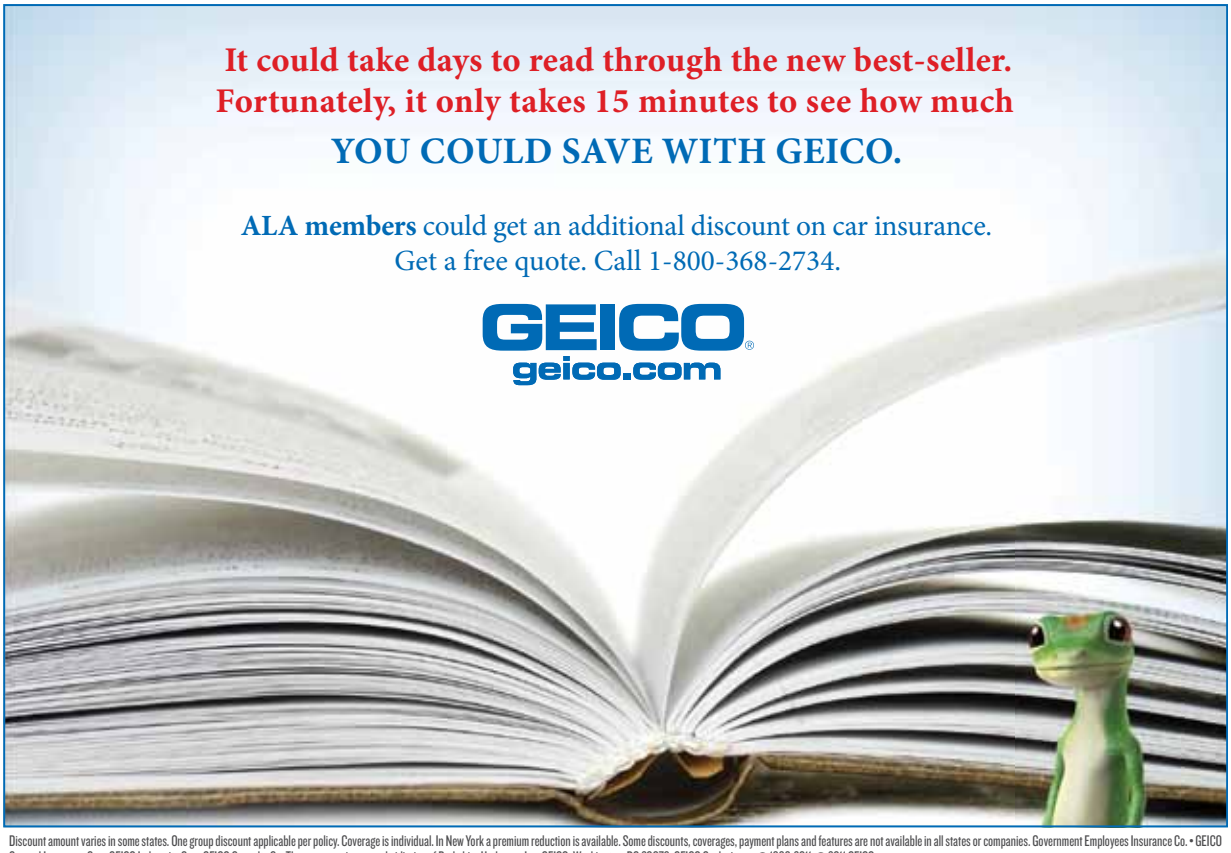
The University of Akron's Center for the History of Psychology, featured in the 2011 Library Design Showcase, renovated an abandoned building donated by a local shipping company to make it suitable for archival storage.

We're looking for libraries that are beautiful examples of architecture and that address service needs in interesting and effective ways. To be eligible, projects must have been completed after October 1, 2010.

The deadline for submissions is January 13, 2012. This is somewhat earlier than in prior years to accommodate an earlier publishing schedule.

To have your library considered, send a completed submission form, available at americanlibrariesmagazine.org/content/april-facilities-submissions, along with color prints or high-resolution digital images, to *American Libraries*, Attn: Library Design Showcase, 50 E. Huron St., Chicago, IL 60611. Submissions can also be sent online via YouSendIt to glandgraf@ala.org. Unfortunately, not all submissions can be featured. For more information, contact Greg Landgraf at 800-545-2433, ext. 4216.

View the 2011 Library Design Showcase at americanlibrariesmagazine.org/librarydesign11.



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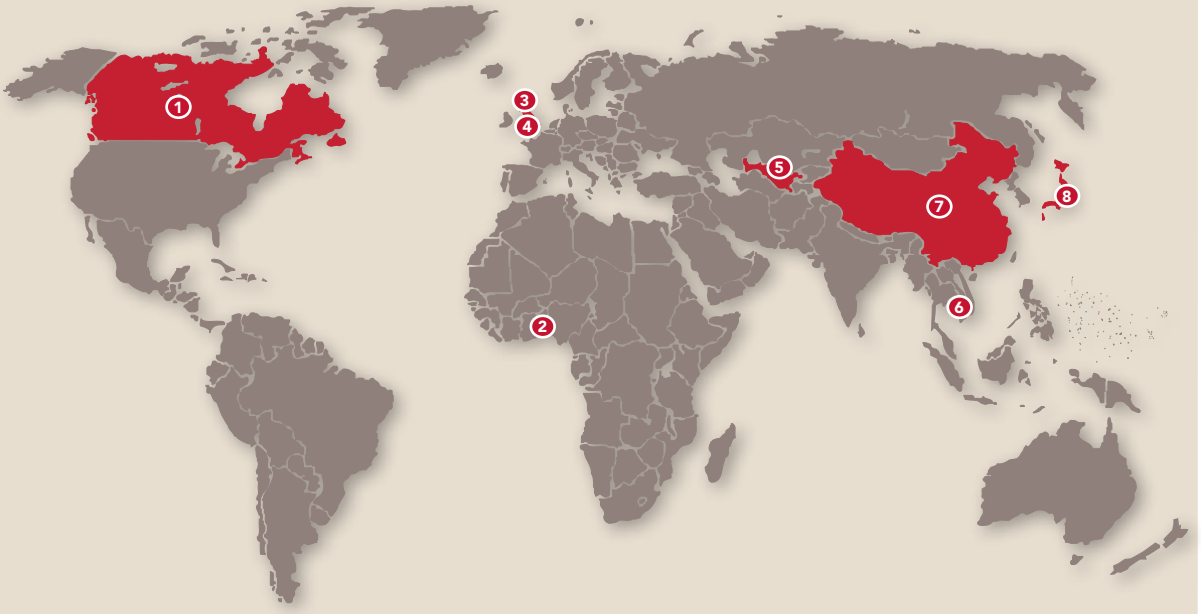

CANADA 1

A chance discovery in May by an auctioneer looking through salable items in a home in London, Ontario, resulted in the solution to a longstanding Australian mystery. In a copy of *An Historical Account of the Colony of New South Wales* by Captain James Wallis, published in 1821, Grant Gardner discovered several original oil paintings pasted in the pages. For decades, scholars debated whether Wallis had done all the artwork as he had claimed. Five of the newly found paintings have the words "Drawn by a Convict" written on them. The State Library of New South Wales in Sydney, Australia, purchased the book at auction.—*London Free Press, Oct. 18.*

TOGO 2

Peace Corps volunteer Emily Jones of Dedham, Massachusetts, is on a two-year mission to build a library of books and research documents in French, English, and other local languages for schoolchildren in a village in the northern part of the country. The project is funded through the Peace Corps Partnership Program. After volunteers build the facility, library card dues and income from charging cellphones at the solar panel will pay for operating expenses and new books.—*Peace Corps, Sept. 13.*

UNITED KINGDOM—SCOTLAND 3

Mysterious sculptures made from books started turning up at libraries and other cultural venues in Edinburgh in March and were still making an appearance in August. The books are cleverly carved into the shape of a tree, coffin, cake, dragon, and even a gramophone and magnifying glass. Garry Gale, former director of the city's Music Library, said he recognized the artist by the style but did not want to reveal the name.—*National Public Radio: Krulwich Wonders, Oct. 31.*

UNITED KINGDOM—ENGLAND 4

Philip Pullman, author of the *His Dark Materials* trilogy, lambasted Brent council for its comment that closing half of its libraries would help it fulfill "exciting plans to improve libraries." Citing campaigns to save libraries in Oxfordshire as well as in Brent, Pullman said "the war we're fighting is not against this party or that one, this flag or another flag, our parents or our MP or anyone else in particular: It's against stupidity. And stupidity is not to be underestimated."—*The Guardian, Oct. 24.*

UZBEKISTAN 5

The government has invested significant resources in improving library services, including the construction of a new building for its National Library, which houses original manuscripts of the 15th-century poet Alisher Navoi, after whom the library is named. It was scheduled to open in November.—*In Custodia Legis, Oct. 28.*

CAMBODIA 6

Billionaire Jim Thompson's Crown Group does business in 60 countries, but he has chosen Cambodia for philanthropic projects. This year it was funding a new library that opened in remote Pursat province on October 22. About 3,000 people came to the province's Phnom Kravanh district to honor the results of Thompson's $57,000 donation. It is named the Hazel Joyce Library, after his older sister.—*Phnom Penh Post, Oct. 24.*

CHINA 7

Architect Li Xiaodong has completed a library that's covered in firewood. Located on the outskirts of Beijing, the single-story Liyuan Library houses its collection of books within a chunky timber frame. Stepped platforms integrate low-level shelves and provide seating areas for readers. Wooden sticks cover a glazed shell that encases the library. Li writes: "We wanted to use architecture to enhance the appreciation of the natural landscaping qualities."—*Dezeen, Oct. 24.*

JAPAN 8

A private library opened in November near the giant Japanese cedar in Rikuzentakata, Iwate prefecture, that was dubbed "the cedar of hope" after it survived the devastating March 11 tsunami. The library was built within the grounds of Imaizumi Tenmangu shrine, which was itself rebuilt. The city was chosen because its only library had been destroyed, and seven library staffers were tsunami victims.—*Daily Yomiuri (Tokyo), Oct. 29.*

Cuyahoga County Checks Out Boopsie's Checkout App

When the library/vendor relationship is one of open communication, respect, and mutual desire for excellent customer service, everyone wins—the library, the vendor, and most importantly, library users. Both libraries and vendors bring something valuable to the table: libraries, a deep ground-level knowledge of their customers' needs, and vendors the know-how to help libraries realize solutions to meet those needs.

Take the collaboration between Cuyahoga County (Ohio) Public Library and Boopsie, Inc. They launched the CCPL Mobile smartphone app and the Boopsie BookCheck feature—an example of how libraries and vendors can achieve win-win-win solutions through open dialogue and an exchange of ideas.

Customized service

CCPL's vision is to be the most convenient public library in the nation. To realize that vision, CCPL staff members have dedicated significant time and effort to understanding their customers' needs and finding innovative ways to deliver service, particularly in the rapidly growing realm of mobile technology.

Americans are increasingly relying on mobile devices as their primary tool for accessing the internet and digital media, and this trend shows no signs of slowing down. According to Pew Research Center, 82% of American adults are now active cellphone users, and approximately 24% use mobile apps.

"We have to meet our customers on their own terms," said Jim Haprian, information technology director for CCPL. "We decided to pursue a mobile app for our library because we feel mobile technologies present an excellent opportunity to expand our reach to new and existing customers.

"We spend a lot of time thinking about how we can deliver better service, and we feel that nobody knows our customers as well as we do," added Haprian. "We wanted to work with a vendor that understood and respected our knowledge as library professionals. I think we found that in the Boopsie team."

Libraries and vendors can achieve win-win-win solutions through open dialogue and exchange of ideas.

Birth of BookCheck

CCPL and Boopsie's initial conversations focused on convenience, attractive aesthetics, and value-added functionality, specifically a feature that would allow customers to check out materials with their smartphones. "We felt our customers would see added value in having the ability to use their smartphones to check out our materials," said Haprian, "and the team at Boopsie wholeheartedly agreed it was an enhancement to the convenience of mobile worth developing."

Conversations between CCPL and Boopsie eventually led to the birth of BookCheck, an app feature that allows users to check out library materials by scanning items' barcodes with their smartphones.

"Boopsie BookCheck is the first feature to really demonstrate the power of the mobile platform in the library setting," Boopsie CEO Greg Carpenter said. "The CCPL team's focus on efficiency and convenience made them ideal collaborators in the development and delivery of this game-changing functionality."

