

ALSCConnect

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Officially Speaking

Ahead to 2010

Remember variations on that old cartoon . . . an androgynous office worker cowering in a cubicle moaning, "No, please no, anything but another mission statement"? That cartoon flitted through my mind last year at the announcement that the American Library Association (ALA) was embarking on a strategic plan for 2010 and division presidents would be involved in its preliminary development. But this serial exercise in planning for the future quickly started looking less like *been there, done that* and more like another great opportunity for ALSC to move with ALA toward the second decade of the twenty-first century. Here's what's good about it: a solid strategic plan helps the board and committees prioritize activities, and it can be a pattern for you at the local level as you design programs and services that meet the needs of your communities.

Kicking off ALSC Ahead to 2010, the revision of our five-year plan, at the 2004 Annual Conference in Orlando, Sondra Taylor-Furbee, Texas State Library, expertly facilitated a lively discussion at the leadership meeting. Participants agreed that the current plan, *Creating a Better Future for All America's Children* is clear, sets priorities, and has been a flexible tool for the last five years. We decided we need a stronger advocacy statement, both to emphasize the ALSC role in ALA and the outside world. We agreed ALSC Ahead to 2010 needs updated terminology to reflect libraries' role in lifelong learning. Members emphasized two master goals: the revised plan needs to be action-oriented and it needs to focus on developmentally appropriate service to children, their parents, and caregivers.

The revised plan should reflect a more global perspective since mutual interests in children's literacy development, school success, and enjoyment of reading are international issues. Participants asked for inclusive goals that recognize children's librarians are involved in exciting initiatives serving new immigrant families, families who live in generational poverty, and families for whom the library is still not on their radar screen as *the* destination of choice. Participants want a stronger research goal that should highlight well-developed, directed, and disseminated research and evaluation that yield valid data on the outcomes for children of library projects and services.

A heated discussion of the critical need for contemporary children's service coursework in graduate library programs really livened up the morning. Vociferously expressed suggestions included establishing an ALSC accreditation program if the ALA Committee on Accreditation (COA) doesn't take a more proactive stance in identifying criteria for quality standards for contemporary children's services coursework. (Since the conference ALSC has received the good news that Virginia Walter, recipient of the 2004 ALSC Distinguished Service Award, has been appointed by ALA President Carol Brey-Casiano to COA. Ginny will be a powerful advocate on that committee!) Several other library educators who are active ALSC members heartily endorsed this discussion. It was the consensus of participants that graduate students looking for a career in children's services need classes that include not only literature and storytelling classes, but management, outreach, collaboration, intellectual freedom, technology, marketing, and child development as it relates to literacy and school readiness. Feisty ALSC leaders want newly minted grads applying for jobs in their organizations to be prepared for life in the real world of contemporary children's services.

Marie Orlando, Suffolk Cooperative Library System, Bellport, New York, is heading up a small workgroup revising the plan. She comments, "It's really been a fast five years since Kathy Simonetta and her hardworking committee hammered out the excellent document we've been using as our guide. But the ever-changing world of library service to children demands that we make the modifications necessary to reflect ALSC's and ALA's evolving mission. Our task force is ready to face the challenge!" Marie and the workgroup will be soliciting member response through ALSC-L and other venues.

And there's more! Perfectly timed to coordinate with the strategic plan revision, a new task force for the ALSC @ your library campaign was appointed by Cynthia Richey at the end of her presidential term. The group will develop a campaign focusing on how well-designed children's library services contribute to children's success in school. Our division's initiative coordinates with ALA's @ your library advocacy campaign (www.ala.org/ala/pio/campaign/aboutyourlibrary/goalsobjectives.htm). ALSC @ your library will roll out in 2005 with lots of hoopla. Be prepared!

So, members, don't cower under your desks at the thought of yet another round of strategic planning or new initiatives. Instead, consider it another chance to demonstrate ALSC's established record of meeting our tomorrows with energy and enthusiasm.— *Gretchen Wronka, ALSC President*

"P" is for . . .

