

american libraries

November/December 2017

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION



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50 Years of Intellectual Freedom

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Leading the Green Revolution

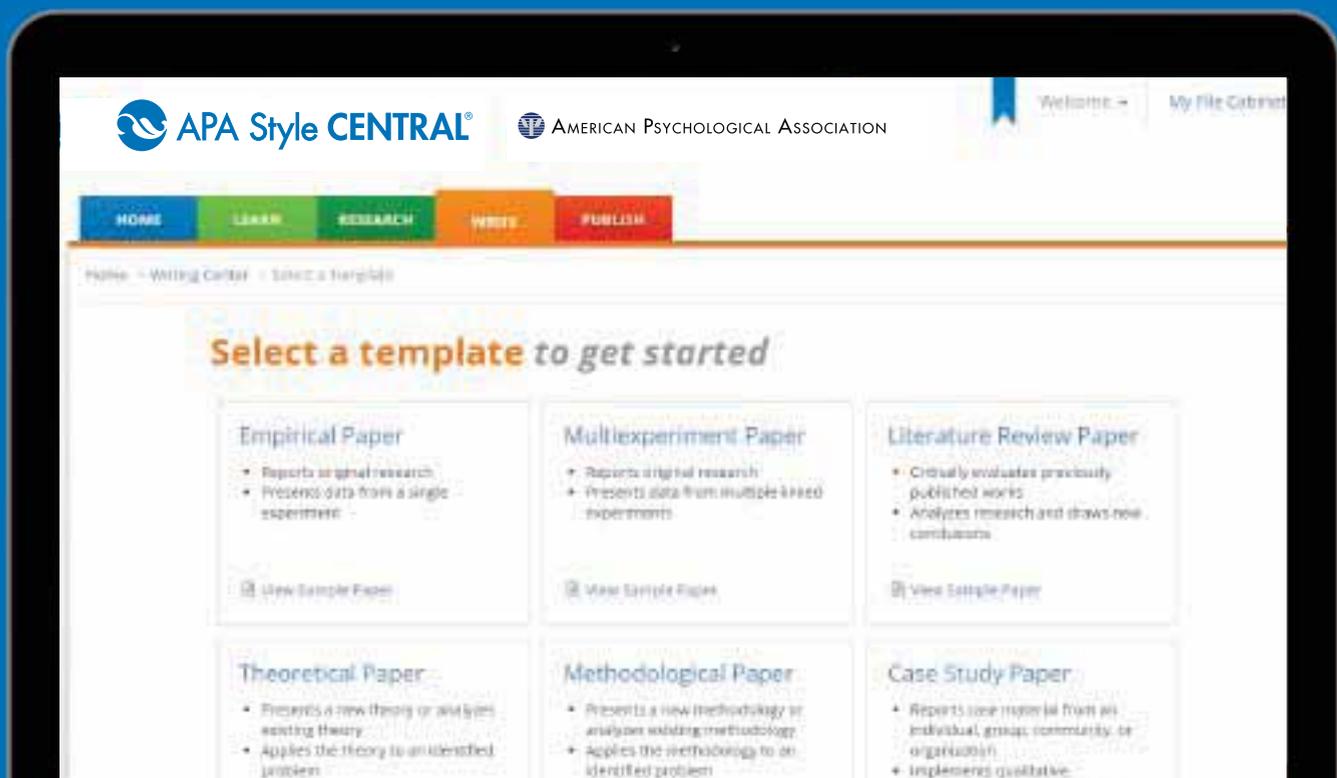
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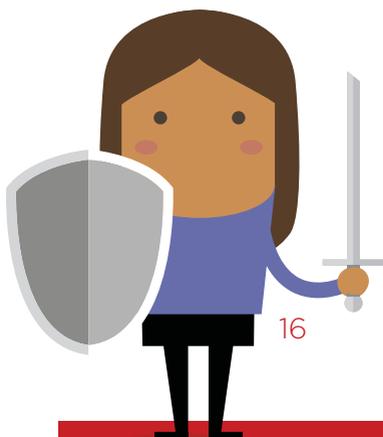
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BECAUSE OF YOU: LIBRARIES TRANSFORM



It's that time of year again! The ALA Annual Fund is going on NOW! We are asking our members and friends to consider a gift to ALA. Your gift helps us to create a strong national voice to advocate for libraries and our core values, including access for all.

As you know, ALA brings the library community together to:

- Advocate for libraries.
- Provide critical tools to advance the profession and demonstrate the value of libraries.
- Ensure equity, diversity and inclusion in the field and for those who are served by libraries.

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- Mail a check to: The American Library Association, at: Development Office, 50 East Huron St., Chicago, IL 60611

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Question the Answer



Laurie D. Borman

I am especially impressed by people who excel on the series *Jeopardy!* It was never my favorite game show, probably because I couldn't put the answers in the form of a question fast enough. It's no surprise that there are lots of librarian contestants, because after all, it's often part of a librarian's job description to answer questions. Anne Ford interviewed several librarians who have appeared on *Jeopardy!*, and their answers—not in the form of a question—make for very interesting reading. See the story on page 32. And if you wonder if you're contestant material, take the quiz at jeopardy.com/be-a-contestant/practice-tests.

Fifty years ago the American Library Association's Office for Intellectual Freedom (OIF) was founded to "promote and protect the interests of intellectual freedom." Of course, OIF is famous for Banned Books Week, which celebrates the freedom to read by highlighting the books that have been challenged or banned in schools and libraries. Another OIF initiative, Choose Privacy Week, shows librarians the tools they can use to protect patron privacy. But the people behind this office and the support they show for librarians under duress is the best part of the story by OIF Program Officer Eleanor Diaz and Director James LaRue, starting on page 38.

The directive to establish the OIF came during the 1965 Midwinter Meeting. It's not too early to start thinking about the next Midwinter, which will be in Denver February 9–13, 2018. Check out page 54 for Midwinter must-dos and learn about speakers, programs, and the Symposium on the Future of Libraries, which is free with full registration.

OIF also creates the Top 10 Most Challenged Books list each April. One frequently challenged book, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, is part of our By the Numbers piece on page 17, about November's Native American Heritage Month.

Perhaps you recycle paper and bottles at your library. But have you thought about starting a composting program or adding solar panels? Learn more about efforts to make libraries more eco-friendly in our story by Liz Granger, which starts on page 50.

Fifty years ago, OIF was founded "to promote and protect the interests of intellectual freedom."

Laurie

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Your Thoughts Needed

A disaster relief strategy



Jim Neal

Our American Library Association's (ALA) governance/member and administrative/staff organizational structures and systems have developed over the last 50 years.

But are they the right ones for the next decade? Recent interviews with executive director candidates highlighted a need to review and revitalize ALA's organizational effectiveness and agility for the 21st century.

A process of review must incorporate the perspectives, interests, and contributions of a wide variety of stakeholders and affiliated groups. It must be mission-driven and embrace our core values. It must focus on member development and engagement, and on encompassing the complexity of voices that enrich ALA.

ALA's governance structure includes a web of units: organizational leadership like Council and the Executive Board; professional values like intellectual freedom, international concerns, and diversity, and supporting legislation through ALA committees; type of library and type of work divisions; specialized round tables; discussion groups and assemblies for personal networking; task forces; affiliated organizations; and so on.

The ALA constitution lays out the basic structure of the Association, and the bylaws describe how it functions. Our Association might want to consider a comprehensive review of ALA's governance/member organization and a constitutional convention to be carried out over 12 to 18 months that will involve wide participation and input.

What do you think about this idea?

We could consider a comprehensive review of ALA's governance and member organization.

Disaster relief for libraries

The recent natural disasters in Mexico, the southern US, and the Caribbean demonstrate the catastrophic consequences, damage, loss of life, and economic devastation that can result. We will continue to face geological, water, and weather disasters, and the impact of wildfires, wars, terrorism, computer attacks, blackouts, pandemics, and social and civil unrest.

ALA offers information and training on best practices to prepare for and deal with disasters. ALA has headed up national fundraising initiatives to bring financial support to libraries in the US and around the world. We need to be better equipped to help libraries and archives to prepare for disasters and to provide financial and material relief. In the face of disasters, libraries are anchors, sources of accurate information, stable safe spaces, expert staff resources, community hubs, telecommunications centers, temporary shelters, and beacons of hope and normalcy.

One way we could help would be to consider establishing an ALA Library Disaster Relief Foundation, a collaborative initiative among the Association, the book publishing community, and vendors serving libraries. The foundation would raise funds and materials, and channel support to libraries and archives to help them recover from disasters; repair facilities; restore and replace damaged collections, technology, and telecommunications; and rebuild community programs.

What do you think? Your input on both these ideas is needed. Please email me with your thoughts at jneal0@columbia.edu. 

JIM NEAL is university librarian emeritus at Columbia University in New York.

Being “neutral” in materials and services we provide is one thing, but promoting a speaker who goes against our professional principles? No.

@STAVZILLA in response to “Using Our Words” (Sept./Oct., p. 24).

I LOVE THIS. I get excited when two things combine in unexpected ways for positive results.

@DRTPRS in response to “Walking History” (Sept./Oct., p. 18).

Career Counseling

I found this article (“What Do You Want to Do?,” June, p. 58) extremely helpful in planning the direction of my library career. As I got to the end of the story, I recognized the author [Catherine Hakala-Ausperk] as the speaker at our library’s last staff day. I wasn’t surprised that I found this information so useful, as I was impressed by her speech that day as well.

Thank you, Catherine, for your guidance and inspiration.

Valerie Gaines
Norman, Oklahoma

Going Outside

I loved reading about the programs featured in your “Walking History” article (Sept./Oct., p. 18). In my research on movement-based programs in public libraries (letsmovelibraries.org), I found other examples of libraries doing these types of programs. Through a spring 2017 survey of North American public libraries, I discovered that at least 375 public libraries in the US and Canada have offered some type of program that includes outdoor activities like walking, hiking, bicycling, and running.

Some examples of public libraries that specifically offer history-based walking programs include: Twin Falls (Idaho) Public Library, which holds history walks; Lawrence (Kans.) Public Library, whose walking history program was so successful that



the library decided to construct a permanent installation on a local historical trail; Winnipeg (Manitoba) Public Library, which offers a variety of walking programs—including historical, garden, and literary tours—and advice to other libraries looking to start their own (bit.ly/2xRfzAG); and Marvin Memorial Public Library in Shelby, Ohio, which has a weekly summer program that combines exercise and visits to points of historical interest.

I am thrilled to see more and more libraries taking their programs outdoors. Through these programs libraries can engage new users, do outreach, and contribute to public health in powerful ways.

Noah Lenstra
Greensboro, North Carolina

Tackling the Opioid Crisis

With all due respect, your article (“Saving Lives in the Stacks,” Sept./Oct., p. 44) should have indicated that library patrons receiving a dose of Narcan to revive them from a possible overdose are likely to be extremely combative when roused, an inherently dangerous situation for staff. Perhaps that is why 11 of

the 13 staff members trained to administer Narcan at Denver Public Library’s Central Library are security staff.

I have worked in few libraries that have had trained security staff to rely upon. The average librarian or library staffer that I know would find themselves in a potentially dangerous situation should they administer Narcan themselves. This is why many in law enforcement are reluctant to do so, and why many Narcan recipients are subsequently arrested on charges of assault, battery, and resisting arrest.

While I applaud the intent of the article and the value of the information, I would caution most library staff members from engaging in a potentially dangerous activity. In fact, as a trained emergency medical responder and former employee of a sheriff’s office and county jail, I would hesitate to administer Narcan prior to the arrival of emergency medical personnel. I would only administer Narcan myself were emergency responders delayed and death of the patron imminent.

Daniel Williams
Epworth, Iowa

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WRITE US: The editors welcome comments about recent content, online stories, and matters of professional interest. Submissions should be limited to 300 words and are subject to editing for clarity, style, and length. Send to americanlibraries@ala.org or *American Libraries*, From Our Readers, 50 E. Huron St., Chicago, IL 60611-2795.

Thank you for the informative article in *American Libraries* concerning how libraries are handling the opioid crisis.

Here at the New York State Library, we are working on a new program: Opioid Overdose Prevention Measures in Public Libraries. This program is being developed by the state library in collaboration with the New York State Department of Health, New York State Education Department, New York Library Association, and Public Library Systems Directors Organization. The program's goal is to provide resources and guidance that will help public libraries in New York develop strategies, best practices, and partnerships that help address the opioid crisis.

Frank Rees
Hudson, New York

No amount of jumping up and down or reasoned argument in print is capable, apparently, of getting librarians to qualify, modulate, or make more practical and moderate claims about libraries

being “safe spaces.” They’re just going to keep mouthing that phrase and making that claim no matter what reality or reason may otherwise dictate. The ALA president’s column (“Our Shared Responsibility,” Sept./Oct., p. 5) was no different, and it won’t change no matter how many suicides, overdoses, or other nasty things happen. You might find an essay that I wrote for *VOYA Magazine* on “safe spaces” fortifying (bit.ly/2xOlaZF).

Professional practice notwithstanding doesn’t mean good work ought to go unacknowledged. Anne Ford’s article in the same issue of *AL* does an excellent and sober job of not only recognizing that libraries as public spaces are not “safe” (however defined) but also avoids preaching about how all librarians must become paramedics to properly serve the public. I appreciate how she illustrated the variety of context-based responses that some libraries are offering regarding the particular scourge of overdosing.

As someone who regularly works with architects and designers, I’d have pushed more for critical bathroom design ideas instead of cameras, monitors, or keys—but that’s quibbling. Thank you for such a thoughtful and measured response to what will, no doubt, remain a stupid and feeble professional discourse.

Anthony Bernier
San José, California

Features of Interest

I just wanted to send a note of appreciation for the June issue. At this point in my career—working as a branch librarian for a large urban system—I don’t often find articles in *AL* that are of particular interest or relevance. But I was quite gratified with what I read: “Desegregating Libraries in the American South” (p. 32); “New Trends in Library Security” (p. 38); “Mindful Librarianship” (p. 44); and “What Do You Want to Do?” (p. 58). Thank you to all the authors and staff members!

Deb Ahrens
Philadelphia

Great article. The last few days of the conference, I continually referred to what he shared during the discussion.

@WMMS_SMARTZONE
in response to Jason Reynolds’s remarks at the National Conference of African American Librarians (“Spider-Man, Inspiration, and Literacy,” *The Scoop*, Aug. 14).

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Brown, Hepburn Seek ALA Presidency

Wanda Brown, director of library services at the C. G. O'Kelly Library, Winston-Salem (N.C.) State University, and Peter Hepburn, head librarian at College of the Canyons in Santa Clarita, California, are the candidates for the 2019–2020 presidency of the American Library Association (ALA).

Brown has been an ALA member for 30 years and is active with the Association of College and Research Libraries (ACRL), the Association for Library Collections and Technical Services (ALCTS), and the Library Leadership and Management Association, and has served in leadership roles for each.

Brown has held numerous positions with the Black Caucus of the American Library Association (BCALA); she is its current treasurer, and has previously served as president, treasurer, and executive board member. She was the 2011–2013 president of the North Carolina Library Association and has held other positions with the association, including treasurer and chair of its finance committee.

She is the 2015 recipient of the DEMCO/ALA Black Caucus Award for Excellence in Librarianship, the 2013 BCALA Leadership Award, and the 2012 BCALA Distinguished Service Award. In 2009, she received the University of North Carolina at Greensboro (UNCG) Kovacs Award for Outstanding Alumni Achievement, and in 2013, UNCG awarded Brown the School of Education Outstanding Alumni Achievement Award.

"It is truly an honor to be nominated as a candidate for the office of president of the American Library Association," Brown said in a September 8 statement. "I am encouraged by the work of our library professionals; how we continue to influence daily the lives of others; how we impact the communities we live in and aid in shaping all our futures. Together we have made a difference and together we can do even more. For it is now, more than ever, that we as information specialists are needed to be examples, standing up for what we know to be right."

Brown holds a bachelor's in English with a minor in psychology from Winston-Salem State University and an MLS from UNCG.

An ALA member for 17 years, Hepburn recently completed a term on the ALA Executive Board and has served on ALA Council. He has served on numerous ALA committees and task forces, including the Budget, Analysis, and Review Committee, Committee on Membership Meetings, Conference



Wanda Brown



Peter Hepburn

Committee, and Election Committee. He recently completed a term as chair of the Task Force on the Context of Future Accreditation and served on the Task

Force on Electronic Member Participation.

Hepburn has also held various leadership positions within ACRL, the Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT), and the New Members Round Table (NMRT), and has been a frequent presenter at state, regional, national, and international conferences.

Hepburn is an active member of ALA's American Association of School Librarians (AASL), ACRL, the Library Information and Technology Association, and the Public Library Association (PLA). He is also a member of the Federal and Armed Forces Libraries Round Table, GLBTRT, Intellectual Freedom Round Table, NMRT, the Retired Members Round Table, Social Responsibilities Round Table, and the Sustainability Round Table (SustainRT).

"Libraries remain a valuable, much-needed contributor to our communities and institutions at a time when there is much turmoil in the country," Hepburn said in a September 8 statement. "ALA itself is undergoing a period of transition. My life in libraries has included academic and public libraries, and my involvement within ALA is both broad-ranging and deep. My experiences and knowledge will serve our members well. It is an honor to be nominated. I look forward to working with you and on behalf of our library users as your ALA president."

Hepburn holds a BA in political science with a minor in French from the University of Victoria (B.C.) and an MLIS from McGill University in Montreal.

Brown and Hepburn will engage in a candidates' forum from 4:30–5:30 p.m. on Saturday, February 10, during the 2018 ALA Midwinter Meeting & Exhibits in Denver. Each candidate will have an opportunity to make a statement and answer questions from the audience.

Ballot emailing for the 2018 ALA election will begin on March 12 and will run through April 4. Individuals must be members in good standing as of January 31, 2018, in order to vote in the 2018 ALA election. ●

House Approves IMLS Funds

On September 14, the House of Representatives voted, as part of a large spending package (H.R. 3354), not to make any cuts in federal funding for the Institute of Museum and Library Services (IMLS). This includes all funding for IMLS programs under the Library Services and Technology Act and for the Department of Education's Innovative Approaches to Literacy program.

In a September 20 post, ALA President Jim Neal thanked ALA members for their advocacy efforts, noting that "ALA members and library advocates everywhere are not only defending our nation's libraries but are also showing that libraries are indispensable in our communities."

While the House has finished its work on the FY2018 appropriations bills, the full Senate is not likely to take up its own spending bill until late this year. The Senate Appropriations Committee recommended funding increases, and ALA members may need to push hard to retain those funding gains once the process of resolving differences with the House bill begins.

"We are most successful when we send clear, consistent messages at just the right times in the federal decision-making process," Neal said, and encouraged members to subscribe to the ALA Washington Office blog (bit.ly/DistrictDispatchSubs) to follow the latest developments on congressional appropriations and critical federal policy issues. ●

ALA Responds to Termination of DACA

ALA President Jim Neal released a statement on September 5 regarding the Trump administration's announcement that it will end the Deferred Action for Childhood Arrivals (DACA) program.

"Our nation's libraries serve all community members, including immigrants, offering services and educational resources that transform communities, open minds, and promote inclusion and diversity," said Neal.

"We are disappointed that the protections of the Deferred Action for Childhood Arrivals program are in jeopardy. Through no fault of their own, these undocumented youth were brought to this country as children, and deserve the opportunity to contribute to our society without the fear of being deported. We ask Congress to work together to find a solution to this issue," he said.

Best practices and resources to better serve immigrant populations are currently available through Libraries Respond at bit.ly/LibrariesRespond.

ALA and GLBTRT Release Statement on Civil Liberties

ALA and GLBTRT released a statement on September 5 in response to policy efforts to exclude LGBTQ individuals from military service, recognition under the Civil Rights Act, and other protection from discrimination.

"Regardless of gender identity, sexual orientation, race, or class, we all deserve to live and thrive in a society that fosters mutual respect and understanding," the statement reads. "ALA and GLBTRT have deep concerns regarding recent efforts to advance legislation and policies that, if implemented, would discriminate against the LGBTQ community. Such efforts are in direct conflict with our fundamental

CALENDAR

OCT. 29–NOV. 4
International Games Week
games.ala.org

NOV.
Picture Book Month
picturebookmonth.com

NOV. 1–11
Sharjah International Book Fair
sharjahbookfair.com

NOV. 3–5
YALSA Young Adult Services Symposium | Louisville, Kentucky
ala.org/yalsa/yasymposium

NOV. 9–11
AASL National Conference and Exhibition | Phoenix
bit.ly/aasl17phoenix

NOV. 9–12
LITA Forum | Denver
litaforum.org

NOV. 30
I Love My Librarian Award Ceremony | New York
ilovelibraries.org/lovemylibrarian

FEB. 9–13
ALA Midwinter Meeting & Exhibits | Denver
alamidwinter.org

MAR. 4–10
Teen Tech Week
teentechweek.ning.com

MAR. 20–24
Public Library Association Conference | Philadelphia
placonference.org

APR.
School Library Month
ala.org/aasl/slm

APR. 8–14
National Library Week
bit.ly/ALANatlibweek

MAY 1–7
Choose Privacy Week
chooseprivacyweek.org

MAY 7–8
National Library Legislative Day
ala.org/advocacy/advleg/nlld

JUNE 21–26
ALA Annual Conference and Exhibition | New Orleans
bit.ly/1tYA7Ru

ALA Condemns Charlottesville Violence

In an August 15 statement in response to violence in Charlottesville, Virginia, ALA issued a statement condemning violence and racism.