The collaboration resulted in Cuyahoga County Public Library becoming the first library to feature BookCheck in CCPL's Boopsie-developed app, CCPL Mobile, and the response has been tremendous. The app has been downloaded by more than 4,500 customers and more than 3,900 items have been checked out using the BookCheck feature. The more it is used, the more CCPL Mobile will reduce waits at checkout lines and enable staff to focus on helping customers find materials and access other library services.

Libraries across the country have since contacted CCPL and Boopsie to seek guidance in developing their own mobile strategies; Los Angeles Public Library now offers the app branded as LAPL to Go.

"From my perspective, our collaboration was a total win-win-win," said Haprian. "Our customers love CCPL Mobile, and I have no doubt that many libraries will adopt the BookCheck feature."

"We are committed to maximizing the reach and utility of libraries around the world," added Carpenter. "Our customers play an important role in helping us deliver against this goal."

—Pamela Kahl, president, verbal800 Communications, and Robert Rua assistant marketing director Cuyahoga County (Ohio) Public Library

NEWSMAKER: **PHILIP LEVINE**

At age 83, Philip Levine is 2011–2012 poet laureate consultant in poetry. Appointed by Librarian of Congress James Billington, he took up his duties October 17, opening the library's annual literary season with a reading from his work. "Philip Levine is one of America's great narrative poets," Billington said. "His plainspoken lyricism has, for half a century, championed the art of telling 'the simple truth'—about working in a Detroit auto factory, as he has, and about the hard work we do to make sense of our lives." Levine is the author of 20 collections of poems, including *The Simple Truth*, and a winner of the Pulitzer Prize and National Book Award. Born in Detroit in 1928, Levine succeeds W. S. Merwin as poet laureate. He spoke with ALA's Leonard Kniffel over the phone October 19. Read the full interview online at americanlibrariesmagazine.org/newsmaker/.

How did you feel when you were asked to be poet laureate of the United States?

PHILIP LEVINE: Well, at first I was very surprised. I wasn't home, and there was a message on my machine saying that a man named James Billington wanted to speak to me from the Library of Congress. When I called back, I said to myself, "I'll bet he wants my advice on who should be the next poet laureate." That's what occurred to me because of a) my age, and b) a long history of political radicalism, you could say. I didn't know how that would go down.

Can you tell about your use of libraries and your thoughts about their role in the world? I don't know about your role in the world, but I can talk about the library's role in my whole life. When I was quite young—I would say 7 or 8—about once every month on a Saturday my mom would take me and my twin brother to the Dexter-Davison branch of the Detroit Public Library. If she was looking for books herself, we would rummage around and find something for ourselves. It was a lovely building, and it was very quiet in there and even though we were fat mouths, both of us, we learned to respect the silence.

What did you find for yourself? A lot of magazines that I couldn't afford. World War II was on, and I was a kind of news junkie. Detroit papers were pretty bad. Actually, everything I got was pretty bad because otherwise I had to go through Henry Luce and read *Time*, but the photographs in *Life* at that time were extraordinary, and Friday—I think it came on Friday to the library—that was a very exciting moment for me. I would never miss; I would always be there to see *Life* magazine and see the photographs and find out what American right-wingers thought of the war.

You attended Wayne State University [1946–1950]; how was the library at that time? Wayne had a pretty skimpy library, but it wasn't terrible. The thing they did have, which was fabulous, was a collection of 20th-century poetry, the Miles Modern Poetry Room. Poets from Detoit would meet there. The librarians from Wayne were very nice. They would aid and abet your searches, and this isn't always the case.

You've had some bad experiences in academic libraries? There was a period of my life when I had trouble with librarians. I think some of them had come to identify their own physicality with the book.

You split your time between Fresno and Brooklyn. How are the libraries? They're terrific. I like the way they're run, and the fact that you can reserve books via the internet. Fresno County Public Library has vast holdings, and they're incredibly generous about it, and it's very easy to renew the book via the computer. I've taken to giving a lot of books to the libraries.

You've said that modern poets were writing "what we think is poetry." Can you explain that? The remark was a little facetious because even Whitman and Emily Dickinson wrote what they thought was poetry, and it turned out that time has judged it to be good in their case, to be great poetry. I know I write verse because it's in verse, but is it poetry? Well, hopefully. ▮

Photo: Frances Levine

How the World Sees Us

"If I learned anything in my visit to Loudoun County—it's a reaffirmation of the power of reading. Hundreds of kids and parents turned out to discuss the way books change our view of the world, of each other. And the kids at Loudoun County Juvenile Detention Center? They told me that they have a whole new bag of tricks for keeping out of trouble when they return home. At the top of the list: reading."

Author PATRICIA McCORMICK in a thank you letter to Loudoun County (Va.) Public Library after her "One Book, One Community" program about her novel *Purple Heart*, Sept. 28.

"The libraries at the anti–Wall Street protests are not quite as novel as they first appear. They have a tradition going back the better part of two centuries. In a November 2 Inside Higher Education article, Matthew Battles, the author of *Libraries: An Unquiet History* (Norton, 2004), noted the similarity to the reading rooms that served the egalitarian Chartist movement in Britain."

SCOTT McLEMEE, writing about librarians in the Occupy movement, Inside Higher Ed, Nov. 2.

"The library is a major basis for community activity. I doubt that most people realize its importance, including our local politicians."

Waseca, Minnesota, resident MEL STRAND, responding to Minnesota Public Radio's question, "Do libraries give us a core service?" Nov. 1.

"There is no frigate like a book, and no harbor like a library, where those who love books but can't afford their own complete collections, or those who need a computer, or kids who need a safe place to read after school, or moms with toddlers who want their babies to learn to read, can all come together and share in a great community resource."

Detective-fiction author SARA PARETSKY, urging residents of Chicago—and everywhere else library hours and staff are threatened—to advocate for their public libraries, Sara Paretsky's blog, Oct. 30.

"When did you last go to a public library? No, really, when? . . . People will fight to the death to protect things they never use. But there's something bigger going on here. This is a fight by middle-class liberals to keep libraries open not for themselves, but for the less fortunate. This is partly out of condescension, and partly guilt—because the protesters don't use libraries either."

Columnist and credentialed British librarian JOHN MCTERNAN, deconstructing protests in England to save hundreds of libraries, in "Liberal Whingers Are Wrong—We Should Shut Our Libraries," *Daily Telegraph* (U.K.), Oct. 20.

"We have the internet. We don't need a library at all. I don't know anyone who's been to a library since 1997."

Comedian and political commentator BILL MAHER, *Real Time with Bill Maher*, HBO, Oct. 14.

"I was at the library last week. They have really good Wi-Fi and my children like the fiction books."

Magician, comedian, and libertarian PENN JILLETTE, in response (see above), *Real Time with Bill Maher*, HBO, Oct. 14.

"And here is where I most respect the high office of the librarian. Above the restrictions of budgets and the frustrations of hierarchical administrations, the librarian has the possibility of changing lives. Like great teachers, great librarians meet needful individuals at the precious moment of choice. The right book at the right time is often a nexus to individual destiny. The great librarian listens, senses the need, and has the reading experience to recommend what is crucially appropriate to that reader."

Author MONTY JOYNES, "In Praise of Librarians," Writing as a Profession blog, Sept. 1.

"I've caught stupidity And he cured me."

16-year-old MATTHEW WHITTINGTON, a junior in Vancouver, Washington, describing the influence on him of teacher-librarian Mark Ray, in "Skyview High Teacher-Librarian Is 'Slayer of Ignorance,'" Portland *Oregonian*, Oct. 7.

"When I was growing up, I moved around a lot, and changed schools fairly frequently—a not uncommon circumstance for many kids who grow up to be actors. I was an avid reader, made even more so by my frequent moves—the first place I would visit in a new town was the local library—and nothing made me happier than reading a book and feeling like I was 'inside' a story. It is a feeling that persists when I read today, and especially when I act; I became an actor because I felt that when I acted, I could physically get inside the book."

Actress JULIANNE MOORE, quoted in "Julianne Moore's Favorite Books from Childhood," *New York Times* Arts Beat blog, Sept. 13.

An Unplugged Space

Would your users value a gadget-free quiet zone in your library?

by Amanda Wakaruk and Marc Truitt

The physical library was once a place of refuge, an escape from distraction. But today, the constant need to connect and communicate has largely rendered this role obsolete. The power of coupling networking tools with instant access to vast amounts of information is now an essential feature of library programs, services, and facilities. A library without internet and Wi-Fi access is, thankfully, an anomaly.

In addition to being regarded as technology hubs for the public, should libraries reclaim their reputation for solitude by offering communication-free zones where people can easily engage in private, focused reading and reflection?

As more people use the library as a social "third place," the reality of the library as a place of intellectual refuge sadly resonates with fewer users.

The traditional role of the library as a physical place where individuals find information has been largely supplanted by its function as a space where information can be interrogated in a communal environment. This is also a good thing. However, as more people use the library as a social third place (after home and work), the reality of the library as a place of intellectual refuge sadly resonates with fewer users.

True, reading rooms are often quiet, but even in these spaces the average library user's focus is punctuated by the clatter of keystrokes, visual email alerts, and the vibrations of smartphones. The effects of these constant digital distractions—variously labeled as cognition overload, online compulsive disorder, data smog, and popcorn brain—have been documented and discussed by psychologists, neuroscientists, and sociologists.

A growing awareness of the negative effects of digital overload has led some institutions to offer physical escape from instant-communications technology. For example, Stephens College has reintroduced a secular form of vespers that requires students to drop their cellphones at the door. In countless other institutions, professors ask students to turn off communication devices when they enter the classroom. Should libraries consider something similar?

Disconnecting, as it turns out, isn't easy to do. We are constantly surrounded with connective devices, both our own and those belonging to people around us. Even if we can will ourselves to unplug, how do we ask the same of family, friends, or the person sitting next to us on the bus?

Libraries have a long history of utilizing differentiated spaces in their public areas, so it shouldn't be that much of a stretch for them to incorporate areas free of digital chatter. In *Hamlet's Blackberry: A Practical Philosophy for Building a Good Life in the Digital Age* (Harper, 2010), William Powers advocates for "Walden zones" in the home—disconnected spaces inspired by Thoreau's experiment to withdraw from society while remaining within it. We suggest that this idea would be a perfectly natural one for libraries. These safe harbors would be free of the external distractions of computers, cellphones, and social networking tools, allowing sustained focus and contemplation.

Of course, barring construction of a Faraday cage, there is no way to control patrons' use of digital communication tools. If users refuse to turn off their gadgets, the spirit of the Walden zone will fail to materialize.

The million-dollar question is, of course, will library users welcome a zone of inwardness—a place to read, reflect, and possibly find meaning? Or will the shock of self-reliant thought prove overwhelming, even for short periods of time? ▮

AMANDA WAKARUK *is government information librarian and* MARC TRUITT *is associate university librarian for bibliographic and information services at the University of Alberta Libraries in Edmonton.*

Scan this to read the full essay, "An Unplugged Space," online along with bibliographic citations.

A Guide to Buying Ebooks

How to flex your library's purchasing muscle

by Sue Polanka

Buying a print book is relatively easy. With the introduction of library ebooks in 1999, however, a once-straightforward process took on many complexities. Before starting, ask yourself why your library needs to purchase ebooks. Is it to expand a collection or to increase the buying power of a group of libraries? To replace existing print collections, offer new services, or experiment with new business models in the hope of saving money? Whatever the reason, it is imperative to keep your goals in mind.

Keeping your library's prime directive in mind, investigate the opportunities and challenges of buying ebooks from every type of vendor.

How are ebooks more complex to buy than print? First, vendors require license agreements that contain terms of use and restrictions on access. Second, ebooks are priced differently. Instead of the traditional print list price (or list price with a discount), the price of an ebook is generally the list price plus a percentage. The final price is determined by the business model selected, the number of people who will use the book, or the size of a library's user group.

Third, new business models continue to be developed to fit the diverse needs of libraries and vendors. Many of these models differ from traditional print purchase models. Fourth, the notion of ownership has come into question with ebooks. Do libraries actually own the content, or is it leased? Libraries must circle back to the license agreement to determine the answer to this question.