I'm sure that most of you can find a way to complete the sentence I started in this section's title. ALSC's booklovers might say that "p" is for plot, a crucially important element in a quality book for young people, as many on our book award committees would assert. The administrators in our group might say that "p" is for planning, a vital management tool that is behind every successful initiative we undertake in the association (remember our strategic plan) and in our libraries. Taking time to plan ensures that we are going in the right direction and that we'll know when we've arrived at our destination. The doers among us will assert that "p" is for programming, which energizes library staff and provides myriad opportunities to engage our creativity as we pique young people's interest in books, reading, and libraries. Those of us who work in public libraries would put forth that "p" is for parents, because working with babies', toddlers', and preschoolers' parents to help them learn how to develop their children's preliteracy skills before they enter school continues to be a critically important need in most communities. That's where Every Child Ready to Read @ your library, our joint initiative with PLA, fits in. Others might contend that "p" is for purchasing, which allows our libraries to be well-equipped and welcoming spaces full of books and other materials that entice children to visit and explore. Another batch of ALSC members would maintain that "p" is for proactive, a frame of mind so necessary within our institutions and communities as we speak up for what we know is best for the children we serve.

But I have some other definitions to put forth: "p" is for participation, one of the things that makes ALSC such an exhilarating division of ALA. The majority of our members hold full-time jobs in public libraries, school libraries, academic institutions, or publishing yet they still invest untold hours in ALSC. The result: committees run smoothly, manuals are updated, awards are presented, booklists are published, discussion groups convene at Annual Conference and online, and conference goers have fabulous, informative programs to learn from and be inspired by.

In my most overwhelmed moments, my favorite "p" is for procrastination. Tackling the tasks that aren't second nature, thinking up ideas for columns such as this one, trying to reduce the piles of paperwork and clutter in my office . . . I can always find something else to do when faced with these tasks. Yet that is when it's time to remember that "p" is also for pledge. This is when we pledge to do the best we can for children, whose lives are improved or enhanced by the work we do every day. This is when I pledge to play fewer games of Free Cell and spend more time on my ALSC e-mail (federalsc@comcast.net), answering each member's concerns with patience and thoughtfulness. This is when I pledge to make all the committee appointments in a timely fashion and to communicate early and often. Of course, we can all pledge in a more literal sense by supporting Friends of ALSC and its endowment areas that bring long-term stability to our organization. See www.ala.org/ala/alsc/aboutalsc/friendsofalsc/friendsalsc.htm for details on how your donation can make a difference.

So, along with me, choose your favorite "p." And in doing so, pledge to join me in keeping ALSC healthy, vibrant, and full of member participation on our committees and task forces. Oh, I forgot that "p" is for positive . . . well, I'll let your imaginations run with that one.— *Ellen Fader, ALSC Vice President/President-Elect*

Bright Ideas

Talk about Books

Nancy J. Keane's Kid's Book Beat won the 2004 ALSC/Sagebrush Education Resources Literature Program Award.

Like most school library media specialists, I have tried numerous methods to encourage students to read for pleasure. I have spent time with students one-on-one suggesting books, booktalked titles, built displays, written reviews, and had children and teachers write reviews. In 1995 I even began a Web page that now includes over 2,300 booktalks (<http://nancykeane.com/booktalks>). I am a fanatic about getting good literature into children's hands and will go to great lengths to accomplish that goal!

In 1997 a children's book discussion club was started at Rundlett Middle School. The students met once a week for one hour before school to talk about books. At first, the idea was that students would read the same book and discuss it. That idea was soon abandoned when it became clear that the students wanted to talk about different books. They complained that it was too much like real school and that they came in early to talk about books they like. They wanted to choose their own book, read it, and then tell the other students about it. Although we were a bit hesitant about this approach, the idea worked well. There was a small but dedicated group of students who met throughout the school year. The students really tried to convince others to read the book they were discussing.

While listening to these students discuss their books, I kept wishing that there were a way to get other students involved. The enthusiasm was electric and I knew that this was a good way to promote reading for pleasure. I thought of publishing the discussions on our Web page, but I knew it wouldn't capture the students' enthusiasm. I got the idea of having the students discuss their books on the local radio station. I secured a summer externship with the station through our school district's school-to-work initiative. At the conclusion of the externship, I pitched my idea for the show and the station owner jumped at the idea. He was looking for local educational programming so it fit right in. *Kids Book Beat* was born. We would air once a month for twenty minutes. And we would air live!

