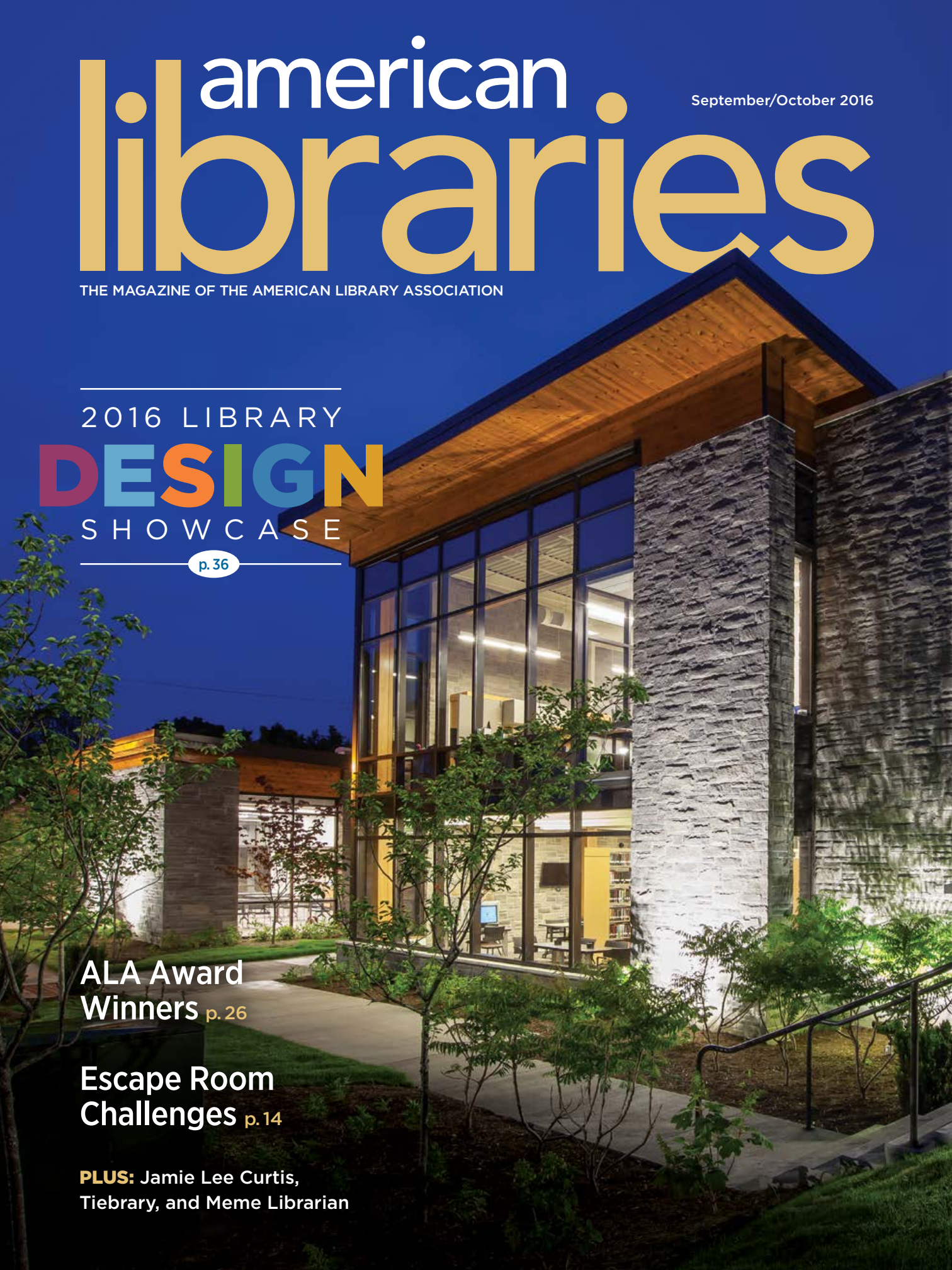
american libraries

September/October 2016

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION



2016 LIBRARY DESIGN SHOWCASE

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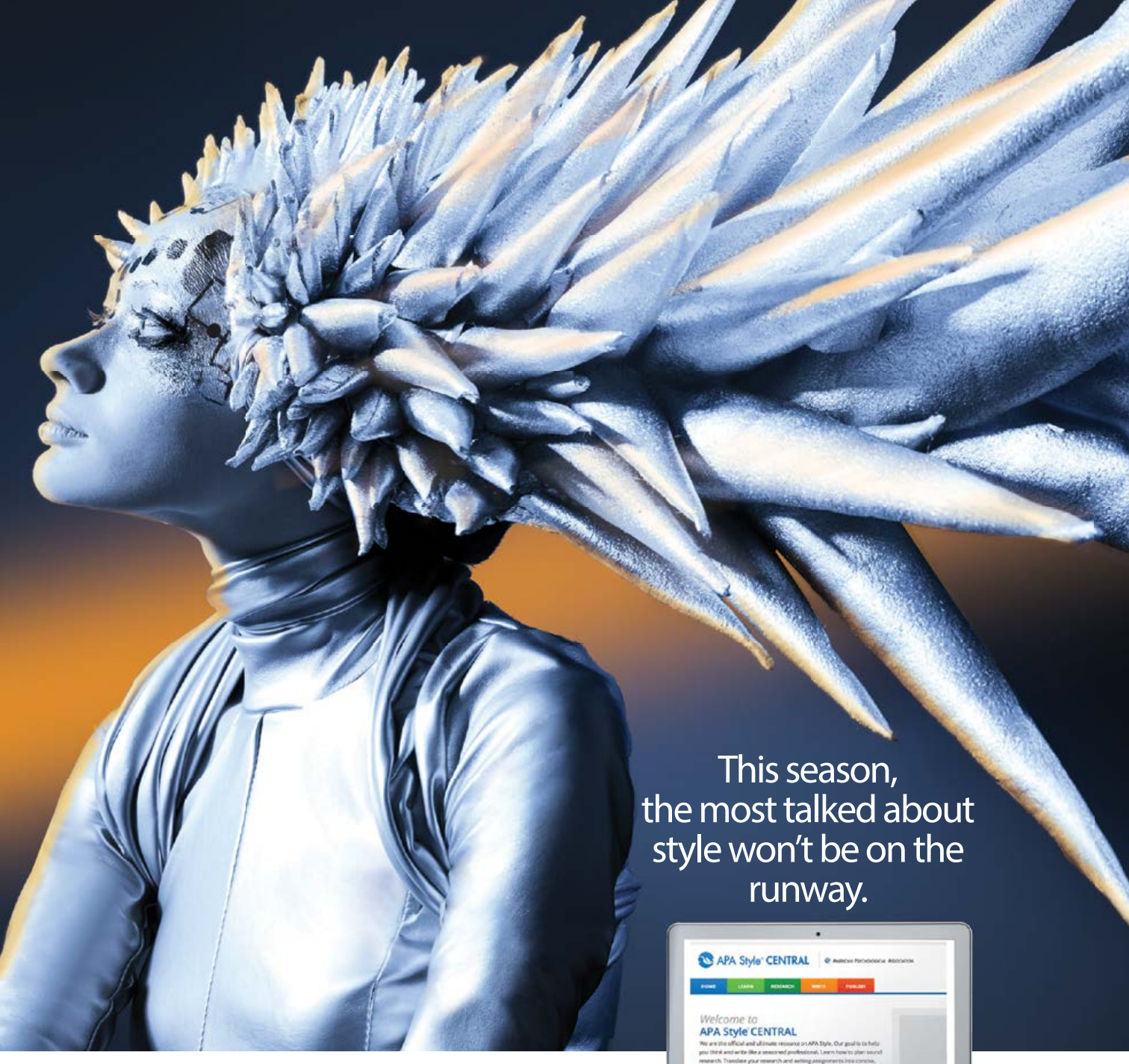
Escape Room Challenges p. 14

PLUS: Jamie Lee Curtis, Tiebrary, and Meme Librarian



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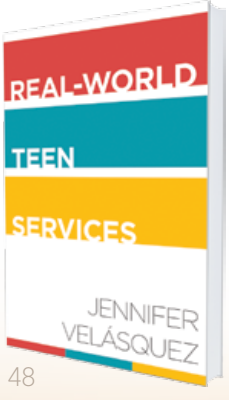

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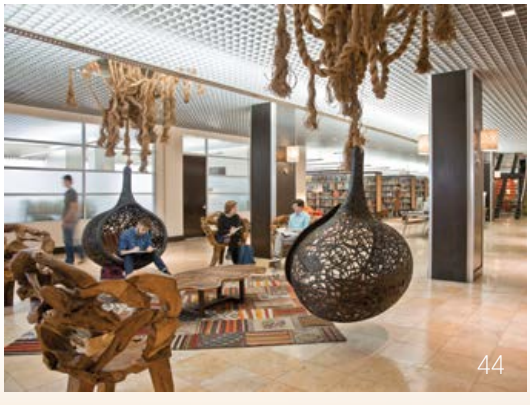

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EDUCATION

from the **EDITOR**

The Feng Shui of Library Design

Laurie D. Borman

While strolling through Chicago's Chinatown after lunch several months ago, my family and I saw that the new library branch was open. We'd been watching the 16,000-square-foot, two-story building go up over the previous year and were fascinated with the curvy, three-sided, glass-walled design.

The bright and beautiful "Universal Transverse Immigration Proclamation," a mural by C. J. Hungerman, splashes across a wall on the second story, easily visible from the airy atrium. The mural, created after conversations with local residents, represents the past, present, and future of Chinatown.

Feng shui principles of harmony guided the design of the space, which features a children's area and community room on the ground floor, with private study rooms and adult and teen spaces on the second floor. All the spaces were busy when we visited—kids playing with computers and reading books, seniors playing mah-jongg, and students with tutors in the study rooms upstairs. Solar shading screens fitted into the glass curtain wall reduce heat gain yet let light in, and a green roof with native grass can be seen from the nearby elevated train.

The Chinatown branch is just one of many amazing new library designs and renovations featured in this issue's Library Design Showcase, beginning on page 36. In addition, be sure to see the American Library Association/International Interior Design Association library interior design award winners on page 44.

Also in this issue, we feature outstanding librarians and authors who received ALA awards this year at the ALA Annual Conference and Exhibition in Orlando, Florida. New for 2016 is the Ernest A. DiMattia Jr. Award for Innovation and Service to Community and Profession, presented by the DiMattia family in memory of our former Publishing Committee chair and president of Stamford, Connecticut's Ferguson Library. See the honorees for the DiMattia Award and others beginning on page 26.

What is the coolest library job anywhere? Could it be meme librarian for Tumblr? Amanda Brennan thinks so, and that is her job. Learn more about Brennan on page 64.

Laurie

Chicago's Chinatown branch is just one of many amazing new library designs and renovations featured in this issue's Library Design Showcase.

american libraries

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What's a memorable feature you have seen at a library?

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View of the canal from Copenhagen Royal Library's escalator

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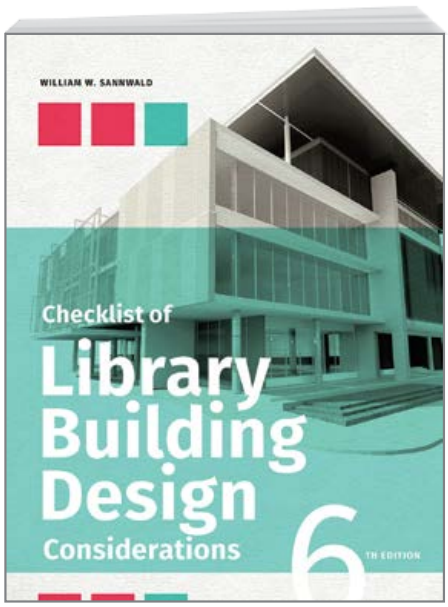
Checklist of Library Building Design Considerations

by William W. Sannwald



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Using a popular checklist format that ensures no detail is overlooked, this book is an essential tool for every design and construction project.

For a limited time use coupon code ALWS16 at the ALA Store for a $5 discount.

Don't delay! Offer expires 11/30/16.

from the **PRESIDENT**

Lead with the Value of You

Don't discount the worth of your staff and your own expertise

Julie B. Todaro

In the previous issue of *American Libraries,* I outlined my ALA initiatives for the coming year, with a focus on ALA's public awareness campaign, Libraries Transform, which was launched last year. This year, we're building on the momentum with an additional focus for the initiative—Libraries Transform: The Expert in the Library. In talking about this, I always envision myself looking a little like Steve Martin in *The Jerk,* shouting proudly, "I'm in print!" I think this feeling comes from my years of pushing people to step up and credential themselves to their decision makers and constituents.

But the need to credential comes from years of hearing people say, "Do you have to have training to do this job?" and "I'd love to have your job—I would love to read all day!" My favorite request occurred while I was at the reference desk, when a student walked up to me and asked, "Could you babysit my child while I go to class?" Honestly, I find it hard to believe that any other person in a public position at any desk gets those questions or comments, but they just keep coming!

Early in my career, many decision makers frighteningly rolled back taxes to a previous decade that in some institutions caused cuts in the high double digits. These same decision makers suggested that we accomplish balancing our budgets with draconian cuts through staff salary savings. We could use volunteers or just eliminate staff while keeping a high level of services, it was argued.

Amazingly, in previous organizations I had been asked to cut deeply and not tell constituents, and to make those changes invisible to the public so that decision makers would not have to field complaints.