Depending on the model selected—one book/one user, multiuser, unlimited simultaneous use, subscription, patron-driven acquisition, or short-term loan (aka pay-per-use)—a library may own an ebook in perpetuity (perpetual access) or use the content for a designated period of time (lease). Many vendors also require libraries to pay ongoing access fees, which may be waived if a negotiated purchase amount is spent with the vendor annually. However, some vendors, such as OverDrive, calculate annual fees based on existing collection use data. Libraries that choose not to pay access fees could lose the content. Therefore, it is imperative that librarians carefully read the license agreement to determine if ebook content can be used when access fees are withheld.

You can purchase ebooks directly from publishers or from aggregators (who distribute content from multiple publishers) or wholesalers (who distribute print and e-content from publishers and aggregators). Keeping your library's prime directive in mind, investigate the opportunities and challenges of buying ebooks from all vendor types.

Libraries that are members of consortia will discover many benefits in operating as a group when purchasing ebooks. Members can increase their buying power, access larger collections, and centralize licensing and technical work. Also, consortium members can share ebooks, loosening the interlibrary loan limitations in most ebook license agreements. Of course, there are some drawbacks—among them determining the content, vendors, business models, and level of access among member libraries. Coming to an agreement with other consortium members can take as much effort as negotiations with vendors.

Transitioning to ebook purchases in libraries offers many opportunities and challenges. The most important thing that librarians must do in this changing environment is to articulate clear ebook buying goals. With them in mind, libraries can then identify the content they desire, seek the best price possible, determine sustainable business models, analyze license agreements, and evaluate vendors to effectively buy ebooks. It's a complex labyrinth. But one day it will be easy. ▮

SUE POLANKA *is head of reference/instruction at Wright State University Libraries, editor of No Shelf Required 2: Use and Management of Electronic Books (ALA Editions, 2012).* *This article is an excerpt from the November/December 2011 Library Technology Reports.*

Scan this to read Sue Polanka's full essay about buying ebooks.

Readers Are Fundamental

What else would you call someone who reads?

by Joseph Janes

I was all set to wax rhapsodic here about my iPad, how much I'm enjoying my new toy (and it is a toy, I know), how quickly I got to the point of loving the "app" idea for its convenience and speed, how interesting it is that I've started to begrudge using the web at times, and how hard it is to find apps I might like without knowing what I am looking for in the Apple App Store (which is a classic search/recommendation problem).

Innovations have come and gone, from the codex to medieval word separation, and reading follows quite naturally and seamlessly along.

Events, however, piled on top of one another and subverted my plans. First, I saw the fascinating results of a poll published August 29 on Stephen's Lighthouse (Stephen Abram's must-read blog), where he asked what we should call people who read the e-versions of books. A dramatically split decision, with respondents favoring "digital readers," "e-readers," "ebook readers," "mobile readers," and several other more exotic options. ("Nonprint readers"? Seriously?) The intriguing aspect for me was not the specific responses so much as their wide variety without a clear consensus, from which I infer we haven't figured this out yet.

Then came word of the untimely death of Michael Hart, the founder and driving force of Project Gutenberg, and then of Steve Jobs (see QR code at the end of this column for an online tribute). For 40 years—yes, 40 years—Michael worked tirelessly to make digital versions of books freely available online, often one keystroke at a time. Michael was many things—fanatically absorbed in his work and his cause, a provocateur, and sometimes, to be honest, a pain in the ass. His passing is a sadness, his voice will be missed, and the ideas he pushed will no doubt live for generations to come.

And then, like a thunderclap, we heard the news of the lawsuit pitting what appears to be every author in the world against the Google libraries and the HathiTrust for copyright violation. I didn't see this coming; in fact, in preparing for my course this fall in which we discuss the evolution of the book, I had largely put aside the Google Books litigation sideshow because nothing was happening. Oops.

The common thread here is reading, and how we define it. It's not even "redefinition" because, as innovations come and go, from the second-century codex to medieval word separation and silent reading, right up to today, reading follows quite naturally and seamlessly along. Only a generation ago, audiobooks weren't always regarded as reading, per se, and even today, graphic novels raise a few eyebrows among those who don't consider the format "serious" reading.

Stephen's poll, intentionally or not, didn't include one obvious option: "readers." His blog's (ahem) readers stepped right up and plugged it in as a write-in candidate, and several commenters followed suit. For my money, this is the only viable name for the consumption of written words; all the others are clumsy and already dated.

Can we all just spare each other the endless discussion, and get on with the important stuff? Authors and publishers already get it: The ways in which stories are displayed come and go; what matters is the story and the storytelling. (And the royalties and rights management, apparently.)

I believe that what many saw as Michael's lack of tolerance of people who didn't share his ideas or points of view was actually a display of his impatience with delays in what he saw as the necessary work to be done. The parade of technologies never ends and in fact accelerates, but the power of the stories and the ideas behind them will never ebb … but that's yet another story. ▮

JOSEPH JANES *is associate professor at the Information School of the University of Washington.*

Scan this to read Joseph Janes's reflection on the legacy of Steve Jobs.

Information Literacy 2.0

Critical inquiry in the age of social media

by Meredith Farkas

Ideas about information literacy have always adapted to changes in the information environment. The birth of the web made it necessary for librarians to shift more towards teaching search strategies and evaluation of sources. Tool-focused "bibliographic instruction" was replaced by skill-focused "information literacy." Now, with the growth of Web 2.0 technologies, we need to start shifting towards providing instruction that will enable our patrons to be successful information seekers in the Web 2.0 environment, where the process of evaluation is quite a bit more nuanced.

Inquiring minds

Critical inquiry skills are among the most important in a world in which the half-life of information is rapidly shrinking. These days, what you know is almost less important than what you can find out—which now requires a set of skills that are very different from what most libraries focus on. In addition to academic sources, a huge wealth of content is being produced by people every day in knowledgebases like Wikipedia, review sites like Trip Advisor, and in blogs. Some of this content is legitimate and valuable—but some of it isn't.

Keeping up and being able to find the latest information requires not only good search skills, but also good networking skills. Even librarians find it impossible to be well-informed about every aspect of librarianship. I focus my own professional development on areas most relevant to my current position, but there are times when I need expertise I simply don't possess. This is where the axiom "I store my knowledge in my friends" comes into play. Because I have successfully built a professional network, I have a large group of friends with diverse knowledge whom I can rely on when I find my own knowledge is insufficient for a particular task. Yet, networking is rarely part of information literacy instruction.

Information is in such abundance today that we have difficulty determining which information is legitimate.

Years ago, it was often difficult to find enough information on a research topic, a product you wanted to buy, or a hotel at which you might stay. Today, information is in such abundance that we have difficulty determining which information is worth relying upon. An August 19 *New York Times* article, "In a Race to Out-Rave, 5-Star Web Reviews Go for $5," discussed the growth of commercial services that are paid to create glowing reviews. After discovering that most people couldn't tell which reviews are fake, researchers at Cornell started to work on a computer algorithm that could. We need to learn the clues that help make that determination.

Academia is not immune to problems with quality and accuracy, challenging the assumption that articles that make it through the peer-review process can be trusted. The pressure to publish from the tenure system and the proliferation of peer-reviewed journals have led to the publication of studies whose conclusions cannot be relied upon or are downright fraudulent. A September 15 *Guardian* (UK) article, "Publish or Perish: Peer Review and the Corruption of Science," railed against a system that leads to the publication of worthless studies with poor research design that come to dubious conclusions. Given this, we all need to look beyond the headlines and evaluate research design before trusting conclusions.

Information literacy instruction should focus on helping people develop skills that will benefit them in answering questions and informing decision-making throughout their lives, not just for their next paper. It's critical that we develop instruction that supports critical inquiry in this extremely complex information environment. ▮

MEREDITH FARKAS *is head of instructional services at Portland (Oreg.) State University and part-time faculty at San José State University School of Library and Information Science. She blogs at Information Wants to Be Free and created Library Success: A Best Practices Wiki. Contact her at librarysuccess@gmail.com.*

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GRASSROOTS ADVOCACY

Putting Yourself Out There

Find fresh ways to energize support for libraries

By Lauren Comito, Aliqae Geraci, and Christian Zabriskie

Librarians shouting about funding is fast becoming old news. We need to find new ways to take a stand against library budget cuts. A grassroots push is a terrific advertising tool, and it can be really fun to pull off. It's a wonderful motivator to get people out and keep them coming back to do more. An event can score press coverage, and it will allow you to frame the debate the way you want it to be seen. Having a rally, a march, or a read-in gets to the heart of activism and advocacy. Mobilizing people toward a common goal is an incredible achievement, in whatever form you accomplish it.

Some 200 advocates determined to save the New York Public Library from budget cuts hold a hug-the-library demonstration June 4 at the Main Library, drawing attention to the cause.

Photo: Walter Chang

First, take some time to think about your goals before you go rushing off to organize an event. What do you want to achieve? Do you want to get some press? Are you trying to collect a mass of petition signatures and postcards? Do you want to show your numbers to politicians and decision-makers at a public hearing?

If you are trying to get petition signatures, then go where the foot traffic is, even if that is not near your library. If you are trying to bring the press out, then make sure there is some kind of hook to draw them. Are you trying to rally your supporters in the community? If so, don't plan an event at 10 a.m. on a workday. Think about what you want in the end, then create the event to fit those goals.

If you want a big press event, you need to be creative. "Librarians Protest Budget Cuts" is . . . ho-hum. The zing of "Librarians Read for 24 Hours" or "Zombie Librarians March to Protect City's Brains" can get reporters excited about what you are doing. Give supporters and politicians something new, a fresh angle, and they will (hopefully) attend in force and get you into the media stream.

Are you trying to put pressure directly on politicians? Show up at a budget hearing and see if you can give testimony. Line up your speaking points in advance and rehearse them, be polite but firm, and dress professionally. Ideally, you'll bring along a bunch of your friends and supporters, who will do the same.

Avoid pointless activities. Identify your target audience, and plan your event accordingly. It can feel great to wield an angry sign and yell at the world, but if nobody is listening, you need to try another way of getting your message across. Find people who will listen, and find things to occupy their time while they are out there supporting you. Soaking up the rays while you wear a library T-shirt does not equal activism (sorry). Use the time and resources you have at hand. A dozen marchers protesting where neither politicians nor press can see them may seem like a waste of time, but if they are drawing a crowd, they could be getting a huge number of petitions or postcards signed.

Effigy-free zone

If you plan ahead, you will be able to use your time, personnel, and resources to best effect. Don't go to a budget hearing and scream while throwing books. Don't ask your well-loved school librarian to burn the mayor in effigy. (Rule of thumb: Don't burn anyone in effigy, or you'll end up looking like an idiot.) But there's no reason why the same campaign can't feature both a dignified patron making a plea that brings tears to politicians' eyes as well as a radical street-theater event with puppets and balloon banners. Changing your tone keeps people on their toes and prevents them from putting you and your ideas in a box.

Remember that *you* set the tone for your event. When we plan an event, we try to keep things fairly chipper and fun. People have a lot on their plates. If your event promises to be compelling, fun, and rewarding, chances are people will show up in droves.

You also need to give people something to do at your event. Just holding a sign gets pretty boring. Don't make the task onerous, but giving folks a job allows them to feel useful and helps you out in turn. Have them fill out a postcard. If they seem invested in that, then have them ask other people to fill out a postcard, too. Did a mom with kids just stop by for a minute—but she uses the library all the time? Maybe she would like to have her children color a ready-made "I Love My Library" sheet, which you have handy. Let people take a shift at the petition table or the sign station, or ask them to work the crowd with a stack of postcards.

If you vary arrangements and change tasks, people will stick around—and maybe even find new ways to help out that you hadn't anticipated.

Libraries don't exist in a vacuum. You can't make a case for your public library's budget by going against other public service providers. Budget cuts are terrible for everyone. Over the course of your campaign and during events, opponents, skeptics, and the media will probably try to pit you against other public service providers. Don't let them. Buying into the false competition not only ensures that you lose valuable allies, but also validates the notion that public service cuts are acceptable. Your job is to get out there and make an *affirmative* case for libraries—not argue that 100 library workers are more valuable than 100 firefighters or 100 teachers. Keep your event on message—which means library-focused.

It is extremely important to reach out to other public service providers fighting cuts and invite them to your events. By doing so, you are concretely demonstrating that you consider them to be allies. Having a rally at your library branch? Make sure to drop off a flyer at your local firehouse and police precinct. Take the time to attend the events of other groups. A rally protesting education cuts is a great place to pass out flyers for your candlelight vigil as well as make organizational connections. Show through your actions that the fight to protect public libraries is a fight to protect essential public services.