Each show was built around a theme. I didn't want the students to read the same book but I wanted to be able to discuss the issues around the books. Because our first show was slated to air around Halloween, I chose mystery books as the theme. The sixth and seventh graders on that show reviewed Nancy Drew books as well as other mystery books. For November, we read Colonial American fiction books. With themes, students were able to choose their own books, but still relate to the other books mentioned.

For the first show, I met with students ahead of time and rehearsed with them. That was the only time we rehearsed. It was awful. Listening to the show afterwards, I realized just how rehearsed the students sounded. The spontaneity that I hoped to capture wasn't there. Since the show was live, it really couldn't be rehearsed anyway. We needed to be able to "go with the flow." Instead of rehearsing, I decided to meet with the students ahead of time only to explain the format of the show and to find out what books they were reviewing so I could prepare booktalks about similar books to fill in if the students ran short of things to say. There have been very few times where I have had to fill in!

On each show, I made a point of letting the audience know about what was happening in the classroom. When we reviewed Colonial American fiction, we also told about the school's Colonial Days events and the American Girls' Felicity tea party. When we discussed the book *Tracks in the Snow*, we related the sixth grade's winter ecology unit during which all sixth graders spent a winter day in the woods, identifying animal tracks and learning survival skills. We spoke at length about the eighth-grade literacy project that paired Rundlett eighth graders with preservice education students at Keene State College for an e-mail book buddy project. We've talked about what books are part of the school's curriculum and we've spent time discussing Great Stone Face Award nominees (New Hampshire's children's choice award). The May shows offered suggestions for summer reading.

Our callers kept us thinking as well. They called in requesting book recommendations, asking how to get their own children to love reading, or even asking students to compare the books they were reading to movies made from those books. Our callers included siblings, grandparents, and those who were just curious.

The future of *Kids Book Beat* was up in the air during summer 2000 when the radio station was sold. I approached the director of the local cable access station and pitched my idea for the show. We now produce one thirty-minute show each month. The station airs the show twice a day for one week, so it is aired a total of fourteen times a month.

Changing from a live radio format to a taped video format involved rethinking how we present our discussions. I miss the spontaneity of the live discussions and the audience participation. One thing I have done to try to preserve some spontaneity is to "keep taping." I do very little editing. I try to do the show in one take and then add the introduction and credits.

With the television format, I now can take the audience right into the classroom. I have recorded literature circles, students performing readers' theater, and a storyteller's performance. I have been fortunate to have several New Hampshire authors on the show as well. And, of course, we also continue to have our book discussions.

I am happy that I have been able to bring these lively discussions to the community. Comments from the audience have been very positive. The students tell me that they have had a great experience and their parents have been impressed with how well they performed. I believe the show has been a fantastic public relations tool for our school and for libraries in general. I've had a great time talking to the students and the community and being able to share my love of children and children's literature.— *Nancy J. Keane, School Library Media Specialist, Rundlett Middle School, Concord, New Hampshire*

Web Connections

In November 2003, the Skokie Public Library youth services department introduced Web Connections to the Skokie school community. Web Connections was developed to increase awareness of the library's vast collection of online resources and to help students in grades 4 through 8 and their teachers learn how to use these resources to meet their research, reference, and homework needs.

Web Connections visits take place in the school classroom, media center, computer lab, or at Skokie Public Library in the youth services computer lab. Visits are arranged at the teacher's request and are tailored to meet the classroom schedule, study needs, and current areas of academic interest.

The forty- to fifty-minute Web Connections presentation includes a hands-on instructional tour through the library's Web site, remote access databases, homework help tools, and online catalog. The hands-on portion of the presentation is delivered according to the learning style that best suits the class. Students either shadow the presentation at their own computer stations, exploring the library's online resources as each is presented on an overhead projection screen, or listen and learn classroom style and then move to the computers for "try-it time," practice, and guided exploration of online resources.