Then there are the leaders who plan a new building and leave out space for staff, expecting librarians to sit at a public desk all day or have office space in another building but travel to the library for their reference shift.

Some things have improved but often for unfortunate reasons. Public buildings have been recognized as environments needing increased security and staffing levels to ensure constituent safety. While librarians typically have said they can't stay open full hours with few or no staff members, an increasing number of them are willing to say the library will close a certain number of hours until the technology assets needed and people with expertise are funded.

The best messages we can communicate for our libraries are those that include our value and—if you don't already—include the value and expertise of your professionals as they connect their constituents to the resources and services they need.

Speak up. Credential yourself. Identify the expertise that you have. When you give someone an answer or provide them with the perfect pathway to finding what they need and they say "Thanks so much!" your reply should not be, "Oh, that's okay, it's my job." You should respond, for example, with, "Of course! It's what I do, and I have specific expertise in materials for children at that grade level." Or, "Let me know what else you need; health care content is my specialty."

When you stand up in front of a group of people, give them your name and where you work, but before you talk about your services and resources, start by saying, "Staffers in the library, including me, have unique training and education in organizing information, searching the millions of pieces of content out there, and assisting you in finding what you need." It's simple to do, and it connects the value of the institution with the real value of our profession—the expert in the library. AL

Credential yourself. Identify the expertise that you have. It connects the value of the institution with the real value of the profession—the expert in the library.

JULIE B. TODARO is dean of library services at Austin (Tex.) Community College.

from the **EXECUTIVE DIRECTOR**

Advocacy School in Session

ALA helps you implement an advocacy plan for your hometown

Keith Michael Fiels

The American Library Association's new strategic directions and new advocacy plan chart a bold course to build support for libraries of all types.

With a sustained national advocacy campaign our first priority, the Libraries Transform public awareness program launched last year. More than 3,000 libraries and supporters have already signed on to be part of the campaign. Last year we saw 144,001 page views of LibrariesTransform.org, 12,387 downloads of the library toolkit, 22,000 #LibrariesTransform mentions on Twitter, 65,000 views of Libraries Transform videos, and a post reach of nearly 4.2 million on Facebook!

Advocacy training joins Libraries Transform on center stage this fall. Our work will focus on two major initiatives.

First, the Office for Library Advocacy (OLA) and Office for Intellectual Freedom (OIF), in coordination with ALA's Chapter Relations Office, are launching Advocacy Boot Camp, a preconference designed to teach advocacy and intellectual freedom principles, with a focus on implementing an advocacy plan back at home and recruiting the next generation of library advocates.

OLA Director Marci Merola and OIF Director Jamie LaRue promise that this won't be generic advocacy training. The recent rash of anti-library trends, including the antitax movement, privatization, removal of independent library boards, and deprofessionalization, all constitute a new challenge to our libraries. State by state, Advocacy Boot Camp will help library communities advocate for libraries as fundamental building blocks of democracy, focusing on four key messages: Libraries transform lives; libraries transform communities; librarians are passionate advocates for lifelong learning; and libraries are a smart investment. The first Advocacy Boot Camp is at the Minnesota Library Association Annual Conference in September, followed by the Virginia Library Association Annual Conference in October. Florida and Texas are tentatively scheduled for 2017, and other camps are under discussion.

Second, the American Association of School Librarians (AASL), in collaboration with OLA and the ALA Washington Office, is offering a comprehensive workshop on the Every Student Succeeds Act (ESSA) to each state association affiliate. AASL leaders who are experts in school library services and the educational framework within which they are provided will lead workshops customized to fit the needs of each state. Workshops will include both current and state-specific content on ESSA as well as small group work and sharing of strategies. A peer-to-peer network and support from AASL will help make sure that school library advocates in each state have the support they need for what will be a sustained effort over time.

The workshops build on the ESSA sessions presented by AASL during the 2016 ALA Annual Conference and Exhibition in Orlando, Florida, and (1) include the most current information on developments at the federal level and work through the sections of ESSA that can be directly linked to the school librarian/library program, (2) connect ESSA language to the school librarian's role, and (3) discuss current state work with recommendations for opportunities at state and local levels to ensure the "effective school library program" language in ESSA.

For more information on Advocacy Boot Camp or AASL ESSA training, see ala.org/advocacy/advocacy-bootcamp and ala.org/aasl/advocacy/legislation/essa. For more information about ALA's strategic directions and advocacy plan, see ala.org/aboutala. AL

ALA's Advocacy Boot Camp and AASL ESSA training in small groups focus on effectively reaching your local community.

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

from our READERS

This has to be the best name for a podcast ever.

@JOELBERKOWITZ
in response to our new *Dewey Decibel* podcast

Calling all #podcast fans! @amlibraries has a brilliant one up that's dedicated to #Preservation Week.

@MSLIBRARYCOMM
in response to *Dewey Decibel*'s inaugural episode

EBSCO and Open Source

This is the best written article ("EBSCO Supports New Open Source Project," AL Online, Apr. 22) I've seen on this topic. Kudos to Marshall Breeding!

Hu Wang
Stony Brook, New York

Unmentioned Milestones

"ALA's Proudest Moments" (June, p. 32) was a fascinating read. I would like to add the name of one person who was very significant: Frances Lander Spain.

She was head of children's services at New York Public Library (NYPL), and in 1960 she was the first children's librarian to become president of the American Library Association (ALA). She was a major player in the field of librarianship.

Some years back—I believe it was a short time after her death—I wrote a small piece about her for the letters section of *American Libraries* (December 1999, p. 35) as part of my inheritance as coordinator of children's services at NYPL. I hope you will recognize her contributions in some way in the magazine.

Julie Cummins
Canandaigua, New York

I would like to commend the editors of *AL* for their articles on ALA history in the June issue. They note the founding of the Task Force on Gay Liberation in 1970, but they left out that it was a task force of the Social Responsibilities Round Table (SRRT).

Other notable events not mentioned are the establishment of the Council's Intellectual Freedom Committee in 1940, the statement prohibiting chapters from excluding African Americans in 1962, the establishment of SRRT in 1969, the creation of SRRT's Feminist Task Force in 1970, the Council resolutions against the Vietnam War and in support of publishing the Pentagon Papers in 1971, divestment of the ALA Endowment Fund from stocks with substantial investments in South Africa in 1986, creation of SRRT's Task Force on the Environment in 1989, the approval of the Poor People's Policy in 1990, the inauguration of the annual Martin Luther King Jr. Sunrise Celebration in 2000, signing a cooperation agreement between ALA and Cuba's library association in 2001, the Council resolution opposing Section 215 of the Patriot Act in 2004, the Council resolutions for the protection of workplace speech and opposing the Iraq War in 2005, and of course the Council's resolution for restoring civil liberties and opposing mass surveillance in 2016.

I also want to commend Karen Muller ("Preserving Our Values," June, p. 82) for her short review of Elaine Harger's excellent new book, *Which Side Are You On? Seven Social Responsibility Debates in American Librarianship, 1990–2015.* I disagree with the editorial decision to describe one of Harger's topics as "Israel and disputed territories." In her book, Harger uses the standard phrase "occupied territories," as does the US State Department website. Using the word "disputed" is caving in to the extreme right wing. We should not do that.

Al Kagan
Champaign, Illinois

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Going Beyond HTTPS

Marshall Breeding's column ("Protecting Patron Privacy," June, p. 78) focuses on one isolated solution, HTTPS, but the reality is that security and privacy have to be treated systematically. I put forth these additional steps that libraries can take based on best practices at the more than 80 public libraries we manage at Library Systems and Services:

- Encrypt data both at rest (in the database) and in transit (including backups).
- Authenticate servers via security certificates, the encrypted codes provided by internet agencies assuring users that the server is legitimate.
- Deploy well-regarded virus and spam protection, and firewalls to prevent suspicious activity both at the library and on the server side.
- Use Active Directory Authentication to assign rights and privileges, and to give IT the ability to shut down or limit access when problems arise.
- Back up data incrementally, perform full data backups on the weekends, and take routine snapshots at four-hour intervals for key applications to minimize the impact of a breach.
- Have a disaster recovery plan approved by insurance providers.
- Beware of consumer-oriented wireless access points; use of a local library network, or ideally the cloud, is a better option.

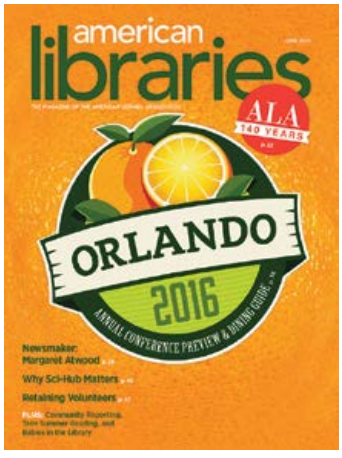
Libraries can do a lot to protect personal data, and a comprehensive plan is the place to start.

Dave Maxfield
Rockville, Maryland

What is often more disturbing than the lack of HTTPS for catalog search activity is the number of libraries not even using HTTPS for basic member login activity, particularly for public libraries in the UK. It's important to protect data such as user search details, but it should be assumed that passwords, logins, and personal data would be encrypted. Although they shouldn't do so, users often share passwords and PINs between their accounts. A library can't just think only about the data it holds for a user. If it reveals a user's PIN that the individual also uses for his or her bank account, it is then as culpable for anything that happens to that account as well.

Also disturbing is that the same is often true of the mobile apps for patrons built by major library suppliers. Many of these suppliers don't ensure that they use HTTPS. The difference there is that, unlike using any major web browser, mobile operating systems don't tell a user if an app is using an encrypted connection or not. Users are none the wiser that their logins, passwords, or PINs are being sent unencrypted and are easy enough to intercept and view if on the same network. That in turn could give someone access to fines, loan history, names and addresses, email addresses, cloud storage, bank details, and more.

Dave Rowe
Somerset, United Kingdom



Love for Margaret

I didn't think I could love Margaret Atwood any more, but this interview ("Newsmaker: Margaret Atwood," June, p. 26) has proved me wrong.

Linda Blake
Morgantown, West Virginia

CORRECTION

A photo caption in the Wayne A. Wiegand article "ALA's Proudest Moments" (June, p. 32) incorrectly identified Mary Eileen Ahern and Minerva Waterman. Ahern is standing fourth from left and Waterman is standing third from left.

The first professional librarian in 60 years? I should think ONLY professional librarians should hold this position. Finally!

SUSAN SPERANZA
in response to Carla Hayden being approved as the 14th Librarian of Congress

We should definitely be using *Pokémon* and any other tools at our fingertips to show our communities that we're not just dusty old buildings with books. **TRICIA SHAW** in regard to *Pokémon Go* in libraries

ALA Approves New Privacy Guidelines

The American Library Association's (ALA) Intellectual Freedom Committee (IFC) has approved four new guidelines that outline strategies and best practices for protecting patron privacy in the digital environment. The guidelines address online privacy and data security and are intended to assist librarians, libraries, schools, and vendors in developing policies and procedures that safeguard library users' data.

The IFC Privacy Subcommittee developed the documents with input from ALA committees, divisions, interest groups, and roundtables with an interest in privacy.

"The guidelines are a good start for mapping out the areas where libraries need to work with service providers and other partners to safeguard patron privacy in the digital age," said Michael Robinson, chair of the ALA–IFC Privacy Subcommittee and head of systems at the University of Alaska–Anchorage/Alaska Pacific University Consortium Library at the University of Alaska–Anchorage, in an August 1 statement. "The next challenge will be to provide resources and training to help libraries put the principles outlined in these documents into practice."

> "Librarians have a long history of fiercely defending the privacy of library patrons."
>
> **JULIE B. TODARO,** ALA president

The guidelines include privacy best practices for public-access computers and networks, library websites, online public-access catalogs, discovery services, library management systems, and data exchange between networked devices and services.

"Librarians have a long history of fiercely defending the privacy of library patrons," said ALA President Julie B. Todaro in an August 1 statement. "These guidelines will assist librarians in developing new policies and best practices that will help ensure that emerging technologies and internet connectivity do not weaken library users' privacy."

Pam Klipsch, IFC chair and director of the Jefferson County (Mo.) Public Library, praised the subcommittee's work.

"The IFC Privacy Subcommittee has provided much-needed practical advice to the librarians and staff members we rely on to program user privacy into our library systems," she said in an August 1 statement.

The new guidelines augment previously released privacy guidelines for ebook lending, digital content vendors, and students in K–12 schools. They are available at ala.org/advocacy/privacyconfidentiality. ●

Accreditation Actions from 2016 ALA Annual Announced

ALA's Committee on Accreditation (COA) has announced accreditation actions taken at the 2016 ALA Annual Conference and Exhibition in Orlando, Florida.

ALA accreditation indicates that the program has undergone a self-evaluation process, has been externally reviewed, and meets the Standards for Accreditation of Master's Programs in Library and Information Studies established by COA and adopted by ALA Council. COA evaluates each program for conformity to the standards, which address mission, goals, and objectives; curriculum; faculty; students; administration and financial support; and resources and facilities.

Continued accreditation status was granted to the following programs, with the next comprehensive review to take place in spring 2023:

- Master of science in library and information science at the Catholic University of America in Washington, D.C.
- Master of arts in library and information science at the University of Iowa
- Master of arts in library and information science at the University of South Florida
- Master of science in information sciences at the University of Tennessee–Knoxville

Candidacy status was maintained for the master of science in library and information science program at Chicago State University, with the next comprehensive review to take place in spring 2019.