> There's no reason why the same event can't feature both a dignified patron making a plea that brings tears to politicians' eyes as well as radical street theater.

Involve your natural allies

"Being involved" means different things to different people. Some folks may like attending a rally, while others limit their involvement to gathering petition signatures or writing a letter to the editor. Whatever their comfort level, it is essential that they feel their contribution is welcome. Ideally, supporters will dip a toe into the water of activism, and then slowly submerge themselves until they are full-fledged activists. This won't happen if they are derided for their initial efforts.

Many groups lose supporters early on because burned-out organizers berate new recruits and lay a guilt-trip on them for "not being committed enough." Don't make that mistake. Thank people for showing up, welcome whatever level of support you receive, and give people opportunities to get more involved. Never take it personally and lash out if folks don't act the way you want them to. Also, keep in mind that guilt is a lousy motivator. Telling people "You weren't there last time but you better be there this time" ensures they will never come out to an event again. Instead, give them a purpose: "If you do" is very different from "Because you didn't."

While planning a rally, march, or demonstration, it is imperative that you take the time to research local laws or ordinances relating to public gatherings. You presumably have a legal right to protest, but how that protest is expressed may be the subject of regulation in your town. Many cities and towns restrict the location or size of gatherings and require permits. Some also ban the use of certain signs or props. Don't wait until the actual event to discover this. You want to keep your participants safe and informed. If you have a National Lawyers Guild in your area, contact them, or ask your friendly (and free) public reference librarian to help you research local laws. Make sure to verify everything with a reliable source (preferably the actual printed ordinance). There's a big difference between what someone may find objectionable (a loud rally, for example), and what is actually illegal. Know your rights.

As an organizer, you have a responsibility to your participants. Are you characterizing an event as child-friendly? Be sure the event really is family-friendly. Will your event draw a significant police presence? For one reason or another, some patrons or groups may be wary of law enforcement and may avoid events that will attract police or security officers. This doesn't mean you shouldn't include protests, marches, or demonstrations in your campaign. Just be sure your intent and the situation are clearly communicated to supporters so they can make an informed decision about attending.

Ultimately, the best advocates for the library are the gifted and committed staff at the library itself. When people receive great service, they value that service. When people can count on you for help when *they* need it, they will be much more likely to help you when *you* need it. Serve the public as if your life depended on it, and the life you save might be that of the institution itself. Communities value their libraries. Individuals love their libraries. Make your services, collections, and programs so great that even suggesting library cuts is political suicide. Together we can make libraries safe for generations to come. ▮

LAUREN COMITO, ALIQAE GERACI, *and* CHRISTIAN ZABRISKIE *are librarians and library activists in New York City. Their organization, Urban Librarians Unite, and the Save NYC Libraries campaign it coordinates, have put on 24-Hour Read-Ins and a Zombie March and formed a human chain around NYPL's Schwarzman Library. They have solicited over 10,000 postcards from library users, dressed as superheroes and clowns, and are willing to try just about anything to keep the doors open and the desks covered. This article is an excerpt from Grassroots Advocacy, to be published by ALA Editions in spring 2012.*

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SUSAN CAIN
Saturday, January 21,
10:00 – 11:00am

JOHN GREEN
Sunday, January 22,
10:00 – 11:00am

ARTHUR CURLEY MEMORIAL LECTURE

featuring

JAMAL JOSEPH
Saturday, January 21,
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ALA PRESIDENT'S PROGRAM

featuring

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Helping Warriors Unleash the Power of the Pen

A library writing workshop helps veterans share their experiences

By Amy Hartman and Holly Baumgartner

The best pleasures in life are often unexpected, and we have been lucky enough to be ambushed by a program that has become one of the most extraordinarily rewarding experiences of our careers. The Sylvania branch of the Toledo–Lucas County (Ohio) Public Library and Lourdes College of Sylvania cosponsored the Veterans' Writing Workshop, which began in the fall of 2010.

Together we crafted a variety of thought-provoking writing and reading exercises intended to encourage all veterans, active and retired, to write about their experiences for their own benefit or to share them with friends and family.

The strategy

We, the authors, brought a valuable combination of skills to the program. Holly, a professor of English at Lourdes, has 20 years of experience teaching rhetoric to students of all skill levels, while Amy harbors a deep interest in history and memoirs from her 15 years of maintaining the History and Biography collection at the Main Library.

We crafted a variety of thought-provoking writing and reading exercises intended to encourage all veterans, active and retired, to write about their experiences for their own benefit or to share them with friends and family.

Still, it took a great deal of discussion to figure out what kind of program structure to develop. We hoped to avoid intimidating veterans who didn't have much writing practice, yet keep the sessions challenging enough to encourage those who already had some writing experience. We finally settled on a workshop format with a two-hour program each Monday evening for six weeks to provide the greatest flexibility for responding to what would likely be a variety of backgrounds. Each week's activities were based on a theme that would work regardless of the writer's abilities: writing about a place (week 1), writing about an event (week 2), using humor in writing (week 3), writing about a memorable person (week 4), writing about yourself (week 5), and weaving a sense of reflection into writing (week 6).

Amy dug through war memoirs and photocopied examples of each concept to show how professional writers like Michael Herr, Sebastian Junger, Stephen Ambrose, and Philip Caputo handled them. She also included interviews with people in a variety of war-related roles, collected by Studs Terkel and Christian Appy, to add an even more vivid sense of reality and to demonstrate how less-polished passages could still be effective. Holly created dynamic writing exercises centering on issues appropriate for veterans and effective for their writing in particular. Subjects included organization (how to tell the story to create the strongest impact), audience (how honest to be, depending on the intended reader—children and grandchildren vs. buddies, for example), and use of description and metaphor (how to make your writing different from other pieces on similar topics).

We began each session with a homework review, critiquing as a group a few pieces sent to us in advance. Then we moved into our theme for the week with Holly's writing lesson, which sometimes included in-class writing activities. Amy then passed out articles, and we discussed the authors' use of the technique under discussion. For example, Holly explained how to write dialogue, and Amy shared examples and led a discussion about it. We took a break (with cookies), and the vets enjoyed informally talking with one another. We had many lively discussions on such topics as PTSD, coming home, and identifying enemies, real and imagined. We wrapped up with a homework assignment for the following week's class.

As with all newly formulated programs, we worried whether we'd see much of a response, especially since we were unsure of the best way to reach vets of all ages and backgrounds. The library's marketing department disseminated the information to local newspapers via press releases and a prominently featured push on the library's website. Amy sent fliers to the local VFW posts, talked to a friend active in the Vietnam Veterans of America, and gave information to the local Rotary organization. Holly hung flyers around the Lourdes campus, and College Relations posted the information to the college website. The *Toledo Blade* surprised us with a Sunday feature on page one of the newspaper's second section, which proved to be the most useful tool for generating interest in the program.

The unit

Thirty-five veterans from all branches of the military who served in every conflict from World War II through the Iraq War—as well as during times of "peace" between these events—attended the program, with the majority being Vietnam veterans. We had two female registrants, one of whom completed an entire session. Some vets had seen a lot of action; others were in support units and rarely if ever fired a weapon, but all of them had great stories to share.

The veteran with the most unusual background was an engineer on a German U-boat during WWII. At first he worried the other vets would not welcome him into the group, but it turned out that they were intrigued to hear stories from "the other side." One vet was just finishing up his term as a representative in the Ohio Legislature while another was extremely active in Rotary, and having friends in government and business organizations is always a bonus in these difficult times.

The vets were intensely focused and really seemed to enjoy both the exercises and the conversations they had in class. As they didn't serve together, they weren't exactly a "Band of Brothers," yet despite their wide range of experiences, they shared a similar strong sense of camaraderie, more like a Band of Cousins. Some group members

wrote every week, some as they were inspired, and some hardly at all. We realized that what mattered the most was the act of sharing their stories, regardless of format. Many attendees felt compelled to warn us that they hadn't been to school in years and/or never could write to begin with. We were braced to provide intense rudimentary instruction, which turned out to be completely unnecessary. We were extremely pleased with the quality of the writing, quickly realizing a passion to tell one's story is a fine motivator in achieving excellence.

WARRIORS TURN TO WORDS

"Murphy is missing. Thomas S. Murphy to be exact. Not missing in action, but missing after action since 1970. I've been looking for him for 40 years."—*Joe Walter*

One day I finally gave in to temptation, stopped the truck out in the middle of nowhere, grabbed that rifle, pointed from the hip John Wayne–style and let it rip. Fully automatic, the entire clip emptied into an innocent bush, 20 rounds gone in two or three seconds… . That's the only time I fired my weapon in Vietnam."—*Clark Michael*

"We may have made our own history here tonight. Two sharp U.S. Navy sailors on a street corner, one black, one white, and Dwight D. Eisenhower acknowledges them. You know, that president and former general always knew good men when he saw them."—*Charles Page*

"Sergeant Garcia went home, but in a box. I never had another personal conversation with anyone again during the remaining 10 or so months while in Vietnam."—*Mel Honig*

"Most people did not understand at the time we did not want to be in the service any more than the public wanted us in Vietnam. Most of us went to fulfill an obligation, be of service to our country, be a patriot, but we came home disillusioned by what we saw and experienced over there. It just broke our hearts, the way we were treated by the people and country we served."—*Bruce Dunzweiler*

Because of the response to the first session, we decided to offer a second six-week session in the winter. Many first-session participants signed up for the second, which prompted us to invent a new series of classes so we wouldn't repeat what they had already learned. We met on a less-formal monthly basis for the summer and have printed a commemorative book, *In Our Boots*, containing 20 essays and poems from the workshop.

The spoils

Some of the many benefits that resulted from this program include:

Outreach to underserved populations: Reaching out to veterans proved tricky: They range so widely in age and background that we had to work hard to find our targeted audience and lure them in. And, while most vets enjoy swapping stories, not many of them choose to write them down. We liked that we managed to mix strong educational and social elements into our arsenal for this program, while still focusing on the message "Regardless of your background, just come in and share your story."

We were further able to connect some of our veterans to community resources of which they were not aware, such as library materials and service organizations specifically aimed at veterans, including the Library of Congress's "Veterans History Project." A counselor from the local veterans' center attended the second workshop and was able to spread the word about his organization. Most importantly, this often-neglected population gained a strong sense of pride in their writing and affirmation of the importance of their voices.

Community connections: The library received phone calls from people who wanted to tell us they appreciated this initiative, including calls from veterans who were not participating and people without direct ties to veterans. The widespread appreciation for the value of this outreach effort was impressive. Offering support services to veterans is very much in the news of late, so we were fortunate to tie into burgeoning community interests. This outreach stimulated a large amount of unexpected positive (and free!) publicity.

We were also happy to strengthen the bond between Lourdes College and the Toledo–Lucas County Public Library. Forging strong relationships between learning institutions is a tremendous asset, especially as one program links to the next. This workshop led to Lourdes publishing pieces of the vets' works in the college's literary magazine, *The Tau*. We teamed together again to present a memoir-writing class as a lifelong learning project for Lourdes College and now are working on writing about our experiences in professional and scholarly articles. The veterans read pieces at a regional Poetry Speaks project led by the city's Poet Laureate, made a presentation to the

Veterans Writing Workshop graduates hold copies of the reflections of 20 participants. *In Their Boots* was printed by the Toledo–Lucas County (Ohio) Public Library. As they were, in service (clockwise, from top right): Ed Popkoski, kneeling far right, front, with his Ranger unit in Florida; Navy serviceman Tyler Fronk (right) at sea in the Pacific; mechanic Bruce Dunzweiller (right) in Vietnam with a man identified only as Tai; and Ralph Wineland on ambulance duty in Vietnam with an unidentified G.I.

American Legion, and were asked to speak at a City Art Day by the Sylvania Chamber of Commerce.

Intergenerational relations: The program has forged bonds, connecting veterans of different eras and encouraging vets to share stories with family and loved ones, which is especially important as the World War II generation is dying out and their unshared stories die with them. We frequently heard people remark that they wish they'd had the chance to hear stories before losing parents or grandparents. The Greatest Generation, in particular, tends to keep stories quiet. Many of the Vietnam vets remarked about how their fathers never discussed their war experiences and how that affected their own ability to share their experiences in Vietnam. Their work in this program ensures that their children and grandchildren gain a sense of familial and national history through the vets' own voices.