Teachers who arrange a Web Connections presentation are provided with print materials to encourage continued use of the library's Web site and online resources. A bound teachers guide developed in-house, *Youth Services Teacher Resources on the Web*, offers a ready reference to research, homework, and classroom planning resources available on the Skokie Public Library Web site as well as a remote access code and login instructions. Student handouts and subject-specific pathfinders are hole-punched for easy transfer to homework binders.

During the three months following the introduction of Web Connections, research use of the library's student database collection increased by more than 400 percent as compared to the same three-month period of the previous year. By May 2004, more than 700 students and 100 teachers welcomed Web Connections into the classroom or came to Skokie Public Library for an in-house presentation, contributing to a 100 percent increase in library collaboration with our local elementary, middle, and junior high schools.

Visit Web Connections online at www.skokielibRARY.info — *Ruth Sinker, Youth Services Technology Coordinator, Skokie (Ill.) Public Library*

Think Summer!

On Saturday, January 11, 2004, the St. Joseph County Public Library's Children's Room hosted a beach party to shake the winter blahs. Hosting this high-energy, unseasonal event in our storytime room was a boatload of fun. We advertised in our monthly flyer, on our Web site, and by word of mouth. We recommended registration without age restriction and asked children to bring towels and sunglasses. Twenty-four children, including some walk-ins and a few parents, filled our storytime room.

We started with some great books about the beach and ocean, and livened things up with music. We had a blast doing the "Boogie Walk" with Greg and Steve (children's music performers), and the Beach Boys took us "Surfin' USA." Games included a beach ball and towel relay (with a juice box break afterwards), and then we used a circular canvas parachute to play "changing places" and to keep a beach ball aloft. Finally we had six ten-gallon tubs filled with sand so that children could play and build castles using paper cups and bowls. A few brave kids went barefoot and wiggled their toes in the sand.

To manage the crowd, half of the group played in the sand while the other half created a paper plate aquarium craft. Parents were a big help here. We colored undersea scenes with sandy sea floors on one paper plate and then inhabited them with glued-on foam creatures and shells from the craft store. Seascapes were protected by clear plastic wrap held in place by a second paper plate cut as a round frame and stapled to the base.

When you're finished, check for sunburn lines, then send 'em home tired and sandy with books under their arms.—
Rebecca Waring-Crane, Children's Librarian, and Kris Springer, Head of Children's Services, St. Joseph County Public Library, South Bend, Indiana

Friends of ALSC

The end of the year is quickly approaching and that means two things: the holidays and tax season! Did you know that all contributions to **Friends of ALSC** are tax-deductible to the extent provided by law? Better yet, your donation helps ensure excellence and growth in ALSC's programs and services. Also, making a Friends donation in another's name or memory is a unique way to remember someone special during the holidays.

To make an online donation to Friends of ALSC or to download the printable, mail-in form, visit www.ala.org/alsc and click on the "Support ALSC" button at the top right of the purple ALSC banner at the top of the homepage.

Resource for Parents

The National Center for Learning Disabilities and Schwab Learning have collaborated to develop a handbook designed to provide simple, accessible information for parents on the No Child Left Behind Act. *Making the "No Child Left Behind Act" Work for Children Who Struggle to Learn: A Parent's Guide* is available to download at www.LD.org/NCLB and www.SchwabLearning.org/NCLB.

The twenty-two-page guide addresses the special issues, challenges, and opportunities facing parents whose children are struggling to learn and provides them with information about specific actions they can take to improve educational services for their children.

ALSC Voices

ALSC Profile

Holly Jin
Preschool Services Coordinator
Youth Services Department
Skokie (Ill.) Public Library

ALSC Membership: two and a half years

Where did you attend library school?
Dominican University, River Forest, Illinois.

What attracted you to library service for children?
After teaching high school and junior high for four and a half years, I realized I wasn't cut out for a classroom setting.

So, I blended my previous experience teaching gymnastics to children with my love of books and learning (and dare I say, love of talking?) and came up with the conclusion that I was made to be a children's librarian. I was fortunate enough to get a full-time library associate position (in my hometown library!) and immediately began graduate school. Now I tell stories in the very same library I grew up in-talk about storytime having an impact on children!