A complete list of programs and degrees accredited by ALA can be found at ala.org/accreditedprograms/directory.

Your Gifts Can Help Transform Philanthropy at ALA

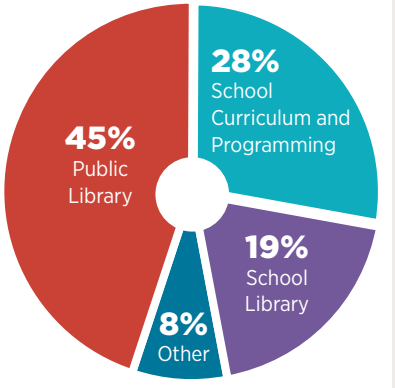
In 2012, ALA initiated the 15 x 15 campaign, its first major coordinated fundraising effort to encourage members and the community at large to make a planned gift to the Association. Close to 80 donors participated and desig-

Celebrate Banned Books Week

Banned Books Week, September 25–October 1, celebrates the idea that the freedom to read and access ideas can transform lives, but when books are challenged or banned, readers are blocked from seeing all viewpoints and perspectives.

What's the difference between a challenge and a ban? A challenge is an attempt to remove or restrict materials based upon the objections of a person or group. A ban is the removal of those materials. Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material from the curriculum or library, thereby restricting the access of others. Due to the commitment of librarians, teachers, parents, students, and other concerned citizens, most challenges are unsuccessful and most materials are retained in the school curriculum or library collection.

Where Books Were Challenged in 2015



During Banned Books Week, thousands of libraries and bookstores will focus on the harms of censorship and celebrate the right to choose reading materials without restriction.

For additional information, please visit ala.org/bbooks.

nated ALA as a beneficiary of their will, life insurance, or retirement plan. The number of planned gifts and pledges has grown each year, increasing from $3 million in 2012 to just under $10 million as of July 31. The funds generated are directed across the Association to support specific divisions, scholarship funds, and more.

In winter 2016, ALA will begin a new fundraising effort, inviting members to help transform the future by making a gift to support the Association's work. Details will be available in *American Libraries*' November/December 2016 issue.

Learn more about supporting ALA at ala.org/offices/dev.

PLA Toolkit Earns ASAE Award

The Public Library Association (PLA) has earned the 2016 American Society of Association Executives (ASAE) Power of A Summit and Gold Awards for its co-creation and implementation of Every Child Ready to Read (ECRR), a research-based program that helps public libraries teach parents how to develop literacy skills in children as well as advance library staff training in that area.

PLA worked with the Association for Library Service to Children (ALSC) and the National Institute of Child Health and Human Development to develop ECRR. It is estimated that 30% to 40% of the country's 16,700 individual public libraries

CALENDAR

SEPT.
National Library Card Sign-Up Month
ala.org/librarycardsignup

SEPT. 23–24
Gaming As Meaningful Education | Rochester, New York
ala.org/aasl/game

SEPT. 25–OCT. 1
Banned Books Week
ala.org/bbooks

SEPT. 28
Banned Websites Awareness Day
ala.org/aasl/bwad

OCT. 9–15
Teen Read Week
teenreadweek.ning.com

OCT. 16–22
National Friends of Libraries Week
bit.ly/Jnyt77

NOV.
Picture Book Month
picturebookmonth.com

NOV. 4–6
Young Adult Library Services Association Young Adult Services Symposium | Pittsburgh
bit.ly/1xOnfhU

NOV. 17–20
Library and Information Technology Association Forum | Fort Worth, Texas
forum.lita.org

NOV. 19
International Games Day
igd.ala.org

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

JAN. 20–24
ALA Midwinter Meeting & Exhibits | Atlanta
bit.ly/1tYA7Ru

JUNE 22–27
ALA Annual Conference and Exhibition | Chicago
bit.ly/1tYA7Ru

Snoopy Returns for 2016 Library Card Sign-Up Month

September is Library Card Sign-Up Month. And who better than Snoopy to remind parents and children that a library card is the most important school supply of all?

After a successful Library Card Sign-Up Month last year, Snoopy, the world-famous beagle from Charles Schulz's *Peanuts* comic, returns to serve as the honorary chair for 2016. ALA has numerous Snoopy resources for your library to use to promote Library Card Sign-Up Month, including downloadable posters that can be customized with your library's name and digital PSAs of various sizes for web and social media use. ALA Graphics has Snoopy posters, bookmarks, and more for purchase as well.

For more details, visit ala.org/conferencesevents/celebrationweeks/card. •

have used the program in some capacity.

Available in both English and Spanish, ECRR includes research and presentation tools for six workshops—four for patrons and two for library staff.

For more information, visit everychildreadytoread.org.

ALSC Grant Sends School Librarians to ALA Annual

ALSC and its Grants Administration Committee are accepting applications for the 2017 Penguin Random House Young Readers Group Awards.

This award, made possible by an annual gift from Penguin Young Readers Group and Random House Children's Books, provides a $600 stipend for up to four children's librarians to attend their first ALA Annual Conference and Exhibi-

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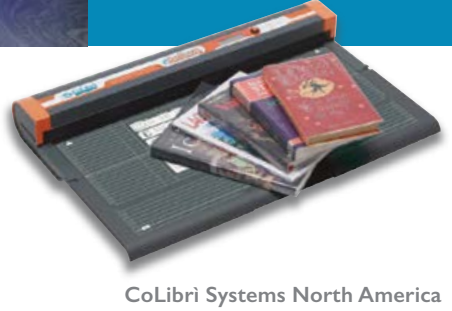

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tion. It also includes an invitation to the Newbery-Caldecott-Wilder Banquet at the conference.

Applicants will be judged on their involvement in ALSC and any other professional or educational associations of which they are a member; new library programs and innovations started by the applicants at their library; and their overall experience in the profession.

Applicants must be members of ALSC and ALA to apply. Deadline for submissions is October 1. For more information about eligibility requirements and to submit an online application, visit bit.ly/2aOH8mP.

Volunteer to Serve on ALA Committees for 2017–2018

ALA president-elect James G. "Jim" Neal encourages members to volunteer to serve on ALA, Council, and joint committees for the 2017–2018 term.

Serving on a committee provides members with leadership training, networking opportunities, and experience in working on numerous specific Association topics.

The deadline for applications is November 4. Committee appointments will be finalized at the 2017 ALA Midwinter Meeting & Exhibits, and notifications will be sent in spring 2017. Terms start on July 1.

To volunteer, complete and submit the online committee volunteer form at ala.org/cfapps/volunteer/form.cfm.

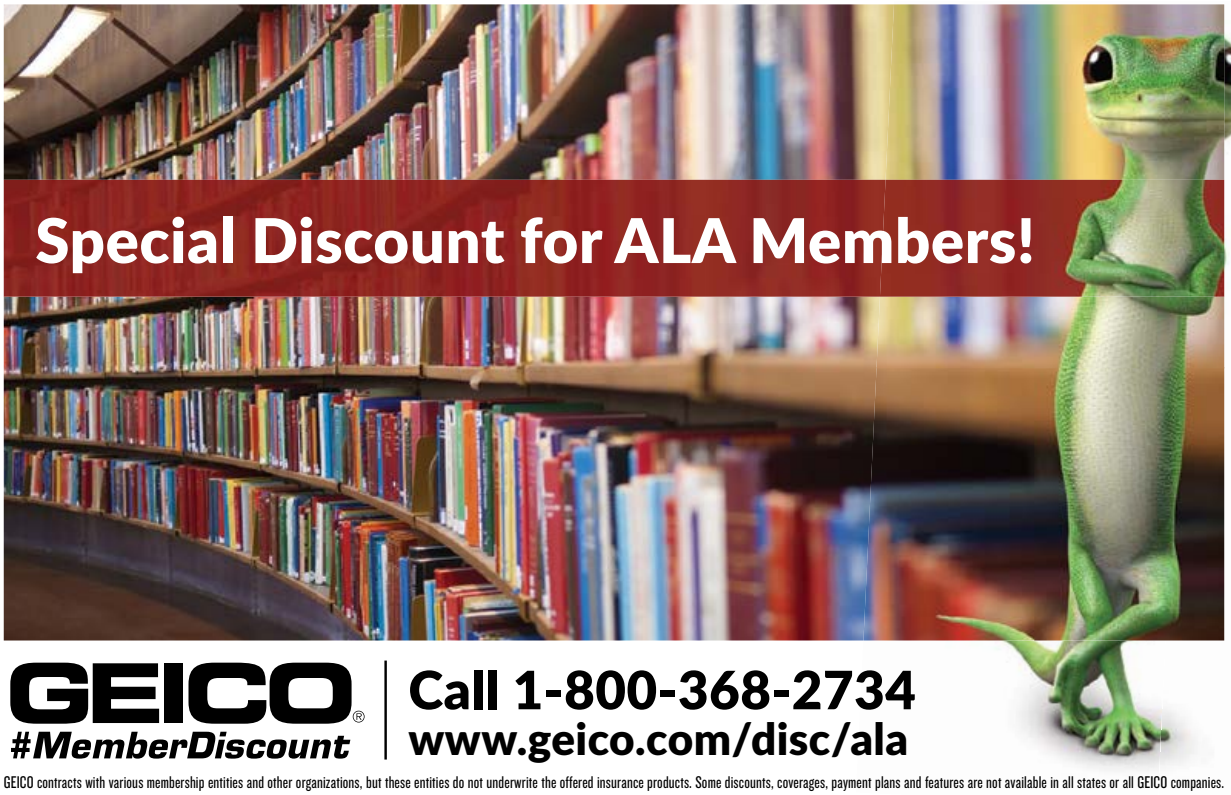
PLA Accepting Applications for Its 2017 Leadership Academy

PLA is accepting applications for a leadership academy to be held March 20–24 in Portland, Oregon.

Developed in collaboration with the International City and County Managers Association and supported by a grant from the Institute of Museum and Library Services, "PLA Leadership Academy: Navigating Change, Building Community" will offer intensive leadership education for public librarians who want to increase their capacity to lead both in the library and in their community.

Registration fees for this program are waived, but participants will be required to cover travel costs and lodging. Applicants must be PLA members and MLS/MLIS librarians with at least five years of increasingly responsible experience in a public library.

The application deadline is September 19. Attendance is selective and will be limited to 28 participants. For more information and to apply, visit ala.org/pla/education/leadershipacademy. AL



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Shelver Kara Van Muyen (left) and librarian Karissa Alcox at the Kitchener (Ont.) Public Library escape room. Participants had 15 minutes to complete all puzzles.

Libraries on Lockdown

Escape rooms, a breakout trend in youth programming

BY Katie O'Reilly

With a dash of the board game *Clue,* an element of theater, and a guaranteed adrenaline rush, escape rooms have taken off in a big way. According to a July 2015 MarketWatch article (on.mktw.net/1RJrnf3), at least 2,800 have sprung up across the globe since 2010. As a team-building exercise that encourages participants to flex their logic muscles, escape rooms are a hit with corporate organizers. It's also why youth librarians are getting into the spirit of escapism.

"Anytime I experience something cool in my real life, I think, 'How could I bring this to the library?'" says Karissa Alcox, escape room aficionado and youth librarian at Fort Erie (Ont.) Public Library. "It takes place indoors, and you don't need much aside from some locks and props—a library can afford to do it." Alcox adds, "Plus, it encourages critical-thinking skills and participatory storytelling."

Last November, Alcox planned such an event at the Kitchener (Ont.) Public Library to coincide with the American Library Association's International Games Day. She used a large room with a fire exit, cordoned off "problem areas" such as the surge closet, and brought in pros from a popular local escape room facility. To appeal to all ages, the library team designed three versions of the clues—easy, moderate, and difficult—and had players select their level ahead of time.

> "It encourages critical-thinking skills and participatory storytelling."
>
> **KARISSA ALCOX,** youth librarian at Fort Erie (Ont.) Public Library, on escape rooms

"We built it around a library-themed story," Alcox says. "Participants were studying in the library when they fell asleep at some tables strewn with books and papers. When they awoke, everyone was locked in, but they had an important exam starting in 15 minutes." Players' first clue as to the whereabouts of the jumbo combination lock they'd need to open to get out was broadcast onto a whiteboard. Subsequent clues led them to uncover a blacklight flashlight, which they were to shine on a specific book and page number to make invisible ink visible, and reveal a code to open a treasure chest holding the key.

The first-come, first-served event attracted library users of all ages, including a large birthday party. Within three hours, 52 people divided into groups of two or more had managed to escape, after which they posed for victory photos. Whereas traditional escape rooms usually grant players an hour to get free and boast that only, perhaps, 25% of participants will find their way out, Alcox wanted all participants to emerge successfully and feel like "genius escape artist spies."

She kept the event organized with a registration table and board game café to occupy players awaiting their 15-minute turn to escape. Other libraries, however, prefer to set up a single, hourlong escape event that caters to all participants at once.

Andrea Elson, children's librarian at Radnor Memorial Library in Wayne, Pennsylvania, planned "Escape the Library!" as

Photos: Gr8 Escape

a finale to the library's 2015 Teen Tech Week digital programming events last March. "I wanted to get teens excited about a week of fun opportunities at the library and also give them a positive place to be on a Friday night," says Elson.

She advertised the event via the library's social media channels and print fliers, and set up a table outside the lunchroom of the local middle school to promote Teen Tech Week. "I had a 3D printer to pique their interest and told them about escape rooms, which many kids had heard of and were excited to try," she says.

Mahomet (Ill.) Public Library borrowed props, including this double-locking briefcase, from local commercial escape rooms.