“The ALA expresses our deepest condolences to the families and friends of those lost and injured during this weekend’s protests in Charlottesville, Virginia,” said President Jim Neal in the statement. “We will not forget their efforts to enlighten and safeguard their communities from bigotry while opposing racist, anti-immigrant, anti-LGBTQ, and anti-Semitic violence. We stand in solidarity with the people of Virginia as well as anyone who protests hate and fights for equity, diversity, and inclusion.”

Neal emphasized that the actions and messages of the white supremacist and neo-Nazi groups in Charlottesville are in stark opposition to the ALA’s core values, and condemned “any form of intimidation or discrimination based on culture, ethnicity, gender, nationality, race, religion, or sexual orientation. Our differences should be celebrated, and mutual

respect and understanding should serve as the norms within our society.”

The statement called attention to an earlier joint statement on equity, diversity, and inclusion by the American Indian Library Association; ALA; Asian Pacific American Librarians Association; BCALA; Chinese American Librarians Association; Reforma, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking; and the Joint Council of Librarians of Color. “We must continue to support the creation of a more equitable, diverse, and inclusive society,” the August 3 statement said. “As organizations, we strive to advance our capacity as a profession to identify and address barriers to equity, diversity, and inclusion with a broad spectrum of best practices, tools, and resources.”

The August 3 statement on equity, diversity, and inclusion is available at bit.ly/ALAEdistatement. The full statement on Charlottesville is available at bit.ly/ALACHarlottesville. ●

values, principles, and commitment to equity, diversity, and inclusion.”

The statement urges members to voice their concerns regarding legislative efforts that could marginalize members of society and encourage hate and bigotry, and offers solidarity to LGBTQ members, colleagues, families, friends, community members, and students.

AASL Launches Web Portal for New Standards

AASL has released early materials addressing elements of the *National School Library Standards for Learners, School Librarians, and School Libraries*, which will launch in November at the AASL National Conference and Exhibition in Phoenix. The materials are featured on the AASL Standards web portal at standards.aasl.org.

The AASL Standards web portal will be the hub for National School Library Standards resources. AASL will also use the web portal to facilitate connections with professionals and provide a place for educators to share learning with others.

The AASL Standards web portal and the resources featured there are components of the AASL National School Library Standards Implementation Plan, a three-year strategic initiative guiding the development of support resources for librarian adoption and implementation of the AASL Standards including the development of branding, learning resources, partnerships, and outreach.

OITP Releases Report on Rural Libraries

On July 31, the Office for Information Technology Policy (OITP) released a report focusing on the capacity of rural public libraries to deploy internet-enabled technologies and other resources to meet the needs of their residents.

“Rural Libraries in the United States: Recent Strides, Future Possibilities, and Meeting Community Needs” explores nuances of rurality, details challenges rural libraries face in maximizing their community impacts, and describes how existing collaborative regional and state-wide efforts help rural libraries and their

communities. One-third of all US public libraries serve areas with populations of 2,500 or fewer people, and this new report provides one of the most detailed looks at their services available to date.

Authors Brian Real and R. Norman Rose combined data from the final Digital Inclusion Survey with Public Libraries Survey data from the Institute of Museum and Library Services. The full report is available at bit.ly/OITPRuralLibs.

PLA Opioid Webinar Recording Now Available Online

In response to the growing opioid epidemic, PLA and WebJunction collaborated on a virtual town hall meeting on the opioid crisis on September 12, now archived online. During the 90-minute online event, representatives from libraries and other community organizations described their efforts and plans to address this crisis locally.

Four library staff members from states across the country were joined on the panel by Dana Murguía, senior manager for public health with the Humboldt

County (Calif.) Department of Health and Human Services, and Hadi Sedigh, associate legislative director for justice and public safety with the National Association of Counties.

Through a chat session and Q&A with the panelists, attendees shared their thoughts, ideas, and concerns about the opioid problem in libraries. A full recording of the event, presentation slides, chat log, and links to related resources can be accessed at bit.ly/PLAopioidtownhall.

YALSA and ALSC Receive Youth Literacy Grant

The Dollar General Literacy Foundation has awarded a \$249,056 youth literacy grant to the Association for Library Service to Children (ALSC) and the Young Adult Library Services Association (YALSA).

ALSC will use the grant funds to administer a second round of Strengthening Communities through Libraries minigrants. Twelve \$5,000 minigrants will be awarded to ALSC members in public libraries to implement STEAM programming during out-of-school time. ALSC will also develop and share supplemental resources that will be made available to support the collaborative efforts of libraries and their community partners.

YALSA will provide minigrants to libraries to support literacies-focused projects for and with underserved teens as part of Teen Read Week and summer learning programs. YALSA will also use a portion of the funds to provide collections of Teens' Top 10 nominees to libraries in need and update the Teen Book Finder app and database.

Applications Open for Carnegie-Whitney Grant

Each year, the ALA Publishing Committee provides a grant of up to \$5,000 for the preparation of print or electronic reading lists, indexes, or other guides to resources that promote reading or the use of library resources at any type of library.

Funded projects have ranged from general-reader proposals to scholarly



ALA Leadership Institute

Participants in the fifth annual ALA Leadership Institute pose with ALA Past President Maureen Sullivan (far right, striped shirt) at the Q Center in St. Charles, Illinois. Led by Sullivan and library and leadership consultant Kathryn Deiss, the immersive leadership development program covered topics such as leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation. The institute was held August 7–10.

Applications for the 2018 Leadership Institute will be accepted December 18 through March 9, 2018. The institute will take place August 6–9 in the Chicago area. For more information about the institute, including a list of 2017 participants and eligibility requirements, visit ala.org/transforminglibraries/ala-leadership-institute. ●

proposals. Applications must be received by November 3. Recipients will be notified by mid-March 2018. For guidelines and other information, visit bit.ly/CarnegieWhitney or contact Mary Jo Bolduc at mbolduc@ala.org.

RUSQ Moves to Open Access

The Reference and User Services Association's journal *Reference and User Services Quarterly (RUSQ)*, which disseminates information of interest to reference librarians, information specialists, and other professionals involved in user-oriented library services, has moved to open access beginning with the fall 2017 issue.

The decision to move *RUSQ* from subscription-based to open access was based on many factors, most notably the open access movement strongly supported by librarians. Other factors include ensuring a continued pool of strong authors and articles, ease of access for readers, and broader worldwide access, as the cost for professional journal subscriptions can be extremely prohibitive.

RUSQ can be downloaded online at journals.ala.org/rusq.

Peha and Feldman Named OITP Senior Fellows

Jon Peha and Sari Feldman have been appointed senior fellows at

2018 ALA Nominating Committee Council Candidates Announced

The ALA Nominating Committee nominates candidates from among the general membership for members-at-large of Council (annually). Individuals who are not selected by the Nominating Committee may run for office by petition.

Individuals interested in running for ALA Council by petition have until 4:30 p.m. Central time on December 6 to file an electronic petition with the ALA executive director. The petition must have the signatures of no fewer than 25 ALA current personal members. An additional form containing biographical information and a statement of professional concerns must be submitted electronically with the petition. Instructions for filing petitions and additional voting information can be found at ala.org/aboutala/governance/alaelection.

Sedley Abercrombie

Lead Library Media Coordinator
Davidson County (N.C.) Schools

Audrey Barbakoff

Community Engagement and Economic Development Manager
King County (Wash.) Library System

Cassandra Barnett

Program Advisor for School Libraries
Arkansas Department of Education

Emily Bergman

Adjunct Reference Librarian
Glendale (Calif.) Community College

Walter L. Betts

Systems Librarian
Texas Christian University, Fort Worth

Tom Bober

School Librarian
R. M. Captain Elementary School
Clayton, Missouri

Susan Broman

Director of Emerging Technologies and Collections
Los Angeles Public Library

Whitney Buccicone

Special Collections Cataloging Librarian
University of Washington, Seattle

Holly L. Camino

Branch Manager
Cuyahoga County (Ohio) Public Library

Jeffrey Cannell

Director
Providence (R.I.) Community Library

Keturah Cappadonia

Outreach Consultant
Southern Tier Library System
Painted Post, New York

Nan Carmack

Director
Campbell County (Va.) Public Library System

Emily Clasper

System Operations and Training Manager
Suffolk Cooperative Library System
Bellport, New York

Chris Corrigan

Reference Librarian
Library of Congress
Washington, D.C.

Peter D. Coyl

Director
Montclair (N.J.) Public Library

Sara Dallas

Director
Southern Adirondack Library System
Saratoga Springs, New York

Catherine Damiani

Head of Reference/Digital Services Librarian
East Providence (R.I.) Public Library

Jay Dela Cruz

Assistant Community Library Manager
Queens (N.Y.) Library

Roberto C. Delgadillo

Research Support Services Librarian
University of California, Davis

Vicki Morris Emery

Retired School Library Administrator
Fairfax County (Va.) Public Schools

Ann Dutton Ewbank

Associate Professor, School Library Media
Montana State University, Bozeman

Debra Rhodes Gibson

Library Director
St. Johns County (Fla.) Public Library System

Mary L. Glendening

Director
Middletown Free Library
Media, Pennsylvania

Lucia M. Gonzalez

Library Director
City of North Miami (Fla.) Public Library

Catherine Hakala-Ausperk

Author, Trainer, Consultant
Libraries Thrive Consulting
Chagrin Falls, Ohio

Carl A. Harvey, II

Assistant Professor, School Librarianship
Longwood University
Farmville, Virginia

OITP. As senior fellows, they will provide strategic advice on our national policy advocacy.

Peha is a professor in the Department of Engineering and Public Policy and the Department of Electrical and Computer Engineering at Carnegie Mellon University. He has served as

chief technologist at the Federal Communications Commission and assistant director in the White House Office of Science and Technology Policy, Agency for International Development.

Feldman is executive director of the Cuyahoga County (Ohio) Public Library. She has served as president of

ALA and PLA and as cochair of the ALA Digital Content Working Group that successfully advocated for library access to ebooks from the largest publishers.

Feldman and Peha join senior fellow Robert Bocher, senior counsel Alan Fishel, and senior advisor Roger Rosen as strategic advisors to ALA.

Laura Hicks
Media Specialist
Frederick (Md.) High School

Mary Anne Hodel
Director, CEO
Orange County (Fla.)
Library System

Megan Hodge
Teaching and Learning Librarian
Virginia Commonwealth
University, Richmond

Jody K. Howard
Adjunct Professor and
Library Consultant
Emporia (Kans.) State University

Kathy M. Irwin
Associate Dean of Libraries
Central Michigan University,
Mount Pleasant

Melissa Jacobs
Coordinator of Library Services
New York City Department of
Education/New York City
School Library System

Eldon Ray James
Researcher
Institutional Survey, LLC
Austin, Texas

Susan L. Jennings
Dean of Library Services
Chattanooga (Tenn.) State
Community College

Kimberly Johnson
CEO
Tulsa (Okla.) City-
County Library

Kimberly Keeton
Solo Academic Librarian
ART | library deco
Jefferson City, Missouri

Rebekah Kilzer
Director, Member Education
OCLC
Dublin, Ohio

Linda A. Kopecky
Head, Research Services
University of
Wisconsin-Milwaukee

Kayla Kuni
Community Education Librarian
New Port Richey (Fla.)
Public Library

Mimi Lee
Diversity and Literacy
Consultant
New Jersey State
Library, Trenton

Dennis J. LeLoup
School Librarian
Avon (Ind.) Intermediate
School East

Leo S. Lo
Associate University Librarian
Old Dominion University
Norfolk, Virginia

Mike L. Marlin
Director
California State Library,
Sacramento

Jamie L. Mason
Director
Rocky River (Ohio)
Public Library

Steve Matthews
Librarian
Foxcroft School
Middleburg, Virginia

Arthur F. Miller
General Reference and
Research Services Librarian
Princeton (N.J.) University

Joe Mocnik
Dean of Libraries
North Dakota State
University, Fargo

Virginia B. (Ginny) Moore
Retired Librarian
Prince George's County (Md.)
Memorial Library System

Toni Negro
Librarian
University of Maryland, Rockville

Robbie Leah Nickel
School Librarian
Sage Elementary School
Spring Creek, Nevada

Michelle Ornat
Assistant Director
Chesapeake (Va.) Public Library

Leslie Preddy
School Librarian
Perry Township (Ind.) Schools

Jo Rolfe
Library Director
Camarillo (Ind.) Public Library

Melody Scagnelli-Townley
Library Media Specialist
Joyce Kilmer School
Mahwah, New Jersey

Joel D. Shoemaker
Library Director
Oakwood (Ill.) Public
Library District

Jon D. Solomon
Library Manager
Englewood (Colo.)
Public Library

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

Tracy Sumler
Outreach Manager
D.C. Public Library

Jim Teliha
Director of the Library and
Learning Commons
Utica (N.Y.) College

Erica Ann Watson
Librarian
Art Institute of California,
San Francisco

Joan S. Weeks
Head, Near East Section
and Turkish Specialist
Library of Congress
Washington, D.C.

Janice Welburn
Dean of Libraries
Marquette University
Milwaukee, Wisconsin ●

2018 Election Dates

Ballot emailing for the 2018 ALA election will begin March 12. The election will close April 4. Individuals must have renewed their ALA membership by January 31, to be eligible to vote.



Applications Open for ALA Scholarships

More than \$300,000 in scholarships is available to students who are studying library science or school library media programs at the master's degree level.

Scholarships range from \$1,500 to \$7,000 per student, per year. To be

considered, applicants must be enrolled in an ALA-accredited master's-level program in library and information science or a program that meets ALA curriculum guidelines for the Council for the Accreditation of Educator Preparation.

The deadline to apply is March 1, 2018. More information, including the

application and instructions, is available at bit.ly/ALAScholarships.

ALCTS Preservation Award Nominations Are Open

ALCTS is accepting nominations for its annual preservation awards. ALCTS presents three awards through its

Preservation and Reformatting Section, honoring individuals whose work represents the finest achievements in research, collaboration, creative work, leadership, and service in preservation, or to support a new preservation staff member's participation in preservation activities at the 2018 ALA Annual Conference and Exhibition.

The deadline for nominations and supporting materials is December 1. Complete information on each award and nomination instructions is available at bit.ly/ALCTSPresAwards.

SustainRT Offers Free Membership to Students

As of September 1, ALA student members may join SustainRT for free. To qualify for a free membership, students must be currently enrolled in an ALA-accredited MLS/MLIS program.

SustainRT is administered by ALA's Office of Diversity, Literacy, and Outreach Services, which supports library and information science workers in creating responsible and all-inclusive spaces that serve and represent the entire community. SustainRT strives to achieve a more equitable, healthy, and economically viable society by providing resources for the library community to support sustainability through curriculum development, collections, events, advocacy, library buildings, and space design.

More information about SustainRT is available at ala.org/rt/sustainrt. Inquiries may be directed to Madeleine Charney (mcharney@library.umass.edu), chair of the SustainRT Membership Committee.

Ulysses S. Grant's Cottage Declared a Literary Landmark

United for Libraries, in partnership with Empire State Center for the Book and the Friends of the Ulysses S. Grant Cottage, designated the U. S. Grant Cottage State Historic Site in Gansevoort, New York, a Literary Landmark on September 16.

U. S. Grant Cottage State Historic Site was the final home of Ulysses S. Grant, commanding general of the US Army

Give to ALA at Year's End

The American Library Association (ALA) is the voice of the library profession. We're your tireless advocate, working to ensure that your concerns and needs are heard and met on the local, national, and international stage. We connect you to friends and colleagues throughout the library world, helping to create vibrant, supportive professional circles. We help identify emerging trends and technologies that will allow you to better serve your patrons and communities today and in the future. But we need your support to do this. As 2017 comes to an end, consider contributing to ALA's Annual Fund. Your tax-deductible donation will help the Association fight and work for you throughout the year.



Last year was the first time that ALA conducted a targeted, end-of-year fundraising drive, and we succeeded thanks to members like you who included us in your year-end giving.

"We had a tremendous increase in the number of people who gave an additional gift to ALA," says Sheila O'Donnell, director of ALA's Development Office. End-of-year donors were up 83% and the amount of money donated from the previous year increased by 70% due to the campaign, she says.

"Our advocacy work was really important this year," O'Donnell says. "Additional gifts of any size from members boost our capacity to be a stronger voice for libraries."

ALA serves all types of libraries, and you can direct your donation to a specific ALA division or department, if you choose.

"People can give to whatever part of ALA is the most important to them," O'Donnell says. "You can give to any division, office, round table, or program of your choice, and it all goes toward the Association's annual fund."

To learn more about the ALA Annual Fund or to make a donation, visit ala.org/donate.

during the Civil War and 18th president of the US. He moved to the cottage on June 16, 1885, where he completed the *Personal Memoirs of Ulysses S. Grant* only days before his death on July 23, 1885.

Grant Cottage is owned by the State of New York and operated by the Friends of the Ulysses S. Grant Cottage, Inc.

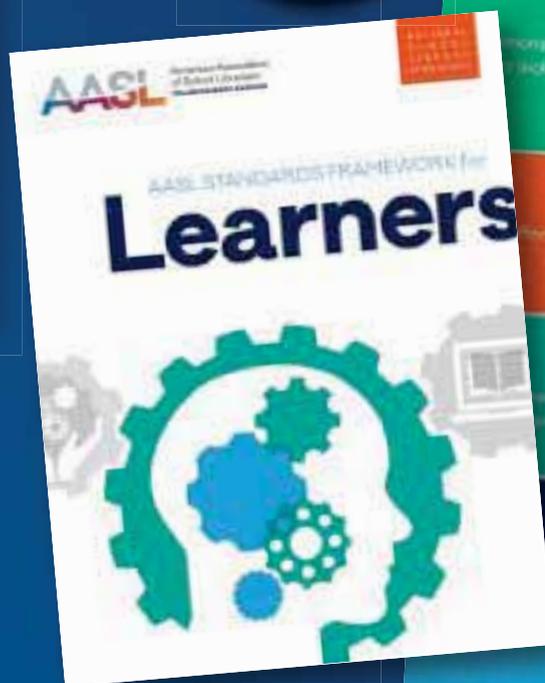
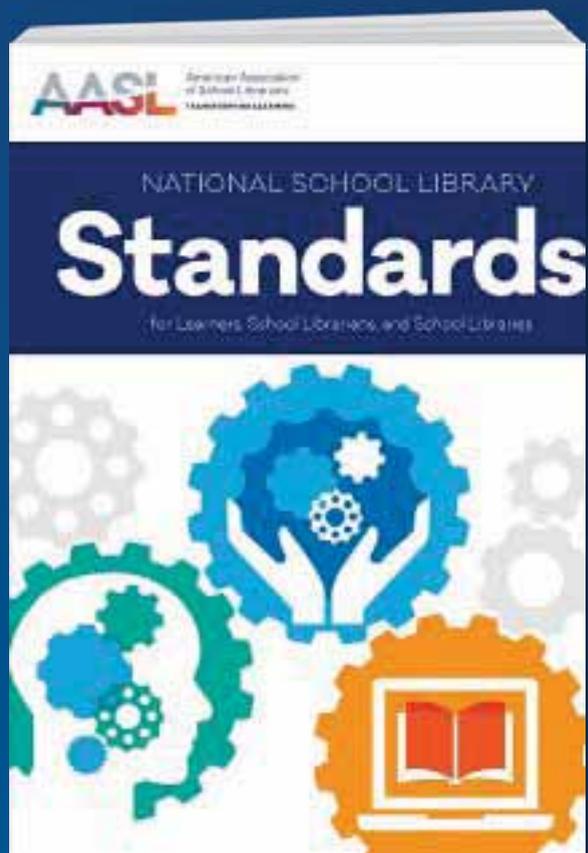
Choice Launches Review Database in New Partnership

Choice and The Charleston Company launched ccAdvisor, an online review source for information databases and digital resources. Itself a database, ccAdvisor draws upon the expertise of

both *Choice* and *The Charleston Advisor* to create a source for the evaluation and selection of digital resources for libraries.

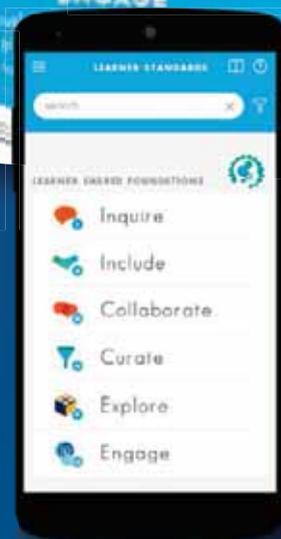
ccAdvisor launched with 300 reviews and will add at least 200 new reviews in the first year. The information in ccAdvisor will be continuously updated and remain current through product upgrades and successor versions of standing works. Users can filter by subject, type of resource, target audience, or access type to compile and export lists, save searches, and set alerts. More information on ccAdvisor, including how to register for a free trial, is available by visiting choice360.org/products/ccadvisor. AL

The New AASL Standards Are Here!



Influence. Lead. Transform.