Why did you join ALSC?

To become more aware of current trends and issues in youth services, to borrow ideas from others' successes, and to get involved in a professional organization in order to get the most out of my wonderful career.

Have you served on any ALSC committees?

No, not yet. I've begun my professional service at the local and state level. I currently serve as the secretary for Preschool Partnerships, a preschool services networking group in my local library system; as the vice-president/president elect of Lincoln Story League, where librarians from the north and northwest suburbs of Chicago share storytime, craft, and program ideas; and as a Reading Committee member for the Monarch Award, the Illinois K-3 children's choice award. I'm looking forward to getting plugged into ALSC at the 2004 Institute in Minneapolis!

What new service or resource would you like to see ALSC offer which we currently do not?

An online database of program ideas that ALSC members can access with a password in order to add or search for book titles, fingerplays, songs, preliteracy activities, games, programs, and crafts.

What are you currently working on at your library?

I'm just finishing up our first edition of *Early Childhood Express*, the library's preschool newsletter and getting ready for fall and winter programs and our annual Preschool and Child Care Fair. I'm also collaborating with other librarians in the north suburbs of Chicago in writing a grant to get funding for Every Child Ready to Read! Hopefully, my library will receive the LSTA grant for which we've applied and I'll soon be working on making the library a more inviting place for children with disabilities. Some of the other responsibilities I enjoy are selecting picture books, teaching preschool storytime, leading junior great books discussions, and soliciting donations for summer reading club prizes.

Who/what is your favorite children's author/book and why?

That is an impossible question to answer, so let's go with my favorite book character! There is no mistaking it . . . his name is Curious George. He's been my favorite since I was a child.

What three words best describe you?

Upbeat, expressive, and thorough-not to mention curious.

What are your hobbies?

Besides reading? Collecting stuffed storybook characters, telling Bible stories to children at church, playing with my cockatoo, sending personal notes and cards, and spending time with family and friends. Oh, and I'm just learning how to golf-it's not easy!

Hear Ye! Hear Ye!

Support Change

When Congress reconvenes in January 2005, a major agenda item will be the reauthorization of the Head Start program. Since 1964, Head Start has provided comprehensive child development, literacy, and family services to more than 18 million children from low-income and working poor families.

Early childhood literacy programs are a critical part of Head Start's effort to aid in a child's intellectual development and librarians across the country can be effective partners in this effort's implementation.

When Congress considers reauthorization of Head Start, help us make the changes necessary so every library in this country can either continue developing or develop new innovative programs to introduce children to the world of books. Kids need to know how to read to succeed and the library is crucial in the effort to develop a nation of readers.

Contact your elected representatives and educate them! Use ALA's Legislative Action Center (<http://capwiz.com/ala/home/>) to help make the contact and tell your important story.

Plan for El Día

ALSC is pleased to announce that the brochure announcing El día de los niños/El día de los libros (Children's Day/Book Day) is once again available to members. El día is celebrated annually on April 30. It is a day marked to observe the joys and wonders of childhood and the importance of books in all our lives.

The brochure, featuring a booklist by and about Latinos, is designed to inform parents and children about the importance of advocating literacy for every child, regardless of linguistic and cultural background. The brochure is available in English and in Spanish. Further information about the day, including suggestions for hosting a celebration in your library, is available at www.ala.org/alsc as well as at the Web sites featured in the brochure.

To request copies of the brochure, please contact Linda Mays in the ALSC office at 1-800-545-2433, ext. 1398, or at almays@ala.org. The brochure is available while supplies last.

America after 3 P.M.

Just what are children doing every evening after school? Are they at your library? The After School Alliance released a study last May, based on the results of a national household survey, *America After 3 P.M.*, of how kids spend the after-school hours. While the study showed that only 6.5 million children are involved in after-school programs, it also stated that parents of another 15.3 million children say their children would participate in after-school programs if they were available. In our communities today, 14.3 million children take care of themselves after school, including almost 4 million middle school students in sixth through eighth grades.

