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NEH and ALA Announce New "We the People" Bookshelf on "A More Perfect Union"

The National Endowment for the Humanities (NEH) and the ALA Public Programs Office will present a new We the People Bookshelf on the theme "A More Perfect Union." Following an application process, the collection of classic books for young readers will be awarded to 4,000 public and school

(K-12) libraries across the country. Applications will be accepted September 8, 2009 through January 29, 2010.

The We the People Bookshelf on "A More Perfect Union" consists of 16 books in English, plus the option of Spanish translations of selected titles, and includes works appropriate

for reading levels from kindergarten to twelfth grade. The theme "A More Perfect Union," invites reflection on the idea of the United States as a "union," a One as well as a Many, just in time for library programs observing the sesqui-centennial of the Civil War.

The Bookshelf will include bonus

The collection of classic books for young readers will be awarded to 4,000 public and school (K-12) libraries across the country.

materials to appeal to audiences of all ages: a DVD edition of *The Civil War*, the award-winning documentary by Ken Burns, including the rights to show the series to public audiences; the companion book to *The Civil War*; and *Declaring Independence: The Origin and Influence of America's Founding Document*, edited by Christian Y. Dupont.

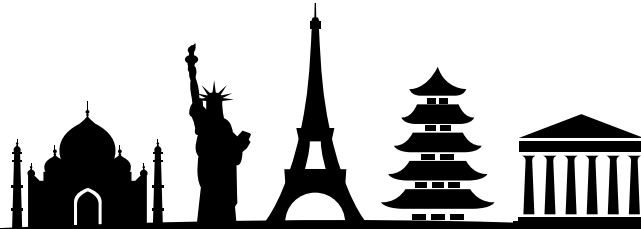
For a preview of the titles included in the We the People Bookshelf on "A More Perfect Union," plus more information on submitting an application, visit the ALA Public Programs Office Booth (#3254) or the NEH Booth (#2958).

The Bookshelf award is part of the NEH's We the People program, which supports projects that strengthen the teaching, study and understanding of American history and culture. Since 2003, the NEH, in partnership with ALA, has awarded 13,000 We the People Bookshelves to public and school libraries. Applications are peer reviewed by volunteer public and school librarians. Libraries are then selected by the NEH with recommendations from ALA. For more information, visit <http://publicprograms.ala.org/bookshelf>.

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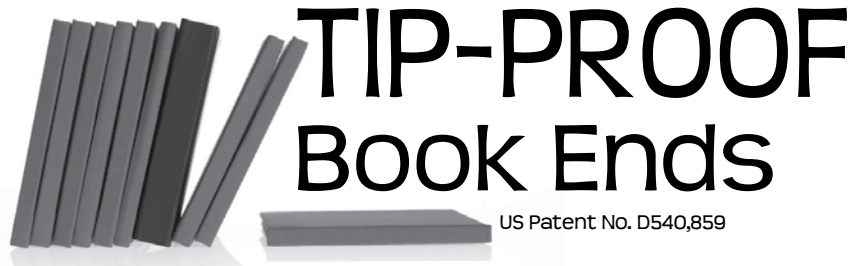


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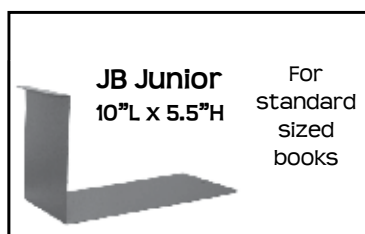


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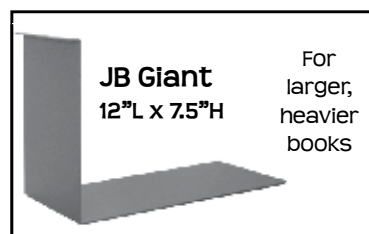
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YALSA Offers More than \$35,000 in Grants for Conference, Research and More

The Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), offers more than \$35,000 in grants and awards to YALSA members each year. Applications for the 2010 awards are due Dec. 1, 2009. YALSA members can use the awards to attend ALA Annual Conference for the first time, start a research program, add to their library's collection, and much more.

"These grants are available to help and reward members, and I hope every member will consider applying," said YALSA President Sarah Cornish Debraski. "It's an important way for YALSA to invest in its members and libraries. And, as libraries face diminished budgets in these tough times, they can provide crucial opportunities."

The deadline to apply for the following grants and awards is December 1, 2009. To learn more or apply, visit www.ala.org/yalsa, and click on "Member Awards and Grants."

- Baker and Taylor/YALSA Conference Grants. Funded by the Baker and Taylor Company, two grants of \$1,000 each are awarded to librarians who work directly with young adults in a

public or school library to enable them to attend the Annual Conference for the first time.

- BWI/YALSA Collection Development Grant. This grant awards \$1,000 for collection development to YALSA members who represent a public library, and who work directly with young adults ages 12 to 18. It is funded by Book Wholesalers, Inc.

- YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award. This grant of \$2,000 is funded by Greenwood Publishing and recognizes the national contributions of a YALSA member who has demonstrated unique and sustained devotion in two or more of the following areas to young adult services: promoting literature or programming for young adults, conducting and publishing research about young adults, mentoring other professionals in the field, or for notable efforts in the work of the Young Adult Library Services Association. The purpose of the cash award will be to enable the recipient to further his or her good work in the field of young adult librarianship.

- MAE Award for Best Teen Literature Program. The MAE Award, which replaces the Sagebrush Award, is designed to honor a member of YALSA who has developed an outstanding reading or literature program for young adults. The award provides \$500 to the winner and an additional \$500 to the winner's library. The award is made possible through the Margaret A. Edwards Trust.

- Frances Henne/YALSA/VOYA Research Grant. The Henne grant increases this year to offer \$1,000 of seed money for small-scale projects that will encourage research that responds to the YALSA Research Agenda. Funding is provided by Scarecrow Press.

- Great Book Giveaway Competition. Each year, the YALSA office receives more than 1,200 newly published chil-

dren's, young adult and adult books, videos, CD's and audio cassettes for review. YALSA and the cooperating publishers offer one year's worth of review materials as a contribution to a library in need. The estimated value of this collection is \$30,000.

For more information about these awards or for additional lists of recommended reading, go to www.ala.org/yalsa/booklists. For more information about YALSA, please contact us via e-mail, yalsa@ala.org; or by phone at 1-800-545-2433 ext. 4390.

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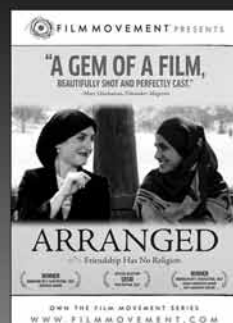
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As Hurricane and Tornado Seasons Bring Crises, AASL Reminds School Libraries of the Beyond Words Grant

The Beyond Words grant, sponsored by national discount retailer Dollar General, targets public school libraries nationwide that have suffered material losses because of a major disaster. Funds are for purchasing books, media, and/or library equipment that support learning in a school library environment.

To date, Beyond Words has issued grants to 96 school library media programs, totaling more than \$836,000. One recipient noted in a thank you letter to Dollar General, "Our students are excited about the new titles purchased with the grant money. They have actually waited at the door before school in order to check out a book. I have never had that happen in all of my 18 years at this school. What a wonderful thing to see students reading just because! Thank you, Dollar General."

Many of the recipients of these grants were victims of the devastating 2005 hurricanes, Katrina and Wilma. Since that time, these grants have gone to victims of more recent storms along the gulf coast, as well as flood and tornado victims

in the Midwest and South. Able to restore much needed supplies to a devastating situation, another recipient wrote, "As I have said many times, we are so grateful for the grant. It was the beginning of our recovery. We now have approximately 7,500 books, 26 new computers, 10 LCD panels, and five mobile projection carts which include a digital projector, document camera, DVD/VCR player, and speakers. The only insurance money we used in the library was for the mobile projection units. Beyond Words was our first grant and it gave us hope! Thank you so much!"

Only public school libraries are eligible for the grant, however, AASL membership is not required to apply. The school must be located within 20 miles of a Dollar General store, distribution center or corporate office. Individual awards are for \$5,000 to \$15,000. The amount awarded is based on the level of destruction and/or hardship the library has suffered. More information about the Beyond Words Grant is available at www.ala.org/aasl/disasterrelief.

Library Support Staff Certification Program Moves Toward January Start

The Library Support Staff Certification Program (LSSCP) has been working for a year and a half to develop a national, voluntary certification program for library support staff. Work so far has included developing nine competency sets for academic and public libraries; an assessment method to determine if candidates have achieved the competencies; and policies and procedures to govern the program. Currently, the program is not designed for school or special library support staff.

LSSCP has made sufficient progress to plan for launching the program in January, 2010, a year earlier than scheduled, assuming the ALA-APA Board of Directors approves the program at the ALA Annual Conference.

The LSSCP Advisory Committee, composed of representatives of six ALA Divisions, the Library Support Staff Interest Round Table, the ALA Committee on Education, and the Western Council of State Libraries has developed nine competency sets. Three of the nine competency sets will be required of all LSSCP candidates. They are: Foundations of Library Services; Communication and Teamwork; and Technology. Candidates must complete three of the remaining competency sets. They are: Access; Technical Services; Reference and Information Services; Adult Readers Advisory Services; Supervision and

Management; and Youth Services.

Two assessment methods will be used to determine if LSSCP candidates achieve the competency sets. One will be through a process that will allow continuing education providers to submit courses on the competency sets for approval. Once a course is approved, LSSCP candidates who pass these courses will receive credit for that competency set. Another process will allow LSSCP candidates to submit a portfolio demonstrating their understanding and ability to perform the competencies in a competency set. Candidates may use prior learning from work experience in preparing a portfolio.