The new *National School Library Standards for Learners, School Librarians, and School Libraries* reflect an evolution of AASL Standards, building on philosophical foundations and familiar elements of previous standards while featuring the new streamlined *AASL Standards Integrated Framework* for learners, school librarians, and school libraries. Promote the new standards with advocacy materials including pamphlets, posters, bookmarks, and clings. Quickly search, compare, record, and share the standards with the supplemental AASL Standards mobile app.



Shop all AASL Standards resources at alastore.ala.org.



Stop Sexual Harassment in Your Library

Protecting librarians from inappropriate patrons

BY Anne Ford

There was a time when Katie McLain, reference assistant at the Waukegan (Ill.) Public Library, had no idea what to say to patrons who acted inappropriately toward her. That time is over.

“I’ve been in the middle of a normal library transaction and had the person say something about asking me out,” McLain says. “I look that person in the eye and say, ‘That’s inappropriate,’ and go back to what I was doing. If they do it again, I say, ‘That’s inappropriate, and I need you to stop.’ I like to make eye contact and use a slightly lower, quieter voice with a firm tone so they know I’m serious. And if they argue with me, I say, ‘I’m happy to find a manager or

a member of our safety team to discuss this with you.’”

How has McLain become so comfortable speaking up against sexual harassment? By working with her colleague Amanda Civitello, marketing and communications manager, and their administration to make their library a place where such harassment isn’t tolerated, and where those who experience it are supported rather than ignored or recriminated against.

“Our administration takes this stuff really seriously,” Civitello says. “But that’s not the case everywhere.” That’s why she and McLain surveyed 173 librarians this year about their experiences with on-the-job sexual harassment

and reported the results during a presentation, “It’s Not Just Part of the Job: Breaking the Silence on Sexual Harassment in the Library,” at the ALA Annual Conference and Exhibition in Chicago in June. “We hope that by bringing the conversation to a bigger forum, we can help people spark that discussion with their directors: ‘Look, there are other people experiencing this,’” she says.

As Civitello and McLain recounted in their standing-room-only presentation, most survey respondents were women working in public-facing roles in public libraries, and nearly two-thirds of respondents reported having been the target of sexual harassment from members of the public while on the job. Respondents were also given the chance to anonymously share stories of harassment, which included tales of being asked on dates, called “sweetie,” cornered alone in the stacks, told sexually charged jokes, or patted on the derriere, among other examples.

One reason sexual harassment from patrons is often overlooked or minimized in the library setting, McLain and Civitello say, is that many people mistakenly believe that unwelcome behavior that is not extreme or not physical does not count as harassment.

“In actuality, there are a lot of different behaviors that may make us uncomfortable,” McLain says. “They may not be serious enough to warrant contacting a security member or the police, but it can be something as minor as a male patron walking up to a female librarian and telling her to smile, or someone repeatedly making comments about what a particular staff member is wearing that day. We

What to Say When Things Get Inappropriate

When a patron says something unsettling, knowing how to respond can be tough. “In our role as librarians, we want to be helpful, we want to be open, we want to be welcoming,” says Katie McLain, reference assistant at the Waukegan (Ill.) Public Library. “Because of that, if you’re faced with an interaction that becomes uncomfortable, your first instinct is usually not to walk away because you don’t want to come across as being unhelpful or rude.” So what do you say in those difficult moments?

McLain and her colleague Amanda Civitello, marketing and communications manager, have some suggestions:

- “That comment/behavior is inappropriate.”
- “Your comment/behavior makes me uncomfortable.”
- “I am happy to answer questions about the library, but I will not answer questions about my personal life.”
- “Calling me sweetheart/honey/baby is demeaning to me as a professional. Please do not call me that again.”
- “My marital status/appearance/personal life has no bearing on my ability to assist you in the library.”
- “If this behavior continues, I will have someone else finish assisting you.”
- “If this behavior continues, I will ask you to leave the library.”

More resources are available at waukeganpl.org/alaac17. ●

wanted to emphasize: You can stand up and say something. It’s okay.” McLain and Civitello emphasize, too, that sexual harassment is not limited to women and that people of color and LGBTQ people experience higher rates of harassment.

Ingrid Abrams, an elementary school librarian in New York City, can attest to how stressful and unpleasant sexual harassment can make a workplace, especially when administration is not supportive. In a previous position in a public library, a patron repeatedly approached her when she was alone at the desk and attempted to run his fingers through her hair. When Abrams informed her boss, she was

told that the next time it happened, she should yell for security—a suggestion Abrams found unhelpful.

“I worked in the children’s section. I wasn’t going to start screaming at the top of my lungs,” she says. “I said that I wanted a security guard closer to me and that I wanted security to know what this person looked like because maybe he was doing it to someone else, too. Nope. I was just told, ‘Scream for security.’ It was not going to happen.”

In contrast, a supportive administration can help determine the best course of action. When a librarian in Vancouver, British

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BY THE NUMBERS

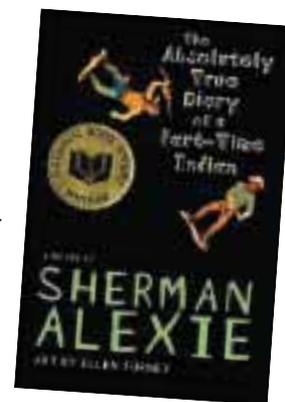
Native American Heritage Month

1990

Year that President George H. W. Bush, at the request of Congress, issued a proclamation designating November as National American Indian Heritage Month. Similar proclamations and variations on the name—including Native American Heritage Month and National American Indian and Alaska Native Heritage Month—have been issued each year since 1994.

5

Number of consecutive years (2010–2014) that Sherman Alexie’s young adult novel, *The Absolutely True Diary of a Part-Time Indian*, made the American Library Association’s Top 10 Most Challenged Books list.



32

Number of fully accredited tribal colleges and universities in the US, according to the Department of Education. All institutions have access to a library either on campus or within the community.

1979

Year that the American Indian Library Association was founded.

40

Percent of tribal libraries (out of 99 respondents) that don’t have high-speed broadband internet access, according to a 2013–2014 Association of Tribal Archives, Libraries, and Museums study. ●





Seattle-based art conservator Peter Malarkey works on a section of Everett (Wash.) Public Library's damaged mural.

Saving Our Murals

Libraries reap the benefits of art restoration

BY Phil Morehart

Visitors to Everett (Wash.) Public Library (EPL) are greeted with a sprawling sight upon entering the 1930s-era building: A vibrant mural depicts a panoramic view looking west from Everett, across the waters of Port Gardner Bay and Puget Sound, stretching from Vancouver, British Columbia, in the north to Olympia in the south.

It's one of three murals in the library's entryway, painted by artist John Theodore Jacobsen when the art deco building opened in 1934. Jacobsen was also a preeminent architect, helping lay the groundwork for Pacific Northwest modernism. But the mural was almost lost forever to water damage following a storm that hit the library during renovations in the 1990s, blowing off a tarp protecting the roof and raining onto the mural.

To save this important part of Everett's cultural legacy, the library had the mural professionally

restored by art conservators from Seattle, just 25 miles south. Restoring the work was a no-brainer, says EPL Director Eileen Simmons. "This is a town that is very interested in its history," she says. "Everyone was very enthusiastic about it."

EPL isn't alone in its decision to restore its murals. Many libraries that also find themselves stewards of priceless works of art are working to ensure that their murals can be enjoyed by future generations.

Meghan Weeks, exhibitions and outreach associate at Boston Public Library (BPL), echoes Simmons's sentiment. BPL's historic mural, which was painted by French muralist Pierre Puvis de Chavannes and installed at the library in the mid-1890s, was recently restored in a two-year project.

"It was integral for us to save this mural," she says. "This is a treasure. It's absolutely priceless."

Located at the entrance of Bates Hall, BPL's massive mural depicts

the nine muses of inspiration from Greek mythology. The mural itself was not painted directly on the wall but on linen canvas that was shipped to Boston from Puvis de Chavannes's studio and then adhered to the walls.

The mural has undergone multiple restorations over the years, but the most recent was prompted when Weeks noticed bubbling on one of the panels in 2014. An assessment by conservator Gianfranco Pocobene from the Isabella Stewart Gardner Museum in Boston, who oversaw past BPL mural restorations, found that 80% of the linen canvas had come off the backing wall. That began a two-year process that involved removing the 400-pound mural from the wall and moving it up a flight of stairs to an upper room that was converted into an interim conservation lab. There, a team chipped remaining plaster from the linen and fixed areas of pigment loss before mounting the mural on a thick aluminum panel and reattaching it to the wall. The work was inspiring, Weeks says.

"It looked like absolute magic," she says. "It's an amazing process to watch."

Restoring murals is a costly endeavor. Everett Public Library pooled its own funds along with those from its Friends group, as well as grants from the Tulalip Tribes Charitable Fund, Henry M. Jackson Foundation, Howarth Trust, Toyota Foundation, and the Snohomish County Community Heritage Program to raise the \$84,768 to repair its mural.

Hale Library at Kansas State University in Manhattan also turned to its Friends group and grants to raise most of the \$125,000 to fix

its murals. Painted by David Hicks Overmyer as a Works Progress Administration project in 1934, the murals depict the four colleges at Kansas State University at the time: mechanical, arts and sciences, home economics, and agriculture.

Over the years, the murals suffered from water damage and a botched restoration in the early 1980s, and a section of the mural was destroyed when an electrical outlet was installed at its bottom, according to Roberta Johnson, senior director of administrative and IT services at Hale Library. A four-year restoration—conducted during summer months to avoid disrupting students—brought the murals back to life.

On top of ensuring a longer life for the murals, the restorations have provided opportunities for community outreach. Kansas State University filmed the process to create a documentary film later used for fundraising purposes, Johnson says. The footage and



A team returns a restored mural to the wall in Boston Public Library's Bates Hall.

additional documentation will also be useful if the murals are to be restored in the future, she says.

BPL, too, created videos to share with the public and hosted informational panels.

"It's not a happy event to have to take a painting off the wall," Weeks

says. "But from an outreach perspective, we were able to see how this mural was made. It was a great learning opportunity for our staff and for our patrons." **AL**

PHIL MOREHART is associate editor of *American Libraries*.

◀ Continued from page 17

Columbia (who prefers to remain anonymous) began receiving unwelcome and inappropriate notes from a patron, she told her supervisor, who helped her decide that the patron needed to be told directly to stop his behavior. The supervisor even offered to tell the patron on the librarian's behalf.

"I decided to do it myself," the librarian recalls, "and I still remember how I was shaking as I told the patron not to leave me any more letters, that I wasn't interested, and it wasn't appropriate. I'll never forget the way his face went cold and hard; he said, 'Okay,' and fled the department. Later he saw me through the front window. He slapped his hand against the glass and made a face at

me before walking off. It was very frightening. But I don't think I ever saw him again."

As her experience attests, confronting a harasser can be difficult and nerve-racking, even with support. That's why McLain suggests coming up with scripts ahead of time (see sidebar) and practicing them. For example, simply putting a hand up and saying, "Please stop. You're being inappropriate" can be highly effective.

As for administrators, Civitello encourages them to research and understand their libraries' board-approved policies regarding sexual harassment. "Understanding that these policies are in place and that they can be enforced is really important," she says. "And if there isn't a method for enforcing

One reason sexual harassment from patrons is often overlooked or minimized in the library setting is that many people mistakenly believe that unwelcome behavior that is not extreme or not physical does not count as harassment.

them, put one in place so that these policies are doing what they're supposed to do: Create a safe space." **AL**

ANNE FORD is a regular contributor to *American Libraries*.



Rabbi Sarah Fort (left) helps salvage flood-damaged photo archives at Beth Yeshurun synagogue in the aftermath of Hurricane Harvey.

Hurricanes Harvey and Irma

Assistance for libraries still needed

BY George M. Eberhart

Hurricane Harvey hit the Texas coast as a Category 4 storm near Rockport the night of August 25. Although soon downgraded to a tropical storm the following afternoon, Harvey was responsible for 83 confirmed deaths in the US and as much as \$180 billion in damage, according to estimates by the governor's office. On September 8, Congress passed a measure for a total of \$15.3 billion in relief aid, taking quick action to help victims of the devastating floods.

Depending on their location, some libraries sustained significant damage from the ensuing flood waters, while others escaped with only a little cleanup required. The

flood also affected many librarians and other library workers due to the damage to their homes.

Public libraries

Houston Public Library reopened 18 of its 42 locations on September 5, according to an email message from Library Director Rhea Brown Lawson, based on the number of staff members able to return to work, an assessment of the building structure, and the "ability to spread our services as equitably as possible around the city." The city's General Services Department took active measures to counteract mold at closed locations. Some 160–170 staff members had to evacuate their homes, although

many have returned. Six or seven library vehicles were also destroyed during the storm.

Additional branches opened the weeks of September 18 and 28, with only six branches closed indefinitely because of flood damage: Dixon, Flores, Kendall, McCrane–Kashmere Gardens, McGovern–Stella Link, and Meyer.

The Central Library initially reopened its first floor to allow access to technology and programs for children and teens. Lawson said that as she walked through the library on September 5, "it felt so good seeing folks embrace services and seem at peace. There were people in quiet corners and others browsing collections. There was laughter from children, and the computer area was full. We have not yet deployed our Customer Engagement mobile units across the city, but we hope to restore those services soon." The Central Library also provided space to the city General Services Department and Municipal Courts when those offices were closed and offered free child care to city employees.

Nineteen of the 26 branches of the **Harris County Public Library** (HCPL) reopened September 1 for emergency relief purposes only—for residents to fill out FEMA forms, use computers or internet, charge cellphones, or make use of a quiet, air-conditioned spot. All but four branches resumed normal business hours by September 11. The branches that are closed until further notice are Baldwin Boettcher, Barbara Bush, Katherine Tyra at Bear Creek, and Kingwood. Library Director Edward Melton told *American Libraries* that the

estimated damages to technology, collections, furniture, and supplies at these locations alone amount to roughly \$4.5 million. Kingwood Branch Manager Ryan Fennell said his library lost everything on the first floor, although his staff were able to rescue the second-floor books and hold them off-site.

Melton said that the homes of some 70 HCPL staff members were affected, and all but two have returned to work.

The library opened a pop-up library at NRG Stadium to give evacuees some diversion with books for all ages (some 5,000 were given away), storytimes for kids, a 3D printer and STEAM programs for informal edutainment, and a bank of internet-ready laptops and printers. “HCPL staff assisted users with limited technology skills,” Melton said. “People especially appreciated the ability to print FEMA forms and claim confirmations for free.”

The **Aransas County Public Library** in Rockport was damaged and has not reopened.

Collections, shelving, and furnishings at the **William R. “Bill” Ellis Memorial Library** in Port Aransas are a complete loss and the library is closed until further notice.

The **Port Arthur Public Library** sustained significant water and mold damage. All books shelved less than three feet above the floor were lost, and all computers and furniture were damaged beyond repair. The irreplaceable Port Arthur History Collection has been freeze-dried for preservation. Director José Martínez said he hoped the library would be able to reopen by the end of the year.

The **Dennis M. O’Connor Public Library** in Refugio remains closed with water damage to the floors, water and mold damage to books, and ceiling damage. Director Tina McGuill said that she discovered

sections in the library ceilings that contain asbestos and will have to be removed.

Water seeped into the roof of the **Victoria Public Library** during the storm, forcing it to close for two weeks. Library Director Dayna Williams-Capone said the main damage was to structure, not materials. It reopened September 13.

Most branches of the **Beaumont Public Library System** resumed regular hours September 18. However, its Tyrrell Historical Library, where its Texana and genealogical records are housed, sustained significant damage and remains closed until further notice.

Galveston’s **Rosenberg Library** reported some water damage to its carpeting but reopened on August 30.

Academic libraries

University libraries fared relatively well during the storm. The **Texas A&M University at Galveston** campus suffered little damage and reopened September 4. Classes at **Rice University** and the **University of Houston** began on September 5; neither Rice’s Fondren Library nor Houston’s M. D. Anderson Library reported any significant damage. Many University of Houston students and faculty living in the area lost their homes or cars and suffered through a nightmarish week as the city essentially shut down. Students at both universities volunteered to work at local shelters, at the Houston Food Bank, and as demolition teams to help storm victims clear out damage.

Remnants of Harvey visited Kentucky early on September 1, leaving the Raymond Cravens Library at **Western Kentucky University** in Bowling Green with an inch and a half of water on one floor due to groundwater seepage. Library books on the bottom



shelves had been raised, resulting in minimal damage.

Wet, moldy books belonging to the flooded Mauriceville Elementary School library in Orange, Texas.

School and synagogue libraries

Elementary and secondary students in Houston did not return to school until September 11. NPR reported September 6 that nearly 25% of all school buildings suffered some damage. The Houston Association of School Librarians helped deliver posters on how to access ebooks to community shelters in NRG Stadium and other neighborhoods.

The Texas Library Association (TLA) has received information on some damaged school libraries:

- Three campuses of Houston Independent School District (ISD) are damaged and closed for the rest of the school year.
- Kingwood High School is a total loss and must be rebuilt (watch the video at bit.ly/2xxcQhO).
- Moore Elementary School in the Cypress-Fairbanks ISD is a total loss.
- La Marque Middle School library sustained significant damage.
- Mauriceville Elementary and Middle School libraries in Orange are completely lost.
- Henderson Middle and High Schools in Sour Lake are closed until further notice.

Two synagogue libraries in the Houston area were hard hit by

overflowing waters of the Brays Bayou, a stream that separates two hubs of Houston’s Jewish community on the west side. Faculty at Rice University stepped in to help preserve historical photos and rare documents at the United Orthodox Synagogues of Houston and Congregation Beth Yeshurun. Rice Jewish studies scholar Joshua Furman and historian Melissa Kean visited both facilities to assess the damage and assist with cleanup and recovery.

Museums

The Rockport Center for the Arts, an art center and 10,000-square-foot sculpture park near Corpus Christi, has sustained “serious external damage,” wrote director Luis Purón in a Facebook message. Considering the extent of the storm, many of the region’s other museums have survived relatively unscathed. The Museum of Fine Arts Houston, the Menil Collection, and the Galveston Arts Center came through in good shape.

Hurricane Irma

The Florida Library Association reports that many libraries had some leakage or property damage but that delays in opening were

mostly because of disruptions in electrical power or water supply.

About eight inches of water flowed into the children’s department at the **Daytona Beach (Fla.) Regional Branch** of the Volusia County Public Library on September 11 when Hurricane Irma came through and destroyed \$5,000 of the library’s holdings. The library is located on City Island in the Halifax River, which rose three feet due to the storm surge and flooded 80% of the building. The branch is closed until further notice.

How to help

TLA and Texas State Library and Archives Commission (TSLAC) are working together to coordinate a response for damaged libraries across the Gulf Coast region. TLA has a disaster relief fund (squ.re/2xRxR4t) that is actively seeking contributions. Hundreds of individuals and companies have donated to the fund. TSLAC offered “Rebuilding Texas Libraries” disaster relief grants (bit.ly/2w7yANY) to affected libraries through October 16. TLA and TSLAC have set up a Texas Library Recovery Connection (bit.ly/2jIR1GF), an online sharing system to bring together assisting organizations with libraries that need help. As of September 28, 20 libraries (17 of them schools) had described their losses on the spreadsheet.

The Florida Library Association has set up a Florida Libraries Disaster Relief Fund (flalib.org) for libraries damaged by Hurricane Irma.

The American Library Association (ALA) is accepting tax-deductible donations through its Disaster Relief Fund (ec.ala.org/donate/projects) to help the many libraries in the Caribbean, Mexico, and Puerto Rico that were heavily damaged or destroyed by Hurricane Irma, Hurricane Maria, or the

Mexican earthquakes. The Philipsburg Jubilee Library on St. Maarten was damaged beyond repair and will need to be rebuilt. Looters compounded the problem by breaking into the key box, opening the locked media lab, and making off with all its computers. ALA is partnering with Florida International University Library and its Digital Library of the Caribbean staff in assisting these libraries.

The American Association of School Librarians administers Beyond Words (bit.ly/2xSPwMs), a school library disaster relief fund for public school libraries in states served by Dollar General. The goal is to provide funding for books, media, or library equipment that support learning in a school library environment.

The Society of Southwest Archivists (SSA) and the Society of American Archivists (SAA) manage an Emergency Disaster Assistance Grant Fund (bit.ly/2jJ5FNY) that supports the recovery of archival collections from major disasters. Any repository that holds archival records or special collections is eligible to apply for a grant. The repository need not be a member of SSA or SAA. Grant monies may be used for the direct recovery of materials, freeze-drying, storage, transportation, and supplies.

Multiple organizations (n.pr/2w7Lo6G) are accepting funds, goods, and services to help residents affected by the flooding. FEMA has some fact sheets on salvaging water-damaged family valuables (bit.ly/2fb8ceJ) and damaged family treasures (bit.ly/2xnL2fi).

ALA also offers a list of resources for dealing with natural disasters at Libraries Respond (ala.org/advocacy/natural-disasters). **AL**

GEORGE M. EBERHART is a senior editor of *American Libraries*.



Flood-damaged computer at the Harris County (Tex.) Public Library’s Barbara Bush branch in Spring.

T R A N S F O R M I N G

RDA

The 3R project aims to significantly improve the functionality and utility of both RDA and RDA Toolkit. The new Toolkit is expected to roll out in Summer 2018, but you can get a sneak peek at the **2018 ALA Midwinter Meeting** in Denver.