To learn more about the study and its findings, visit www.afterschoolalliance.org/america_3pm.cfm. The site also includes individual survey findings by state. The After School Alliance is a nonprofit public awareness and advocacy organization supported by public, private, and nonprofit entities working to ensure that all children and youth have access to after-school programming by 2010. To learn more, visit www.afterschoolalliance.org.

Thanks and Kudos!

Thank you to all those who took part in the successful ALSC National Institute in Minneapolis this fall. We are grateful to the many dedicated individuals who made it all happen. For planning a strong and stimulating schedule of programs, we thank the Planning Task Force, including Caitlin Dixon, chair; Virginia Bush; Nina Lindsay; Penny Markey; Maria Salvadore; Luann Toth; Wendy Woodfill; and Gretchen Wronka. Special thanks go to the Local Arrangements Committee, including Kathleen James, Barbara McMillan, and Marlene Moulton-Janssen, for all their very special touches!

ALSC also extends its sincere thanks to many institutions and publishers for their generous support of the institute, including: Abdo Publishing/Learning Opportunities; Bilingual Publications; BWI; Candlewick; Capstone; The Child's World, Inc.; Creative Company; Free Spirit; Greenwillow Books/HarperCollins; Hennepin County Library; Lerner Publishing Group; Listening Library; MELSA; Milkweed Editions; Minneapolis Public Library; Peaceable Kingdom; and Recorded Books.

On the Web

ALSC has added two new resources to its Web site. The bibliography "Growing Up Latino in the USA" was prepared by the International Relations Committee for the 2004 ALA Annual Conference program "Serving the Needs of Latinos in the United States through Children's Literature." To access this resource, visit www.ala.org/alsc and click on "Resources" and "Book Lists" on the left-hand navigation menu. Copyright expert Carrie Russell from ALA's Washington Office spoke in Orlando at the Joint Youth Legislation Committees' program "Who Owns Snow White? Copyright Issues for Youth Services Librarians." Russell's PowerPoint presentation is available at www.ala.org/alsc. Click on "Resources," "For Librarians & Educators," and "Copyright Issues" on the left-hand navigation menu.

Save the Date

The 2005 May Hill Arbuthnot Lecture will take place at Drexel University's College of Information Science and Technology (IST) in Philadelphia on **April 9, 2005**. Richard Jackson, editor and publisher, will deliver the lecture, which is cohosted by the Free Library of Philadelphia and the Julia R. Masterman Laboratory and Demonstration School. More information will be posted as it becomes available at www.ala.org/alsc, click on "Awards & Scholarships" and "Literary & Related Awards."

Join the List

To stay informed about ALSC activities and issues, subscribe to the ALSC electronic discussion list. Send the following message to listproc@ala.org: subscribe ALSC-L [firstname] [lastname]. Leave the subject area blank.

Change of address? Be sure to subscribe under your new e-mail address and unsubscribe from your old address. To unsubscribe, send the following message from your old address to listproc@ala.org: unsubscribe ALSC-L. Leave the subject area blank.

Other ALSC special interest discussion lists focus on public library and school partnerships, children's collection management, preschool services, technology issues, managing children's services, and teaching children's literature. To learn more about all of ALSC's electronic discussion lists, visit www.ala.org/alsc and click on the discussion lists graphic near the bottom of the home page.

Chicago Preconference

The ALSC Preconference "Teachers, Parents, and Librarians: Working Together So Children Can Learn to Read" will take place on Thursday evening, June 23, and all-day Friday, June 24, at the 2005 ALA Annual Conference in Chicago. Building on the successful 2004 "Great Beginnings" preconference on early literacy, this year's preconference will focus on research, innovative library programs, the roles of school and public librarians in early literacy, and bridging the literacy gap from preschool through middle school.

Midwinter Schedule

The ALA Midwinter Meeting is January 14-19, 2005, in Boston. For the complete ALSC meetings schedule, visit www.ala.org/alsc and click on "Events & Conferences." The ALSC media awards, including the Newbery, Caldecott, Sibert, Wilder, Carnegie, and Batchelder awards will be announced at a press conference on Monday morning, January 17. The winners will be posted to the ALSC Awards Web pages after the press conference at www.ala.org/alsc, click on "Awards & Scholarships."