Policies established to govern the program include:

- candidates must have at least one year's experience in any kind of library
- candidates must have a high school degree or its equivalent
- candidates will have four years to complete the six competency sets, either through approved courses or portfolios
- LSSCP certification is valid for five years
- There will be a recertification program but the details are not yet determined.

Interested persons may follow the progress of the LSSCP on its website at www.ala-apa.org/lsscp.

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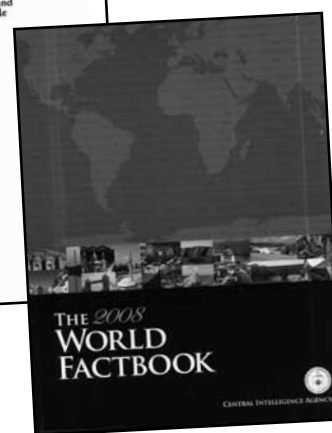
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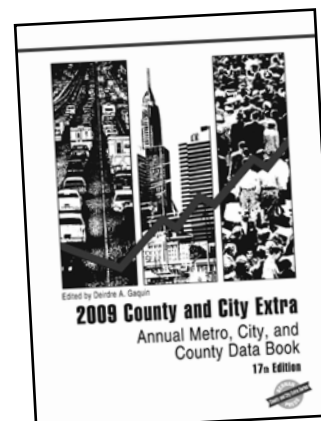
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Soul of a People: Writing America's Story in the Works Progress Administration Federal Writers' Project Guidebooks

By Frederick J. Augustyn, Jr.
The Library of Congress

The ALA Public Programs Office picked Sunday, July 12 as the date for the premiere screening of Part 2 of the National Endowment for the Humanities funded documentary *Soul of a People: Writing America's Story* set to roll out officially on the Smithsonian High Definition Channel over Labor Day week-end. It is the product of Spark Media, an enterprise based in Washington D.C. which specializes in documentaries focused on social change. Andrea Kalin, founder and President of Spark, was on hand to introduce "Young Chicago Authors," an ensemble of performers reciting contemporary slam poetry

about the Windy City as a reminder of how the arts can continue to inform life.

Narrated by actor Patricia Clarkson with commentary by widely published American historian Douglas Brinkley of Rice University, the film relates the story of a lesser known unit of the New Deal's Works Progress Administration (WPA) designed to provide work for some unemployed white collar personnel. In the Federal Writers' Project (FWP), over 6,600 "writers" which included published authors, newspaper people, librarians, teachers, and in some jurisdictions, virtually anyone who could operate a typewriter, conducted research, often through direct interviews, for guidebooks for their respective states and the District of Columbia. Although some of the initial compositions were amateurish and required considerable editing, the FWP included many who would gain fame for their wordsmith abilities. Among them were Richard Wright, Zora Neale Hurston, John Cheever, Studs Terkel, and a few writers of lesser renown such as Vardis Fisher (author of the Idaho guide, the first published in the series) and Jim Thompson (author of the Oklahoma guide, the last of the series.)

At times the FWP was controversial because of the left-wing sympathies of some in its employ. Congressman

Martin Dies of Texas, Chair of House Un-American Activities Committee was especially suspicious of the more realistic, less embellished America that the guidebooks often detailed. But, according to Brinkley, the books made people proud of where they were from. They were "ironically attacked for being anti-American when, in fact, they showed an orgy of Americanism."

When federal funding disappeared after four years, the volumes then remaining to be published nevertheless trickled out, thanks in part to the determination of Henry Alsberg, the head of FWP. Most important among the project's accomplishments were the life history interviews providentially done before many participants in previous events had passed from the scene. Thousands of former slaves who were still alive in the 1930s were

interviewed, as were Civil War veterans. Marginalized groups of American Indians also had important aspects of their culture recorded. These resources remain in the archives even when they did not then make it into published formats. As Tom Phelps, Director, Division of Public Program at NEH reminded the audience after the screening, "culture was happening" during the 1930s, as it is now, and needed to be captured for posterity.

Librarians will be happy to know that, although Smithsonian HD is currently a premium channel, it is scheduled to become part of basic cable at some point. A DVD version of this documentary will also appear. *Soul of a People: The WPA Writers' Project Uncovers Depression America* (Wiley, 2009) by David Taylor is the companion book for the documentary.

The Library Story of Innovation

By Regan Brumagen, Corning Museum of Glass, NY

Imagine a library full of color, cutting edge technology, great coffee, books, music, games, people and life. Does this sound like one you'd like to visit? Attendees at the "Make Stories, Tell Stories, Keep Stories" program, sponsored by the Library and Information Technology Association (LITA) toured this library, with guides Erik Boekesteijn, Jaap van de Geer, and Geert van den Boogaard from the DOK Delft Public Library.