**RDA
TOOLKIT
REDESIGN UPDATE
AND PREVIEW**

Friday | February 9th
ALA MIDWINTER
MEETING

THIS DAY-LONG EVENT WILL INCLUDE:

- an update of 3R Project progress and upcoming goals
- a preview of redesigned Toolkit's display, navigation and functionality
- a discussion of the implementation of the Library Reference Model
- a review of the new organization and structure of the RDA standard
- plenty of opportunities for audience feedback and discussion.

Learn more about the event and register at <http://2018.alamidwinter.org/registration/ticketed-events#ALA>.

Be sure to follow the 3R Project at <http://www.rdatoolkit.org/3RProject>.

R | D | A TOOLKIT™
RESOURCE DESCRIPTION & ACCESS

Get Responsive

Making sure your library's website is mobile friendly

by Marcus Banks

Getting information on the go is now an everyday reality for most people in the US. According to the Pew Research Center (pewrsr.ch/2vMciF6), 77% of Americans own a smartphone, and 50% own a tablet. If your library's website looks good only on a wide desktop monitor, you could be frustrating an increasingly large swath of patrons.

The profusion of mobile devices means that half of public library

users who visit library websites do so from their mobile device (pewrsr.ch/2f3KsJP). This proportion is likely to keep increasing. But just because patrons can access a library website on a mobile device does not guarantee that the site is easy to use. Sites that were developed several years ago were often built with laptops and desktops in mind, which can lead to text that disappears off the edge of a phone screen, or to a lot of inconvenient squinting and scrolling on a tablet. For this reason the large majority of libraries have now made some effort to make their websites mobile friendly. At least two-thirds of public libraries serving communities with smaller populations had built a mobile-friendly website, and more than 90% of public libraries that serve at least 500,000 patrons had done the same, according to a 2014 Library Research Service report.

Building a responsive design

Even though the concept of a mobile-friendly site is not set, it is important to understand the vocabulary. A mobile-responsive site determines which device someone is using (such as an iPhone or Android) and uses that information to resize the site's content so that it can be easily read. In addition, it can shift seamlessly between landscape and portrait mode. The overall goal is to enable a pleasant and productive user experience.

Today building automatically mobile-responsive websites is a straightforward process. As library web usability expert Nicole Hennig notes, "There are so many mobile-responsive themes available." For example, WordPress and Squarespace—two of the leading web content management systems on the market—both offer mobile-responsive themes. These themes handle all of the coding elements so that libraries can focus on content.

If you are building a new website, finding a mobile-responsive theme is a great place to start. Hennig points out that it is also vital to consider the accessibility of your library website (see "Library Websites for All," June, p. 24) so that all users can benefit from it. To this end the World Wide Web Consortium's Web Content Accessibility Guidelines 2.0 includes standards for making sites compliant with the Americans with Disabilities Act. While a mobile-friendly theme will simplify the design process, it is still necessary to pay explicit attention to making your site accessible.

Designing a standalone mobile site

When building a new site from scratch is not an option, a thoughtful redesign can be an opportunity to improve the navigation of the library's website across all devices. A mobile version of a library website does not need all the content and features available on the desktop version, according to Rachel Vacek, head of design and discovery at University of Michigan and past president of the American Library Association's Library and Information Technology Association. She was extensively involved in designing the new mobile site at her previous employer, the University of Houston.



Jacksonville (Fla.) Public Library's mobile-friendly website.

Vacek points out that patrons may use a mobile device merely to look up their account or check library hours. Based on her experience in Houston, she says the mobile version of the library website should emphasize these types of functions. A built-for-purpose mobile site usually has a smaller range of functions than the desktop version. Like Hennig, Vacek also stresses the importance of web accessibility. “If a site is accessible, it is easy to make it mobile friendly, too.”

Starting with patron engagement

In response to patron requests, Jacksonville (Fla.) Public Library (JPL) redesigned its website in 2016 to become more mobile

friendly. JPL provided an opportunity for patrons to make comments on prototypes of the new mobile site before it launched and also conducted focus groups to better understand patron needs. The result is a mobile-responsive site that makes searching the catalog easier. JPL also conducted extensive outreach to inform patrons that a more mobile-friendly site was coming, including hosting a launch party for the new site. JPL’s E-Services and Digital Access Manager Karen Walker says early reactions to the new site have been very positive.

JPL’s success points to the critical importance of patron engagement. If you are looking for more ideas about how to build a mobile-friendly website,

A mobile version of a library website does not need all the content and features available on the desktop version.

a wealth of information is available through Google Developers (bit.ly/2f4mTRo), WordPress, and other online resources. Any library can build or improve a mobile-friendly website, and your patrons will be glad you did. **AL**

MARCUS BANKS is a journalist with prior experience as an academic library administrator.

Strengthening Communities Through Libraries



Association for Library Service to Children
www.ala.org/alsc



ALSC presents a librarian toolkit containing sample lesson plans, resources, and tech tips for Out-of-School Time STEAM Learning.

Visit www.ala.org/alsc/externalrelationships/grntpartnerships for more information.



Students gather in the library at Highland Junior High School in Mesa, Arizona. Librarian April Leshler's efforts to create a bullying-free zone have helped students feel accepted in a safe learning environment.

Finding Friends, Learning Leadership

In this junior high library, everyone is accepted

we can just talk and eat and stuff. It just makes my day.”

One facet of the program consists of student-led lunchtime classes, a concept that came about after students in the library kept coming up to Leshler to show her items they'd made, such as Lego puzzle boxes or pieces of origami.

“Anytime the kids would come to me and say, ‘Hey, do you want to see this really cool thing I’m working on?’ I would say, ‘Yes! Would you like to teach other kids how to do this?’” she says. “I really want these classes to be student-driven, because I found that’s most successful. They know what’s trending, like puzzle boxes or what have you, but they also speak to each other in a language we cannot.”

These classes led not only to lively gatherings and new friendships but also to connections with the school’s special-needs students. For example, Leshler explains that students with severe autism are in a self-contained classroom, so “the Lego class was a perfect way for one of those students [who loves Legos] to be included in a mainstream class. It was great for the kids to see that student and know that he exists on campus because I think a lot of the self-contained kids are left out or just not seen.”

For that reason, the Friendship Project also encompasses a club called Best Buddies, which pairs together students who have a wide range of abilities. Once a month, participants meet for activities such as playing board games or

Junior high school can be a socially rough time for students. New hormones, new social mores, and a new academic environment—it’s a lot to navigate. That’s why April Leshler, librarian at Mesa, Arizona’s Highland Junior High School, has worked hard to make the school library not just a bullying-free zone but a place where every student can form friendships. Now her efforts have been recognized by Follett with a \$30,000 prize. The money will ensure that every economically disadvantaged student in the district, plus those in one school from a neighboring district, will receive a new book to keep.

BY Anne Ford

As the librarian at Highland Junior High School, April Leshler is used to encountering students who don’t quite fit in. “Kids are coming from elementary school, they’re often nervous and scared, and they don’t know how to make friends at first or [whether] they’ll see their old friends,” she says. Of course, new 7th graders are unlikely to announce their anxiety: “Kids aren’t going to come up to the librarian and say, ‘I’m lonely.’”

That’s why Leshler founded the Friendship Project, a multifaceted

program designed to give students a safe, fun place to learn from and connect with one another. Recently awarded a \$30,000 semifinalist prize in the 2017 Follett Challenge, the project has helped Highland students make friends, acquire new abilities, practice leadership skills, and feel more confident.

As one student participant, Caleb, says, “Before, I’d eat alone, play alone, walk alone, and talk alone. I didn’t like that. When I went into the library, someone always said hi to me, and I said hi back, and now I have friends, and

Photo: April Leshler

GLOBAL REACH



Craftsmen Angus Johnston and Martins Cirulis and Laurence McIntosh look out from the Mackintosh Library prototype bay.

Mackintosh Library Restoration Underway

UNITED KINGDOM On September 8, the Glasgow School of Art unveiled a full-size tulipwood prototype of a section of a second-floor bay for the Mackintosh Library based on the 1910 design by acclaimed Scottish architect Charles Rennie Mackintosh, marking another step forward in the building's restoration after a devastating fire in May 2014. Installation of all the bays overlooking the reading room will begin in spring 2018.—*Architect News*, Sept. 8.

IRAQ A volunteer effort to save what is left of Mosul University library after it was destroyed by the Islamic State has renewed hope for the city after more than two years of occupation. Amateur photographer Ali Al-Baroodi, who once taught at the university, has led a community campaign to restore what remains of the library's collection. Thousands of the surviving rare books and manuscripts were taken to a safer location.—*Australian Broadcasting Corporation*, Sept. 15.

AFGHANISTAN During its 1996–2001 regime, the Taliban raided the state-run film company and destroyed any films they found, but many more were hidden and are now being digitized. Habibullah Ali and his colleagues hid some 7,000 films across the Kabul premises of Afghan Film, and soon they will introduce young Afghans to a more peaceful time. Watch the video (bit.ly/2fiHFjo).—*Agence France Presse*, Sept. 9.

ITALY Magistrates opened an inquiry into the causes of a fire that gutted an aristocrat's library in Cosenza on August 19, killing three people living in an adjacent apartment and destroying priceless works by the Renaissance philosopher Bernardino Telesio and letters to Galileo Galilei. The private museum housing the collection of the Bilotti Ruggi d'Aragona family was one of the most important libraries in southern Italy. The fire was blamed on squatters living in an apartment below the museum.—*The Telegraph* (UK), Aug. 20. ●

creating holiday decorations. “It is staff-run, but we kind of step back and let the kids take the lead,” Leshner says. “Sometimes adults are timid about doing that, but if you allow the kids to lead, they will. They feel responsibility for one another in the same way that we feel responsible for students, and friendships organically grow out of that.”

Another group, Code Club, lets students create coding projects at a self-guided pace. Built into the process is the requirement to help others along the way. “We have showcases where the students give each other constructive feedback, so it becomes a think tank,” Leshner says. “They’ll point out glitches; they’ll be beta testers. The feeling isn’t, ‘I’m not going to create the best game.’ It’s ‘We’re all going to create really awesome games.’”

All of these initiatives have helped students like Caleb not only make connections of their own but also develop into people who actively help others connect. Leshner remembers that when she first noticed Caleb in the library, “he would come in with his headphones on and just kind of walk around and leave. You could tell he was looking for a place to fit, but he didn’t quite know how to do that. Pretty soon the library became his place, and he would always find a friend there.”

Then, she says, something even better happened: “There was this other student who would come in, and he wouldn’t even speak to me. I’d see him sitting in a corner; he just didn’t want to be at school at all. He spoke to no one. But Caleb would sit next to him, and then I’d see him laugh. I tell you, I think that made my year.” **AL**

ANNE FORD is a regular contributor to *American Libraries*.

Emil Ferris

Graphic novelist on monsters and memories

Emil Ferris's *My Favorite Thing Is Monsters* (Fantagraphics) debuted in February to wide acclaim. The book won Outstanding Graphic Novel and Ferris was named Outstanding Artist at September's Small Press Expo. *Monsters* is the story of Karen Reyes, a 10-year-old girl living in Chicago's Uptown neighborhood in 1968 with her mother and older brother. She likes horror movies and comics and thinks of herself as a werewolf. When her neighbor Anka, a Holocaust survivor, dies mysteriously, Karen tries to solve the crime. The second volume will be released in early 2018.



You worked on this story for several years while recovering from West Nile virus, getting a master's at the School of the Art Institute of Chicago, and raising your daughter. Then this nearly 400-page book comes out, and cartoonist Art Spiegelman is calling you "one of the most important comics artists of our time." How do you feel about being a years-long overnight success? It was an enormous shock to me. I'm really pleased that people love this book this much after being in isolation with it for as long as I was. I developed a kind of fatalism about it. It was kind of my St. Jude [patron saint of lost causes] book, you know? I had no idea if anyone was going to like it or if they would even see it at all. I've never stopped knowing how uncertain this is, so this has been amazing.

Karen Reyes is a unique protagonist—a 10-year-old lesbian werewolf detective. Where did this character come from? My parents brought me as a kid to a party in this old Uptown apartment with about 20 other kids I'd never met before. All the girls started to play with dolls, and the boys went out to get breadsticks from the adult party. It was very traditional. I was

appalled. So I created my own character—I found a raincoat in the pile of coats and a fedora, made one of the breadsticks into a cigar, and said "There's been a murder!" I got their attention, and nobody wanted to play with dolls anymore. I created a body, and we solved a crime together. And I thought, this is who I want to be. I don't want to be those people; I want to be a detective. I already knew I was a werewolf. So I just wrote from that place.

There are so many historical details in the book—World War II, Chicago in the 1960s, old monster movies, and horror comics—how much of that comes from your own memory, and how much was research you did for the book? Most of Uptown in the Sixties comes from my memory. But one of the things that I learned is that you have to recover memory when you're writing autobiographically because you've forgotten so much. So I was going back and looking at old pictures, having conversations with people who remembered more than I did, and allowing them to expose me to things. I read a lot of novels written during the Sixties, books about Uptown in the Sixties, books specifically about people who self-identified as hillbillies in

Uptown in the Sixties. There were all kinds of interesting things happening there that I forgot. I availed myself of my librarians, too—people who stored little bits of knowledge for me and would give me breadcrumbs to follow. Evanston (Ill.) Public Library was my library of choice for research, plus antiquarian booksellers.

Did libraries play a role in your life as a kid? Oh, absolutely! My first champion was a librarian at Gale Elementary School named Mrs. Eldridge. She started me competing in the Illinois History Day competitions, and I got to go down to Springfield. I joke about it, but it seemed that I would shake a governor's hand, and he would be indicted two months later. It happened more than once.

Mrs. Eldridge gave me books to read, and she believed in my ability to write. That's all a kid needs. The library was terribly underfunded. The books on the shelves were all from the 1950s and battered. There was asbestos blowing out of the radiators into the rooms—we called it indoor snow. We wore our coats inside in the winter. But it had this librarian, and she was good to me. **AL**

“In my head, this was a simple, easy project. I had no idea.”

JUSTYNA CHRUPEK, executive assistant at SMASHotels, quoted in “Where Do All Those Books Come From in Restaurant Libraries?” *Bon Appétit*, August 30. She was given the task of finding more than 3,500 old math and science books to build a collection for Hotel EMC2’s restaurant, the Albert, in Chicago.



“Pew [Research Center] finds that the majority of American adults—61%—say their decision-making would be improved at least somewhat ‘if they got training on how to find trustworthy information online.’ In this bewildering world of real and fake news, a clear majority—78%—believe that the library is still providing them with information that is ‘trustworthy and reliable.’ It’s not just older generations who prefer this more traditional resource: Millennials are more likely to trust the library than all previous generations, including Generation X, baby boomers, and the Silent Generation.”

KATIE KILKENNY, “In the ‘Fake News’ Era, Americans Increasingly Value Libraries,” *Pacific Standard*, August 31.

“ALMOST ANYTHING THAT HAS EVER BROUGHT ME GREAT JOY BEGAN WITH A TRIP TO THE LIBRARY.”

GINA SIPLEY, “My Love Letter to Long Island’s Libraries,” *Newsday*, August 13.

“We librarians can open the doors for the aspirations of the old and the young. Libraries are a cornerstone of every civil society.... [We are] not a tool of history, but a tool of modernity.”

TOMASZ MAKOWSKI, director of the National Library of Poland, at the Opening Session of the International Federation of Library Associations and Institutions World Library and Information Congress, August 20.

“If you are looking to have your name be kept alive in the memories of generations—or if you simply want a legacy worthy of the fortune you have reaped—you don’t need to start something new or even have it named after you.... Hidden in plain sight, the local libraries of America are patiently waiting for your attention.”

SUSAN CRAWFORD, “Jeff Bezos Should Put His Billions into Libraries,” *Backchannel*, August 9.

Gathering in the Clouds

Libraries and cloud storage

As summer gives way to autumn, those of us who live in the Northwest inevitably steel ourselves for what we know is coming. Not only do the days grow shorter, they get damper, and inexorably the clouds roll in. So there's a different resonance whenever we hear people talk about storage in "the cloud."

But I found myself wondering the other day: The cloud is a new kind of information territory, so where is the open, public space within it? Where are the libraries?

What if libraries offered truly free, no-strings-attached cloud storage to their communities? That would provide security, privacy, permanence, and continuity—just the kind of foundation that creative works, particularly those of any sophistication, require.

For all I knew, this was already happening, so I did some due diligence, searched for examples of public libraries offering free cloud-based storage, and came up empty. I did find several instances of classes, workshops, guidelines on the existing services, how they work, how to compare them and decide which one to use, and so on, which is all to the good. (And apologies to anybody I missed.)

In mulling over this, I also did something I'd never done before, which was to read some terms-of-service agreements. I'm no lawyer, though here's what I found.

Dropbox says: "When you use our Services, you provide us with things like your files, content, messages, contacts and so on ('Your Stuff'). Your Stuff is yours. These Terms don't give us any rights to Your Stuff except for the limited



rights that enable us to offer the Services." Refreshingly simple. Most of the rest is about as you'd expect, including their ability to collect personal and usage information and share that for internal and some (not entirely well specified) external purposes.

Contrast this: "Google Drive allows you to upload, submit, store, send, and receive content. You retain ownership of any intellectual property rights that you hold in that content. In short, what belongs to you stays yours. When you upload ... you give Google a worldwide license to use, host, store, reproduce, modify, create derivative works (such as those resulting from translations, adaptations, or other changes we make so that your content works better with our services), communicate, publish, publicly perform, publicly display, and distribute such content." *Hmmm*. It goes on to say, chirpily, that all these options

The cloud is
a new kind of
information
territory, so
where are the
libraries?

are used to help improve their services, but *hmmm*.

I know there are complications here—costs, liability concerns, details, staffing, training—and likely other options we could point people to. But for now, at least, consider the possibilities of a service such as this, of and from libraries.

I have no clue what people might use this for—if my Dropbox is in any way typical, it's Limbo for long-forgotten documents waiting to see the light of Paradise—though I think the point is as much what the actual use would be as the idea behind offering it and the message it would send. Libraries are places of learning, discovery, and creation, and places you can trust where your works are safe and protected, which can so often be the missing piece of the information cycle.

This idea feels akin to familiar library themes: public, communally supported, providing equity of access to something usable by all, though I struggled to imagine a direct parallel. The best I can come up with is a community gardening allotment, another place of germination and growth for mutual benefit.

One of our favorite sardonic Seattle weather jokes is that summer begins on the 5th of July. The clouds finally part, far too often for my tastes, on the day after we celebrate our freedom. There's a lesson in there somewhere ... but that's another story. **AL**

JOSEPH JANES is associate professor at the Information School of the University of Washington in Seattle and author of *Documents That Changed the Way We Live* (Rowman and Littlefield, May).

Rewriting the Standards

AASL's revision aims to engage audiences in personal and professional growth

At the national conference of the American Association of School Librarians (AASL)—November 9–11 in Phoenix—the association will launch its revised *National School Library Standards for Learners, School Librarians, and School Libraries*. Revisions have advanced the profession and addressed educational and technological innovations of the day. Standards have moved from a concern for the library facility (1920s) to a focus on defining effective access services (mid-20th century) to describing the roles of school librarians as teachers, instructional partners, information specialists, program administrators, and school leaders (since the late 1990s). The 2017 National School Library Standards (NSLS) again respond to changes in school librarianship to guide our members' work.

In 2015 AASL assembled an editorial board of expert practitioners and researchers to examine its existing standards, assess them for relevance and validity, and compare them with those of comparable groups. More than 1,100 school librarians were surveyed and another 200 participated in focus groups. Users liked the standards but thought they should be streamlined. They wanted an easy-to-follow presentation and materials for different audiences, including the solo librarian who lacks access to professional development opportunities.

The refreshed standards consist of six shared foundations that are expressed by learners and school librarians alike. Then there are “domains,” which reflect the development of aptitude as the learner or practitioner conceptualizes an idea, constructs understanding, communicates new



learning or creates a product, and integrates the learning into his or her knowledge base. “Outcomes” are now framed as “competencies” for the learner and school librarian and as “alignments” for the school library to emphasize the development of effective practice over time. This material is organized within “frameworks” that illustrate how learners, school librarians, and school libraries support one another—a shift from earlier models.

While the new NSLS upholds concepts familiar to school librarians—such as commitments to inquiry learning, collaborative practice, and ethical use of information and technology—the standards strive to embrace a growth mindset for librarians as well as students. For example, school librarians have traditionally selected materials to represent diverse points of view in their collections, but new standards promote inclusivity with regard to understanding, appreciating, and valuing the differences members bring to the community as a means to further empathy and equity. The revised NSLS also reflects the trend toward increasing personalization in education, calling for learners to extend

The new standards recognize that everyone is a learner.

their knowledge by curating and sharing resources and pursuing topics of interest.

As the editorial board conducted its research, AASL convened a task force to develop a three-year implementation plan as well as printed materials, face-to-face professional development, a web portal to organize resources and facilitate peer-to-peer networking, and social media channels connecting librarians to one another. The implementation plan continues the focus on adults as learners and recognizes their concerns when faced with change.

Thus, support materials were designed to help librarians find themselves in the standards, develop new competencies, and communicate changes with stakeholders. The task force has crafted messages for specific user types, including librarians, administrators, teachers, and parents. Standards are presented via mobile application and a 328-page book supported through a web portal, providing many entry points for multiple audiences.