Though she tried to cap participation at 10, Elson ended up with 12 players. Participants had a full hour to find their way out of Radnor's large programming space, half of which Elson sectioned off, creating walls with cheap black tablecloths. "We hid small clues—think brainteaser-like puzzles—and keys within extra furniture and desks, and added decoy items like old books, DVDs, and a fan."

Elson says the kids spent "tons of time" going through individual books and devising theories about how titles could translate to clues—"all of which were completely wrong," which may have been why the kids didn't quite escape on time. "They were close, but in all their excitement, they couldn't get the final combination lock to work properly," Elson says.

This just meant players left the experience eager to prove their escape prowess at Radnor's next escape room event, which Elson is excited to plan. "They can be developed for any level of difficulty and to accommodate any space," she says. "Youth librarians these days are great about trying something stimulating and thinking, 'Why not make it accessible to youth?'"

The fun of imbuing a grown-up trend with youthful bona fides is exactly why Neal Schlein, youth services librarian at Mahomet (Ill.) Public Library, hosted a daylong escape event in June. When groups of two to six players, ages 10 and older, arrived for their 15-minute escape sessions, Schlein guided them into the community room, where they found a countdown clock and a note, explaining that a dastardly sorcerer had cast a catastrophic curse on the library: "Every book in the library is slowly being transformed by the curse, and if it is not stopped, all will become Hello Kitty graphic novels!"

In order to break the spell, participants needed to uncover clues to locate the wand and passcode used to cast the spell. Weeks ahead of time, Schlein placed holds on all of Mahomet's Hello Kitty books, so as to create a shelf of them in the escape room with a laminated sign reading, "My favorite things!" A note also included guidelines about not needing to move furniture, and how no clues were located in off-limits places, such as the glass AV cabinet.

Continued on page 17

Photos: Neal Schlein (briefcase); Frank Fani (Suzzallo); Ktr101 (Du Bois)

BY THE NUMBERS

Library Architecture and Design

18

Number of terra-cotta figures—academic heroes such as Plato, Benjamin Franklin, and Galileo—guarding the façade of the Suzzallo Library at the University of Washington in Seattle.

$6.5 million

Cost to build the Thomas Jefferson Building of the Library of Congress, which opened in 1897.

1895

Year that Boston Public Library opened the Children's Room, the first space in a public library specifically designated for children.

26

Number of floors in the W. E. B. Du Bois Library at the University of Massachusetts Amherst, the tallest university library in the world.

123,000

Square footage of the McAllen (Tex.) Public Library, built in a former Walmart store and the largest single-floor library in the United States.

Recommended Reading

How digitized readers' advisory stays personalized

BY Terra Dankowski

Before Netflix's streaming video service started pushing "heartfelt," "quirky," and "cerebral" selections, Williamsburg (Va.) Regional Library was asking patrons seeking reading recommendations to fill out an extensive online form and identify the tone, style, and mood of their perfect book, with adjectives like "disturbing," "homespun," and "inspirational."

"We were the first library to explore this really structured form for readers' advisory," says Special Projects Director Barry Trott of the "Looking for a Good Book?" program that launched in 2003 and now receives up to 15 requests per month. "It makes us feel like [Netflix is] on the right track," he laughs.

The form, designed by Adult Services Librarian Neil Hollands, addresses the appeal factors long-endorsed by readers' advisory (RA) expert and *Booklist* staffer Joyce Saricks. It also represents one of the tactics that libraries are using to build relationships and provide a tailored service while modernizing and digitizing the reach of RA—many of which borrow from what's already available and viable in social media and start-up culture, whether in spirit or practice.

When Multnomah County (Oreg.) Library created a team of readers' advisors called My Librarian (multcolib.org/my-librarian) with a grant from the Paul G. Allen Foundation to the Library Foundation in April 2014, the web page included personality-driven photos, profiles, book lists, and five contact methods for each of the 16 participating librarians. Jeremy Graybill, marketing and online engagement director, says, "We joked when creating this personalized service that it was like Match.com."

Graybill explains that, reading-wise, the library's goal was to make the web page "visually appealing to guide you to the person who's a match for you." Borrowing an aesthetic from the online dating world has proved successful; Multnomah received 990 RA requests in 2015, more than double the number of requests the year prior to My Librarian's launch.

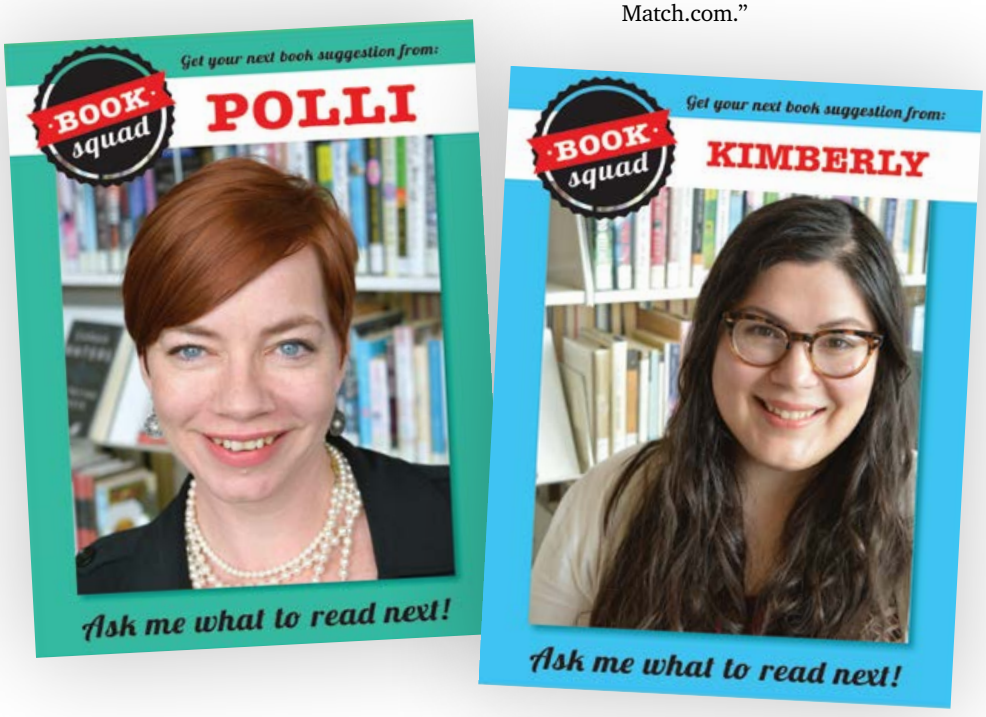
"As much as you can, you need to build an experience that's intuitive for the user," says Graybill, who says that taking cues from existing apps helps meet the users where they are. To wit, one of the My Librarian contact methods that Graybill advocated for was video chat.

Multnomah has conducted fewer than 10 RA-related video chats with patrons. "We knew going in that it wouldn't be heavily used," Graybill says. "[But] we wanted to capture the imagination of folks as to what might be possible, what library service could look like in the 21st century."

Polli Kenn, readers' services coordinator at Lawrence (Kans.) Public Library, heads an eight-person, fully roaming RA department called Book Squad (lawrence.lib.ks.us/books-more/book-squad) that she says was influenced by the program at Multnomah. The branding is similar in style, and the team participates in form-based RA, creating BiblioCommons lists, and generating blog content.

Since launching in 2015, Kenn says, her librarians get recognized in the community. "People come up to us at Target, people come up to us at the bars," she says.

Book Squad has also borrowed from dating culture. At its Book Club Speed Dating event in April, the library partnered with a local bookstore and set up tables to "sell" readers on four different books every five minutes. The 40 people



Polli Kenn, readers' services coordinator, and Kimberly Lopez, readers' services assistant, of Lawrence (Kans.) Public Library's Book Squad.

Photos: Heather Kearns

who engaged in this fast-paced RA also had an opportunity to reserve certain titles before they were made available to all library users.

That same exclusivity and curation is present in Bookfix, a form-based RA and online subscription service that Darien (Conn.) Library launched in beta in August 2015. Mirroring start-ups such as Stitch Fix and Birchbox, Stephanie Anderson, assistant director for public services, explains that Darien Library wanted to revamp its RA so it was "relationship-based, respectful of staff time, and got books [into people's] hands."

> "You need to build an experience that's intuitive for the user."
>
> **JEREMY GRAYBILL,** marketing and online engagement director, Multnomah County (Oreg.) Library

Anderson says the library started by rewriting its form to be more fun. "We thought, 'What if we changed our form-based RA survey to be more like BuzzFeed?'" she says.

To increase checkouts, users requesting titles wouldn't just get an emailed list of books—they'd get a handpicked book automatically checked out to them and held at the library for pickup every 12 weeks, with a personalized note from a librarian explaining the reason behind the selection.

"If our patron really likes the picks, then they just start emailing with the librarian individually," says Anderson. A core group of about 35 people use Bookfix, and Anderson says RA has proven to be a good "gateway drug" for adults who don't know about all of the classes, databases, and services the modern library offers.

Relationships are key to RA, Anderson says. "The transactional nature is not what people want from us," she says. "We're realizing that now." AL

Photo: Andrea Elson

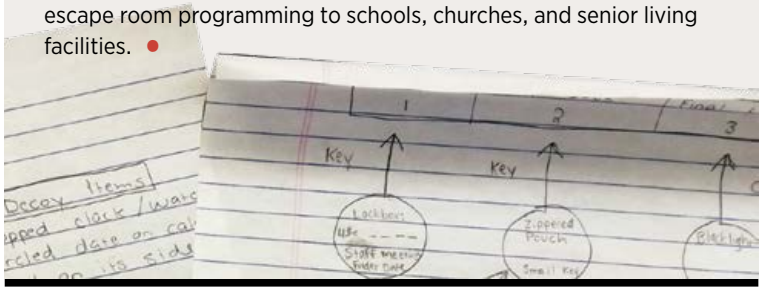
4 Tips to Running an Escape Room at Your Library

1 **Consult with a commercial escape room.** Alcox, Elson, and Schlein all say partnering with local escape rooms is the way to go. They will often lend props or offer to help plan the event, free of charge, if they get to promote their escape rooms at the library event.

2 **Brief your participants before they enter the room.** Elson met with teens in a separate room before the event to lay out ground rules, describe what was off-limits, and encourage communication and teamwork.

3 **Map out your clues.** Elson recommends creating a flow chart to help organize how clues will lead to the final code or outcome.

4 **Consider making your program portable.** Schlein says there are kits that can be purchased, such as one offered by Breakout EDU (breakoutedu.com), that would allow libraries to bring escape room programming to schools, churches, and senior living facilities.



Continued from page 15

Like Alcox, Schlein sought help from local commercial escape rooms that lent props, such as a double-locking briefcase and a big fake lock—which meant no one had to hand over actual library keys. Schlein also made use of projector slides, as well as a friend's discarded bookcase. "It was falling apart, so I secured it to the wall and split the back open to create a secret panel."

Once participants found their way out, they were instructed to take the passcode they'd uncovered to the main desk. If it was the correct one, the on-duty librarian would swap it for a web address of a site that Schlein had created ahead of time—a congratulatory page deeming escapees official agents and instructing them to go pick up victory stickers.

As for those who emerged from the room with one of the wrong passcodes? "They received a message to go to this other website," Schlein says, where the message HELLO LIBRARY! was superimposed over an image of Mahomet Public Library—one that had been tiled in Hello Kitty—and an evil genius proclaiming, "*Muahahaha!* You lost!"

"The idea was to offer people a challenge, with a little bit of a laugh at the end," says Schlein. AL

KATIE O'REILLY is a freelance writer living in Oakland, California.

Library assistant Omelio Alexander stands next to the "tiebrary" collection at the Paschalville branch of the Free Library of Philadelphia.

Community Ties

Philadelphia branch lends out neckties to job seekers

Preparing for a job interview can be nerve-racking. Looking your best often translates into feeling your best. But if you live in southwest Philadelphia, one of the city's most economically depressed neighborhoods, where the poverty rate is a staggering 36% and unemployment is more than 16%—compared with national averages of 14.5% and 5%, respectively—then your prospects may seem dim. That's where the Paschalville branch of the Free Library of Philadelphia has been filling a demand. Since March, it has been offering patrons neckties for three-week checkouts. Dubbed the "tiebrary," the collection is located next to the library's popular Job Readiness Lab. Branch Manager Jennifer Walker explains how the collection came to be.

BY Jennifer Walker

The Paschalville branch serves as a community hub and lifeline in a vibrant southwest Philadelphia neighborhood. Patrons line the steps of the Carnegie-style building, connecting to our Wi-Fi while patiently waiting for doors to open in the morning. The vast majority of our patrons are job seekers, battling significant obstacles to employment, including poverty, low literacy rates, recent immigration, and, in many cases, returning to the workforce following an incarceration.

Niema Nelson, digital resource specialist, runs our Job Readiness Lab and coaches patrons through job searches. She and others provide extended computer sessions and individualized help with creating résumés and searching and applying for jobs.

We provide a variety of programs and support for job seekers, including an annual job fair—the next of which is scheduled for October 7—and English as a second language classes.

We are always on the lookout for services that support our patrons. So when Nate Eddy, a coordinator in the Free Library's Strategic Initiatives department, contacted us with the novel idea of lending neckties to patrons, we enthusiastically began working on the idea. We started off with 12 ties and a tie rack, similar in style to the merchandising displays you see in department stores.