The DOK staff members told the story of their journey from New York City to Monterrey, California on their way to the Internet Librarian Conference. They documented their travels on film, stopping along the way to interview library staff from twelve different libraries, and seeking out stories of innovation and dedication to include in their documentary.

DOK staff illustrated their own innovative institution, giving a virtual tour of the Delft Public Library. They described the vision of the library as a cultural center that celebrates its "most important collection...people." The DOK uses an open, colorful interior, coffee bar, moveable bookshelves, and innovative technology to entice patrons to make the library their own. They have pioneered a touch table on which patrons can place their library cards, and immediately access images from the Delft city archive which relate to their names or addresses.

The DOK director emphasized the importance of having library staff who understand that life changes such as technology changes and joked that it helps if they "look like George Clooney," too. The session concluded with a book signing of *ShanachieTour: A Library Road Trip Across America*. The book, written by the three DOK presenters, is packaged with the documentary..

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Oregon Librarians Show Success Models for Libraries Serving Older Adults

By Frederick J. Augustyn, Jr.
The Library of Congress

ALA's Office for Literacy and Outreach Services (OLOS) on Monday, July 13 presented a panel of two librarians relating their own stories and asking for "shout outs" from members of the audience to provide other examples of how best to address the needs of the cohort variously described as "older" or "midlife" adults. Jane Salisbury of Multnomah County (OR) Library and Abigail Elder, a former Multnomah colleague currently at Tualatin (OR) Public Library, agreed that "baby boomer" is a debatable term that probably is too limiting. Those born after 1964 either have or may eventually evince similar interests and needs and the advertisement of library programs by subject interest, such as, classic rather than boomer films, will prove to be more effective and sustainable. Salisbury noted that, since many in what usually is termed the boomer generation are in denial about aging, it is perhaps not a good idea to employ terms as seniors or silver.

The panel focused on partnerships and sustainability regarding activities for the over 50 or "prime-time" set. We are moving from a three to an unprecedented four generation society, with all its challenges. The current economy means that many of those who might previously (or who already did) retire will want to remain in the workforce. But

an aging population does have requirements that some others do not share. Sharing resources and efforts works well with organizations addressing similar populations. Both Salisbury and Elder highlighted Life by Design Northwest, a life-planning resource organization, which itself maintains corporate partnerships with AARP, Hands on Portland, and Express Employment Professionals (a temp placement agency.)

Elder, quoting writer Jill Fixler Friedman, underlined that volunteers are essential, but they do not just constitute free labor, many seeking to fine tune their professional skills.

At Elder's current library, volunteers do approximately 80 percent of the shelving. But she mentioned other, equally valuable contributors such as consumer advisor volunteers and activist volunteers, those attracted to libraries as "social justice centers" who wish to replicate their earlier involvement, in the civil rights or peace movements, in another format. Since labor unions often restrict volunteers from doing the regular work that paid employees perform, those who appreciate time-limited "episodic opportunities" can engage in: teaching citizenship classes; cutting coupons; teaching ballroom dance; leading book discussions; and delivering materials to the home-bound. These volunteers provide assistance in carrying out the library's service mission. Salisbury noted some successful

programs as those on: aging and spirituality; helping your aging parent (with organizing and paring down mementos); book-to-action (combining intellect with performance by following up a discussion of a book with a group volunteer experience linked to its topic.) She emphasized the importance of having a good speaker. Since many experts write better than they present in person, older adults with limited time and other options might be alienated by poor programs, even on worthy topics.

Audience members suggested: arm-chair travel programs (with volunteers showing slides); combining a field trip with a discussion of a book related to the venue held onboard the bus; beauty tips for all ages; and yoga and tai chi classes (often self-selective by age).

Salisbury concluded with reference to one guide to assist planning library programs for older adults—*The Third Chapter: Passion, Risk, and Adventure in the 25 Years After 50* by Sara Lawrence-Lightfoot.



Best selling author Neil Gaiman autographs a copy of his John Newbery Medal-winning *The Graveyard Book* for Danielle Rill, Cuyahoga County Public Library, Cleveland, Ohio, at the HarperCollins booth as hundreds of librarians line up to have their books signed.