How will we know if we have succeeded? Metrics such as survey responses, conference evaluations, and web analytics will gauge each implementation action and inform future work.

NSLS recognizes that everyone is a learner. Its implementation will enable school librarians to commit to continual reflection and professional growth, better serve their communities, and advocate for all students to have opportunities for personalized learning. **AL**

MARY KEELING is chair of AASL's implementation task force and supervisor of library media services for Newport News (Va.) Public Schools. She has published articles in *Knowledge Quest*, *Library Media Connection*, and *School Library Monthly*.

Clockwise from top:
Ben Almoite, Jennifer
Hills, Gretchen
Neidhardt, Margaret
Miles, Ken Hirsh, and
Sarah Trowbridge
with *Jeopardy!* host
Alex Trebek.



The Badass Librarians of JEOPARDY!

For librarian contestants of the popular game show, cash, kudos, and stories galore

BY Anne Ford



The category: Beloved TV Programs. The answer: Roughly 150 librarians have competed on this game show since 2005.

And the correct question: What is *Jeopardy!*? “We use a lot of librarians on the show,” says longtime *Jeopardy!* staffer Maggie Speak. “One of the coolest things about being a librarian, from what we hear from our contestants, is that on any given day they’re facing a whole new set of questions or problems, and that keeps them very sharp. Plus, for our show, personality is a big factor. Trust me, we’ve seen some librarians—they’re a lot of fun.”

Here, 11 librarians who have appeared on *Jeopardy!* share their stories of applying for and competing in one of the nation’s most popular game shows, which first aired in its current form in 1984.

THE CONTESTANTS

BEN ALMOITE

Government and law librarian,
Henrico County (Va.)
Public Library

Appeared on the show: 2016

EMMA FLORIO

Special collections library assistant,
Newberry Library, Chicago

Appeared on the show: 2017

ELIZABETH GALOOZIS

Head of information literacy,
University of Southern California
Libraries, Los Angeles

Appeared on the show: 2010

JENNIFER HILLS

Reference librarian, Twin Falls
(Idaho) Public Library

Appeared on the show: 2011

KEN HIRSH

Director of the law library and
professor of practice, University
of Cincinnati College of Law

Appeared on the show: 2016

JULIE HORNICK

Instructional services
librarian, Florida Southern
College, Lakeland

Appeared on the show: 2014

MARGARET MILES

System services librarian,
New Hanover County (N.C.)
Public Library

Appeared on the show: 2016

GRETCHEN NEIDHARDT

Cataloging and metadata librarian,
Chicago History Museum

Appeared on the show: 2017

ELAINE SKOPELJA

Librarian emerita, Ruth Lilly
Medical Library, Indiana
University School of
Medicine, Indianapolis

Appeared on the show: 2004

DIANE TRAP

Reference librarian and graphic
specialist, University of
Georgia Libraries, Athens

Appeared on the show: 2009

SARAH TROWBRIDGE

Public services librarian, Fayette
County (Ga.) Public Library

Appeared on the show: 2016 ●

THE TRYOUTS

ELAINE SKOPELJA: *Jeopardy!* was at the Indiana State Fair taking applicants.

My kids talked me into it, so I went and stood in line for two hours in 90° heat with about 1,200 people, watching the fried Twinkies go by.

JENNIFER HILLS: I auditioned at a hotel in downtown Seattle. We did a mock game. I got paired with two guys, and I hadn't realized they were from Canada, and one of the categories was American generals. I was just whipping through it and then realized I shouldn't feel so proud of myself.

BEN ALMOITE: How did I find out I'd been chosen for the show? My wife, son, and I were having dinner, and my cellphone rang. I looked at it. The caller ID said CULVER CITY [California, where *Jeopardy!* is taped], and my wife and I just looked at each other and screamed.

SARAH TROWBRIDGE: It was crazy. They called me at work. I didn't tell my coworkers right away; I just tried to act normal. I told people later that day, but initially, I wanted to make sure it wasn't something I was dreaming up before I ran around and acted nutty about it.

GRETCHEN NEIDHARDT: My phone call came on Election Day, so that was a roller coaster of emotions. It was odd because at first the person was just updating my information and asking if I'd committed a felony, and then at the end it was like, "Oh, you might have guessed, we want to ask you to be a participant."

PREPPING FOR THE BIG DAY

NEIDHARDT: It was kind of nice I had only a month to stress out about it. I was having crazy dreams the entire month.

MARGARET MILES: There are people who practice and analyze and study very intensely before they get on the show. I was not one of those people. I did start trying, when I was watching *Jeopardy!* at home and telling the TV what the answer was, to phrase it in the form of a question.

JULIE HORNICK: I was a school librarian at the time. Before I went out to California for the taping, I told my students, "Come up to me any time of day with any kind of question." If a student could ask a question that I couldn't answer, I would give them a Dum Dum sucker. I don't know if they enjoyed trying to stump me or they just wanted the sucker.

ELIZABETH GALOOZIS: I read some blogs by former contestants and used *The New York Public Library Desk Reference* for things like the longest river, the scientist who discovered X. And I practiced buzzing in while watching the show.

KEN HIRSH: I suspect for people my age, you know what you know, and you're not gonna be able to cram to learn much more. I did get a couple of tips from other law librarians I know who've been on the show, like to rehearse standing up in front of the TV because you're gonna be standing in the studio.

PREGAME JITTERS

Most contestants stay in the same hotel a few miles from the studio in Culver City. *Jeopardy!* doesn't pay expenses to appear, but the hotel offers a group rate to contestants and a shuttle bus to and from the studio.

GALOOZIS: We were all sitting in the hotel lobby, sizing each other up.

DIANE TRAP: The night before [going on the show], the public areas of the hotel were being renovated, so there wasn't a restaurant or a bar or anything. So I got room service and ironed my clothes. I watched that night's *Jeopardy!* and it was the college tournament, and I was like, "These kids are too smart. I can't do this." I think I did sleep that night, though. The hotel had those Sleep Number beds, so at least I had that to play with.

MILES: The day you compete, they send a van to pick you up from the hotel at 7 a.m. One good thing about coming from the Eastern time zone was the fact that my brain didn't think it was really 7 a.m.; it thought it was

10 o'clock, a perfectly civilized time to be doing something.

HILLS: I didn't think I was nervous. All of a sudden we got there, and I started thinking, "Oh, this is serious."

HORNICK: The woman doing my makeup had actually done (*Wheel of Fortune* cohost) Vanna White's makeup in the past. They do the full foundation and eyes and lipstick and rouge and all of that. I think it lasted the whole day, even flying home that night.

EMMA FLORIO: When it's your turn, you go up to the stage, and there's a little stand behind each podium that goes up and down so they can get all the contestants to be about the same height.

HILLS: I felt a little self-conscious, like, "I hope I don't get excited and fall off my riser." That was in the back of my mind: "Just don't fall off the riser."

MILES: They put me on a box and adjusted me, and I thought, "I'm going to fall off the box." And that's the last time I thought about the box.

GAME TIME

FLORIO: The first time you see Alex [Trebek] is when he steps out on stage at the beginning of the game, as he would on TV.

HILLS: The thing that frustrated me was the buzzers. I grew up in the 1980s; I'm



University of Georgia reference librarian and graphic specialist Diane Trap (far right and on screen, left) was joined by 60 library colleagues and friends to watch her 2009 *Jeopardy!* appearance.

not a stranger to videogames, but it still was a little tricky. They said, "Push that buzzer until you can get in. Don't just push it once." I just couldn't get in the groove of it.

HORNICK: I'm thinking, "Crud, don't end up in the red, just don't end up in the red." Before the first commercial break, I think I was in the red.

ALMOITE: I smiled when I got the wrong answer and my money went down to zero. I felt like I did my best just being up there. I didn't beat myself up too much till later that night, when I had time to think about it. With the lights on you, your brain can definitely be affected.

SKOPELJA: This was the Ken Jennings era. [*Jennings won 74 games in a row on*

Jeopardy!, a record for the show.] I did lead him for about 30 seconds. For 30 seconds, I had more money than he did. My kids took a screenshot of it.

TRAP: I was behind till the very end and won in Final Jeopardy. The next game, I lost in a terrible way. I did so badly that they actually switched out my buzzer in case it was malfunctioning.

GALOOZIS: In one of the games, there was a category called Mixed Drinks, and I think I got all of them except the first one. Later my grandmother was like, "Wow, you really know your drinks."

PLAYBOOKS

FLORIO: I didn't get one where the answer was "David Foster Wallace," and the question was something like, "The

JEOPARDY! TRIVIA

NUMBER OF
LIBRARIANS WHO HAVE
BECOME JEOPARDY!
CHAMPIONS SINCE 2005

QUESTION:
What is 30?

AMOUNT OF LIBRARIAN
CONTESTANTS'
WINNINGS SINCE 2005

QUESTION:
What is \$911,609?

THESE LIBRARIANS AND
RECENT JEOPARDY!
CONTESTANTS HAD
THEIR CONTESTANT
INTERVIEWS WITH ALEX
TREBEK GO VIRAL.

QUESTION:
Who are Margaret Miles
(see article) and Susan Cole?

All statistics are courtesy of *Jeopardy!* superfan Andy Saunders, who runs the website thejeopardyfan.com.

How Do I Get on *Jeopardy!*?

Visit jeopardy.com, click “Be a Contestant,” and register for the next online test. Online tests take place once or twice a year. While you’re waiting for the test to take place, you can prepare by taking a practice test on the website (as well as by watching the show, of course).

After you take the online test, don’t expect to receive a score. All you can do is wait to see if the *Jeopardy!* contestant department contacts you (which can happen anytime up to a year after the test) with an invitation to appear at a live audition in a city close to you. At the live audition, you’ll take another test, play a mock version of the game, and go through an interview process.

After the audition, you may or may not receive a phone call within the next 18 months, inviting you to fly to California to be on the show. (Note that contestants pay their own travel and hotel expenses.) Didn’t get picked? Take the online test again and start over. •

Emma Florio with Alex Trebek



mother of this author came up with the word ‘greeble.’” I thought that sounded like a Dr. Seuss kind of word, so I said, “Dr. Seuss.” As a librarian, especially, I felt bad about that one.

HILLS: When the Final Jeopardy question came up, I thought, “Oh, thank God I’m a librarian.” It was something like, “This biblical name has enjoyed a revival because of Stephenie Meyer’s books.” I knew that it had to be “Jacob.” Afterward, we were talking with Alex, and he said, “Now, how did you know that?” And I said, “I’m a librarian. If I didn’t know the answer, I think they’d revoke my membership.”

TROWBRIDGE: I’m a librarian, of course, and I never should have gotten a Harry Potter question wrong, but I did. The answer was supposed to be “hippogriff,” and I said “griffin.” I had brought a friend with me who was in the studio audience, and I could practically hear her suppressing a scream.

MILES: [Miles, who was a contestant in April 2016, saw her on-air interview

with host Alex Trebek go viral after he asked about her interests.] During the part when Alex Trebek chats with the contestants, he came up to me and said, “So, Margaret, you’re a librarian.” Which was, to me, fairly obvious to the point of being unanswerable, so I didn’t say anything. Then he said “Clearly, you read a lot. What else do you do for fun?” All I could think to say was the plain truth, which was: “I knit, and I pet



Julie Hornick on the set of *Jeopardy!* in 2014. Hornick was a school librarian at the time.

cats. I’m hopelessly stereotypical.” He laughed, and he said, “I love it, I love it.” That is the line that had me trending on Twitter, as I found out after the show aired. I don’t do Twitter regularly myself. I did create a Twitter account for one of my cats a while back, but he didn’t look at his Twitter feed that night either, so neither of us knew about it until the tweetstorm had died away.

POSTGAME HIGHLIGHTS

NEIDHARDT: Afterward, I felt mostly relieved. Just super relieved that it was over and that I had held my own.

TRAP: Once you are not playing another game, you’re just on your own. I walked alone to the gates of the studio, past the *Wheel of Fortune* studio. In a movie, it would be a very sad moment, but I just thought it was kind of funny.

HORNICK: It was exciting to be there, but I felt like I’d let myself down, as unreasonable as that is. I’d dreamed of it for so long, I thought, “This’ll be so exciting,” and all of a sudden, it was over.

TROWBRIDGE: They send you home with a tote bag, a cap, and a ballpoint pen that looks like the buzzer.

HIRSH: Even being a one-day champion, I put it on my Twitter biography.

SKOPELJA: I just wish so bad I could get on again. I want to avenge myself on somebody.



Sarah Trowbridge's *Jeopardy!* swag.

THE AFTERMATH

NEIDHARDT: Not too much has changed. You do get a lot of creepy messages on Facebook for a little while.

GALOOZIS: Sometimes when I'm interviewing for something, people will have googled me and found out. There was a professor who would introduce me when I did instruction sessions and talk about the fact that I'd been on *Jeopardy!* I wasn't sure how much the students were impressed.

HILLS: I happened to be in the grocery store one night, and there was a gal on one of those scooter carts, and I'd go down an aisle, and she'd come down the same aisle. I was kind of getting creeped out. Finally, we came out in the produce section, and she said, "Were you the girl that was on *Jeopardy!*?"

MILES: The most surprising incident was a good six months after the episode aired. I was in New York City in the Metropolitan Museum of Art, and a total stranger walked up to me and said, "Were you on *Jeopardy!*?" Sometimes they ask for photos. I don't have to look at their pictures afterwards, so that's all right with me.

TROWBRIDGE: I definitely still watch the show. It's the thing I will always do. **AL**



ANNE FORD is a regular contributor to *American Libraries*.

Photo: Sarah Trowbridge

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photograph courtesy of Jared Tennant Photography

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50 YEARS of INTELLECTUAL FREEDOM

The ALA Office for Intellectual Freedom celebrates its history

BY Eleanor Diaz and James LaRue

When you need the Office for Intellectual Freedom (OIF), you need it now. Many mornings in the office at the American Library Association (ALA) headquarters in Chicago begin with a panicked call or email: A school principal yanked a book from the shelf. People are protesting outside the library against a speaker. A board member objects to a display. A national coalition targeted a database.

This December, OIF is celebrating 50 years of fighting for intellectual freedom: half a century of championing libraries, finding allies within the literary community, and aiding librarians in times of high anxiety. It's an evolving role to be cherished and safeguarded.

Lighting the flame

At the 1965 ALA Midwinter Meeting preconference in Washington, D.C., the Intellectual Freedom Committee (IFC) recommended an ALA unit be established to “promote and protect the interests of intellectual freedom.” Among its interim objectives was to create “positive mechanisms” that could defend intellectual freedom, collaborate with state intellectual freedom committees, and establish relationships with other First Amendment groups.

Expectations for the new office were high, but they also allowed for creativity and experimentation. To get the project off the ground and establish it as the voice of intellectual freedom in libraries, ALA needed a headstrong, daring

The
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rple

PERSEPOLIS

I Know
Why the
Caged Bird
Sings

ROLL OF THUNDER,
HEAR MY CRY

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Alice

Harry Potter

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THE CATCHER
IN THE RYE

TO KILL A
MOCKINGBIRD

Fifty
Shades
of Grey

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OF THUNDER,
HEAR MY CRY

loved

Forever...

Harry Potter

PERSEPOLIS

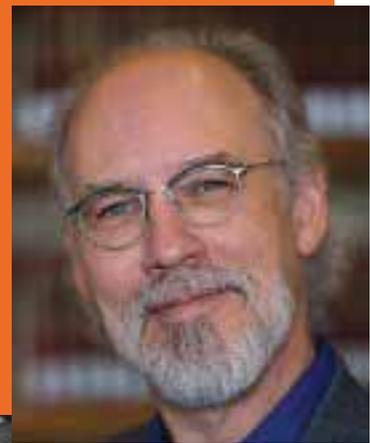
The
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TO KILL A
MOCKINGBIRD

ROLL OF THUNDER,
HEAR MY CRY





OIF directors Judith Krug (left), Barbara Jones, and James LaRue.

leader, one who could dissuade would-be censors and find allies within the literary community. It was Judith Krug—a 27-year-old reference librarian from Evanston, Illinois—who would not only transform OIF from an unsettled two-person team into a thriving office but also completely alter the landscape of intellectual freedom for the better.

Three leaders

Fifty years since its founding on December 1, 1967, OIF remains an indispensable resource for librarians. It has had only three directors, each bringing a new vision to the office: Judith Krug, Barbara Jones, and, currently, James LaRue. When LaRue first arrived at ALA in 2016, he delineated three distinct roles for OIF.

Case support. OIF is there for library workers and governing authorities who face challenges to their services.

Thought leadership. Intellectual freedom, whether viewed as a fight against censorship or the impassioned

defense of the right to question, is a fundamental library value. OIF carries the free speech torch in publications, webinars, workshops, and keynotes. It also works with intellectual freedom allies, such as the Freedom to Read Foundation (FTRF) and the Media Coalition, particularly in the area of litigation. OIF has played a key role in landmark decisions involving libraries and the internet, as well as patron privacy. See *Ashcroft v. American Civil Liberties Union* (2002), which ruled the Child Online Protection Act unconstitutional, and *United States v. American Library Association* (2003), which required schools and libraries receiving E-Rate discounts to install web filtering software.

Leadership development. Intellectual freedom needs a cadre of informed and skilled advocates. Those skills are developed and deployed through such ALA units as IFC, Committee on Professional Ethics, and Intellectual Freedom Round Table.

Case support

A mere two years after its founding, OIF was receiving 250 communications each month, half of them requests for assistance. Krug's desk became littered with piles of paperwork and case files. Although paper communication still floats around the office today, censorship incidents are now documented in a database, which tracks both challenges and the follow-up case support OIF provides. And instead of phone calls and letters—although those are still welcomed—the OIF website hosts a censorship reporting form (ala.org/tools/challengesupport/report), which allows staff members to efficiently reach out to librarians and provide next steps. In response to the spike in hate crimes in libraries after the November 2016 presidential election, the form now offers a category to report incidents of hate-based graffiti, property damage, and intimidation in libraries.

OIF provides much of the same support it has since its beginning. OIF staffers write statements of support, locate people to speak at local school board meetings, gather book reviews and library policies, consult legal authorities, and visit communities. Sometimes, case support for librarians is simply “listening to them sob into the phone,” as Bob Doyle, OIF's deputy director from 1980 to 1984, recalled.

“There were people calling up and saying, ‘I'm scared. I want to do the right thing but I'm scared,’” said Doyle.

During a highly publicized removal of Marjane Satrapi's graphic memoir *Persepolis* in Chicago Public Schools (bit.ly/2wOhPew), OIF staff not only sent a letter to Chicago's education leaders, but they also traveled to Lane Tech High School on the city's north side to protest in person.

“I had never had a staff as devoted and passionate about the work,” said Barbara Jones, “that was willing to stand out in the freezing rain at Lane Tech High School to defend *Persepolis*. I'll never forget that. We're all standing out there in the drizzle. They had it in their guts.”

The office also uses another tactic that only became widely available at the beginning of this century: the power of social media. OIF began testing social media platforms around 2010 and now uses them to remind readers of current challenges and to rally support at the local level.

Shifting targets

Evolving societal values and the political landscape frequently shift the targets of challenged materials. In the 1970s, when the Watergate scandal shattered the illusion of trust between the government and its citizens, people turned their attention to local government institutions that they could control: schools and libraries.

“The scariest thing about becoming a school librarian was the possibility of challenges,” said Helen Adams, current IFC chair and retired school librarian from rural Wisconsin.



OIF staff joined students in protesting the removal of Marjane Satrapi's graphic memoir *Persepolis* in Chicago Public Schools in 2013.

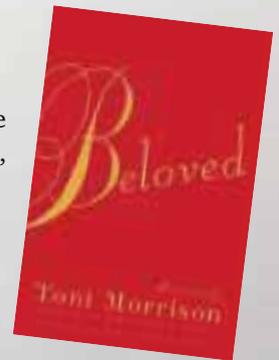
Classroom materials for health and family classes were targeted in the 1980s, as well as books on Satanism. At the beginning of the decade, the number of challenges the office received tripled, largely due to the coordinated efforts of the Moral Majority, a Christian right political organization that led campaigns against specific books.

Parents have always been concerned about their children growing up too soon. Books continue to be challenged and removed from US libraries, but at the beginning of the 21st century, fears focused on the wild frontier of the internet. Parents and politicians imposed software filters on library computers. Soon there were protests against commercial databases, whose carefully selected indexes still might point schoolchildren to an occasional article about human sexuality.

Alongside the desire to preserve the innocence of children is another fear. In 2014, America was, for the first time, a majority nonwhite nation for children under age 5, according to the US Census Bureau estimates (pewrsr.ch/2xwXsSJ). In a Virginia high school, Toni Morrison's *Beloved* was challenged because of “graphic sex,” but OIF Assistant Director Kristin Pekoll contends that race is a significant reason why the classic was threatened with censorship.

“There are so many issues in her novel that people are uncomfortable with,” said Pekoll, who is usually the first staff person educators talk to when facing a challenge. “It's easier and less embarrassing to say ‘graphic sex.’”