Welcome

The following new members joined ALSC in May, June, and July. Please welcome those from your area.

Grace M. Slaughter, AL
Yolanda Valentin, AL
Stephanie L. Collazo, AZ
Michelle L. Creston, AZ
Holly Henley, AZ
Anna Dalton, CA
Heather E. Daugherty, CA
Donya J. Drummond, CA
Kim A. Endoso, CA
Peaches Enrich, CA
Genevieve M. Feldman, CA

Sushila Mertens, CA
Cindy Romero, CA
Laura Tarango, CA
Karen Untiedt, CA
Jamie E. Woo, CA
Christine Taylor, CT
Karen Cosimano, FL
Svetha S. Hetzler, FL
Lori Kerce, FL
Bree Lovel, FL
Jessica J. Mead, FL
Lucretia D. Miller, FL
Lisa R. Webb, FL
Vanessa C. Cowie, GA
Shannon M. Peterson, GA
Inez Shepherd, GA
Jeanette A. Gerriettes, IA
Suzanne M. Piel, IL
Mary M. Blankenheim, IL
Marjorie Foley, IL
Kristi Howe, IL
Tara L. Olson, IL
Maria Pontillas, IL
Allison M. Wherry, IL
Martha C. Gronniger, KS
Janet Duvall, KY
Melissa C. Schutt, KY
Emily Steele, KY
Patricia Skinner, LA
Sarah Belanich, MA
Elizabeth A. Katsoris, MA
Stephanie Tournas, MA
Elizabeth Valero, MA
Janis Cooker, MD
Jennifer Falkowski, MD
Denise Greenberg, MD
Elizabeth Lewis, MD
Regina B. Wade, MD
Kathryn E. Angott, MI
Kathleen J. Cook, MI
Carolyn Gundrum, MI
Julie Lawrence, MI
Bambi L. Mansfield, MI
Julia Meredith MI
Lauren E. Moran, MI
Kristine Oke, MI
Gari Stein, MI
Rhonda K. El-Said, MN
Abike Eyo, MN
Delane James, MN
Kathy Kleckner, MN
Barbara Kondrick, MN
Darla Lager, MN
Paula E. Riddle, MN
Angela Schaeftbauer, MN
Sharon K. Anderson, MO
Kathleen A. Flanagan, MO
Jennifer Jones, NC
Susan E. Moses, NC
Andrea A. Lindorff, ND

Lauren A. Chandler, NJ
Michael F. Samuels, NJ
Jessica Trujillo, NJ
Valle Z. Blair, NY
Laura Bocklet, NY
Alexandra Burns, NY
Justin Chanda, NY
Joanna Cotler, NY
Auria Morales, NY
Rebecca Newman, NY
Susan Preece, NY
Sharon A. Tidwell, NY
Tracy-Lyn Vandyne, NY
Jennifer L. Benbow, OH
Jami L. Ingledue, OH
Megan E. Lyon, OH
Anne Quinn, OH
Lynn Saddleton, OH
Heidi Smith, OH
Suzanne Harold, OR
Devon M. Crosby-Helms, PA
Hal Doner, PA
Erica Hickey, PA
Kelly Anne McDermott, PA
Colleen B. Miles, PA
Amy Pickett, PA
Danita Barber-Owusu, TX
Anne W. Crumpacker, TX
Janette Fuller, TX
Deborah S. Hubble, TX
Caitlin Robson, TX
Libby Whitcomb, TX
Hazel Brown, VA
Mary E. McCaskill, VA
Lindsay Schafer, VA
Julie Short, VA
Elizabeth C. Blanchard, VT
Laura McAffrey, VT
Mary Jane Garlick, WA
Jennifer Harrison, WA
Anne Kissinger, WI
Laurie Magee, WI
Amanda Moss, WI
Katherine Southern, WI

INTERNATIONAL

Mary Ann C. Fitzpatrick, Canada
Marcia Cook, England
Wendy Coddington, Italy
Elisha Brookover, Japan
Adele Hewlett, New Zealand

INSTITUTIONAL

Lee County Public Library, SC