What the instructors learned

We have been overwhelmed by the emotional rewards that came from encouraging these veterans to tell their stories. Every person who participated in the workshop worked hard to participate fully, and they all expressed great appreciation for our efforts.

More than any movie or book could ever do, this workshop has put a genuine face on war for us. We have a stronger understanding of the full impact of military service on the lives of so many people around us. Some days we were near tears due to the poignancy of their stories and the generosity of their gratitude.

We will always be grateful to those who have shared their stories and hope that in encouraging them to do so, they will be able to process and share their experiences with their loved ones and others.

AMY HARTMAN *is librarian of the Sylvania branch of Toledo–Lucas County (Ohio) Public Library.* HOLLY BAUMGARTNER *is a professor of English at Lourdes College of Sylvania, Ohio.*

Achievement Unlocked

Finding, archiving, and creating games in libraries

Gaming has gained a foothold in libraries, with good reason. It's a popular service, and one that can offer educational, community, and information literacy benefits.

Here we present three short articles on gaming in libraries. In "Serving Players through Selection," members of 2011's Emerging Leaders Team G discuss their research on videogame collection development. "Summer Reading Levels Up" tells how and why a pair of Michigan libraries turned their summer reading programs into games. And "Preserving Bits" explores how the Library of Congress is working to archive and conserve games for the future.

Serving Players Through Selection

A guide to videogame collection development

By Erik Bobilin and Nicole Pagowsky

While libraries are learning the value of gaming, there is not currently a great deal of information available discussing standards for videogame collection development, and few libraries with game collections have published their policies. To help librarians more effectively serve gamers, Team G of the 2011 class of ALA Emerging Leaders worked to establish best practices for videogame collection development in libraries.

Our research consisted of a combination of (sparse) library literature on the topic, a casual survey we sent out to libraries with game collections, and sources outside of libraries from the gaming sector. Analyzing this information made clear that tying the collection development policy explicitly to the library's mission is essential. Libraries have a number of rationales for offering videogame collections: Entertainment and community engagement (often public libraries), supporting the curriculum (often academic), education and socialization (often school), and preservation and cultural significance (often archives and museums).

A library's existing audiovisual policy may not be suitable for videogames because of critical differences between mediums. Where films are passive and linear, videogames are interactive and nonlinear, and technology to support use changes much more rapidly. A collection development policy should be discrete to support these differences in both form and use.

How to select

Once goals for the collection are established, a library can decide which specific games to purchase. Since the best games for a library's core collection will vary depending on library type, and mission, there is not necessarily a list of the best games for libraries to acquire. Here, however, are some issues to consider in selection and purchasing:

- Type of collection (circulating vs. non-circulating)
- Audience
- Game ratings
- Game platforms
- Auxiliary gaming items
- Cultural significance
- Reviews (see ALA Connect for a number of review sources) and purchasing options

The proliferation of portable gaming devices in the library and traffic to gaming sites on library networks nullifies the issue of whether libraries *should* offer videogames and reframes it as a question about the quality of the gaming program the library *will* offer. Library staff should understand that their evaluative skills are needed in directing patrons to good gaming experiences, and that there are a number of excellent review sites to assist them in this process. As with any library material, libraries must balance their selections among different genres to fit the varied interests of their communities.

While videogame genres do not completely match up with other media forms, the experiences they offer often do. For this reason Scott Nicholson, author of *Everyone Plays at the Library* (Information Today, 2010), created the SNAKS model, which aligns genre names with their archetypal experiences. This model, shown below, provides the additional benefit of continually aligning in-genre selections to the overall goals for the collection.

Social: party and strategy games

Narrative: role-playing games

Action: rhythm, sports, fighting, adventure games and shooters

Knowledge: trivia games

Strategy: route-planning, area control, trading, role selection, worker/tile placement games

Videogames are relatively new to libraries and they present unique challenges in collection development. While issues arise when taking on any new format, the interactiveness of the medium presents new challenges for staff in both selection and evaluation. That staff may feel unprepared to meet these challenges in the absence of library-specific literature is part of our motivation for taking on this research. We were encouraged by the attention our project received and the continuing support we have found in the library community. In the course of the next year we will be focusing on developing library-specific standards for describing and reviewing materials, with particular attention towards issues of social responsibility in selection and the furtherance of critical discourse. See our progress at sites.google.com/site/libraryvideogames/.

NICOLE PAGOWSKY *is instructional services librarian at the University of Arizona and creator and curator of Librarian Wardrobe.* ERIK BOBILIN *is a supervising librarian for Brooklyn Public Library's Kensington branch.*

Summer Reading Levels Up

How two library summer reading programs evolved into summer games

By Greg Landgraf

Like many libraries, Canton (Mich.) Public Library has traditionally operated a summer reading program to encourage children to keep reading through the summer months when they aren't facing regular class assignments. But the library saw two significant issues with it. One was budgetary. "We have relied on the community, sponsors, donors, and our own budget to pay for the traditional program," said Laurie Golden, CPL's marketing and communications manager. That network of community partners wasn't enough to offset sharp cuts to the library's budget, because the partners are facing budget cuts of their own. The second issue was effectiveness. The library was concerned that simply offering a reward for kids to read may not help them develop into lifelong readers.

This year, instead of offering a summer reading program, CPL presented Connect Your Summer, a game in which players collected badges for tapping into various experiences. "Our goal was to find ways to connect people to the library and the community," Golden said.

Each of the 10 badges could be earned by reading, but players could also receive them by attending programs at the library or its community partners, or by choosing their own related activity. Players had the option to share on the library's blog information about how they earned each badge. Many revealed that they attained them with multiple experiences: earning the "Sports Fan" badge, for example, by first reading a book about soccer and then attending a game. The library was delighted by this depth. "If you want kids engaged, let the book pay off with an experience," Golden said.

Perhaps an even more radical shift was Ann Arbor (Mich.) District Library's Summer Game 2011. Like Connect Your Summer, AADL's game offers badges for a variety of activities both in the library and elsewhere, but it also incorporates a point system. Players get points for earning many of the badges, as well as for attending library events, checking out materials, reporting time spent reading, tagging or reviewing items in the library catalog, or commenting on a library blog post. Those points could be redeemed for prizes and position on the game's leaderboard.

The library's traditional summer reading program actually "disincentivized reading in that 10 books was 'enough,' " said Eli Neiburger, AADL associate director of IT and production. The library had received feedback from parents of kids who were normally enthusiastic readers, saying their children would read a lot to finish the program—and then stop reading. It also proved to be a burden on already busy service desks, where staff found themselves spending more time processing forms than actually helping patrons.

Creating the game economy

Both summer games were based on the web, with online sign-up, badge and point awards, and opportunities for players to share their activities. AADL's game also had to connect to the catalog, since players could earn points for their contributions to it. The library built its game in a Drupal module. "You need knowledgeable developers, but it is all open source," Neiburger said.

Developing the gameplay also required a significant investment of time. Neiburger likened the process to creating a new economy. A design team comprising librarians, service desk, and marketing staff discussed the tasks players could perform and what the rewards should be. The team modeled gameplay metrics on Foursquare. "Like many things that are called 'innovative,' the ideas are all over the web," Neiburger said.

Both games were open to all ages, and both allowed patrons to sign up as families or groups rather than as just individuals. This approach opened them to patrons who might normally not have been able to participate. In Canton, Golden said, "one grandmother in the area has seven grandkids in different states. They signed up together and played online." In addition, many residents spend their summers out of town, and Connect Your Summer allowed them to participate from wherever they were.

Information literacy by stealth

Despite living online, AADL's game didn't exclude traditionalists. The library offered a classic paper log–based reading program with its own prizes. But librarians used it to encourage patrons to also try the online game. "We could say, 'Here's your paper game, and if you complete it, you get 1,000 points in this online game that you can check out,' " Neiburger said.

Much of AADL's game rewarded players for learning new things they could do online. "The badges stealthily teach information literacy," Neiburger noted. For example, many players didn't know they could request an item online until they won points in the game for doing so. Other badges could be earned only by exploring the library's catalog, often by using a nonobvious search method. The Remake Remaster badge required players to find five movie remakes and their five original films in the catalog, but it also introduced patrons to tag searching. "Teaching

information literacy can be successful, so long as you don't call it that," Neiburger said. "Gameplay is key. It's an extremely powerful way to motivate your audience."

Extra effort proved to be a demotivator. Golden said patrons preferred "entertaining programs or programs that taught a new skill," like a dog show or classes in flower arranging or kanzashi (making flowers out of fabric) to more labor-intensive programs like a cooking contest or a pecha kucha (short-form presentation) night.

Fun is a critical component, Neiburger added. "In a traditional summer reading program, you get your form, you write down what you read, and you get an ice cream cone. That's not really a game; that's doing your homework." At AADL, he said, "we tried to be silly and entertaining, because that's what fun feels like."

SCAN THIS QR CODE OR VISIT AMERICANLIBRARIESMAGAZINE.ORG *for more about this story, including patron reaction, future plans, and a screencast demo of Ann Arbor District Library's game and how it stealthily teaches information literacy.*

Preserving Bits

Inside the Library of Congress's Video Game Collection

By Greg Landgraf

As videogames gain influence in our culture, the need to preserve them for future study gains importance as well.

"The computer game industry has had a major impact on the film industry," said Richard Pugh of the Library of Congress's Packard Campus for Audio Visual Conservation in Culpeper, Virginia. "The two industries have been feeding one another in a number of ways," he added, noting that much of the CGI technology that movies currently use was originally developed for games.

Pugh, along with two associates, is working to build a videogame archive at the Packard Campus. "We have a large collection of computer games dating back to the late '80s," Pugh said. The project, currently dubbed the Video Game Collection, acquires every game that comes to LC through copyright registration, which Pugh estimates at about 10% of the games published each year. The Packard Campus is looking toward donations from collectors and creative individuals and corporations producing videogames.

Physical storage of the games is a major challenge, although one that the Packard Campus is well-suited for. The building it occupies was carved into a mountain and contains a number of underground vaults "designed to withstand a nuclear strike." Those vaults have been converted to storage units for audiovisual materials. The games are stored in low-humidity rooms kept at 60 degrees. "It may not stop decay, but it will slow it down," Pugh said.

The Video Game Collection contains more than just games. Acid-free folders also contain the games' original packaging, documentation, and whatever other materials might have come with each game. Those folders are stored in standard-sized archival boxes that can each hold 8–10 games. The library is collecting promotional materials and game guides as well.

Upcoming levels

While LC has acquired games for some time, the formal processing and archiving only started in earnest this year. As a result, certain elements haven't been settled yet. The selection criteria, which were settled in 2007 to include all videogames published in the United States, have proven difficult to achieve. LC's original interest in videogames was their impact on children, so its oldest games are an odd blend of educational titles and the violent games that some thought would corrupt youth.

The library now seeks a broader array of games, and tries to collect them in their original format(s). But there's a complexity to that, given how many computer and console platforms there are. And, Pugh notes, "We're still analyzing how to store born-digital games."

Cataloging the games is also a challenge. "We use existing LCSH and LC genre headings where we can, but we're also trying to put forward our own options" for descriptive terms, Pugh said. The project is exploring such additional possibilities as using industry keywords as genre headings.

The games are not currently available to the public, although Pugh says the library is working toward that. "We would like to have a place where the different consoles and PCs are available so users can study the games," he said.

The Packard Campus is not the only entity working to archive a videogame collection. At the 2011 ALA Annual Conference in New Orleans, Pugh said he met with other librarians trying similar things. "We're encouraged by what other libraries are doing. We're not working in as big a vacuum as we thought." ▮

Currents

■ In October **Carol Ann Batt** was appointed chief operating officer of the Buffalo and Erie County (N.Y.) Public Library System.

■ September 30 **Sue Busch** retired as children's librarian of Stillwater (Minn.) Public Library.

■ December 1 **Keri Cascio** will become director of innovative technologies and library resource management at the Linda Hall Library of Science, Engineering, and Technology in Kansas City, Missouri.

■ In December **Barbara Clubb** will retire as city librarian of the Ottawa (Ontario) Public Library.

■ In October **David Coleman** was appointed director of Texas State University-San Marcos's Wittliff Collections.

■ Effective December 30 **Susan Cooley** will retire as director of the Rome–Floyd County (Ga.) Library.

■ **Charlotte Walch Davies** retired as youth services director at Kilbourn Public Library in Wisconsin Dells, Wisconsin, in October.