As we began to process the ties and add them to the catalog, we quickly realized there would be some issues around display and circulation. For example, where should we place the barcode?

It soon became apparent that if we wanted to circulate them, then a tie rack simply would not do. Omelio Alexander, a library assistant, knew that the best solution would involve a case, which would allow us to add item information, including a barcode and accession number as well as a security tag. A case also mimics the shape of a book, fits nicely on a shelf, and holds potential for interesting displays. Omelio recalled the old VHS

Photo: Paschalville branch of the Free Library of Philadelphia

> "Patrons seemed surprised and delighted that they could borrow a tie."
>
> **JENNIFER WALKER,** manager, Paschalville branch of the Free Library of Philadelphia

security cases we had in storage, and with his characteristic creativity, he set about repurposing them.

Omelio lined them in bright paper and secured the ties with small binder clips. The colorful collection attracts quite a bit of attention and enthusiasm. We have received several donations, and the collection has grown to more than 50 ties in a variety of styles and patterns. We ask only that donations be new or gently used.

Initially, patrons seemed surprised and delighted that they could borrow a tie in the same way they borrow books. But perhaps because of the newness of the concept, they were at first reluctant to check the ties out.

Over the weeks we have promoted the tiebrary with posters, fliers, and bookmarks. The collection has also piqued the interest of local media, with stories in the press and broadcast news. With the help of media exposure and in-house promotion, early adopters have begun to borrow ties.

Patron Elfatir Muhammad recently returned a tie he wore to an interview. With a broad smile, he told us it must be a lucky tie because he landed a job as a maintenance worker that very day. He said it added the finishing touch and boosted his confidence: "The little things mean so much." AL

JENNIFER WALKER is manager of the Paschalville branch of the Free Library of Philadelphia.

Photo: Sanrok Studio

GLOBAL REACH

Library Made from Ice-Cream Containers

The Taman Bima Microlibrary

INDONESIA More than 2,000 plastic ice-cream containers were recycled into the façade of the Taman Bima Microlibrary in Bandung. Designed by the architects at SHAU Bandung, the 1,700-square-foot structure was built above an existing stage, protecting the platform—used by the community for gatherings and events—from rain and sun. The plastic-and-steel building was designed to be an easily accessible space for reading and learning. **—Curbed, July 14.**

ISRAEL The town of Lakiya, made up of one-story buildings and narrow streets, is in the heart of the Negev region. Three times a week, volunteers working with the local Association for the Improvement of Women's Status load up a cargo truck with books in Arabic, Hebrew, and English. The makeshift mobile library then visits outlying rural areas that lack basic infrastructure and educational facilities.**—Middle East Eye, June 30.**

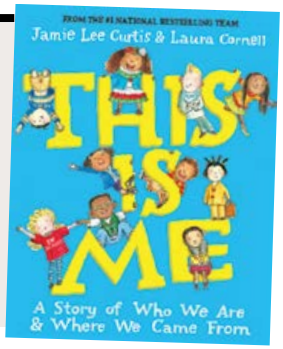
VATICAN CITY The Vatican Library has made available online the surviving fragments of an illuminated manuscript containing one of the oldest versions of Virgil's *Aeneid,* the epic poem that tells the story of the hero Aeneas's voyage to Italy after the Trojan War. The Vergilius Vaticanus manuscript dates from about 400 CE. The library is more than halfway through its four-year project to digitize its manuscript collections (digi.vatlib.it/mss).**—Hyperallergic, July 13.**

JAPAN Police in Nihonmatsu City have arrested a 34-year-old man on suspicion of attempted murder after he injured four people in the city library with a pocketknife on July 18. The suspect, Ryo Hirano, a resident of Fukushima Prefecture and a self-described part-time employee, entered the library and became enraged after he was told by a library employee that he couldn't borrow any books because he resided in a different city.**—Japan Today, July 19.**

MYANMAR The e-Library Myanmar Project (eifl.net/eifl-in-action/elibrary-myanmar-project), administered by the European nonprofit organization Electronic Information for Libraries, supplies e-resources to students and faculty at seven universities in this emerging democracy. An academic library consortium formed in May aims to expand the program to more institutions.**—OUPblog, July 23.**

Jamie Lee Curtis

Actress and author on library advocacy and legacy



Award-winning actress and philanthropist Jamie Lee Curtis doesn't tire of talking about literature and libraries. "I could do this all day," says Curtis, *New York Times* bestselling author of 11 children's books, including *This Is Me: A Story of Who We Are and Where We Came From* (Workman Publishing, September). She sat down with *American Libraries* to discuss inspiration, gaming, and advocacy.

Your new book, *This Is Me: A Story of Who We Are and Where We Came From,* explores themes of immigration and origin. Was there anything about the current climate in this country that compelled you to cover these themes? This is not a political book. Every person has an immigrant story in their family, and we're losing that thread.

[The suitcase in my book is] an idea that has been around a long time—I just encapsulated it for 1st-graders and kindergartners. It's a book about adventure, and it's an object lesson in how much of us is our stuff, how much of us is our blood, and how much of us is our experience.

Has your creative process in writing for children changed any now that your own kids are grown? It's very moving to hear that question, because that's not a question I normally get asked.

The wacky thing is that I write books very fast. I don't really think about it, and then it just pops into my head and comes out almost fully formed. Often it's because I'm around young people and I have a very good ear.

The cosplay photos of you and your son at the *Warcraft* film premiere were amazing. What role does gaming have in your family? We ended up with a kid who's a gamer, and it's been a challenge because there are so many pejoratives with gaming. But at some point it was a thing of, "If you can't beat 'em, join 'em—and beat 'em." You can either hate it or you can get involved. That's what we've chosen to do. We've allowed him to explore that world as much as he can.

What role have libraries played in transforming you or your family? When you go to any school around the country, the first thing you want to know is "Do they have a library?" and it's shocking how many don't. It's shocking how many day-care centers don't have little libraries. The import of a library in a society is crucial, and it seems to be, just like music and art education are no longer a requirement in schools, libraries are an old idea that we need to bring back.

When my children were little, in the Los Angeles Public Library system you could take 20 books at a time, go in with your wagon and fill it, and we did that weekly. That was just a big part of our life.

I really believe there's a lot of advocacy that can be done, and a lot of volunteerism that can be stimulated, simply if a library is not in a central part of a school or community's life.

When *American Libraries* interviewed you eight years ago, we asked if you had any plans to write adult books. Is the answer still no? When you get old and you think that you're going to die—which is a reality that all of us hit at a different point in our lives—you start to think, "Whoa, okay, what haven't I done and what do I need to do?" That's something that's very exciting and helpful for people.

I feel like I have something I'd like to say, [but] my guess is no. I'm a reader. All I do is devour people's writing. AL

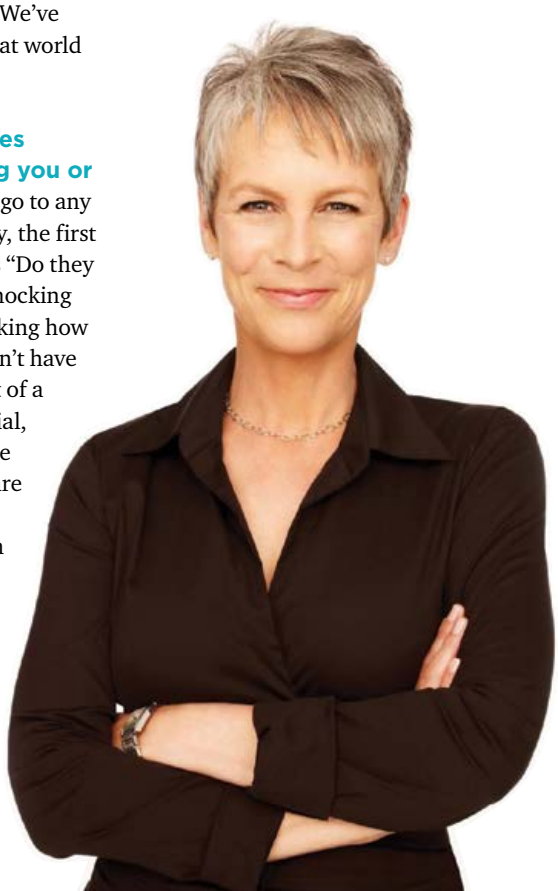


Photo: Andrew Eccles

"Teenagers are critically engaged and thoughtful readers. They do not read *Looking for Alaska* and think 'I should go have some aggressively unerotic oral sex.' And they don't read *The Outsiders* and think 'I should join a gang,' or read *Divergent* and think 'I should jump onto moving trains.' So far as I can tell, that kind of narrowed, prescriptive reading only happens inside an office of school superintendents."

JOHN GREEN, author, in "On the Banning of *Looking for Alaska*" on his Vlogbrothers YouTube channel, April 12.

In honor of Banned Books Week (September 25–October 1), we present quotes from some of the authors of 2015's Top Ten Most Challenged Books, as compiled each year by ALA's Office for Intellectual Freedom.

"I think what we're learning is that the country is more frightened than we thought it was. We're afraid of going forward. Life is changing, science is making changes, politics are changing—everything's changing. And we can either choose to grow as human beings or stay the same."

SUSAN KUKLIN, author of *Beyond Magenta: Transgender Teens Speak Out,* in "Books under Attack," *CBS This Morning,* May 14.

"YOU'RE NOT A LIBRARIAN TO KEEP BOOKS OUT OF THE HANDS OF CHILDREN, AND I DON'T KNOW TEACHERS WHO GET INTO TEACHING TO PREVENT KIDS FROM LEARNING ABOUT WHO THEY ARE."

DAVID LEVITHAN, author of *Two Boys Kissing,* in "David Levithan Interview: The US Author on Leading the Way in LGBT Fiction for Young Adults," *The Independent (UK),* March 16, 2015.

"Please urge your children's schools to read inclusive books of all kinds. Despite what Liberty Counsel would like you to believe, diversity is not something to fear, it is not a subject of controversy, and it sure isn't going away. Rather, teaching our little ones to love instead of hate should be the least controversial lesson of all."

JESSICA HERTHEL, coauthor of *I Am Jazz,* in "Author Confronts School Who Banned Her Book," Yahoo News, December 4, 2015.

"The assumption is that I should be morally affronted when this happens—and it has happened surprisingly often—but the truth is that it always generates a really interesting debate among school kids and librarians and parents, not just about *Curious,* but about literature and freedom and language, and this is an undeniably good thing."

MARK HADDON, author, in *"Curious Incident of the Dog in the Night-Time* Pulled from Children's Reading List," *The Guardian (UK),* August 12, 2015.

Creating Successful Spaces

How to design a library for students and serendipitous learning

In 2013, when we opened the Mary Idema Pew Library Learning and Information Commons at Grand Valley State University in Allendale, Michigan, we aimed for nothing less than to change student behavior in the library. Specifically, we intended for students to see the Learning Commons as their space, with the flexibility to accommodate a wide range of needs and preferences. We wanted to help students manage their own learning and then have them model for each other what that looks like. We hoped to engage users in unexpected moments of discovery and delight while they were in the space. And we wanted to do all of this in a building that was beautiful, inspiring, and full of light.

Three years and 3.2 million visitors later, we are astonished at our success. Based on results from a major post-occupancy study with Steelcase, data gathered regularly since we opened, and feedback from surveys and social media, we know students love the new library. We also know how they are using its spaces; the extent to which they are interacting with content, peers, experts, or the building itself; and how often they work alone or in groups—it's about 50–50. We use this data to plan and adjust services, furniture, and programs.

Much of what we did is replicable in other libraries, even without the luxury of a new building or a major expansion. Here are some key factors and philosophies that contributed to our success:

- Our students own the library—they are not guests in our space. Our service desk is staffed by student workers who are trained in concierge-like skills to see that visitors' needs are met whenever possible. Library staff work in the background, and liaison librarians work in their offices or out on the campus. To reinforce the message of student ownership, we avoid posting signs as much as possible. When we do, we use peer-to-peer language. Students are able to recognize the distinction and it empowers them.
- A peer consulting service lowers barriers for students who want help with assignments involving research, writing, and oral presentation. Consultants are hired and trained by the writing center, the speech lab, or the library, and all work side-by-side in the library's Knowledge Market. Consultants walk students through conversations that model good scholarly practice, and these interactions are visible to the library community. Ninety-seven percent of students report higher confidence in completing assignments after meeting with a peer consultant. We hope to have data in time that shows a positive correlation to retention and grades.
- Space, lighting, and furniture are designed to cue users on how to sort themselves into contemplative or collaborative spaces in the library. It is never that simple, however, so furniture is flexible enough to allow for expansion and contraction of designated areas. Students capitalize on the fluidity to construct their preferred micro-environments, and we reset the furniture only at the end of each semester.
- Fixed and portable whiteboards are the most important accessories in the building. Students use them to study but also to reduce distractions, create privacy for competitive assignments, and mark boundaries. As students fill up the whiteboards with formulas, vocabulary, diagrams, and symbols, learning is made visible. Markers are supplied every day for every whiteboard.
- The library is an expression of the university's commitment to developing the whole student. The building is full of video displays, exhibitions, artwork, pop-up musical events, programs, teach-ins, and brand-new technologies. All are designed to stimulate serendipitous learning, pique curiosity, and expand awareness and understanding of the world beyond the university.

> We wanted to help students manage their own learning and then have them model for each other what that looks like.

It doesn't take a costly renovation or construction to create a successful space. It starts by embracing a radically user-centered library. AL

LEE C. VAN ORSDEL is dean of university libraries at Grand Valley State University in Allendale, Michigan.