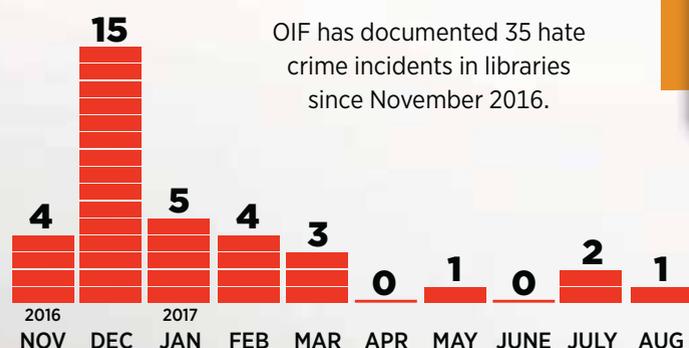
On college campuses, the “right not to be offended” is causing concern. “Now we are seeing a regrettable move toward censoring speech that offends,” said Judith Platt, the recently retired director of Free Expression Advocacy for the Association of American Publishers (AAP). Recent speaker disinvitations have taken place at DePaul University, Virginia Tech, and University of California, Berkeley.



Tracking Hate Crimes in Libraries

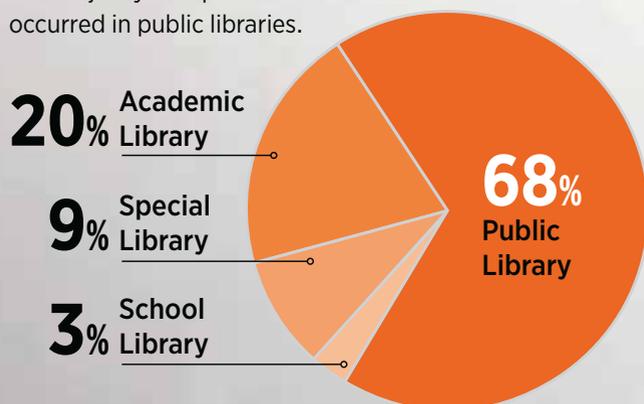
Since November 2016, the Office for Intellectual Freedom (OIF) has been tracking hate crimes in libraries using reports from the media and reports submitted through its challenge reporting form. OIF works closely with the ALA Office for Diversity, Literacy, and Outreach Services to provide support to libraries that report hate crime and hate speech incidents.

BY MONTH

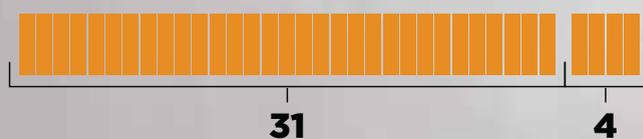


BY LIBRARY TYPE

The majority of reported hate crimes occurred in public libraries.



BY CATEGORY

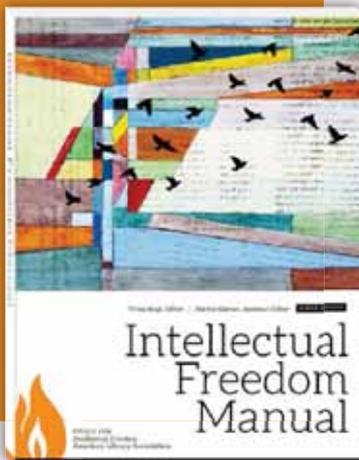


31 of the incidents involved vandalizing library property, including books, DVDs, tables, and bathroom stalls. The remaining four concerned harassment or assault. ●

Thought leadership

In a 1987 monthly memorandum to state intellectual freedom committees, Krug and her team wrote, “The most effective safeguards for the rights of library users and librarians are an informed public and a library profession aware of repressive activities and of how to combat them.”

OIF has several publications that educate the public about censorship. The *Intellectual Freedom Manual*, first published in 1974, combines all interpretations of the Library Bill of Rights, the core document for the library professional. Frequent requests for up-to-date banned book information inspired Doyle and Krug to create a resource guide on censorship. What started as scribbles on index cards evolved into a 308-page 10th edition in 2017, complete with timelines and tweetable quotes. The office also carries on its 50-year tradition of distributing Freedom to Read and Library Bill of Rights statements.



Each OIF leader brought different allies to the intellectual freedom discussion. Krug worked on national alliances, initiating coalitions that coordinated efforts between booksellers, publishers, lawyers, and editors to defend the First Amendment. She also founded FTRF, a separate 501(c)(3) tax-exempt organization that focuses on litigation and public education.

“Krug provided a platform to take actions that the Association isn’t willing to make, or can’t make,” said Doyle, referring to FTRF. “She invited diverse people to the table ... who are thoughtful.”

The Speaker

Krug transformed the image of librarians from quiet, behind-the-desk researchers to fierce “gatekeepers of the marketplace of ideas.” This notion was put to the test with OIF’s production of *The Speaker*, a 1977 film that divides ALA membership today.

The Speaker is set in a high school that invites a professor to explain the “theory of genetic inferiority” of African Americans, sparking backlash from the community and principal. OIF, IFC, and the AAP Freedom to Read Committee wanted to screen the 42-minute film at the 1977 ALA Annual Conference in Detroit and distribute it to schools, libraries, and governing boards.

Before the film premiered, there was a sense of uneasiness about its future. In 1976, AAP pulled out of the project. When the ALA Executive Board previewed the film, it voted to delay its premiere date in Detroit but quickly reversed its decision.

Despite the initial reactions, the film was shown at the conference. During the 45-minute discussion that followed the applause and hisses at the rolling end credits, some

attendees argued that ALA should disassociate itself with the film. ALA Council voted against the proposal, a decision that triggered tension between free speech and social justice advocates.

Then—ALA Executive Director Robert Wedgeworth told *American Libraries* that there was a lot of pressure on him to fire Krug. Unsurprisingly, Krug stuck by *The Speaker*. In the accompanying discussion guide for the film, Krug and IFC Chair Florence McMullin wrote that they were proud of a project that addresses a sensitive topic: the toleration of ideas we find offensive.

“It’s an issue that hasn’t gone away,” said Doyle. “I think Krug and others thought that the issue would stand the test of time.” Jones revived *The Speaker* at the 2014 ALA Annual Conference in Las Vegas, with an accompanying panel program cosponsored by the Black Caucus of the ALA and the Library History Round Table (bit.ly/2hyVK9n).

America’s racial divide and the tension around what speech can be tolerated continues in the Black Lives Matter movement, campus protests around controversial speakers, and reactions to the Unite the Right rally in Charlottesville, Virginia, in August.

Banned Books and Choose Privacy Weeks

One of the most successful campaigns by both OIF and the publishing community is Banned Books Week. The celebration was launched in the 1980s, a time of increased challenges, organized protests, and the *Island Trees School District v. Pico* (1982) Supreme Court case, which ruled that school officials can’t ban books in libraries simply because of their content.

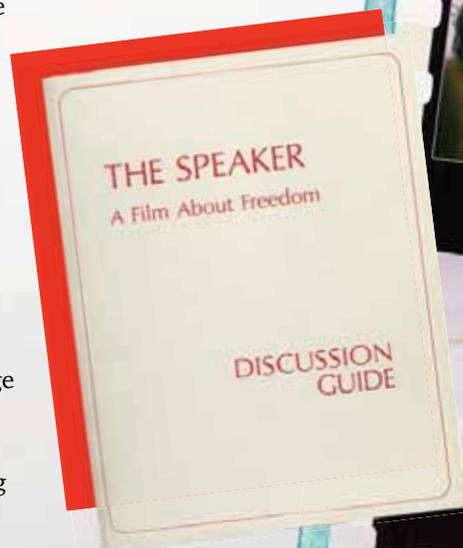
Banned books were showcased at the 1982 American Booksellers Association (ABA) BookExpo America trade show in Anaheim, California. At the entrance to the convention center towered large, padlocked metal cages, with some 500 challenged books stacked inside and a large overhead sign cautioning that some people considered these books dangerous.

Drawing on the success of the exhibit, ABA invited Krug to join a new initiative called Banned Books Week, along with the National Association of College Stores. The three organizations scrambled to put something together by the September show date and ended up distributing a news release and a publicity kit, hoping that with their combined membership of 50,000 people, they could continue to spark a conversation about banned books.

The initiative took off. Institutions and stores hosted read-outs, and window displays morphed into literary graveyards or mysterious collections of brown-bagged books. Major news outlets such as PBS and *The New York Times* covered the event, and mayors and governors issued proclamations affirming the week.

As Platt put it, “When the book community stood together on matters of intellectual freedom, we were unstoppable.”

ALA is currently part of a national coalition to promote Banned Books Week, along with 13 other contributors and sponsors. OIF chooses its own theme each year for the initiative; this year’s

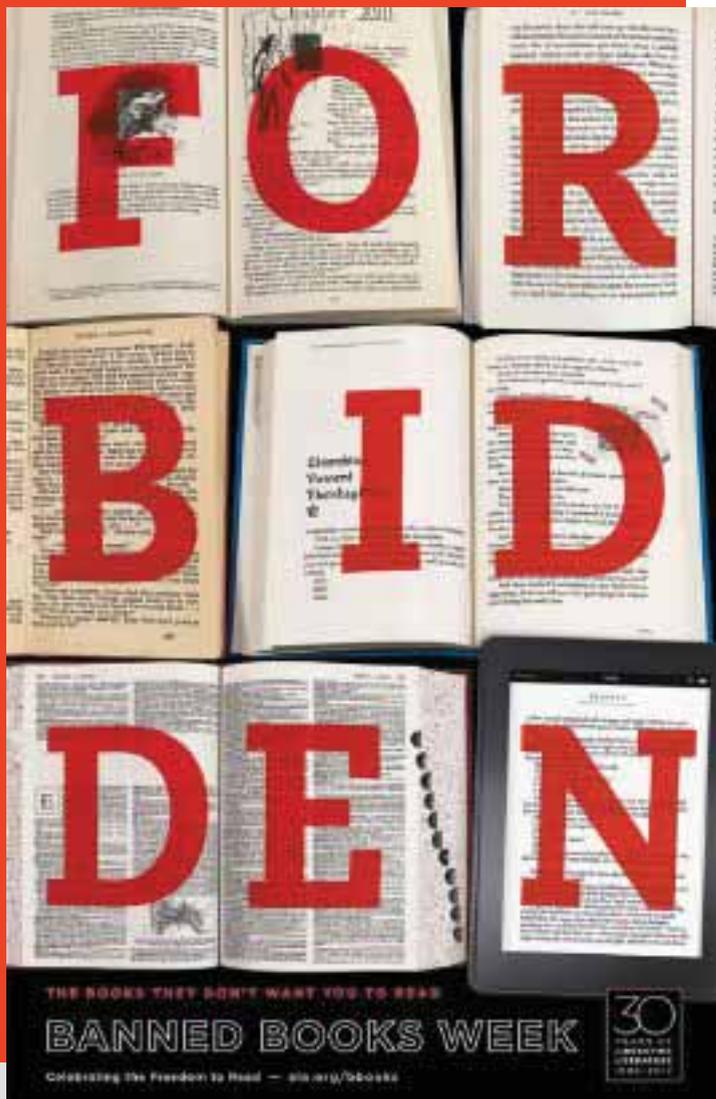


Scenes from *The Speaker*



“The most effective safeguards for the rights of library users and librarians are an informed public and a library profession aware of repressive activities and of how to combat them.”

From a 1987 OIF monthly memorandum to state intellectual freedom committees



2012 Banned Books Week poster

theme is “Words Have Power,” to celebrate the power of readers to stand up to censorship and the power of banned books to create literary communities. Krug led the Banned Books Week efforts as OIF director until her unexpected death in 2009. Her legacy lives on in the Freedom to Read Foundation’s Judith F. Krug Memorial Fund (ftrf.org/page/krug_fund), a grant awarded to nonprofits to host Banned Books Week events.

Today, Banned Books Week coverage by mainstream media reaches an estimated 2.8 billion readers, and more than 90,000 publishing industry and library subscribers. The Banned Books page (ala.org/bbooks) remains one of the top two most popular pages on the ALA website.

Another successful OIF initiative is Choose Privacy Week (chooseprivacyweek.org). Held annually May 1–7, the initiative encourages libraries to be champions of privacy rights in the digital age by highlighting tools they can use to protect the privacy of their patrons.

Team ALA

Krug made allies both within the profession and with other organizations, and Jones forged relationships abroad. While campaigning for intellectual freedom around the world,

Jones recognized the courage it takes for librarians to stand up to censorship, especially without having a First Amendment to rely on.

“OIF was seen as the North Star,” said Jones. “When I was there, the US was post-Patriot Act. Librarians would come up to me at international meetings and say, ‘The US cannot fail at this. You can’t fail. We look to you to argue to our governments that we need the freedom to read.’”

LaRue believes today’s intellectual freedom challenges demand the attention of more than one ALA office. For instance, nine of the Top 10 Challenged Books of 2015 were written by authors of color or about diverse populations, a matter of keen interest to the ALA Office for Diversity, Literacy, and Outreach Services (ODLOS). OIF has teamed up with ODLOS to develop a new “Our Voices” initiative, which seeks to identify and connect to library collections a host of new and diverse writings from small or independent publishers and self-published works.

Attempts in 2016 and 2017 to mandate parental notification for books involving sex, even in Advanced Placement English classes, involved the ALA Office of Chapter Relations, the Washington Office, and the American Association of School Librarians division. With the Office for Library Advocacy, OIF offers advocacy boot camps that highlight the role of intellectual freedom as the brand of librarianship. Issues related to free speech and universal access affect the entire profession, and require an Association-wide response.

Carrying the torch

OIF consists of five staff members who operate on an annual budget of about \$500,000. The office is supported by a vibrant community of Association leaders, guest bloggers, and front-line librarians who speak out in publications, library board meetings, and courtrooms when First Amendment rights are challenged.

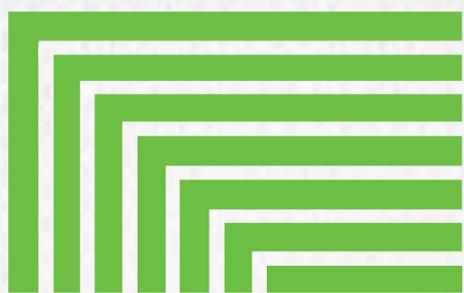
Leadership development begins with awareness. All librarians, staff, trustees, and interested parties can subscribe to the Intellectual Freedom Blog (oif.ala.org/oif) and receive a free e-newsletter on intellectual freedom (bit.ly/2jzSOJa).

LaRue contends that intellectual freedom is not the absence of dissent; success is not measured by silence. “Like every deep value,” he says, “intellectual freedom must be poked, tested, and reapplied to the circumstances of each generation.”

As Krug once said, “It is our responsibility and indeed our privilege to stand on the First Amendment, to challenge censorship, to keep the light of liberty alive and by doing so, to push back a new dark age.” **AL**



ELEANOR DIAZ is a program officer with the ALA Office for Intellectual Freedom. **JAMES LARUE** is director of the ALA Office for Intellectual Freedom and the Freedom to Read Foundation.

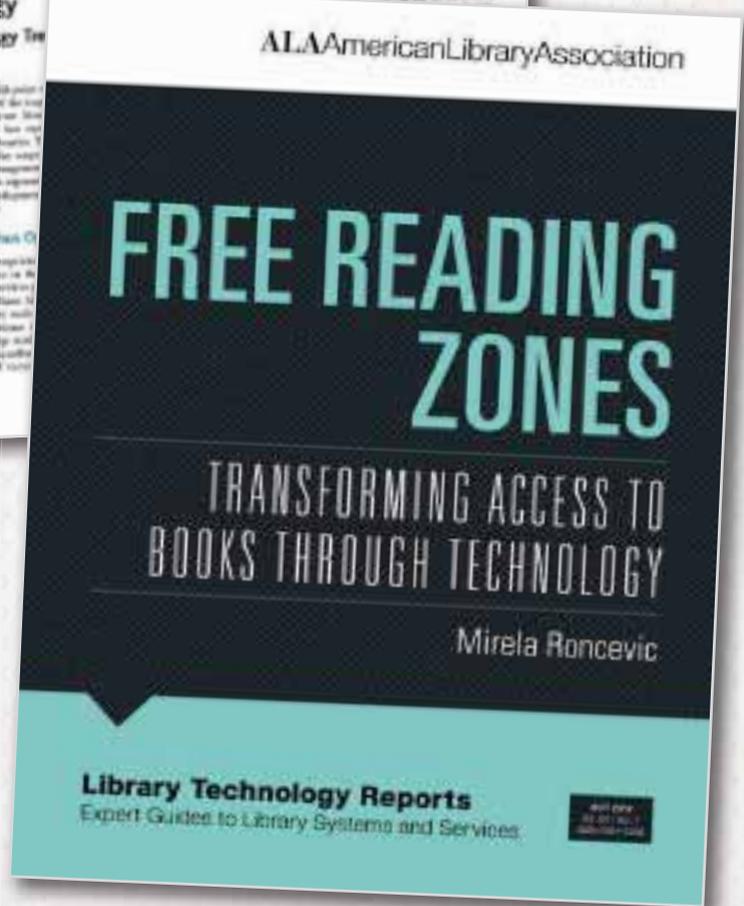


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THE HATS WE WEAR

Examining the
many roles
of the new
instruction
librarian

BY Candice
Benjes-Small
and Rebecca
K. Miller

From the outset, your basic instruction and reference librarian position seems simple and straightforward. Instruction librarians are those who teach about information literacy and research skills. Furthermore, you might be thinking, there are already tons of books on information literacy and teaching in libraries.

So why do we need to keep talking about this?

Teaching is certainly a huge part of any instruction librarian's job, but to be effective, he or she must move beyond the classroom and into different spheres of library life. Our work is multifaceted, and we need to address that as we prepare for that work.

Any practicing instruction librarian knows that there is no real answer to the question "What is a typical day like for you?" Because there is no typical day. We can shift from teacher to learner to leader in a matter of moments, participating in our own brand of library superhero action. However, to do this well, we need to identify these additional roles and build skill sets that support them.

The many hats

When we talk about individuals playing multiple roles in their professional or personal lives, we often use the phrase *wearing different hats*. To signal a perspective switch, some-

one in a meeting might say, "I'm putting on my administrator hat now," if they want to share a concern or a thought from an administrator's point of view. The image of different hats, or switching among a variety of hats, suggests that the roles we play have clear distinctions and different viewpoints. In reality, these roles merge and overlap, which is exactly the case for instruction librarians.

Instruction librarians may wear many different hats, but their roles all share a core. That core is a deep and profound concern for student learning and the belief that

information literacy is a critical component in an individual's professional and personal growth. This core is complex, and instruction librarians must be comfortable wearing different hats in order to extend these beliefs within their communities. But what are these hats, and what does it look like when librarians wear them?

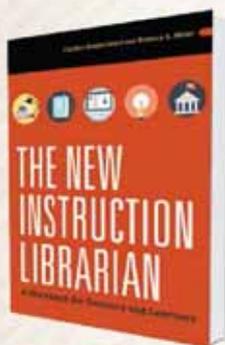
In "The Blended Librarian: A Blueprint for Redefining the Teaching and Learning Role of Academic Librarians" (*College and Research Libraries News*, July/August 2004), Steven Bell and John Shank defined the term blended librarian as an academic librarian who combines "the traditional skill set of librarianship with the information technologist's hardware/software skills and the instructional or educational designer's ability to apply technology appropriately in the teaching-learning process." Their blended librarian framework focuses on librarianship beyond instruction librarianship and emphasizes the idea that one of the most important things librarians can do is integrate information literacy within larger, campuswide efforts. To do this, they argue, librarians need to embrace new skill sets beyond traditional librarianship.

Similarly, the Association of College and Research Libraries' Proficiencies for Instruction Librarians Task Force was formed in 2004 with the goal of identifying areas of proficiency required of instruction librarians, regardless of the institution for which they work. The task force identified different areas of proficiency that may not have previously been considered within the domain of our profession, including instructional technology, instructional design, and curricular integration—essentially providing a snapshot of the multifaceted nature of their work.

Organizing our hats

Many of the different hats instruction librarians wear share characteristics and other commonalities. While it was necessary for us to distinguish them, the distinction nevertheless is somewhat false. In many situations, you wear multiple hats at the same time or cannot distinguish one hat from another in practice since there is often a shared purpose. Our hats are tightly interwoven. We encourage you to consciously try to make connections among them.

Let's look at the eight different hats we've identified for instruction librarians:



This is an excerpt from *The New Instruction Librarian: A Workbook for Trainers and Learners* by Candice Benjes-Small and Rebecca K. Miller (ALA Editions, 2017).

1. The **colleague hat** is one you wear as you think about things that enable you to work effectively with your library colleagues. While it is important for you to become familiar with library databases, learning tools, and teaching strategies, it is just as important to acquaint yourself with the individuals and groups you will see and talk to every day.

2. The **instructional designer hat** is one you wear as you design, develop, and assess learning experiences. The process of instructional design will help you engineer effective learning experiences for your students and help you demonstrate the impact and value of the time, energy, and resources that you're investing in your teaching. When you embrace the role of instructional designer, you evolve from a content-centered teacher to a learner-centered one.

3. The **teacher hat** is one you wear when you are fostering a learning experience in the classroom, whether it's a face-to-face, online, or hybrid classroom. Instead of posing as the sage on the stage, the font of all knowledge, teachers should see themselves as facilitators, guiding students as they interact with course material.

4. The **teaching partner hat** is one you wear as you work with faculty outside the library to integrate information literacy into courses and curricula. As partners, you and the teaching faculty member will need to work together to make decisions about the library instruction session.