■ October 3 **Bill Davison** became chief executive officer of SirsiDynix in Provo, Utah.

■ In November **Simon Edwards** became director of professional services at the Chartered Institute of Library and Information Professionals in London.

■ September 12 **Nadine Ellero** joined Auburn (Ala.) University Library as serials acquisitions librarian.

■ September 30 **Carol Ann Engskov** retired as librarian of the Berryville (Ark.) Public Library.

■ In December **Ken Frazier** will retire as director of the University of Wisconsin–Madison General Library System.

■ September 6 **Maggie Gough** was appointed director of the Manhasset (N.Y.) Public Library.

■ In November **Susan Gregory** began serving as director of the Bozeman (Mont.) Public Library.

Carol Ann Batt

Kasia Leousis

Elsworth Rockefeller

Paula Sullenger

■ December 9 **Kate Havris** will retire as assistant library director of Mesa (Ariz.) Public Library.

■ In October **Erin Horeni-Ogle** became director of development at the University of Tennessee Libraries in Knoxville.

■ Effective January 1, 2012, **Robert Hulshof-Schmidt** will become Oregon State Librarian.

■ October 24 **Mohammed Khan** became library director at Spangdahlem U.S. Air Base in Germany.

■ In September **Sandy Leach** was appointed associate dean for collections at the University of Tennessee Libraries in Knoxville.

■ September 19 **Kasia Leousis** joined Auburn (Ala.) University Library as head of the Library of Architecture, Design, and Construction.

■ October 24 **Jill Lininger** became director of Oak Creek (Wis.) Public Library.

■ In September **Shaney Livingston** became head of the Alachua County (Fla.) Library District.

■ September 2 **Laura Mitchell** retired as city librarian at Escondido (Calif.) Public Library.

■ September 27 **Steven Nielsen** became vice president of product management at Polaris Library Systems in Syracuse, New York.

■ October 1 **Ann Okerson** was appointed senior advisor on electronic strategies at the Center for Research Libraries in Chicago.

■ In October **Alexandria Payne** was named digital services manager for the Newport News (Va.) Public Library System.

■ October 3 **Rose Peda** became library services director for the Sweet Home (Oreg.) Public Library.

■ January 2, 2012, **Sami Pierson** will become director of Coos Bay (Oreg.) Library.

■ In October **Bob Pyle** retired as director of Northeast Harbor (Maine) Library.

■ October 17 **Richard Reyes-Gavilan** was named director and chief librar-

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■ November 1 **Armando Herrera** was honored as the San Diego Association of Fundraising Professionals' 2011 Outstanding Youth Volunteer in recognition of his work as a volunteer, advocate, fundraiser, and community liaison for San Diego Public Library's Logan Heights branch.

ian of Brooklyn (N.Y.) Public Library.

■ In September **Elsworth Rockefeller** was named adult and teen services manager at Oak Park (Ill.) Public Library.

■ September 1 **Gray Sawyer** retired as children's librarian from Lucius Beebe Memorial Library in Wakefield, Massachusetts.

■ September 30 **Glennor Shirley** retired as head librarian of 17 state prison libraries in Maryland.

■ **Rita Smith** was appointed executive associate dean of libraries at the University of Tennessee in Knoxville in September.

■ October 15 **Paula Sullenger** was appointed visiting program officer for the Association of Southeastern Research Libraries in Durham, North Carolina.

■ In October **Barbara Sutton** became children's librarian at San Diego County Library's Poway branch.

■ January 1, 2012, **Titia van der Werf** will become senior program officer for OCLC in Leiden, The Netherlands.

■ September 15 **Kerri Vautour** became reference librarian at Springfield (Mass.) College's Babson Library.

■ October 3 **Linda Watson** retired as director of the University of Minnesota's Health Sciences Libraries in Minneapolis.

■ October 18 **Bradley Wiles** was appointed archivist of the American Public University System in Charles Town, West Virginia.

Kerri Vautour

Linda Watson

OBITUARIES

■ **Jonas Balys**, 102, died September 9. He served as director of the Lithuanian Folklore Archives from 1935 until 1944. Beginning in 1956, Balys worked at the Library of Congress in Washington, D.C., for 25 years .

■ **Scott Fisher**, 55, died September 9. In 1980, he was a teacher and librarian for the West Long Branch (N. J.) Board of Education. Fisher was director of library services for several Newark, New Jersey, law firms including St. John and Wayne, Wilentz Goldman and Spitzer, and McCarter and English.

■ **Jule Fosbender**, 79, who retired after 34 years of service from the Adrian (Mich.) Public Library in 2006, died October 7. She had previously worked as head librarian for the Tecumseh (Mich.) District Library from 1954 to 1967. Fosbender served as past president and treasurer of the Michigan Library Association.

■ **Richard Landon**, 68, who held numerous positions at the University of Toronto in Ontario, Canada, died October 5. During his career, he was the director of the Thomas Fisher Rare Book Library, professor in the Graduate Department of English, and adjunct professor of the Faculty of Information.

■ **Jan Merrill-Oldham**, 64, Malloy-Rabinowitz preservation librarian at Harvard University in Cambridge, Massachusetts, from 1995 to 2010, died October 5. She was the driving force in developing the renowned preservation programs of Harvard Library.

■ **June Miley**, 91, died October 5. She worked at Redlands (Calif.) Junior High from 1955 to 1967 as a librarian and an English teacher before transferring to Moore Junior High for three years as a librarian. Miley served at Redlands Senior High until her retirement.

■ **Merle Pickett**, 108, who served as a teacher, librarian, and assistant principal in the Manitowoc (Wis.) School District for 43 years, died October 7.

■ **Martha Jo Sani**, 76, senior instructor emerita and reference librarian at Colorado University's College of Business Library in Boulder from 1981 until 2001, died October 7.

■ **Glenda Vivian Bailey Temple**, 85, acquisition librarian at Dixie College in St. George, Utah, from 1972 until her retirement in 1991, died October 11.

■ **Odie Henderson Tolbert Jr.**, 72, associate professor emeritus at Memphis (Tenn.) State University, where he was catalog librarian for 30 years and MSU's first African American librarian, died September 22.

■ **Joyce Tukloff**, 58, children's librarian for 31 years at Franklin County (Va.) Public Library, died October 15.

■ **Alan Willis**, 63, reference librarian for 20 years at Naperville (Ill.) Public Library, died October 1 after a three-year battle with cancer.

At ALA

■ October 24 **Sanhita SinhaRoy** joined ALA as associate editor of *American Libraries*. ▮

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

Reach Out through Outreach

A library community is wherever the patrons are

by Abby Johnson

Ed. note: This is the second in a series of guest columns on an aspect of youth services.

Some of the most important library work I do is outside the library's walls. Outreach—traveling offsite to bring service to potential users—is essential to serving my community and especially its children. Outreach allows librarians to put a friendly face on library services and to meet our patrons where they are (which is all the more important when you're serving children who don't have their own means of transportation to the library). Just as the community belongs in the library, the library belongs in the community.

It didn't happen overnight, but I'm happy to say that, since 2008, he New Albany–Floyd County (Ind.) Public Library has more than doubled the number of outreach programs we offer. Start by finding the right contact person for a potential partner and having some program outlines in mind. Believe it or not, many community organizations may have no idea how the library can serve them.

Roving storytimes

One of our most successful partnerships has been providing storytimes to our local YMCA Afterschool program. We visit nine public schools monthly, bringing books to read and a simple craft. The YMCA staff appreciates our visits because it provides something to occupy the kids, and we've increased participation in school-age library programs by over 500% by concentrating our efforts on meeting students where they are.

Each month, I pack a bag that my staff and I take around to each of the sites. I include a selection of books to choose from and a craft, eliminating the need for each of my staff members to plan separate programs for the visits. As we've each gotten to know the kids at the sites we visit, we're able to home in on what books will work for a particular group. Since we're working with fairly large groups (20–60 kids at each site), the best crafts are simple ones that don't require a lot of instruction and allow students to be creative. They love scratch art and decorating anything with stickers. (Kids will use up every sticker available to them if you give them free rein. Use sparingly if your supply is limited.)

Just as the community belongs in the library, the library belongs in the community.

Each visit lasts about 45 minutes, depending on the kids' attention spans. We keep track in a binder of what we have read aloud at each site and we make notes about what the kids enjoyed and any books they requested for the next visit. Let me tell you, nothing warms my heart more than one of my YMCA Afterschool kids coming into the library for a library card for the first time.

Another very successful partnership for us has been providing storytimes to our local preschools and Head Start programs. We plan storytimes with books, rhymes, songs, and felt stories, just like we do for our in-house storytimes. Often, our outreach storytimes are seasonal and we visit many classrooms with the same materials, which reduces our planning time. When we visit preschool and Head Start classrooms, we're not only educating and entertaining the children, but we're modeling storytime techniques for teachers. We're showing teachers how to make readalouds engaging and interactive, as well as highlighting great picture books. I started making storytime packets to give to the teachers because so many of them were asking for the words to our songs and rhymes. Each packet contains a book list on the storytime theme, the words to any songs or rhymes we use, and an invitation to book field trips to the library.

Librarians know why people should use the library. Everyone else (including teachers, parents, and kids) has to be convinced that we have something for them. If you want to promote the library, a face-to-face connection is worth a thousand press releases. So, get out from behind your desk and discover what outreach can do for you! ▮

ABBY JOHNSON *is children's services/outreach manager at New Albany–Floyd County (Ind.) Public Library.*

A Competitive Advantage

Budget and innovation put NCSU's Libraries on track

by Brian Mathews

When Susan Nutter took over the leadership role at North Carolina State University Libraries in Raleigh, it wasn't a very inspiring organization. A study found it to be the academic library least able to meet its mission in the state. Faculty were upset, and they did something about it. In 1996 the faculty senate voted unanimously to use a portion of tuition increases to improve the libraries rather than to raise their own salaries.

A 35% budget increase paved the way for a transformation. Nutter invested widely in new professional positions, print and digital collections, learning spaces, and a robust technology infrastructure. "At first the students were upset because they didn't want to pay higher tuition," said Nutter. "However, once they saw the facility change, and once the faculty had access to great research collections, it started a love affair with the library."

Over the next decade, NCSU climbed the Association of Research Libraries rankings, moving from 99th to 32nd. The revolution had begun, but it was about more than just a financial surge. For Nutter the primary objective was addressing user needs. "By giving users ownership of the library when the changes were made, they became invested," she explained. "You can be bold and take big risks because you're not alone: The users have your back."

Nutter strives to develop an innovative, project-oriented work environment. She encourages small working groups instead of bureaucratic standing committees. "I prefer gathering a diverse group of people to work on a particular initiative, rather than having an ongoing group making all the decisions about directions we need to take."

She also advances entrepreneurism through an opportunity fund that seeds new ventures. "We needed to have unencumbered money to do interesting things." Nutter budgets $500,000 each year to launch new projects. Librarian and staff ideas have led to the development of mobile apps, virtual shelf browsing, video walls, a technology sandbox, and a host of other creative efforts.

The revolution had begun, but it was about more than just a financial surge.

Moving quickly

Implementation happens at a rapid pace. "I like to move on everything," confesses Nutter. "We can't wait three years to plan something when in reality we need to be doing it now." She speaks with urgency about the need for libraries to act quickly to address emerging scholarly needs. "Things don't have to be perfect. We can roll something out that still needs improvement and then let users guide enhancements."

A good example is the D. H. Hill Library's Learning Commons. After construction delays, the library filled an open area with beanbag chairs. When students brought in their own furniture and supplies, librarians realized their initial plan was wrong. "It was clear this needed to be about collaboration, not service desks and stacks." After observing student behaviors, planners reworked the concept, helping make the space a popular destination that averages 10,000 visitors per day.

Nutter's next challenge is opening a new building. Located on NCSU's Centennial Campus, the Hunt Library features expansive use of glass, vibrant colors, and large, flexible, technology-rich spaces. The facility has been dubbed "a library for the 22nd century" by the university's PR department. This iconic building furthers the library's vision of being NCSU's "competitive advantage."

Over 25 years, Nutter has brought passionate, enthusiastic people together and invested in development to allow them to build expertise, experience, and confidence. "Once you build a culture of confidence," she explains, "then you have a group of people willing and eager to take risks, and that's when things get really exciting." ▮

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

Librarian's Library

Occupying technology

by Karen Muller

A few years ago an earnest-sounding college student called the ALA Library to gather information about librarianship as a career, adding that she didn't want to work with computers. We all have days we'd be happy to revert to pen and paper, which don't crash. But that's not realistic, and it behooves us to understand not only the technology we use but the power it gives us. (And yes, I did advise the student that most library jobs involve some use of computers.)