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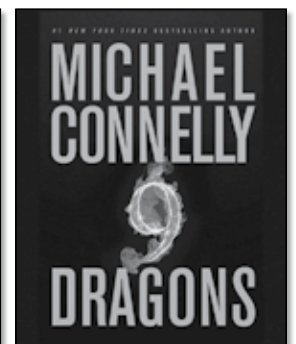
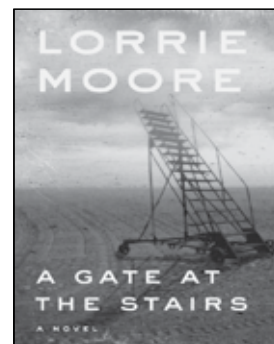
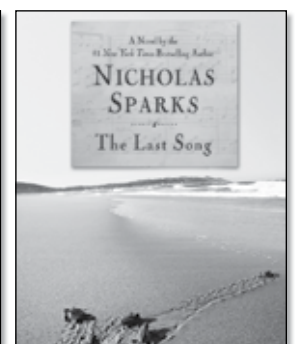
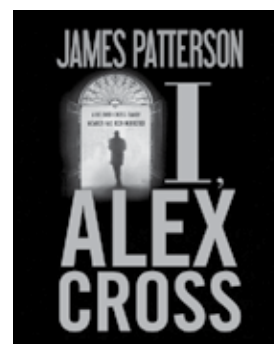
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Beals Relates Powerful Story of Faith, Forgiveness

By Stacy L. Voeller
Minnesota State University
Moorhead

A musical performance by the award winning St. Ailbe's Children's Choir and Dancers, opened Monday morning's Association for Library Service to Children (ALSC) Charlemae Rollins President's Program. Melba Pattillo Beals has authored best-selling books including *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock Central High School*, *White is a State of Mind: Freedom is Yours to Choose*, and *Expose Yourself: Using the Power of Public Relations to Promote Your Business and Yourself*.

In 1957, Beals and eight other black students faced the wrath of segregationists and the Governor of Arkansas to become the first black students to enter Central High School. The civil rights battle which erupted rocked this country, put the world on edge, and set her life forever on a different course. In 1998, for their courage and self-sacrifice, the Congress of the United States awarded the Little Rock Nine America's top civilian honor, the Congressional Gold Medal.

Beal's own mother was a librarian, so she expressed "how especially wonderful it is to be in the presence of librarians and this association. When I lived in Little Rock there was no escape, no path, so I lived in books. Every September she set me on the dining room table and she put the books there and I got to crease them. Don't mistreat books, don't ever write in them, treat them with respect she always said." Today, her office is in the back of the library. A visitor recently commented to her that she "went from the back of the bus to the back of a library." Beals loves being there because "every single day I teach I get to walk through the library and see all the brand new books and I get to crease the books and I get to say put that aside for me."

In recounting her memories of Central High School, Beals said it was "kind of a closed cage. It limited what I could do with my life and where I could go. The library was one place I could go. My life has been fraught with challenge, and the challenge has always been met with hope. Your jour-

ney with libraries will challenge you but you've got to get there no matter what. Your journey is to tell people how important the library is."

While growing up Beals felt as if "the burden of the country was placed upon her shoulders. Central High



Melba Pattillo Beals keynotes the ALSC Charlemae Rollins President's Program.

School was this huge building with a beautiful water fountain in front of it. When the whole issue came up of going to Central High School, they said who lives in the neighborhood and I said 'I do.' When I raised my hand at

13 years of age, they gave us these pieces of paper that your parents were supposed to sign. I signed mine myself and turned it in." While on a trip with her family to Cincinnati, she had her first contact with white friends of their family. Beals wondered what the big deal was because "they had the same doilies as her grandmother and served the same food."

She recalled that on the evening news one night, Walter Cronkite announced that there would be 16 students to go to the high school in Little Rock. Her father said to her mother, "you know they're talking about your daughter."

When she arrived at the school on that very first day, "[segregationists] noticed me and my mother and said 'we don't have to go across the street, we got niggers to hang right here.'" Beals recited the 23rd Psalm and The Lord's Prayer out loud, and miraculously they escaped the crowd that had gathered outside the school.

"Each day after we arrived at the school," said Beals, "they separated us and all nine of us were in different places." Beals was on the third floor of the school. The teachers were not prepared, everyone was in jeopardy. One day, her teacher kept telling her not to go near the window, but she wanted to see what was happening. There were sawhorses outside to keep

the mob back, but after a while they got through. "Pretty soon all of us were called into the principal's office and they were saying that they needed to get us out of the school. One man said we might have to let them hang one so we can get the other eight out. Another man said, 'I'm a father, we can't do that; how would you choose?'" Beals later saw that same man and she thanked him for giving her a ride home from school that day and they hugged each other.

Beals had to leave Little Rock to live with her adopted family after that year because there was a \$10,000 bounty placed on her if she were turned over to the Ku Klux Klan alive, \$5,000 if she were already dead. But even after everything she went through that year, Beals has no hatred in her soul. "If you hate, it's like sucking a lemon. You are the one left with the bitterness. Look at the life I've had. My father would always look at me and say don't ever forget, you're never less than my daughter."

Martin Luther King once said to her, "Melba, don't be selfish. You're not doing this for you, you're doing this for a generation yet unborn." Even with this great responsibility and the challenges she has faced, Beals' faith has kept her strong. She ended her speech with the words, "Love is the answer. The God in me sees the God in you."