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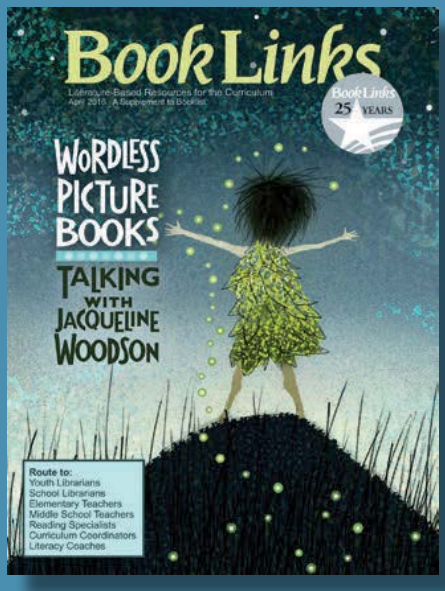
—Julie M. Derden, Teaching Materials Librarian, Illinois State University



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Knowledge for the Win

Expanding the notion of library advocacy to help combat ignorance

Perhaps you saw in a recent *American Libraries* piece celebrating ALA's 140th anniversary a reproduction of a classic World War I poster. The doughboy soldier, still in uniform, tin helmet and all, has laid down his rifle, pack, and canteen and is moving toward the staircase made of books labeled FARMING, DRAFTING, CITIZENSHIP, BUILDING, BUSINESS, ENGINEERING, LAW, and on and on, winding and twisting its way up toward an ethereal city in the distant clouds.

The implication is clear: Those books are his pathway to a better life after the grime and gore and folly of the war. At the bottom we are reminded "Public library books are free," and emblazoned across the top, in a strong but inviting serif font, all in gold capital letters: KNOWLEDGE WINS.

It's an arresting image, very much of its time, and pretty potent stuff, even today. (It's about $25 for a reproduction, and I found an original for sale online for more than $1,000.)

It is also, admittedly, facile. Quotable, yes. Catchy, yes. Though if you spend a moment with it, you'd have to say that "knowledge" rarely wins anything, at least not in isolation. Knowledge that you can get at, that you can understand, that you can use, in the right time and situations, sure. But that makes a terrible slogan. Don't get me wrong; I'm all for a pithy poster. It's hard to do much better than READ, which grabbed me at a young age and never let go.

So while I cop to splitting semantic hairs here, I have a purpose. Almost exactly a century on from the end of that horrible and pointless war, there is a heck of a lot more knowledge around, and staggeringly unimaginable quantities of it are available through billions of devices all over the world. And arguably, as much if not more ignorance, fear, hate, terror, and loss.

Where does that leave libraries? In reflecting on this poster in all its Wilsonian-era naiveté, I was reminded of one of my favorite little bromides for my students: "Stupid is forever. Ignorance can be cured, and we're in the ignorance business." It usually gets a chuckle, as it's intended, though I firmly believe it. We all *have* to believe that our institutions and collections and skills and efforts and blood and sweat and tears matter. That knowledge is better than ignorance, that experience and expertise and reason and facts beat the alternatives.

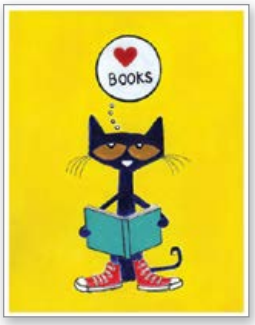
> The poster, while potent, is also admittedly facile. "Knowledge" rarely wins anything, at least not in isolation.

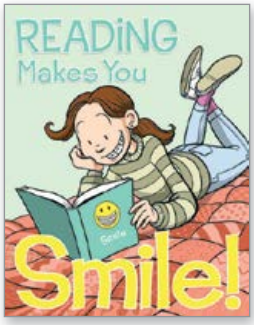
In a world that seems increasingly indifferent or even hostile to that mindset, we can't flinch on that belief, and we can't give up that fight. This expands the notion of "library advocacy" beyond the traditional to incorporate a broader and richer and more meaningful canvas, to make the case (neither always easy nor obvious) for knowledge, for actually knowing things, in a complicated and often scary world. Otherwise, ignorance wins, which would be a future too awful to contemplate.

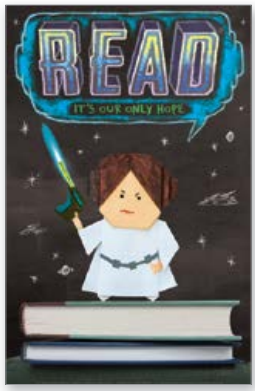
In writing this, another proverb bored its way into my consciousness, perhaps as a cautionary caveat: A little knowledge is a dangerous thing … but that's another story. AL

JOSEPH JANES is associate professor at the Information School of the University of Washington in Seattle and the creator of the *Documents That Changed the World* podcast.

Add some character to your library walls!







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ALA AWARD WINNERS 2016

Honoring excellence and leadership in the library profession

The American Library Association (ALA) recognizes the achievements of more than 200 individuals and institutions each year with a variety of awards. This year's award winners, chosen by juries of their colleagues and peers, are distinguished by their leadership and vision, as well as their continued commitment to diversity, equality, and intellectual freedom. This selection represents only a portion of those honored in 2016; see more award winners at ala.org/awardsgrants.

Kelvin **Watson**

ERNEST A. DIMATTIA JR. AWARD FOR INNOVATION AND SERVICE TO COMMUNITY AND PROFESSION of $5,000 recognizes a public librarian who demonstrates leadership in anticipating emerging trends in services, products, and technologies that will enhance the library's position in its community.
DONOR: The DiMattia Family

Watson, chief innovation and technology officer of Queens (N.Y.) Library, has brought many new services and ideas to both the library and the community that emphasize convenience for patrons and work to reduce the digital divide. He leads the team that distributes and manages 2,500 mobile hot spots and 5,000 tablets. Watson led the strategy and planned the execution of the Queens Virtual Library, which allows seamless access, discovery, and delivery of e-content. Additionally, he supervised the library's first hip-hop initiative, an effort to archive and preserve the borough's musical heritage. Watson is president of the Black Caucus of ALA. He also serves on the New York State Library's Regents Advisory Council on Libraries and the Metropolitan New York Library Council board and is a lecturer at Queens College's Graduate School of Library and Information Studies.

Maureen **Sullivan**

JOSEPH W. LIPPINCOTT AWARD of $1,000 is presented annually to a librarian for distinguished service to the profession of librarianship, such service to include outstanding participation in the activities of the professional library association, notable published professional writing, or other significant activity on behalf of the profession and its aims.
DONOR: Joseph W. Lippincott III

Sullivan's many accomplishments include service as president of ALA (2012–2013) and two of its divisions—the Library Leadership and Management Association (1988–1989) and the Association of College and Research Libraries (1998–1999). As ALA president, she focused on the training program for community engagement, developed in partnership with the Harwood Institute for Public Innovation, under the theme "The Promise of Libraries Transforming Communities." Sullivan has also served as interim dean and professor of practice at the Simmons School of Library and Information Science; as founder of the Library Leaders in a Digital Age program at the Harvard Graduate School of Education; as a faculty member of the annual Leadership Institute for Academic Librarians, developed through ACRL's partnership with the Harvard Graduate School of Education; and as facilitator of the TALL Texans Leadership Development Institute. She is program facilitator and cochair of the ALA Emerging Leaders program.

Robert R. **Newlen**

MELVIL DEWEY MEDAL and $2,000 are awarded for creative professional achievement in library management, training, cataloging and classification, or the tools and techniques of librarianship.
DONOR: OCLC

Newlen joined the Library of Congress in 1975 and has served in many roles, including positions at the Congressional Research Service, the Law Library of Congress, and his current appointment as chief of staff. He managed the Law Library's development and fundraising initiatives and oversaw its 2014 exhibition "Magna Carta: Muse and Mentor." Newlen served as a member of ALA Council and Executive Board and as senior trustee of the ALA Endowment. He has also mentored new librarians through his book *Résumé Writing and Interviewing Techniques That Work! A How-to-Do-It Manual for Librarians,* his presentations, and his continuing role as an inspirational figure to new professionals.

Melanie **Townsend Diggs**

LEMONY SNICKET PRIZE FOR NOBLE LIBRARIANS FACED WITH ADVERSITY annually recognizes a librarian who has faced adversity with integrity and dignity intact. The honoree receives $10,000 and an odd object from Daniel Handler's private collection.
DONOR: Daniel Handler (Lemony Snicket)

On April 27, 2015, unrest broke out in Baltimore following the death of Freddie Gray in police custody, resulting in fires and overturned cars. Much of the damage occurred just outside the doors of Enoch Pratt Free Library's Pennsylvania Avenue branch. Branch Manager Melanie Townsend Diggs helped at least 30 patrons and staff members exit the library safely that day; she and library CEO Carla Hayden then decided to open the library as usual the next day. Patrons returned in the morning with flowers and pastries for the staff, reporters covering the events stopped in to charge batteries, and one young man filled out a job application online—he came back the next day to say he got an interview. Townsend Diggs described it as a typical day for the library's role as a light in the community, the pathway to resources, and access to a world of possibilities.

Accepted by Chris Cairo (left), director of programming and project development, and Jackie Nytes, chief executive officer

Indianapolis Public Library

ALA/INFORMATION TODAY, INC. LIBRARY OF THE FUTURE AWARD of $1,500 honors a library, library consortium, group of librarians, or support organization for innovative planning for, applications of, or development of patron training programs about information technology in a library setting.
DONOR: Information Today, Inc.

The eBook Tinker Stations at Indianapolis Public Library (IndyPL) branches display different e-readers that patrons can test to find the right style for their needs and offer one-on-one support for patrons as they download items from the library's collections of ebooks, e-audiobooks, and streaming videos and music. IndyPL developed the Tinker Stations in response to an increased demand for ebooks in 2012. The stations were originally conceived with seniors as the target audience but rapidly expanded to include users of various ages and cultural and socioeconomic backgrounds. The portable ebook stations regularly travel to 23 Indianapolis branch libraries, in both urban and suburban areas. The project has grown to attract a younger audience interested in greater usability and new applications.

R. David **Lankes**

KEN HAYCOCK AWARD FOR PROMOTING LIBRARIANSHIP of $1,000 honors an individual for contributing significantly to the public recognition and appreciation of librarianship through professional performance, teaching, and/or writing.
DONOR: Ken Haycock

Lankes is author of *The Atlas of New Librarianship* (MIT Press, 2011) and *The New Librarianship Field Guide* (MIT Press, 2016). He is a curriculum developer and speaker for the ILEAD (Innovative Librarians Explore, Apply, and Discover) USA program, a continuing education initiative that expands librarians' leadership abilities and develops their technological skills. Lankes is professor and Dean's Scholar for New Librarianship at Syracuse University's School of Information Studies and 2016–2017 Follett Chair in Library and Information Sciences at Dominican University Graduate School of Library and Information Science. He has also served as a visiting fellow at the National Library of Canada, an adjunct instructor for the OCLC Institute, and a visiting scholar at the Harvard Graduate School of Education. He was the first ALA Office of Information Technology Policy fellow.

Rod Library | University of Northern Iowa, Cedar Falls

GALE CENGAGE LEARNING FINANCIAL DEVELOPMENT AWARD of $2,500 is presented to a library organization that exhibits meritorious achievement in creating new means of funding for a public or academic library.
DONOR: Gale Cengage, Inc.

Rod Library developed a campaign on the University of Northern Iowa's PAWprint crowdfunding platform, complete with a tongue-in-cheek video, *Northern Iowa Jones and the Quest for the Surface Hub.* The library used a wide variety of electronic marketing techniques to bring its efforts to the attention of potential donors and maintained ongoing updates to supporters about its progress. The creative campaign helped Rod Library beat its financial goal by 14%, with contributions from 76% of the library staff. The funds went toward the purchase of a Microsoft Surface Hub for the library's Learning Commons. Committee members commended Rod Library for its clear explanation of its fundraising efforts, its use of viral PR, and its innovative use of crowdfunding as a vehicle. Library staffers enjoyed learning about this new platform as a fundraising tool despite its challenges.

Accepted by Chris Cox, dean of library services

Accepted by Laurie Stark, departmental coordinator

Michigan Technological University Library | Houghton

H. W. WILSON LIBRARY STAFF DEVELOPMENT GRANT awards $3,500 to a library that demonstrates merit in a staff development program that furthers the goals and objectives of the library organization.
DONOR: H. W. Wilson Company

This grant will allow the staff at Michigan Technological University's Van Pelt and Opie Library to develop a multifaceted workshop series, "Empowering Library Staff to Lead Confidently and Plan Effectively," that will promote professional learning and foster leadership skills. Upon completion, staff will be fully empowered to provide service and conduct their work with the highest level of confidence and knowledge. The program is designed to support its commitment to embed lean thinking into library culture by giving staff the skills to be responsive, effective, and innovative within their roles, thus providing better customer service, job satisfaction, and improved experiences for patrons and colleagues. Because of the university's isolated location in Michigan's Upper Peninsula, which makes professional development travel difficult, two local libraries have also been invited to participate in the program.