5. The **advocate hat** is one you wear as you influence decision makers and other community members and promote significant initiatives and ideas. Some people will already support information literacy and will be eager to become collaborators and champions; others will be more reluctant, concerned that your goals will take away from their own priorities. Often, people will be completely clueless about information literacy and what it is you do. You must be an effective advocate to all these audiences.

6. The **project manager hat** is one you wear as you lead and supervise a project of any size. If you are working on a project by yourself, you might not need an official



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project management framework. But in our field, we are usually collaborating with others. Projects fail for different reasons, but poor communication between team members and lack of planning are often causes. Simple project management tools can help you avoid disaster.

7. The **coordinator hat** is one you wear when you are responsible for creating, maintaining, and evaluating a programmatic and strategic instructional effort at the library level. Gathering evidence for assessment and evaluation purposes, or at least developing a plan for gathering this evidence, is a major area of responsibility for instruction coordinators.
8. The **learner hat** is one you wear as you continue to evolve, grow, and learn in your professional role. Every library has its unique approach to what learning looks like for its faculty and staff, but there is likely an expectation of and support for learning. Your role as a learner extends past what is normally categorized as training or professional development. Often, professional training opportunities focus around helping you learn a discrete skill or tool, such as using the software suite Camtasia to create web-based learning objects. Professional learning, on the other hand, is connected, integrative, and ongoing.

As you read through these descriptions, you will certainly notice areas of overlap. For example, assessment shows up as a responsibility for a number of different hats, including instructional designer and coordinator. As we write this we are wearing our teacher hats because we are looking at these words as facilitating a learning experience for the reader, but we are also wearing our learner hats because we are completing research, reading articles, and participating in a much larger professional conversation about teaching and learning.

The heart of our job is to help our learners, whoever they are, gain the skills and mindsets they need to succeed in a complex, information-rich world. Sometimes it's difficult to see ourselves in these different hats, since they may seem unfamiliar or uncomfortable, but it is essential that we embrace them as we work within the organizations that surround us. ^{AL}



REBECCA K. MILLER is head of library learning services at Penn State University Libraries in State College, Pennsylvania.



CANDICE BENJES-SMALL is head of information literacy and outreach and university coordinator of information literacy for the general education curriculum at Radford (Va.) University.

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A man with red hair and glasses, wearing a yellow safety vest over a plaid shirt, is smiling and holding a red folder. He is standing in a recycling facility, with a large metal shredder in the foreground and piles of paper and cardboard in the background.

Leading the

Green

Revolution

**Libraries inspire their
communities through
green initiatives**

BY Liz Granger

Many librarians don't frequently worry about insects and rodents on the job. But when Michigan State University (MSU) librarian Eric Tans was approached by another department about starting a composting program, he fought to convince his administration that composting wouldn't attract pests that would threaten library materials.

"When you start talking about compost and food waste, people immediately think of fruit flies and mice and stinky garbage," Tans says. As the school's environmental sciences librarian, Tans participates in MSU Libraries' robust programming around recycling, composting, and deaccessioning books.

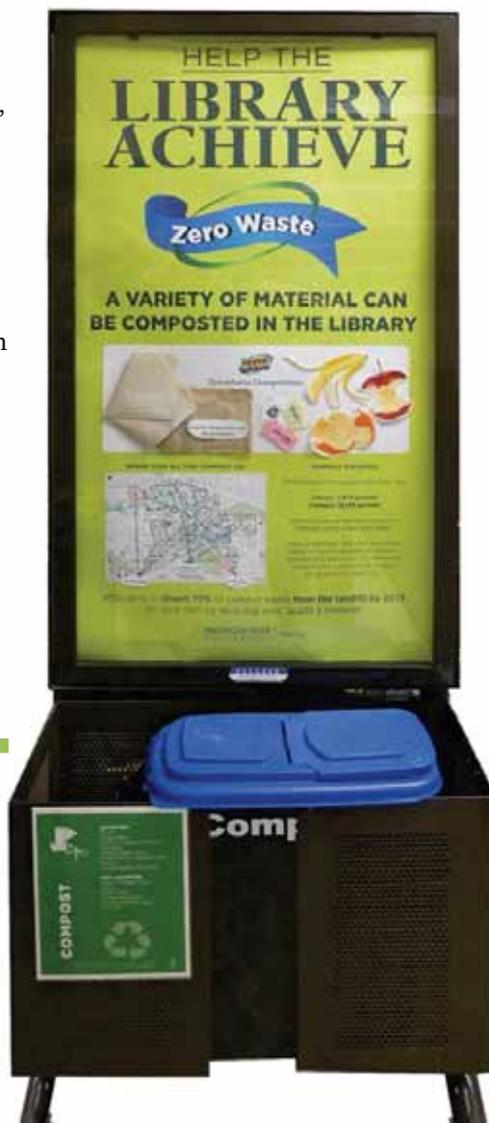
Founded in 1855, MSU is a historically agricultural school. The institution's long tradition of interest in plants, forestry, and farming is reflected in the library, which has been recycling for more than 30 years. The university has diverted tons of waste and earned more than \$100,000 from its efforts.

Tans and colleagues at MSU join librarians and libraries across the nation whose innovative green infrastructure and architecture are on the cutting edge of eco-consciousness—and whose success can be measured in pounds, kilowatts, and dollars. From carbon emission reduction to rainwater harvesting to smart solar to electric vehicle charging, some of the most creative sustainability efforts have been taking place at US libraries.

From left: Michigan State University librarian Eric Tans with the book debinding machine; a compost station in the library.

A unique model

In the early 1980s, MSU library staff started a recycling program, and by 1990, the university approved an interdisciplinary board dedicated to sustainability issues called the Library Environmental Committee (LEC).



"I imagine that getting the LEC started at a time that no other environmental units existed on campus was quite a challenge," Tans says.

Nowadays, LEC supports an impressive array of eco-initiatives, including diversion—the rate at which material is removed from the waste stream through recycling, composting, or reuse. MSU Libraries surpassed a campuswide goal for a 70% diversion rate by 2017. By comparison, nationwide, less than 35% of municipal solid waste is recycled or composted, according to a 2016 Environmental Protection Agency report.

Still, library staffers push themselves to improve. In 2016, during a two-month intensive waste-reduction campaign called Zero Waste Mania, the library's diversion rate reached 84%. It achieved this by simply improving its signage, adjusting the placement of its bins, and heavily promoting reuse and recycling. In some cases, diversion has inspired one-of-a-kind reuse: for instance, flower planters made from old bunk beds.

The MSU library offers a model for another sustainability measure: deaccessioning books. Not much literature exists around what happens to books once libraries weed them. MSU Libraries launched its own data analysis, and partnered with the MSU Surplus Store—a shop where the public can buy things like dorm furniture and books that might otherwise be sent to a landfill—to either reuse or recycle 100% of the material withdrawn from the library collection or collected from public donation bins. The Surplus Store staff sells or debinds and recycles the texts. Through online and onsite sales, the Surplus Store has sold about \$150,000 worth of books, and has debound and recycled about 90 tons of materials.



Above: At the Twin Oaks branch of the Austin (Tex.) Public Library, outdoor conservation features include ❶ a high-tech rainwater catchment, ❷ solar panels, and ❸ xeriscaping or landscaping that requires little or no watering. Below: Indoor conservation features at Berkeley (Calif.) Public Library's West branch include ❹ skylights and ❺ radiant heating and cooling panels.

Smart uses of sun and rain

In Austin, Texas, like many parts of America, water must be carefully managed. That's why the Twin Oaks branch of Austin Public Library collaborated with the city's Watershed Protection Department on a high-tech rainwater catchment and irrigation system. The library already xeriscaped—or landscaped in a manner that requires little or no water—but a computerized rainwater system allows the library to make best use of every raindrop and prevent pollution from stormwater runoff. Cisterns collect rainwater and HVAC condensate. In advance of storms, satellite weather forecasting triggers the system to automatically draw down tanks. And a biofiltration pond cleans the water before it enters the city's stormwater systems.

In Berkeley, California, residents voted in 2006 to push forward an ambitious goal: By 2050, reduce the community's greenhouse gas emissions by 80% below 2000 levels. Berkeley Public Library's West branch has been leading the way since it opened in 2014. One of the few "net-zero energy" municipal buildings in the US, each year



it has produced more power than it uses, thanks to solar panels, radiant heating and cooling, windows and skylights, a wind chamber, and large ceiling fans. Some of that surplus goes to electric vehicle charging stations in the library parking lot, which were installed in partnership with the city's Office of Energy and Sustainable Development. The library uses income from the charging stations to offset operating expenses.

Tight budgets inspire innovation

Many other libraries like Berkeley's have been learning that going green, in fact, saves green. Take Mason City, in north-central Iowa, with a population of about 28,000. Five years ago, the city council told its public library that it faced a choice: Cut staff, cut hours, or cut costs.

"No self-respecting town would forgo their library," says Mary Markwalter,

Green Your Library

Money talks

“Administrator support is key. There’s value for the environment, yes, but—if saving waste and reducing materials isn’t enticing support—[green efforts] also save the library money. Sometimes that’s the angle you have to take when talking to a library director,” says Eric Tans at Michigan State University Libraries.

Trash becomes treasure

The University of California San Diego Library holds a Re-Home exchange every quarter where staff contribute office supplies they’re

not currently using. The library staff inventories and redistributes the supplies. They save from \$500 to \$1,000 annually through the campaign.

“It’s exciting to see someone take a stapler or a small whiteboard that they were getting ready to ask their admin to order,” says Shari Cohen, an administrative assistant and member of UC San Diego’s Library Sustainability Committee.

Save smart

“Create a dedicated sustainability fund for your library,” says Madeleine Charney of the W. E. B. Du Bois Library at the University of Massachusetts Amherst. “Ours has been very successful, raising more than \$300,000 so far. We use the fund to purchase resources, sponsor, and cosponsor speaker events.”

Use your resources

The US Green Building Council publishes the Paid-from-Savings Guide to Green Existing Buildings (bit.ly/greenpfs). Our sources especially recommended the chapter on power purchase agreements to libraries interested in solar.

Lean on your foundation

Twin Oaks Library, in Austin, Texas, is not allowed to raise funds, but its library foundation increases awareness and raises funds through individual donations, corporate sponsorships, and foundation grants. ●

director of Mason City Public Library. She and Barbara MacGregor, president of the library’s foundation, decided to get creative.

MacGregor attended a workshop about solar power at a local community college. She learned that the technology could help reduce operating expenses and that grants were available to offset the cost of installation. She delivered this knowledge to the rest of the foundation board, and her enthusiasm spread.

But there was a hiccup. To access public funds for the project, their idea needed to reach the request for proposal phase, which required analysis, design, and engineering plans—at a cost of \$27,000. They needed this research to

make the case: Could the roof support the weight of the solar panels? Was the building positioned to receive enough natural light to power the project? Would the building’s 2008 electrical upgrades be compatible with the panels?

“We needed some backup information to make it real,” MacGregor says. When she presented the request to the board, the library’s foundation voted immediately to fund the analysis.

Solar panels were deemed feasible, and Markwalter met with 17 potential solar providers. In the end, her team narrowed it down to three candidates. Still, the city council rejected the plan—twice. The council wanted to recoup its investment of \$170,000 in upfront

costs within a decade, but no provider could reach that time frame. The closest proposal was 13.5 years.

Then, according to Markwalter, one of the vendors told her he would figure out how to make it work without the city council’s money. “One way or another, there will be a solar panel on that roof next year,” he insisted.

Jason Hall of MoxieSolar, the vendor, found private investor Sun Powered Solutions based in Cedar Falls. The company was interested in alternative energies and agreed to pay for the panels and entered a power purchase agreement with the library. In exchange, it was eligible for large rebates that the library itself didn’t qualify for. The rebates repaid much of Sun Powered’s initial investment within 18 months after the plant became operational. The library pays the company every month as it would a utility company, and after 15 years, the library will own the solar plant and all the electricity it produces.

The panels were installed in 2016 and, in the year since, the Mason City Public Library has saved \$26,000 on gas and electricity, a 38% reduction from its 2008 spending. The panels were projected to save \$167,000 over a decade, but they’re on target to save even more—\$260,000 over 10 years.

“Libraries should inspire—from the minute you drive up to when you leave,” says Markwalter.

“Every day we can track how many kilowatts have been saved thanks to our solar roof,” MacGregor says. “How many trees would have been planted to equal that impact. How much fossil fuel we’ve avoided. It’s inspiring.” **AL**



LIZ GRANGER is a Chicago-based nonfiction writer. Find her work at lizgranger.com.

Making the Most of MIDWINTER



Meeting must-dos for Denver | February 9–13, 2018



Library professionals have a lot of roles to fill in our changing world. Data is becoming vaster, service needs more varied, and information more important than ever. At the American Library Association's (ALA) 2018 Midwinter Meeting & Exhibits in Denver, attendees can envision these roles by learning from industry experts and leaders, discussing innovative and diverse strategies with peers, and bringing home invigorating ideas to transform their libraries and communities.

Looking forward

ALA's Center for the Future of Libraries presents the second annual **Symposium on the Future of Libraries** (bit.ly/2wHDKzv), included with full registration for Midwinter. On Saturday, Sunday, and Monday (February 10–12), attendees can explore near-term trends inspiring innovation in academic,

public, school, and special libraries, and longer-term trends that will help professionals adapt to their communities' needs. Advance registration is not required.

The symposium integrates and builds on Midwinter's popular **ALA Master Series** and **News You Can Use** updates, which highlight library advances. It will include:

- plenary sessions with the civic, education, and social innovators who are creating what's next for cities, campuses, and communities
- insights from library professionals introducing new services, spaces, collections, and partnerships
- discussion with experts and thinkers from allied professions and disciplines sharing their visions for the future and helping us think beyond our current work
- emerging products and services for libraries in the exhibit hall

NEED TO CONVINC YOUR BOSS?

ALA has resources (bit.ly/2faYauj) to help you make the case to your supervisor for attending. View outlined benefits, a budget worksheet, and testimonials from previous attendees.



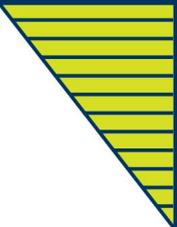
WANT TO DISCOVER DENVER?

Visit the informational website created for ALA by the city of Denver—which includes a list of attractions and special offers—at denver.org/midwinter.



HAVE CAREER QUESTIONS?

ALA's JobLIST Placement and Career Development Center (bit.ly/2hhd4U0) will again offer free career counseling and connect job seekers and employers (Saturday and Sunday, February 10–11).



Compelling speakers

Midwinter showcases high-profile speakers, including bestselling authors, thought leaders, industry icons, and technology innovators.

Hear from acclaimed author and 826 National cofounder **Dave Eggers** at the **Auditorium Speaker Series** (Saturday, February 10). Eggers will be on hand to discuss his recently released nonfiction picture book, *Her Right Foot* (Chronicle Books, September).

Performer and slam poet **Elizabeth Acevedo** will present the **Arthur Curley Memorial Lecture** (Saturday, February 10), commemorating Curley's dedication to intellectual freedom and the library as a center of transformation. Acevedo's debut novel *The Poet X* (HarperCollins Children's Books) will be available in early 2018.

Science educator, mechanical engineer, and TV host **Bill Nye** and science journalist **Gregory Mone** will headline the **Closing Session** (Monday, February 12). Nye and Mone are coauthors of *Jack and the Geniuses* (Amulet Books), a middle-grade series designed for STEM education.

Attend the **ALA President's Program** (Sunday, February 11), where Jim Neal will introduce a community conversation on the "neutrality of libraries," including a formal debate, a panel of commentators, and audience discussion.

Be a part of the annual **Martin Luther King Jr. Holiday Observance and Sunrise Celebration** (Monday, February 12), honoring King's legacy and recognizing the connection between his life's work and the library world.

The exhibit hall

With more than **450 exhibitors**, the exhibit hall offers attendees a breadth and depth of new and favorite library products, services, books, online services, tools, and technologies. Attend signings, take home ARCs, and enjoy specialty pavilions and live stages including the **Book Buzz Theater, PopTop Stage**, and **What's Cooking @ ALA Cooking Demonstration Stage** (Friday–Monday, February 9–12). Visit alamidwinter.org/general-exhibits for more information.

Peer-driven sessions

Check out a wide range of institutes and ticketed events offered by ALA divisions, offices, and round tables for conveniently timed and in-depth professional development. Find details and register at alamidwinter.org/registration/ticketed-events.

Celebrations

Andrew Carnegie Medals for Excellence in Fiction and Nonfiction winners will be announced at the **RUSA Book and Media Awards Ceremony and Reception** (Sunday, February 11) alongside the Notable Books, Reading List, and Listen List selections and the Dartmouth Medal and Sophie Brody Medal for Jewish Literature recipients.

Honoring books, videos, and other outstanding materials for children and teens, the **Youth Media Awards** (Monday, February 12) will reveal the winners of the Newbery, Caldecott, Printz, and Coretta Scott King book awards and medals, among others. 



Dave Eggers



Elizabeth Acevedo



Bill Nye



Gregory Mone



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Less Is Not More

Rejecting resilience narratives for library workers

I teach a course for San José (Calif.) State University's School of Information on embedded librarianship in academic libraries. Some of the service models we explore in the class are very high-touch, and I was pleased this term that quite a few students expressed concerns about the labor implications of adding much more to a librarian's already full workload.

When I was in library school 14 years ago, I didn't hear anything about workload, emotional labor, self-care, or burnout. What I did hear a lot about was how librarians are creative, resilient, and good at doing more with less. My first job as a librarian was at a small library where we were constantly working to find inventive no-cost solutions designed to resemble what big, well-resourced libraries were doing. Our being able to do more with less felt like a badge of honor.

But that badge of honor also signals that you might keep getting less and doing more. In a presentation at the 2017 Association of College and Research Libraries conference, Jacob Berg, Angela Galvan, and Eamon Tewell argued that resilience narratives are bad for library workers, making "everything about our work our responsibility, regardless of our level of power within a given system" (bit.ly/alresilience). Resilience promotes the idea that library staffers can overcome anything and that those who cannot are at fault for their situation.

At the Identity, Agency, and Culture in Academic Libraries conference last May, Fobazi Ettarh coined the term *vocational awe*, which is "the idea that libraries as institutions are inherently good. It assumes that some or all core aspects of



the profession are beyond critique, and it, in turn, underpins many librarians' sense of identity and emotional investment in the profession" (bit.ly/alvocawe). Vocational awe is common in the helping professions and can lead to people seeing overwork as a point of pride. When I look back at my early-career self, answering reference emails from home on Christmas Day, I see how little regard I had for my own time and well-being in the face of my commitment to the profession.

I believe vocational awe and resilience narratives make library staffers feel less comfortable expressing dissatisfaction with their work and advocating for themselves. They paint workers who feel burned out or frustrated as failures who couldn't overcome adversity rather than as people who need support. I'm pleased to see conversations around emotional labor, workload, and burnout happening

Resilience narratives paint workers who feel burned out or frustrated as failures who couldn't overcome adversity.

more in our profession, but little will change until administrators and managers see their role in perpetuating or preventing burnout.

Library workers need to feel comfortable talking about the negative aspects of our work. We need to reject narratives in this profession that suggest we can do more with less, and we must feel safe advocating for our own well-being in the workplace. I remember once trying to tell a manager that I didn't have the bandwidth to take on a new responsibility and feeling intense shame about it. We should never be embarrassed to advocate for ourselves.

Conversations about library staff well-being also need to go beyond work-life balance, as many elements of burnout are caused by factors within the organization that are beyond an employee's control. It's important for libraries to identify organizational factors that might lead to burnout and for managers to protect their employees' time. In the face of enthusiasm for a new service that could greatly benefit patrons, worrying about how it will be staffed long term can feel like negativity. But these conversations protect employees who may not even realize they're taking on too much.

In the end, library workers are the most important resource our libraries have. We should pay at least as much attention to their well-being as we do to our nonhuman resources. **AL**

MEREDITH FARKAS is a faculty librarian at Portland (Oreg.) Community College and a lecturer at San José (Calif.) State University School of Information. She blogs at Information Wants to Be Free. Email: librarysuccess@gmail.com

Open Source Software

Navigating the ecosystem

Open source software is a key option libraries should consider when implementing strategic technologies. Even though a greater number of libraries are adopting proprietary systems, open source products provide a viable alternative and exert competitive pressures, both in cost and innovation.

Integrated library systems (ILS), as well as the new genre of library services platforms, are offered to libraries primarily as proprietary products controlled by a single vendor. Libraries that use these products remain dependent on that vendor for ongoing software development, solutions to systemic problems, and service enhancements. While proprietary software remains the dominant approach, a growing percentage of libraries are adopting open source products. In fact, libraries with open source integrated systems report the same levels of satisfaction as those using proprietary products, according to the Perceptions 2016 survey (bit.ly/2wSZTio) on library automation.

Open source systems have been part of the overall automation landscape for more than 15 years and have become a well-established and mature option. Open source software principles are well understood, as are the relative advantages and disadvantages of system development models and support arrangements. The August/September 2017 issue of *Library Technology Reports* discusses some of the processes of software development, implementation, and support. Open source ILS products, such as Koha and Evergreen, have cultivated vibrant and well-coordinated communities that work toward the continued support of these products.