The Big Picture

Scholars Charles H. Davis and Debora Shaw have assembled an approachable and logically structured discussion of the intersection between librarianship and technology in the descriptively titled *Introduction to Information Science and Technology*. Starting with a review of what "information" and "technology" mean—including the observation that we use both pervasively throughout our lives, even away from the library—the authors review the major concepts of how information is sought, used, organized, and presented. They continue with discussions of computers and networks, applications, and evaluation of the systems. Davis and Shaw go on to summarize the various information policy frameworks that affect our use of technology. What's important here is the synthesis, in lucid detail, of the major current issues, which are not normally presented in one place. INDEXED. AMERICAN SOCIETY FOR INFORMATION SCIENCE AND TECHNOLOGY. 288 P. $59.50 (ASIST MEMBERS $47.60). 978-1-57387-423-6.

We all have days we'd happily revert to pen and paper, which don't crash.

Standards to Stand Behind

Information networks that succeed do so because standards underlie every aspect of the operation, from the outlet into which the machine is plugged to how information can be displayed in an accessible fashion onscreen. Sociologist Lawrence Busch explores these concepts and more in *Standards: Recipes for Reality*. He looks at the power of standards in all aspects of life, as well as the interrelated topics of certification, licensing, and "stamps of approval." Busch also examines the ethics of standards and the need to balance predictability against too much conformity, and he posits criteria

NEW FROM ALA

With all types of libraries suffering budget crises, a key skill is to know where—and how—available dollars might be stretched. In *Cost Control for Nonprofits in Crisis*, G. Stevenson Smith interprets the principles of cost accounting for use in libraries and other nonprofits, providing tools and examples to assist managers with the core tasks of controlling costs, evaluating projects, and implementing strategic planning. With Smith's help, managers can use financial data to make logical budget cuts and know the true cost of their libraries' activities. INDEXED. 144 P. $75. 978-0-8389-1098-6.

With the economy languishing, small-business leaders continue to look for ways to leverage scarce resources, gather competitive information, and research innovative ideas. As Luise Weiss, Sophia Serlis-McPhillips, and Elizabeth Malafi explain in *Small Business and the Public Library: Strategies for a Successful Partnership*, the public library has a wealth of information for this sector of the community. Libraries may need to add sample business plans, trade information, directories, financial books, legal and governmental resources, and career information to keep up with new service demands from these proven job creators. The benefits to the library? Bringing in small-business owners through outreach programming and marketing could help forge valuable partnerships that will make the library more central to the community as the economy strengthens. INDEXED. 144 P. $55.00 978-0-8389-0993-5. (ALSO AVAILABLE AS AN EBOOK, $44.)

for fair and effective standards—ones that are collaboratively developed, actionable, and tested.
INDEXED. MIT PRESS. 269 P. $35. 978-0-262-01638-4.

The Bridge to RDA

Describing Electronic, Digital, and Other Media Using AACR2 and RDA is a practical guide for using both the old standard (AACR) and the new (RDA—Resource Description and Access). Mary Beth Weber and Fay Angela Austin have prepared a commonsense guide to using the new code. Following a summary of the principles, the authors offer explanations and examples on a format-by-format basis, with references to published documentation. But because the book was written before there has been extensive implementation and review of the impact of the new code, it may not age well, though it will serve as a useful starting point and a bridge until there's a larger pool of knowledge about using RDA.
INDEXED. NEAL-SCHUMAN. 319 P. $75. 978-1-55570-668-5.

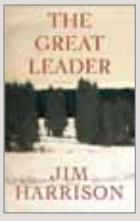
Social Connections

And just how is the cataloging community going to build that larger pool of knowledge? Likely by exploiting the power of social organization. In *The Social Organization: How to Use Social Media to Tap the Collective Genius of Your Customers and Employees*, Anthony Bradley and Mark P. McDonald provide a strategy map to becoming a social organization by forming a vision for what can be accomplished by collaborating in a community that is fluid and outside the normal bounds of an organization chart, using the "collective genius" of the community to move forward.
HARVARD BUSINESS REVIEW PRESS. 256 P. $35. 978-1-4221-7236-0.

KAREN MULLER *is librarian and knowledge management specialist for the ALA Library.*

ROUSING READS

HARD-BOILED MYSTERIES AND SOFT-BOILED POETS



The world needs more hard-boiled mysteries written by soft-boiled poets. This admittedly peculiar insight occurred to me as I was reading poet and novelist Jim Harrison's first crime novel, *The Great Leader*. The book immediately reminded me of another mystery written by a poet—my favorite modern poet, as a matter of fact—Richard Hugo. The interesting thing about these two books—both of which are thoroughly gritty and definitely not "cozy"—is that their protagonists are given to weeping. If you're from the Raymond Chandler school, you probably subscribe to the axiom that there is no crying in the hard-boiled novel. Well, you'd be wrong.

Let's look at Hugo first. *Death and the Good Life* (1988) was Hugo's first mystery. It might have been a series—and a fabulous one at that—but Hugo died of a heart attack before he could write the sequel. Still, the seeds of crime fiction were everywhere in Hugo's poetry. After all, it was a Hugo line, from the great poem "Degrees of Gray in Phillipsburg," that provided the title for what is perhaps the greatest hard-boiled detective novel of them all: James Crumley's *The Last Good Kiss*. Here's the line: "Say your life broke down. The last good kiss // You had was years ago." That line evokes the heart of many great heart-boiled novels (not only Crumley's), but it especially stands behind Hugo's own detective novel, which stars the inimitable Al "Mush Heart" Barnes, who earned his nickname for his tendency, as a Seattle cop, to break into tears when the going gets rough. The going definitely gets rough in *Death and the Good Life*, as Barnes, now transplanted to a town very much like Missoula, Montana, and serving as a laconic, mostly drunk deputy sheriff, must confront all manner of human tragedy, both in his personal life and in the string of ax murders he's asked to solve. Mush Heart prevails, but not before ample opportunity is afforded to weep at the multitude of lives gone wrong and last kisses long forgotten.

So it is in Harrison's *The Great Leader*. Sixty-something Sunderson has just retired from his job as county sheriff in Michigan's Upper Peninsula; he's reeling from a soul-crushing divorce, and he's been spotted peeping at the girl next door as she does her nude yoga. What Sunderson needs—retired or not—is a new case, and he finds it in the matter of cult leader Dwight (aka the Great Leader), who is doing more than peeping at the cult's teenage followers. So it's off on a quixotic adventure for the hard-drinking, hopelessly sensitive, dangerously good-hearted, unflaggingly randy ex-sheriff who, like Mush Heart, is given to weeping. When not weeping, Sunderson mostly mopes—about lost love and the unfairness of getting old—but after about five pages, most readers will be willing to follow him anywhere. After all, he reminds us, "the purpose of life, simply enough, was life."

That's the thing about soft-boiled poets impersonating hard-boiled detectives. They think about emotions first and handcuffs, well … after the tears have dried.

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

Solutions and Services

www.mangolanguages.com/store/pirate-day.html vvv

Mango Languages offers a variety of courses and products designed to teach practical conversation skills in a fast, easy, and effective manner. Each lesson combines real-life situations and audio from native speakers with simple, clear instructions. The courses integrate vocabulary, pronunciation, grammar, and culture. Users learn actual conversation by breaking down complex conversational elements within an audiovisual framework. This allows the user to draw important connections between pieces of information they have already learned. Mango Languages has recently introduced, for a limited time, a free Pirate Language Course.

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Boopsie, a mobile solution for universities and libraries worldwide, debuted a Spanish-language version of its mobile app at the Reforma National Conference. The app can also help provide users with an opportunity to engage a broader audience. Boopsie apps are available in all languages that use the Latin alphabet, as well as all Asian languages.

www.stimaging.com <<<

ST Imaging has announced STI ViewScan, technology that allows users to access and view microfilm libraries from anywhere in the world via the internet. Users can select and scan images to send to themselves over email. Other features include the intuitive look and feel of a Windows desktop application; the convenience of viewing enhanced digital live images on a PC screen before scan, capture, and output; high-quality imaging with no pixelation while redrawing pages; the ability to capture images that are 300 dpi or greater within a sixth of a second; and enhanced viewing that eliminates negative images, scratches, and dust.

To have a new product considered for this section, contact Katie Bane at kbane@ala.org.

www.tlcdelivers.com <<<

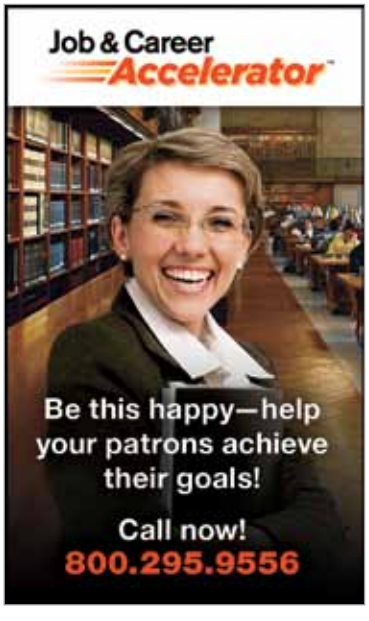
The Library Corporation's LS2 Mobile application is now available for Android, offering millions of smartphone users the ability to access their local library's catalog. The app allows people to connect with their public or school libraries 24 hours a day from any place with mobile or Wi-Fi internet service. It can search a library's entire catalog and allow users to reserve titles, check their account balances, and cancel holds on previously reserved titles. The Android version of LS2 Mobile will work on any smartphone powered by Android 2.2 or higher, which covers most Android phones currently in use. LS2 Mobile is available as a free download to library users. Borrowers who install the app from the Android Market or Apple's App Store can access the catalogs of any library that has purchased the LS2 Mobile module.

CASE STUDY

CONTINUING AID FOR UNEMPLOYED PATRONS

LearningExpress, LLC, is continuing aid for people who are unemployed through the Michigan eLibrary (MeL). Job and Career Accelerator, an online resource from LearningExpress, arrived as the unemployment in Michigan had risen to 12.9%. This new resource is made possible by a $6 million federal grant awarded to Michigan State University in August 2010. Deb Biggs Thomas, Michigan eLibrary and library outreach coordinator at the Library of Michigan, says Job and Career Accelerator was added in January 2011. "It's a wonderful resource that's intuitive and available at no cost to Michigan residents. Job and Career Accelerator lets users interested in changing career paths explore occupations and find potential jobs."

Job and Career Accelerator integrates everything library patrons need to conduct a successful job search while enabling them to search millions of job listings, both locally and nationally. Interactive wizards guide patrons through each step of the process, from exploring occupations and finding jobs to preparing résumés, completing job applications, and improving job search skills. The personalized job search portfolio allows job seekers to plan, tailor, and track multiple job searches while providing easy access to all their saved information. Users create professional résumés and letters using integrated tools, master interviewing and networking techniques, upgrade their current skills, and learn to use popular work-related software applications through the fully integrated interactive computer skills training.



Job & Career Accelerator

Maureen Derenzy, director of Otsego County Library, revealed about her library's Job and Career Accelerator sessions, "I claim 'highest use per capita in Michigan.' We've been running ads on the radio, and I think they have made a difference." Michigan is one of seven states partnering with LearningExpress, LLC, along with Kansas, Missouri, North Carolina, Ohio, West Virginia, and New Jersey, to provide Job and Career Accelerator's career and job search solution for its residents. This online resource provides job seekers everything they need to find their next job.

www.learningexpressllc.com

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Winona State University invites you to join our Community of Learners as our Emerging Services and Liaison Librarian. This position is a probationary/tenure track appointment starting after April 1, 2012. The primary purpose of this position is to provide liaison services for assigned academic departments. Liaison services include activities such as collection development, advanced reference, and bibliographic instruction. This position also participates in general reference/research assistance (including some nights and weekends). Additionally, this position will collaborate and provide leadership in the identification, design, implementation, and assessment of emerging technologies/services that further the library's mission and increase and enhance access to library resources and services. If you possess a MLS/MLIS or equivalent degree from an ALA accredited institution and have a knowledge of library services, resources, and emerging technologies, we encourage you to apply. **For a complete position description and information on applying for this position, please go to http://agency.governmentjobs.com/winona/default.cfm**. Review of applications begins November 1, 2011. Position available pending budgetary approval. A member of the Minnesota State Colleges and Universities System. An equal opportunity educator and employer. Women, minorities and individuals with disabilities are encouraged to apply.