Nicole A. **Cooke**

EQUALITY AWARD of $1,000 honors an outstanding contribution that promotes equality in the library profession.
DONOR: Scarecrow Press/ Rowman and Littlefield Publishing Group

Cooke is assistant professor at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign (UIUC) and a faculty affiliate at the Center for Digital Inclusion. She was one of the first 12 ALA Spectrum doctoral fellows. Throughout her career, Cooke has been a passionate advocate for equity and has spearheaded diversity initiatives within the Association for Library and Information Science Education and at UIUC. Cooke has published extensively and has a dedicated, social justice–oriented approach to her teaching, both of which indicate the far-reaching impact that her personal commitment to equality has on the rest of the profession as well as on future colleagues. Cooke has been a staunch champion for inclusion and has led the charge in changing the education of librarians to make them better able to serve underserved or unserved patrons, particularly people of color.

Skokie (Ill.) Public Library

ALA EXCELLENCE IN LIBRARY PROGRAMMING AWARD of $5,000 recognizes a library that demonstrates excellence in library programming by creating a cultural/thematic program type or program series that engages the community in planning, sponsorship, and/or active participation, addresses an identified community need, and has measurable impact.
DONOR: ALA Cultural Communities Fund

The Skokie (Ill.) Public Library's 2015 "Voices of Race" programs were part of its annual "Coming Together" series, which highlights the diverse ethnic and racial communities in Skokie and Niles Township. Skokie's residents speak more than 90 languages, and its population is more than 40% foreign-born. "Voices of Race" featured more than 70 events—including theatrical performances, lectures, and book discussions—anchored by a traveling exhibit called "Race: Are We So Different?" hosted by the Illinois Holocaust Museum and Education Center. More than 8,000 people from Skokie and the surrounding area attended programs in the "Voices of Race" series, and more than 60% said that this was their first time attending a "Coming Together" event. Nearly 75% of respondents indicated that the event they attended inspired them to take action or make a change.

Accepted by Carolyn Anthony (left), retired director, and Amita Lonial, learning experiences manager

Annabel K. **Stephens**

BETA PHI MU AWARD of $1,000 is for distinguished service to education for librarianship.
DONOR: Beta Phi Mu International Library Science Honorary Society

Stephens, associate professor emerita of the School of Library and Information Studies at the University of Alabama, has spent her career committed to public library service and equity throughout the Southeast. Her devotion to teaching generations of librarians has made her a prominent leader in the field. She has published two books and has written and contributed to numerous articles and other publications focused on public library services and collections, particularly citizen and staff participation in planning, and the history and development of Alabama public libraries. In 2006, the Alabama Library Association gave Stephens its Eminent Librarian Award for her exceptional and enduring contribution to the development of library service within Alabama, and its Lifetime Achievement Award. Stephens was inducted into the 2015 University of Alabama College of Communication and Information Sciences Hall of Fame.

Sheila **Umberger**

SULLIVAN AWARD FOR PUBLIC LIBRARY ADMINISTRATORS SUPPORTING SERVICES TO CHILDREN is given to an individual who has shown exceptional understanding and support of public library service to children while having general management, supervisory, or administrative responsibility that has included public service for children in its scope.
DONOR: Peggy Sullivan

Umberger joined Roanoke County (Va.) Public Library in 1982, becoming library director in 2004. As director, she helped develop innovative programs such as free book distribution and "Feed and Read," a summer meal program for low-income kids. Under her leadership, children's programs have expanded to include STEM, art, and music activities, and the number of youth services programs increased from 118 to 3,392 per year. She also oversaw the expansion and enhancement of library spaces for children to include a play area, a programming mezzanine, and a two-story slide. With Star City Reads, Roanoke's part of the national Campaign for Grade-Level Reading, the library collaborates with a dozen partners, ranging from Virginia Tech to the Roanoke Police Department. In 2015 Star City Reads launched "Books on Buses," a mobile lending library available on three city bus lines.

Ralph **Peters**

W. Y. BOYD LITERARY AWARD FOR EXCELLENCE IN MILITARY FICTION of $5,000 is given to the author of a military novel that honors the service of American veterans during a time of war.
DONOR: William Young Boyd II

Valley of the Shadow by Ralph Peters details the military action that took place in Virginia's Shenandoah Valley during the critical year of 1864, when the armies of the North and South met in bitter conflict for control of the valley. The author's retelling of this Civil War military campaign is rich in detail and examines the personalities of the major and minor characters who took part in it. The novel aptly describes military tactics, military leadership, and battles fought, and Peters's strongest trait is to bring the history and historical figures to life on the pages of his novels. *Valley of the Shadow* is a major contribution to writing about the Civil War. Peters is the first three-time winner of the W. Y. Boyd Literary Award.

Nancy **Bolt**

ELIZABETH FUTAS CATALYST FOR CHANGE AWARD of $1,000 is given biennially to an individual for making positive changes in the profession of librarianship.
DONOR: Elizabeth Futas Memorial Fund

Bolt, president of Nancy Bolt and Associates and retired Colorado state librarian, has been a thoughtful and effective leader whose work is infused with creativity, calculated risk-taking, and skilled strategic planning. Bolt cocreated the ALA-Allied Professional Association Library Support Staff Certification Program and chaired the first ALA E-Rate Task Force. As Colorado state librarian, Bolt reorganized and improved the regional library system in the face of significant budget cuts. She also championed the Colorado Library Card, a collaboration among public, academic, and school libraries. She has held numerous leadership positions in state, national, and international organizations, including the Colorado Library Association, Public Library Association, and Association of Specialized and Cooperative Library Agencies. She served on the ALA Executive Board and ALA Council and held numerous roles in the International Federation of Library Associations and Institutions (IFLA), including as a member of the IFLA Governing Board.

Tracey **Wong**

SCHOLASTIC LIBRARY PUBLISHING AWARD of $1,000 honors a librarian whose unusual contribution to promoting access to books and encouraging a love of reading for lifelong learning exemplify outstanding achievement in the profession.
DONOR: Scholastic Library Publishing

Wong is a school library media specialist for the Daniel Webster Magnet School in New Rochelle, New York. While new to librarianship, her efforts throughout her career have been directed toward supporting literacy and encouraging reading by children and young people. In three years she obtained just under $1 million in program funding, resources, technology, and learning opportunities for three different schools. She works to incorporate the interdisciplinary use of technology to promote transliteracy (the ability to understand and communicate or be literate across all communication platforms, including sign language, speech, reading, writing, mass media, and social media) to support and advance low-level readers and English-language learners. Wong was named a Microsoft Innovative Educator Expert Regional Lead for 2015–2016. She has authored several articles and presented training programs on how to obtain grants.

From left: Kimberly Brubaker Bradley, Lynda Mullaly Hunt, Teresa Toten, Sean Qualls, and Laurie Ann Thompson

SCHNEIDER FAMILY BOOK AWARDS of $5,000 honor authors or illustrators for a book that embodies an artistic expression of the disability experience for children and adolescent audiences. Recipients are selected in three categories: young readers (ages 0–8), middle readers (ages 9–13), and teen readers (ages 14–18).
DONOR: Katherine Schneider

Laurie Ann **Thompson** and Sean **Qualls**

Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah, written by Thompson and illustrated by Qualls, won the award for young children. Against almost insurmountable odds, Emmanuel Ofosu Yeboah, born with only one strong leg, sets out to ride his bike 400 miles across Ghana to raise awareness for people with disabilities. The stunning mixed-media art supports this uplifting and inspiring story.

Lynda **Mullaly Hunt** and Kimberly **Brubaker Bradley**

Mullaly Hunt's *Fish in a Tree* and Brubaker Bradley's *The War That Saved My Life* won the awards for best middle-grade titles. In *Fish in a Tree,* Ally moves through multiple elementary schools without learning to read by using her strengths in math and art along with some behavior distractions. When a new teacher discovers Ally has dyslexia, he uses patience and sensitivity to build up her confidence as well as her ability to read.

In *The War That Saved My Life,* set during World War II, Ada is a resourceful character who slowly and believably makes accommodations for her untreated club foot. Descriptions of her growth as a character, her acceptance by the villagers, and the home she and her brother make with Susan, their sponsor, are both heartfelt and powerful.

Teresa **Toten**

The teen award winner is *The Unlikely Hero of Room 13B,* written by Toten. In Room 13B a support group for young adults with obsessive-compulsive disorder meets each week. Here an unlikely band of "superheroes" led by their own "Batman," Adam, works together to confront personal struggles and discover the inner strength to keep moving forward.

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- Registrants for the 2017 Midwinter Meeting will receive a personalized **discount code** after the event, applicable to Annual Conference registration. (The discount will be equivalent to the past Bundle registration savings.)
- Midwinter Meeting registrants will have access to Annual Conference registration and housing on February 1 at noon (Central), 24 hours before those open to others, with advance notice of their **priority registration** date and time. The usual blocks of housing will be reserved.

To read more about the change in Bundle registration, visit ALA.ORG/CONFERENCESEVENTS/BUNDLE

Midwinter Meeting & Exhibits registration and housing open at noon (Central) on September 7, 2016.

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Annual Conference & Exhibition registration and housing open at noon (Central) on February 2, 2017.

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2016 LIBRARY DESIGN SHOWCASE

american libraries

Welcome to the 2016 Library Design Showcase, *American Libraries'* annual celebration of new and renovated libraries. These are shining examples of innovative architectural feats that address user needs in unique, interesting, and effective ways. New construction dominated this year's submissions, but renovated and repurposed spaces were a close second, showing how today's libraries are both conserving existing resources and adapting to economic realities.

HIGHER LEARNING

Fenwick Library at George Mason University | Fairfax, Virginia

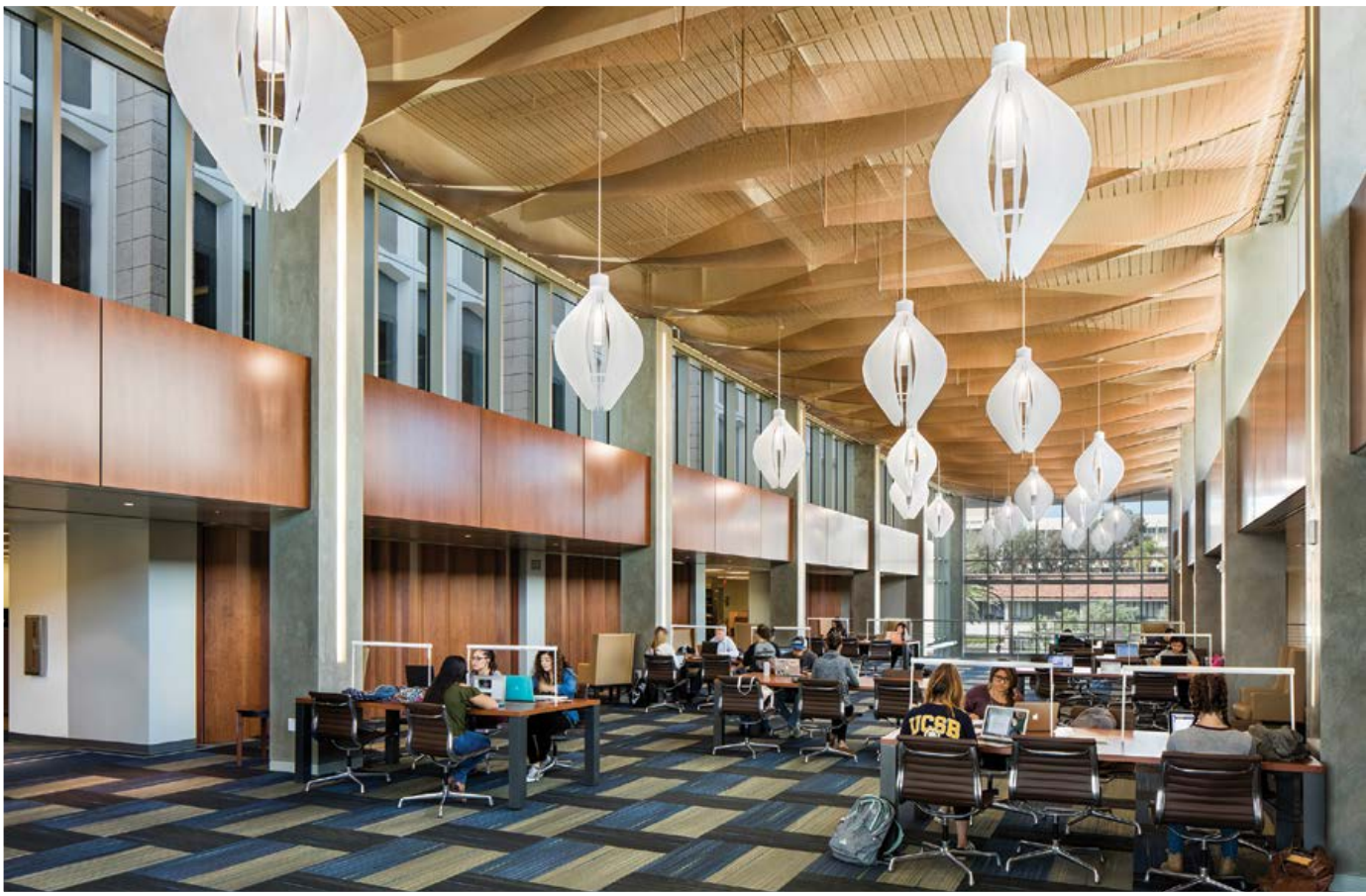
The focal point of Fenwick Library's redesign is a new research commons that provides ample open space to accommodate easy access to technology, specialized librarians, special collections, and tutoring services. Sustainable strategies include external shading devices, a rooftop garden, and a naturally irrigated rain garden onsite.