Open source projects generally involve collaborative development processes, where companies and individuals work together out of mutual interest to create and improve a product. This joint effort requires a robust communications process and effective tools. Most open source software development projects make use of several types of collaborative tools:

- A public repository for storing source code, documentation, and other project resources. Many projects use GitHub.
- An email distribution list. Most projects have one or more discussion lists to distribute news and other communications.
- Real-time messaging. Open source projects often have an Internet Relay Chat or Slack channel for conversations among developers and project participants.

Open source initiatives encourage for-profit companies as well as nonprofits to become involved.

- A website that provides general information, including links to all pertinent resources.

Open source initiatives often encourage for-profit companies as well as nonprofit organizations to become involved. While open source projects do not involve license fees, they provide many other opportunities for companies to provide services for which they can charge fees. For example, many companies have become involved with Koha, the most widely implemented open source ILS in the world. Technology revenues are increasingly derived from services than from direct sales of software licenses. Service fee categories include:

- custom software development
- implementation
- hosting
- help desk and support

Self-support for open source ILS products is relatively uncommon in the US, where libraries mostly engage with commercial support firms. Implementation in partnership with a commercial support provider requires no more in-house technical expertise than a proprietary product.

Open source today falls well within the mainstream of technology options. Evergreen and Koha have matured and offer functionality comparable with many proprietary products. The FOLIO project (*AL*, May, p. 25–26) promises to create a new library services platform based on a modular design and the microservices architecture. AL

MARSHALL BREEDING is an independent consultant and editor of the website *Library Technology Guides*. Adapted from “Open Source Library Systems: The Current State of the Art,” *Library Technology Reports* vol. 53, no. 6 (Aug./Sept.).

Undoing Harm

Applying restorative justice approaches to teen behavior in the library

Teens deserve an environment where they feel welcome and respected. Library staff members who work with teens believe this and want to help them succeed—in having their service needs met and in life. However, even with the best intentions, teen behaviors may sometimes make it hard for staffers to keep a positive and supportive attitude.

Teens sometimes talk loudly, run around the building, or harass peers. They may get into fights or act carelessly with library materials. One way schools and libraries are working to help teens effectively manage these behaviors—and lessen behavior problems overall—is through restorative justice.

In a May webinar on restorative justice sponsored by the Young Adult Library Services Association (YALSA), Shauna Anderson, supervisor of young adult services at Skokie (Ill.) Public Library, defined restorative justice as “an approach to rule breaking that emphasizes the need to repair harm ... and involves everyone in repairing relationships.” Restorative justice techniques may be used, for example, when teens bully a peer in the library. Parties may be asked to participate in a facilitated conversation with each other and an adult to talk about what happened, why it happened, and ways to overcome the problem and any resulting fallout. The teen “offenders” and the “victim” work together to come up with a reparative solution and next steps.

Restorative justice is a reactive process. It’s one where mending relationships is done after the fact. However, it’s possible to work in a proactive manner to help teens handle challenging social situations and preempt negative behaviors.



One method for doing this is talking circles. Amy Bintliff writes in *Teaching Tolerance* (bit.ly/2xRdt3b) that a talking circle uses a structural framework to build relationships and address conflict within a community. “Talking circles serve other purposes as well,” notes Bintliff, who used them when she taught at Oregon (Wis.) Middle School. “They create safe spaces, build connections, and offer teachers a unique means of formative assessment.”

In a library setting, it’s possible to use talking circles to give teens a chance to discuss their interests, what challenges they are facing, how they feel about the environments they spend time in, concerns about friendships, and so on. Those who lead talking circles strive to give participants the chance to feel at ease with their peers, the space, and the adults working in that space. It’s an opportunity to develop relationships and a way to provide teens with skills to handle roadblocks and turn them into positive experiences.

Examples of success are abundant. *The New York Times* reported (nyti.ms/2f6sJ11)

Restorative justice involves everyone in repairing relationships.

that restorative justice sessions helped one student view his behavior through a different lens. “‘I didn’t know how to express emotions with my mouth. I knew how to hit people,’ he said. ‘I feel I can go to someone now.’”

Want to get started integrating restorative justice practices at your library?

- Watch the YALSA Snack Break video on restorative practices in teen services (youtu.be/cJVfLa96cIs) and visit the Center for Justice and Reconciliation website (bit.ly/2wQIZhv).
- Connect with community leaders and organizations to discuss restorative practices and how to integrate these practices into services.
- Talk with colleagues about why implementing restorative practices is a valuable approach.
- Learn how to facilitate and implement talking circles by attending trainings with Teen Talking Circles and reading guides such as the *Circle Keeper’s Handbook*.
- Listen to teens when they talk about how to best support their needs through restorative practices.
- Keep track of the times and ways in which teens are exhibiting negative behaviors and use restorative techniques to proactively and reactively respond to those situations.

When a library implements restorative approaches, it will likely see fewer incidents of negative behaviors requiring staff intervention and will create a welcoming environment for youth. **AL**

LINDA W. BRAUN is a Seattle-based consultant and a past president of ALA’s Young Adult Library Services Association.

Statement of Ownership, Management, and Circulation

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 June 2017 issue.

Total number of copies (net press run): Average 56,014; Actual 56,880

Paid or requested outside-county mail subscriptions: Average 47,859; Actual 47,365

Paid in-county subscriptions: None

Sales through dealers and carriers, street vendors, and counter sales: Average 1,917; Actual 1,902

Other classes mailed through the USPS: None

Total paid and/or requested circulation: Average 49,776; Actual 49,267

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

Other classes mailed through the USPS: Average 40; Actual 49

Free distribution outside the mail: Average 911; Actual 912

Total free distribution: Average 951; Actual 961

Total distribution: Average 50,727; Actual 50,228

Copies not distributed (office use, leftovers, spoiled): Average 5,287; Actual 6,652

Total: Average 56,014; Actual 56,880

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Statement of Ownership, Management, and Circulation (PS Form 3526) for 2017 filed with United States Postal Service in Chicago, Sept. 19, 2017.

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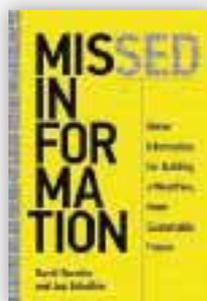
ACRL

Serving Diverse Populations

Ensuring access to information for all

The American Library Association’s mission statement says that we “provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.” As librarians, we take six words of that statement very seriously. *Ensuring access to information for all* is at the core of many library services that were revolutionary when started but are now routine: children’s rooms, bookmobiles, interlibrary loan. And there are other services we are still working to make routine.

Why should we do this? Because information is power. In *Missed Information: Better Information for Building a Wealthier, More Sustainable Future*, authors David Sarokin and Jay Schulkin argue that knowledge is central to human activity. We gather information to make decisions at almost every waking moment, both personally and in the work environment, depending

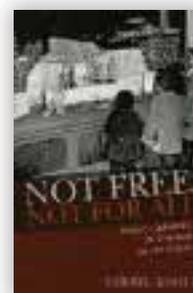


on its accuracy. The authors examine the myriad ways information is gathered—or suppressed—and the takeaway for librarians is how the absence of information can

affect citizens’ effectiveness in society. Its importance in our lives makes librarians’ collective effort to serve everyone—especially the marginalized—so critical. MIT Press, 2017. 264 P. \$29.95. 978-0-262-03492-0. (Also available as an ebook.)

We like to think libraries have always been accessible to all. That wasn’t always

the case. In *Not Free, Not for All: Public Libraries in the Age of Jim Crow*, author Cheryl Knott begins by asking us to imagine a life without libraries or ready access to books and magazines. As Knott documents, that was the case for African Americans not too long ago, even in towns with a public library. The history begins with the period of no service, during which time black communities founded their own small libraries. In some cases, these libraries became segregated branches



of the public library system. The segregation extended even to Carnegie libraries, with some being built away from the majority population in the central city for use by the black population in surrounding neighborhoods.

Collections differed in these segregated libraries and reflected the era’s efforts to resolve (at least in the minds of the practitioners of the era) the dichotomy between



THE BESTSELLERS LIST

TOP 3 IN PRINT

1 | Foundations of Library and Information Science, 4th edition

by Richard E. Rubin, foreword by Joseph Janes



Spanning all types of libraries, this book illuminates the major facets of library and information science for aspiring professionals as well as those already practicing in the field.

2 | Learner-Centered Pedagogy: Principles and Practice

by Kevin Michael Klipfel and Dani Brecher Cook



Fusing theory with practice, this handbook is a valuable resource to help every practitioner connect with learners more effectively.

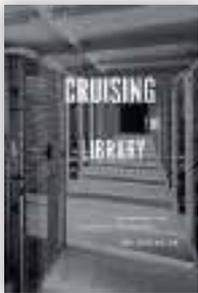
3 | Fundamentals of Collection Development and Management, 3rd edition

by Peggy Johnson



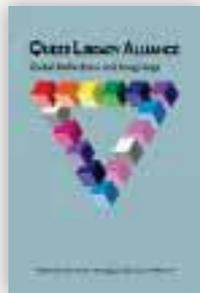
Johnson offers a comprehensive tour of this essential discipline and situates the fundamental ideas of collection development and management in historical and theoretical perspective.

worthwhile reading and desired reading. Knott concludes with the efforts to open library service to all, which continued into the 1960s. University of Massachusetts Press, 2016. 328 P. \$90. 978-1-62534-177-8.



Two recent works address how library service constructs need to be changed to serve the queer community. *Cruising the Library: Perversities in the Organization of Knowledge*, by

Melissa Adler, explores how everyday library tasks, like cataloging, have “effectively condemned certain bodies of literature ... to a certain death.” Adler uses specific books and subject inquires as starting points to discuss the failings of subject headings, classifications, and taxonomies in helping LGBTQ library users locate materials of interest. The use of terms like “neuroses” rather than “bisexuality” stigmatizes or, at best, marginalizes a book. Similarly, classification using the same biases collocates material in negative ways. Adler also documents collections that have sequestered queer literature, effectively censoring it for most users. Fordham University Press, 2017. 248 P. \$28. PBK. 978-0-8232-7636-3. (Also available as an ebook.)

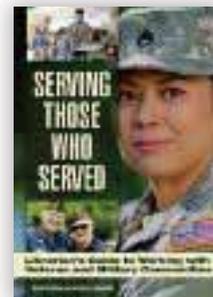


Queer Library Alliance: Global Reflections and Imaginings, edited by Rae-Anne Montague and Lucas McKeever, includes essays contributed by members of the International Federation of Library

Associations and Institutions LGBTQ Users Special Interest Group. The four essays on developing library services to meet LGBTQ users’ needs cover how the profession has developed to respond to those needs. The first chronicles the case of Michael McConnell, who in 1970 fought to keep a job offer that was rescinded because he was gay. The essay on LGBTQ services to British youth includes suggestions for improvements. Archives are central to the next essay, specifically the bravery in preserving records in the face of official opprobrium. Harkening back to Adler’s book is an essay on the discriminatory nature of the Universal Decimal Classification. The second group of four essays looks at ways to augment queer professional practice, starting with serving LGBTQ populations in rural India. The next describes how staff at the Mariestad Public Library in Sweden worked with local LGBTQ advocates to expand awareness and improve services. Collection development issues,

particularly expanding special collections to include material from local LGBTQ groups and using social media for promotion, round out the book. Library Juice Press, 2017. 282 P. \$35. 978-1-63400-031-4.

In *Serving Those Who Served: Librarians’ Guide to Working with Veteran and Military Communities*, US Army veterans Sarah LeMire and Kristen J. Mulvihill assembled a collection of wide-ranging but practical suggestions for meeting the needs of this population. They start with a description of the population, including a review of its overlap with other communities, and offer



dos and don’ts for working with members of the military, debunking any myths one may believe. They cover how to obtain materials and content needed to support frequent information requests, with guides to materials from veterans’ organizations, educational support programs, crisis hotlines, legal resources, and similar community services. Libraries Unlimited, 2017. 200 P. \$54.98. 978-1-4408-3432-5. (Also available as an ebook.) **AL**

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

The Top-Selling Books from ALA Publishing (Since September 1, 2017)

TOP 3 IN EBOOKS

1 | The Readers’ Advisory Guide to Horror, 2nd edition

by Becky Siegel Spratford

As both an introductory guide for librarians just dipping their toes into the brackish water of scary fiction and a fount of new ideas for horror-aware reference staff, Spratford’s book is infernally appropriate.



2 | Intellectual Freedom Manual, 9th edition

by Trina Magi, editor, and Martin Garnar, assistant editor, for ALA’s Office for Intellectual Freedom

An indispensable resource for day-to-day guidance on maintaining free and equal access to information for all people.



3 | The Good, the Great, and the Unfriendly

by Sally Gardner Reed for ALA’s United for Libraries

Tailored specifically to librarians’ point of view, this book will inform and empower libraries to work effectively with Friends groups for greater fundraising, engagement, and advocacy outcomes.



PEOPLE

Announcements

ON THE MOVE

July 1 Portland (Oreg.) Community College appointed **Michelle Bagley** library dean.



Isabella Baxter became agriculture and natural resources librarian at the University of Tennessee Libraries in Knoxville July 1.

Charissa Brammer started as e-resources access librarian at University of Colorado Denver's Auraria Library June 11.

In July **Heather Darnell** was appointed multimedia literacy librarian at George Mason University Libraries in Fairfax, Virginia.

Rapid City (S.Dak.) Public Library appointed **Terri Davis** director, effective August 14.

In June **Cindy DeLanty** joined Shasta (Calif.) Public Libraries as director.

August 1 **Patrick Dollar** joined the University of North Carolina at Greensboro Libraries as processing archivist in the Martha Blakeney Hodges Special Collections and University Archives.

In August **Katy Enright-Miller** became director of Milton-Union Public Library in West Milton, Ohio.

Tiffany Gipson joined University of Louisville (Ky.) Kornhauser Health Sciences Library as head of collections July 1.

Becca Greenstein became STEM librarian at Northwestern University Libraries in Evanston, Illinois, in July.

Meredith Hale joined University of Tennessee Libraries in Knoxville as metadata librarian July 10.

San Diego State University Library and Information Access appointed **Kate Holvoet** electronic resources librarian, effective August 2.

Kudos

Deirdre "Dee" Brennan, executive director of the Reaching Across Illinois Library System, was inducted into the Illinois Library Luminaries by the Illinois Library Association Executive Board.

Ben Hunter, associate dean of the University of Idaho Libraries, has been named 2017 Idaho Library Association Librarian of the Year. ●

Sephora Hosein became head of Toronto Public Library's Merrill Collection of Science Fiction, Speculation, and Fantasy in August.

Michael Huang became director of global library initiatives at Stony Brook (N.Y.) University Libraries in August.



August 1 **Geoffrey Johnson** joined University of Colorado Denver's Auraria Library as graduate teaching and learning librarian.

Case Western Reserve University's Kelvin Smith Library in Cleveland hired **Jacey Kepich** as research services librarian, music, effective July 3.

June 26 **Pete Loeffel** joined Wauwatosa (Wis.) Public Library as director.

Nancy Madden joined Greene County (Ohio) Public Library as head librarian of Beaver Creek Community Library August 21.

Andrew Mancuso joined Case Western Reserve University's Kelvin Smith Library in Cleveland as preservation librarian June 26.

August 28 **Dan McClure** became director of the Dora Badollet Library at Clatsop Community College in Astoria, Oregon.

September 1 **Sarah Morris** joined University of North Carolina at Chapel Hill Libraries as humanities research and digital instruction librarian.

Trevor Owens joined the Library of Congress as head of digital content management in August.

Mary Page became university librarian at West Chester University of Pennsylvania in August.



July 3 **Rebecca Pattillo** joined the University of Louisville (Ky.) Libraries as metadata librarian.

Matthew Regan became instructional services program leader at the Montana State University Bozeman Library in September.

Patrick Roewe became director of Spokane County (Wash.) Library District September 1.

Keith Teeter became department head for access and public services at the University of Colorado Denver's Auraria Library August 1.

September 1 **Lynne M. Thomas** became director of University of Illinois at Urbana-Champaign's Rare Book and Manuscript Library.

PROMOTIONS

Columbus (Ohio) Metropolitan Library promoted **Kacy Cox** to manager of the Whitehall branch July 16.

The Institute of Museum and Library Services promoted **Robin Dale** to deputy director of the Office of Library Services August 23.

Northwestern University Libraries in Evanston, Illinois, promoted **Tonia Grafakos** to Marie A. Quinlan Director of Preservation July 1.

Bexley (Ohio) Public Library promoted **Ben Heckman** to director August 22.

Westerville (Ohio) Public Library promoted **Kristin Michel** to assistant director in July.

Jerry Sheehan was promoted to deputy director of the National Library of Medicine in Bethesda, Maryland, July 31.

RETIREMENTS

Del Marie Brenn retired as library media/technology specialist at Perkins Elementary Center for the Arts and International Studies in St. Petersburg, Florida July 1.

Kansas State Librarian **Jo Budler** retired in July.

Carol Netzley Coate retired as director of Milton-Union Public Library in West Milton, Ohio in August.

September 30 **Susan Currie** retired from Tompkins County (N.Y.) Public Library.

June 30 **Judy Decker**, children's librarian at Quincy (Ill.) Public Library, retired.

Stephen Hedges retired from the Ohio Public Library Information Network September 29.

Carol Hunter retired as deputy university librarian at the University of North Carolina at Chapel Hill October 1.



June 30 **Allen Lanham** retired as dean of library services at Eastern Illinois University's Booth Library in Charleston.

August 11 **Jim McShane** retired as director of Rapid City (S.Dak.) Public Library.

In Memory

Candace Benefiel, 60, humanities librarian and associate professor at Texas A&M University Libraries in College Station for 30 years, died August 1. Benefiel had been active in the American Library Association (ALA) for many years, playing a significant role in coordinating poster sessions at ALA conferences.

Dan Cherubin, 52, Caleb T. Winchester University Librarian at Wesleyan University in Middletown, Connecticut, died September 13. He previously served as chief librarian and associate dean of Hunter College in New York. He wrote the chapter "Mentoring Across Boundaries and Across Borders: Looking Outside Your Comfort Zone (And Maybe Your Country)" in the book *Librarian as Mentor* (Mission Bell Media, 2017). Cherubin was a popular and outspoken Twitter presence as @skalibrarian. He earned a BA in music from Bard College, an MLIS from Columbia University, and an MA in media studies from The New School.

John R. Gardner, 72, former director of Morley Library in Painesville, Ohio, for 17 years, died August 23. Before joining Morley Library, Gardner taught at Phillips Exeter Academy in New Hampshire; St. Lawrence University in Canton, New York; and Lake Erie College in Painesville, where he also served as associate librarian.

Michael R. Lavin, 62, retired business/management librarian at the State University of New York (SUNY) at Buffalo, died June 24. He received the 1991 SUNY Chancellor's Award for Excellence in Librarianship in 1991 and the 1992 Gale Research Award for Excellence in Business Librarianship. Lavin was an early advocate for comics and graphic novel collections in schools and libraries. ●

Mary Murphy, director of Wauwatosa (Wis.) Public Library for 24 years, retired in May.

After more than 30 years, **Lorna Toolis** retired as head of Toronto Public Library's Merrill Collection of Science Fiction, Speculation, and Fantasy in August.

AT ALA

September 18 **Mariel Colbert** became program coordinator for the Association of College and Research Libraries (ACRL).

August 28 **Megan Dougherty** became program officer for continuing education in the Association for Library Collections and Technical Services.

Sara Goek became program manager for ACRL August 29.

September 5 **Megan Kaiko** became meeting coordinator for Conference Services.

Madonna Mullikin became acting payroll coordinator August 3.

Veronica Perez joined ALA Production Services as production editor/graphic designer August 28.

July 24 **Alena Rivers** became deputy director of the Association for Library Service to Children.

Rebecca Vnuk, *Booklist* editor for collection development and library outreach, left ALA August 10. AL

Making a Splash

Miriam Tuliao didn't learn how to swim until she was in her 40s. Now the 56-year-old library marketing manager at Penguin Random House is an open-water masters swimmer.

On August 6, Tuliao competed at New York's Rock-away Beach, where she helped raise more than \$1,400 for the American Library Association's Spectrum Scholarship program, which helps promote diversity in the library profession.

"Going to library school meant a lot to me," Tuliao says. "And those scholarship monies are not always there, so it's an opportunity to give back" and publicly honor the people who "have been so generous with their time and advice and support."

For the past decade, Tuliao has been raising money for Spectrum—itsself celebrating its 20-year anniversary—and this year swam in memory of Cynthia Clark, director of collections and circulation operations at New York Public Library (NYPL), who died in 2015.

Tuliao spent more than 20 years in public libraries, formerly working at NYPL and Brooklyn Public Library.

"Librarians of color are in many ways ambassadors in their communities," she says. "They are our links to language, culture, to the collections and service, and they can extend their role to [the] families of users in their community, broadening the reach of service."

She admits she's not a speedy swimmer, relegating herself to the "manatee" or "cocktail lane" of the pool, but notes the magic and pure joy of the open water.

Tuliao cites a Filipino saying—*utang na loob*—which means "a debt of the soul." It's why she says she feels a strong debt to colleagues and is inspired to help "provide new librarians an opportunity to fly." **AL**

THE BOOKEND showcases librarians, their work, and their work spaces. For consideration, please send press material to americanlibraries@ala.org.



Photo: Todd Boebel

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