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Congratulations Authority Control Interest Group on 25 Years

In honor of the 25th anniversary of the LITA/ALCTS Authority Control Interest Groups, past and current chairs, Dr. Barbara Tillett, Mary Mastraccio, Sandra Roe, Linda Ballinger, and Edward Swanson cut a celebratory cake at their Sunday afternoon meeting.

Tips on Dealing with Challenging Library Patrons

By Miranda Johnson, University of Maryland, College Park

Dealing with challenging library patrons is sometimes a very difficult task. On Saturday July 11, the Staff Organizations Round Table (SORT) hosted a talk by Mark Willis, the author of *Dealing with Difficult People in the Library*. Willis began the talk by emphasizing that libraries should work to “prevent issues that we can and be prepared

for those that we can’t.” Perhaps the most overlooked method of preventing difficult issues is creating a positive library environment. Willis mentioned the “broken window theory,” the idea that “once people see that something is wrong, they assume it’s OK to make it worse.” Willis suggests, “As soon as you see a mess, address it right away, it’s your way of saying ‘we enforce social order here.’”

Some other tips included:

- Avoiding “no” signs—People will only read one or two signs, put up the most important “no” signs and try to be positive with your wording.

- Utilize a secret “shopper”—These ‘under cover’ patrons can help you identify issues that could become problems with actual patrons. At Willis’s library they learned that tone of voice, attitude, and body language are what really matters.

- Never let it get personal—If you can say “The computer doesn’t have a

record of you returning these books.” rather than “You didn’t return your books,” you will become the patron’s partner rather than the enemy.

- Apologize—“I am sorry” goes a long way. Saying I am sorry doesn’t have to mean you were wrong, just that you are sorry the patron does not feel satisfied.

- Ask for feedback —After an episode ask a coworker to tell you how you dealt with the situation and how you might improve for the next time.

Audience

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but it can’t go the other way.”

One does not need to be an educational researcher to do assessment. Classroom assessment is ongoing, small-scale assessment that is instructor-driven and student-focused. In order to improve our effectiveness, we have to give students feedback. If you do not, Hinchliffe said, “People will believe they are doing it right. The problem is, they might not be...I would argue that misinformed is worse than naïve.” When we aren’t constantly assessing our teaching and student learning, then we sometimes allow our teaching to become rote, and “the only time we change what we’re doing is when a vendor changes an interface.” She used Deb Gilchrist’s information literacy instruction assessment framework and Wiggins and

McTighe’s “backwards design” model to show how we can incorporate assessment throughout the design and teaching process.

Woodard presented information on student-centered learning. As teachers, Woodard said “we need to pay attention to the knowledge, skills, attitudes, preferences, and beliefs that learners bring to the educational setting.” We need to focus on the student instead of the long list of databases and books that we think they can’t live without. “We’re not covering content but using content to help the students learn by applying it.” We should also incorporate a variety of learning styles into our instruction sessions, both those that students prefer and those that will challenge them. Woodard also stressed the importance of giving students something active to do besides taking notes—“how can you give them opportunities to think?” she asked. One of the biggest problems that instructors face is trying to motivate their students. Woodard indicated that “the more we know about them as individuals and as a group of students, the better we’re going to be able to design instruction to help them” and get them invested in the material.

Antonelli discussed teaching as performance and showed how theatrical techniques in the classroom can benefit students. She demonstrated how body position, gestures, and movement “can speak for you whether your mouth is moving” or not. Participants did some vocal warm-ups and learned how to lower the pitch of their voice. She showed how pauses can take the place of awkward “ums” and “uhs” while speaking and urged instructors to change the tone of their voice—“your voice is an instrument, so play it!” The classroom is our stage as instructors, and we can use many of the same techniques to capture our audience’s attention. We can break the fourth wall by moving through instead of staying at the front of the classroom, we can use props such as books and journals to capture focus, music can create an instant mood when students come into the classroom and also serve as a convenient cue to start class. Our costumes are also important and can affect how we feel about ourselves and how students see us. And of course, we should always do a rehearsal to make sure our equipment works before class starts!

The handout and PowerPoint from this presentation are available at <http://fleetwood.baylor.edu/lirt/program.html>.



Michael Nolen, Dallas, Texas, takes on his son Michael Jr., 6, in a game of chess at the Highsmith booth in the Exhibits Hall.

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Best-selling author Lisa Scottoline makes her Auditorium Speaker Series presentation Monday.

The Secret Life of Our Data

By Kay Ikuta, Inglewood Public Library

On Saturday afternoon July 11, RUSA's (Reference and User Services Association) Sharing and Transmitting Access to Resources Section's (STARS) Legislation and Licensing Committee presented a program about the lack of privacy of patrons' information in the digital age.