Position Title: Assistant Professor Job Description: Academic year appointment, tenure track position with responsibilities for teaching, advising, maintenance of personal research program, participation in professional activities, and serving on university committees. Teaching and research responsibilities will require expertise in one or more of the following areas: management, knowledge organization, knowledge management, information resources and reference services, or health informatics. Candidates should be prepared to teach in the graduate level core, and may also be expected to teach undergraduate information studies courses. Opportunities exist to work with doctoral students in the College. Qualifications: Requires an earned doctorate in library and information science or a closely related area. Strong academic training and research in relevant areas of interest to College faculty and students. Demonstrated teaching and research abilities. The University of Kentucky is the flagship campus in the state, situated in greater Lexington (population 260,000), in the beautiful Bluegrass region of horse farms and rolling hills. Founded in 1865, UK is a public, research-extensive, land grant Institution, ranked among the top U.S. public universities on a number of criteria, with special strength in the health sciences. The School is part of the College of Communications and Information Studies, a national leader in the field of health communication, and includes the Department of Communication and the School of Journalism and Telecommunications. This and the libraries' strong administrative relationship with computing and telecommunications services provide an unusually rich environment for teaching and research. As Kentucky's flagship land-grant university, a "diversity of community" is pivotal if we hope to serve our state's best interests. A part of the University's commitment to diversity is the Office for Institutional Diversity: http://www.uky.edu/Diversity/. Faculty positions are for nine months with possible opportunities for summer teaching. Salaries are competitive and commensurate with qualifications and level of appointment. Benefits include participation in TIAA/CREF, employer-funded health insurance, and tuition assistance for employees, partners and dependents. **For additional information, please see http://www.uky.edu/HR/benefits/. Send letter of application, a complete vita, and the names of at least three references to: Jeffrey Huber, Director School of Library and Information Science University of Kentucky 320 Little Library Building Lexington, KY 40506-0224 Phone: 859-257-8876 FAX: 859-257-4205 jeffrey.huber@uky.edu** Review process will begin immediately and will continue until position is filled. Expected starting date is August 1, 2012. Application and nomination of minority candidates are strongly encouraged. The University of Kentucky is An Equal Opportunity University.

Brooklyn College
City University of New York

The Library is accepting applications for an Information Services Librarian – Specialist in Natural/Behavioral Sciences at the Instructor or Assistant Professor level. Reporting to the Head of Information Services, the Information Services Librarian works as one of a team of ten librarians to develop and deliver instructional programs, often incorporating new technologies. The successful candidate will be the faculty liaison to the School of Natural & Behavioral Sciences; maintain awareness of curricular needs, teaching approaches, and research interests of these faculty, and make recommendations to support related activities.

ALA accredited Master's degree in Library & Information Science; professional experience in an academic, research, medical, or large public library; excellent interpersonal skills and written and verbal communications skill; undergraduate and/or graduate degree in natural or behavioral sciences and experience with information resources in the natural or behavioral sciences is required. A second graduate degree required for appointment above the rank of Instructor. All appointments are subject to financial availability.

For a complete job description and application instructions please see www.brooklyn.cuny.edu/faculty2012 and click on Job ID# 4634

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Director of Library

The University of Southern Indiana, located in Evansville, Indiana, invites applications from innovative and experienced qualified candidates for the position of Director of the David L. Rice Library. The director reports to the Provost and is responsible for providing effective, innovative and collaborative leadership; promoting the strategic goals of both the library and the University; and managing library resources to meet changing needs.

The successful candidate will have demonstrated progressive experience (5 years required, 10 years preferred) in library administration in an academic or research library; excellent interpersonal and communication skills; proven ability to participate in collegial and professional processes; experience working with budgeting and supporting the goals of University and library strategic plans; demonstrated evaluative, analytical and assessment skills; knowledge of emerging trends and technologies in libraries and higher education; a record of scholarship and service; and an MLS or equivalent from an ALA accredited institution with an advanced subject degree preferred.

The review of credentials will begin immediately and continue until the position is filled. For best consideration, please submit materials before December 23, 2011. Within our web-based application system, you will have the opportunity to attach and send your resume, letter of application, three references, and other documents to Dr. Marcia Kennard Kiessling, Chair, Director of Library Search Committee. Salary will be commensurate with qualifications and experience. To learn more about the University and to apply for the Director of Library position, go to **www.usi.edu/hr/employment** .

USI University of Southern Indiana

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CONTACT *E-mail joblist@ala.org or call 800-545-2433, Katie Bane, ext. 5105. Career Leads, American Libraries, 50 E. Huron St., Chicago, IL 60611; fax 312-337-6787.*

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Statement of Ownership, Management, and Circulation

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Extent and nature of circulation: "Average" figures denote the number of copies printed each issue during the preceding 12 months. "Actual" figures denote number of copies of single issues published nearest to filing date, the September/October 2011 issue.

Total number of copies (net press run): Average 63886; Actual 61666

Paid or requested outside-county mail subscriptions: Average 56189; Actual 55437

Paid in-county subscriptions: None

Sales through dealers and carriers, street vendors, and counter sales: Average 1491; Actual 879

Other classes mailed through the USPS: None

Total paid and/or requested circulation: Average 57680; Actual 56316

Free distribution by mail outside-county: None; **In-county:** None

Other classes mailed through the USPS: Average 39; Actual 34

Free distribution outside the mail: Average 1141; Actual 812

Total free distribution: Average 1180; Actual 846

Total distribution: Average 58860; Actual 57162

Copies not distributed (office use, leftovers, spoiled): Average 5027; Actual 4504

Total: Average 63886; Actual 61666

Percent paid and/or requested circulation: Average 98.00%; Actual 98.52%

Statement of Ownership, Management, and Circulation (PS form 3526) for 2011 filed with United States Postal Service in Chicago, Oct. 13, 2011.

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No More Kidding Around

Childish behavior is no match for the mighty youth librarian

by Will Manley

How often have you heard someone complain over the last few months that our president, senators, and congresspeople are all acting like little children, especially during the debt-ceiling crisis? There we were, on the brink, and our federal elected officials kept pointing fingers, making funny faces for the camera, attacking each other petulantly, and playing a nasty game of nah-nah nah-nah boo-boo.

That's precisely why I believe that children's librarians are our profession's best hope for strong leaders. By learning how to handle children, they have gained insight into handling politicians.

Then there is also the obvious point that, at least in the public library, the children's services department is the catalyst that gets the entire extended family involved in the library. If you want to go where the action is, don't head for the adult book collection because that has become a ghost town. Patrons are basically congregating in two places: the computer room and the children's department.

By learning how to handle children, we gain insight into handling politicians.

Unfortunately, computers get most of the attention in library literature, library conferences, and the network of librarian bloggers—and the funding when it comes to local library budgets. Are you as tired as I am of reading articles about whether this new shiny gadget or that cool new app holds any relevance for libraries?

The reality is that computers are only half of our future. Children are the other half, even if they are loud, cantankerous, and much higher maintenance than computers. I always laugh when I recall how, many years ago, our very serious IT director walked into the children's room to personally check out a computer malfunction. A 2-year-old boy ran up to him and said, "Hi!" Flattered, the IT guy picked up the child and gave him a hug—and then put him down just as quickly. The boy had peed all over him. All we heard as the IT guy headed for the exit was some grumbling about how toilet training should be a requirement for library admittance.

Then there was the time I met with a group of parents in the library conference room to announce some changes in the preschool story hour schedule. In the middle of my talk, one mother got up abruptly and hurried toward the door with a wailing baby in her arms. "Please don't leave," I said. "Your child is not bothering me." In reply, she grimaced at me and said, "Evidently you are bothering her!"

Into this chaos enter the mighty children's librarians—our much-overlooked miracle-worker colleagues. With their eternal smiles and pockets bulging with sock puppets, everyone just assumes they are having a grand old time in the "toy department." The irony, of course, is that the *real* library toy department is IT, a place devoid of hovering helicopter parents, nagging nannies, grouchy grannies, and childish children.

Which brings us back to petulant politicians. Is there a group in the library profession better prepared to fight for libraries in the political arena than children's librarians? ▮

"You can come out from under there now, Senator. The children's librarian is gone."

WILL MANLEY *has furnished provocative commentary on librarianship for over 30 years and in nine books on the lighter side of library science. He blogs at Will Unwound.*

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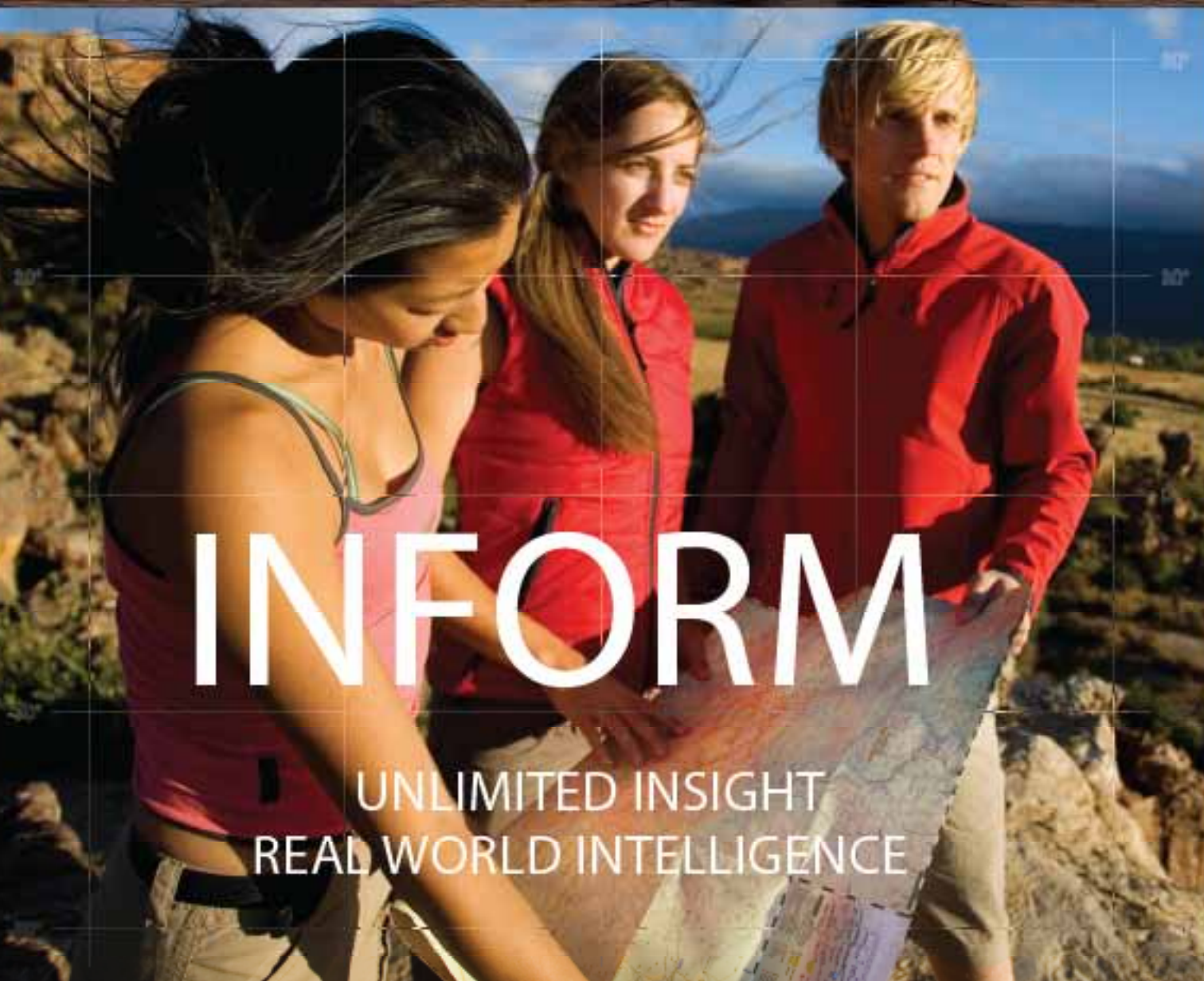

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