Andy Dale, a software engineer in authentication and identity management for OCLC, calls himself a "privacy and digital identity nerd." He said that libraries collect numerous data about their patrons including names, physical addresses, email addresses, fine payment history, branch preferences, class signups, etc. "Libraries are building identification systems, trying to make them tamper proof to protect their privacy."

Data is acquired from direct patron registration and institutional system integration. It is often used in resource sharing for ILL, shared circulation systems, or consortia borrowing systems said Dale, and he pointed out that in ID security those areas that staff can control are more dependable and trusted by users.

Lillie Coney, associate director of the Electronic Privacy Information Center in Washington, D.C., is often asked to appear before Congress to offer her

expertise. She believes in the expression "secret of data." Coney pointed out the places where we unintentionally give information: schools, libraries, banks, etc. An active "data broker" may then gather and sell the information to employment screening firms (e.g. ChoicePoint), federal, state, and local law enforcement agencies, and online businesses.

The Fair Information Practices Act tries to protect consumers by stating that the system cannot be secretive, that it must be voluntary to participate, and that you must reveal how the data is to be used. Consumers have the right to change the data and all efforts should be made to protect the data.

Stacy L. Voeller, associate professor and electronic resources librarian at Minnesota State University Moorhead, studied 30 institutions and their privacy policies. She found that most state statutes indicate that library data is confidential. Voeller gave the necessary elements for writing a confidentiality policy: notice and openness; choice and consent; access by user; data integrity and security; and enforcement and redress.

Voeller noted *Guidelines for Developing a Library Privacy Policy* available from ALA as a good resource and encouraged librarians to know the ALA Code of Ethics.

Blanton

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Awareness Program run by the FBI to investigate people with foreign sounding names, and how when librarians complained about it, the FBI then started investigating them. He also discussed "challenges to National Security Letters and how Library Connection heroes like Gonzales will go down in the annals of First Amendment cases because despite the gag rule, people like Gonzales spoke out and pushed back the government and won." Between the years 2003-2005, there were 143,000 open-ended National Security Letters issued with only one valid terrorism-related (material support) conviction.

Blanton also supplied several instances in which being open and talking about what was happening could have prevented catastrophes from happening. Had the "FBI agents in Minnesota who caught Moussoui publicized his arrest, the agents in Arizona who had reported strange activity at a flight school there would have made the connection and made arrests there, too. After publicizing information about the Unabomber, Ted Kaczynski's brother read the article in the Chicago Tribune and knew it was his brother and turned him in. The Washington D.C. sniper is another example. They caught him by getting a good description of the car, and an assistant state's attorney chose to link it to the media, and within an hour a trucker called him in and a S.W.A.T. team came and got the sniper. What caught these people, secrecy? No, the release of information was what did. Are we really safer in the dark?"

In a telling example, Blanton showed an email from Colin Powell. Duplicate copies of the email were on the projection screen and had been gone over by the same person who was crossing out information that was considered sensitive. With two large blocks crossed off in each copy of the email, Blanton discovered that when they were put together, really only one sentence was crossed off in both of the copies. Blanton said this proves how subjective the veil of secrecy is.

President Obama made the promise of transparency and openness as key for his new administration. According to Blanton, "we have Obama with his commitment to transparency, and now he's sort of backtracking on that. While the Obama administration did release the torture memos, it would not release the photos. In that, Obama received a score of 50 percent, which would mean he flunked. But, compared to the prior eight years, he's passing with flying colors. Torture memos are the beginning of the process of maximum proactive disclosure."



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Literacy for ALL: Advocacy, Libraries, and Literacy

By Kay Ikuta, Inglewood Public Library

On Sunday morning July 12, dedicated literacy advocates met to spread the word and learn more about how to teach reading and its related skills. ALA's Office for Literacy and Outreach Services (OLOS) presented the program, led by their Literacy Officer,

Dale Lipschultz, and Sandy Newell, State Archives of Florida & current Chair of ALA's Committee on Literacy.

The impetus for this call to action was an April 2009 webcast highlighting the winners of The America Dream Starts @ Your Library grants. There were 600 registrations for the webcast, but questions like "How to deliver ESL services, how to deliver prison literacy, and how to do collection development?" remained.

Several winners of this grant told their stories throughout the program. Brenda Brown of Chandler (AZ) Public Library received an award to do GED preparation, and "conducted twenty-one 'TalkTime' sessions with 1,327 participants." Christina Conklin of

Moline (IL) Public Library partnered with the local community college for weekly classes at the library with laptops.

Margo Fesperman of Mecklenburg County (NC) Sheriff's Office conducted a program with the motto "Fight Crime with Literacy where incarcerated fathers read to their children ages five years and younger. Several book clubs were formed along with vocational training and ESL tutoring." Kelly Czarnecki, a librarian at the Public Library of Charlotte and Mecklenburg County, "used technology education with her young adults. They went on Second Life to become avatars to express themselves, and are currently creating lyrics for a song

to help the homeless in the Charlotte area."

Robin Osborne of Westchester County Public Library talked about collections for the students, and how "a 2001 LSTA grant funded creation of a website for New York area libraries to provide links to health, education and technology sites. The result was 'Firstfind.' Another new website for adult learners called 'Learner Web' was funded by the Institute for Museum and Library Services (IMLS), where they can receive phone support and be connected to a tutor."

Literacy advocates can learn more about the subject at <http://www.americandreamtoolkit.org> and <http://www.buildliteracy.org>.

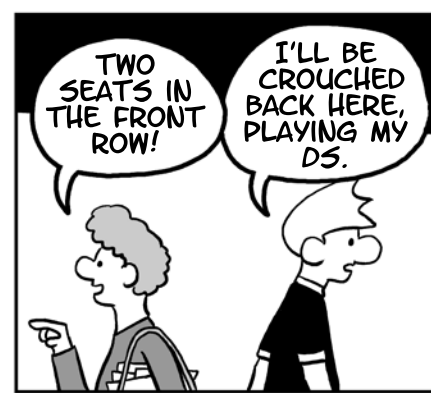
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These listings are paid advertisements.

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Scott Garrison on putting the Summon™ unified discovery service to work in Western Michigan University Library...

BUILDING A 21ST CENTURY LIBRARY



Western Michigan University brings the future forward

Western Michigan University (WMU) Libraries had a 21st Century problem: its 20th Century catalog wasn't meeting user or library needs. The growing wealth of the library's resources was not exposed or easy to find. Pinpointing the right piece of research required multiple searches – a process that trips up and intimidates students.

Other libraries were adopting federated search, but WMU found it wouldn't work for its vast collection, filled with hundreds of databases. "We held off on federated search because it wasn't a good match for our library," says Scott Garrison, Associate Dean for Public Services and Technology. "But, while we waited, our aging catalog got even older."

The wait is over at WMU as the library's search interface is propelled headlong into the future. Later this summer, the Library will launch the **Summon** unified discovery service, a technology breakthrough from Serials Solutions that provides single search box access to the breadth of the library's collection. Relevant items – regardless of format – are returned in a single results list that allows users to experience the richness of the library's resources simply.

"You can just put in [the search box] a string of words without any Boolean operators and get useful content," says Garrison. "Both basic and advanced searching look and feel much more like Google, which users have come to expect."

The launch of the Summon service is the second stage of the library's discovery strategy. To update the OPAC, WMU has already adopted VuFind, which will interface seamlessly with the **Summon** service. Garrison likes VuFind's open source underpinnings, faceted searching, and the fact that it's designed by libraries for libraries. However, he says the library was still missing a true discovery layer that would get users into the full scope of the library's holdings beyond just the catalog, without relying on federated search.

Enter the Summon service. With its centralized index of pre-harvested content – nearly half a billion records at last count – it delivers a lightning-fast search result in true relevancy ranked order. "It's a giant pre-coordinated index with great scholarly content, from such sources as ProQuest, Gale, IEEE, Alexander Street Press, and Springer. We have all this great stuff that was hard to get to, but now users will find it much more easily," says Garrison.

Indeed, more than 4,800 content providers are represented in the **Summon** service's growing index of data. Providers, intrigued by the service's ability to surface data in the right context, continue to sign on, creating an ever-growing content pool. Their participation enables Serials Solutions to stay ahead of rapid publication schedules and allows libraries to enjoy the service with little maintenance by staff.

The speed, simplicity, and sophistication of the **Summon** service are the icing on the cake for Garrison. He's intrigued with a number of the service's features. Like VuFind, the **Summon** service is built with set of Open APIs that allows Garrison and Libraries staff "to leverage the most valuable parts of the metadata we've so painstakingly built and maintained over decades." Further, its facets allow users to very simply narrow or broaden their searches. "Essentially, it lets you include or exclude terms, topics, dates, languages, and more, to get more relevant information faster. With a few clicks, you can go from 160,000 to 52 hits, to zoom in on what you're after," says Garrison.

Garrison is excited by the prospects of the library's new 21st Century face to the world. At WMU's Day at the Capitol in Lansing in May, he showed off the technology to university and state leaders. "This approach, using Apache Solr indexing and open APIs, is powerful, state-of-the-art stuff," he says. "We're ready to blow some minds with this."

Visit the Western Michigan University Libraries at www.wmich.edu/library/.

Learn more about the **Summon** unified discovery service at ALA by visiting Serials Solutions booth #3026. Or visit www.serialssolutions.com/summon. Serials Solutions is a ProQuest company.

Hear more from early library partners and adopters of Summon unified discovery service in the free Webcast series, "Returning the Researcher to the Library," hosted by Serials Solutions and *Library Journal*. Parts 1 and 2 of the series are archived at www.libraryjournal.com/nextgenuser. Parts 3 and 4 will be Webcast in Fall 2009.



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