PROJECT: Renovation and expansion
ARCHITECT: Shepley Bulfinch
SIZE: 257,289 square feet
COST: $60 million
PHOTO: Anton Grassl/Esto

University Library, University of California, Santa Barbara

The University of California, Santa Barbara updated and expanded its library to include a spacious, open three-story addition with large windows that flood the space with light. The first two floors serve as a 24/7 information commons with group study spaces, interactive rooms, and a café, while the third houses special collections.

PROJECT: Renovation and expansion
ARCHITECT: Pfeiffer Partners
SIZE: 320,000 square feet
COST: $76 million
PHOTO: Steve Lerum



Tune in to the August episode of *American Libraries Dewey Decibel* podcast for conversations about library architecture and design.

Listen at **bit.ly/deweydecibel** or find us on **iTunes.**

REIMAGINED SPACES

▲ Do Space | Omaha, Nebraska

The Do Space is a community technology library housed in a former big-box bookstore space. The first floor of the sleek, renovated facility features a computer lab, a makerspace with a 3D printer and laser cutter, an area for children and teens, and a meeting room for public use. Metropolitan Community College offers classes on the floor above.

PROJECT: Renovation
ARCHITECT: HDR, Inc.
SIZE: 27,794 square feet
COST: $18 million
PHOTO: Dan Schwalm/HDR, Inc.

SCHOOLS WITH A VIEW

▲ Las Cruces (N.Mex.) Public High School

The library is the crown jewel of the new Las Cruces (N.Mex.) High School. Located on the school's second floor, it includes two wired classrooms, a makerspace, a café, two conference rooms, and large windows that provide impressive, panoramic views of the Organ Mountains to the south and east.

PROJECT: New construction
ARCHITECT: AKS Architecture
SIZE: 12,500 square feet
COST: $82 million (for entire school)
PHOTO: Patrick Coulie

A PRESIDENTIAL VIEW

Grant's View Branch, St. Louis County Library

Grant's View library takes advantage of its surroundings. Patrons can use the quiet reading spaces, computers, and community meeting spaces while enjoying views through a two-story glass atrium of historic Grant's Farm. The 281-acre ancestral home of the Busch family was named for President Ulysses S. Grant, who originally worked a portion of the land.

PROJECT: New construction
ARCHITECT: Christner Inc.
SIZE: 35,340 square feet
COST: $16.4 million
PHOTO: Alise O'Brien Photography

STANDING OUT IN A CROWD

Southwest Regional Library, Louisville (Ky.) Free Public Library

Wedged among homes, a railroad, big-box stores, strip malls, and other commercial developments on the Dixie Highway, the new Southwest Regional Library was designed to pop out from its surroundings. Behind the striking geometric façade lies an interactive learning center with 100 public computers. It also houses the largest children's library in the Louisville Free Public Library system.

PROJECT: New construction
ARCHITECT: MSR Design
SIZE: 40,000 square feet
COST: $12 million
PHOTO: Lara Swimmer

FOR THE KIDS

Chinatown Branch, Chicago Public Library

Chicago Public Library's new Chinatown branch serves as a hub for its community, providing a technology-driven space for public gathering. The south-facing entrance, softened triangular shape, and interior circulation draw on feng shui design principles, especially in the children's section. Sinuous low shelving mimics movement, creating active spaces for young minds and imaginations.

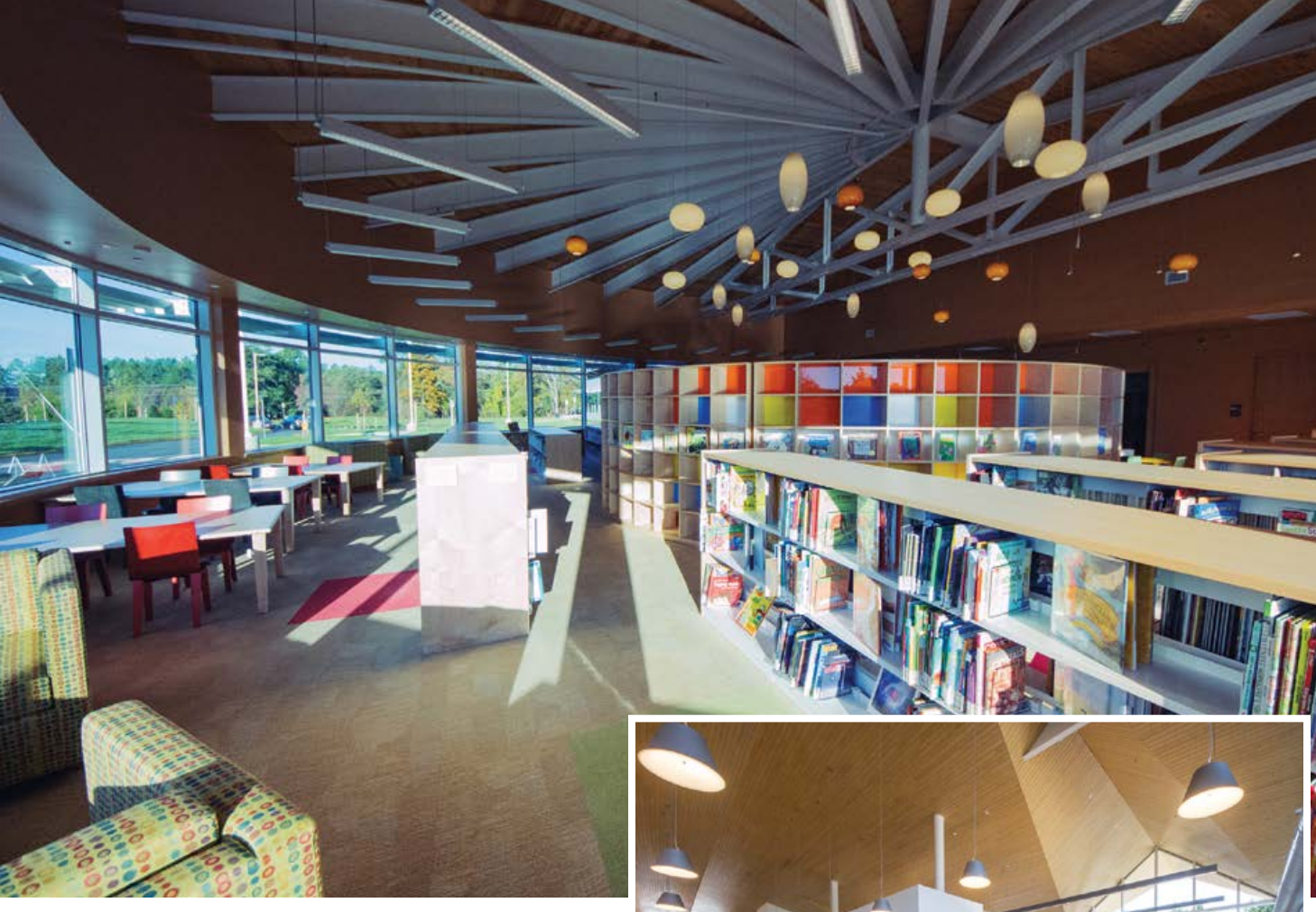
PROJECT: New construction
ARCHITECT: Skidmore, Owings & Merrill, LLP
SIZE: 16,000 square feet
COST: $19.1 million
PHOTO: Jon Miller/Hedrich Blessing

LIGHTS, CAMERA, ACTION

Earl Gregg Swem Library at College of William and Mary | Williamsburg, Virginia

The Reeder Media Center in the renovated Earl Gregg Swem Library allows students to flex their creative muscles. The redesign transformed an outdated, confined space into a state-of-the-art multimedia suite complete with audio and video production capabilites.

PROJECT: Renovation
ARCHITECT: McKinney and Company
SIZE: 265,000 square feet
COST: $1.8 million
PHOTO: Pratyush Dubey



EMBRACING LOCAL HISTORY

▲ Haymarket Gainesville (Va.) Community Library, Prince William Public Library System

Bushy Park historic house

Nestled in the rolling hills of western Prince William County, Virginia, the new Haymarket Gainesville Community Library features warm tones and bright spaces, particularly in a massive community room with a vibrant, multicolored, domed ceiling. The surrounding grounds are home to the restored Bushy Park historic house, a frontier structure dating to the late 18th century that was moved from its former site to the new library, where it will serve as a reading room and community space.

PROJECT: New construction
ARCHITECT: The Lukmire Partnership
SIZE: 21,711 square feet
COST: $7.4 million
PHOTOS: Melanie Beus

▲ Montclair (Va.) Community Library, Prince William Public Library System

Barnes House

The open and airy Montclair Community Library serves a bustling suburban community. Its large windows provide views of a stone terrace used for outdoor performances, as well as of the Barnes House, a home built in the 18th century and owned by freed slaves. Moved from its original location to protect it from encroaching highway development, the restored Barnes House is now a reading room and backdrop for local history presentations.

PROJECT: New construction
ARCHITECT: The Lukmire Partnership
SIZE: 56,618 square feet
COST: $10.4 million
PHOTOS: Melanie Beus

IMPRESSIVE UPGRADES

James Branch Cabell Library at Virginia Commonwealth University | Richmond

The James Branch Cabell Library was transformed from an insular, midcentury building into an expansive facility with 93,000 square feet of new space that allowed for the addition of a multimedia production suite, a makerspace, an expanded coffeeshop, and 25 study rooms with 274 seats—double the seating capacity of the original building.

PROJECT: Renovation and expansion
ARCHITECT: Shepley Bulfinch
SIZE: 333,000 square feet
COST: $50.8 million
PHOTO: Robert Benson Photography

Lawrence (Kans.) Public Library

Gould Evans turned a 1970s-era concrete library into a 21st-century civic institution, renovating the existing building and wrapping its perimeter with a continuous reading room, emphasizing places for gathering and learning. The addition also provides a thermal envelope engineered to harvest daylight and reduce energy usage. An impressive park plaza was added outside with a stepped amphitheater, space for outdoor events, and support for an ice-skating rink.

PROJECT: Renovation and expansion
ARCHITECT: Gould Evans
SIZE: 70,000 square feet
COST: $19 million
PHOTO: Tim Griffith

Charles E. Shain Library, Connecticut College | New London

Schwartz/Silver Architects renovated a mid-1970s building to create a thoroughly modern academic library. A glassy new exterior with large windows replaces an imposing façade, creating an inviting entrance that allows more light to enter the library. The renovation also added a new research commons and a digital scholarship and curriculum center.

PROJECT: Renovation and expansion
ARCHITECT: Schwartz/Silver Architects
SIZE: 100,000 square feet
COST: $9.9 million
PHOTO: Paul Burk

OUTDOOR SPACES

▲ Northeast Dade–Aventura Branch, Miami-Dade (Fla.) Public Library

This new, single-story library maximizes its exterior spaces. Patrons can enjoy its two courtyards, covered terrace, and retention pond full of indigenous aquatic plants, while a harvesting tank collects rainwater for irrigation. Large windows bring the outdoors inside, providing views and an abundance of natural light.

PROJECT: New construction
ARCHITECT: Miami-Dade County Internal Services Department
SIZE: 26,482 square feet
COST: $15 million
PHOTO: Miami-Dade County

SAVING A CARNEGIE

▼ Paris–Bourbon County (Ky.) Public Library

EOP Architects restored a 1904 Carnegie library to its former glory, adding an expansion that looked to the future while embracing its past. Reclaimed wood, handcrafted metalwork, and limestone hewn from the site were used throughout the new construction. The expansion's windows also allow more natural light to flow into the original building.

PROJECT: Renovation and expansion
ARCHITECT: EOP Architects
SIZE: 17,500 square feet
COST: $5 million
PHOTO: Chris Phebus/Phebus Photography

ALA/IIDA Library Interior Design Awards

The following libraries are winners of the 2016 Library Interior Design Awards, sponsored by ALA and the International Interior Design Association (IIDA). The biennial competition honors international library interior design. Winners demonstrate excellence in aesthetics, design, creativity, function, and satisfaction of the client's objectives. The competition is managed by the Library Leadership and Management Association (LLAMA) Buildings and Equipment Section's Interior Design Awards Committee. Winners and their clients were honored at the 2016 ALA Annual Conference and Exhibition in Orlando, Florida.

ACADEMIC LIBRARIES

More than 30,000 square feet

◀ Jen Library, Savannah (Ga.) College of Art and Design

FIRM: Savannah College of Art and Design
PHOTO: Chia Chong

SPECIAL LIBRARIES

More than 30,000 square feet

▲ David M. Rubenstein Rare Book and Manuscript Library, Duke University | Durham, North Carolina

FIRM: Shepley Bulfinch
PHOTO: Robert Benson Photography

30,000 square feet and smaller

▼ Southern Study in Shenzhen Library, China

FIRM: BenGuo Design
PHOTO: Courtesy of IIDA

OUTSTANDING HISTORIC RENOVATION PROJECT

▲ Charles E. Shain Library, Connecticut College | New London

FIRM: Schwartz/Silver Architects
PHOTO: Paul Burk

SINGLE SPACE DESIGN

▼ Station Culture Train Station Adaptation | Rumia, Poland

FIRM: Sikora (Interiors) Wnętrza
PHOTO: Tom Kurek Photography

PUBLIC LIBRARIES

More than 30,000 square feet

Madison (Wis.) Central Library

FIRM: MSR Design
PHOTO: Lara Swimmer

30,000 square feet and smaller

Chinatown Branch, Chicago Public Library

FIRM: Skidmore, Owings & Merrill LLP
PHOTO: Jon Miller/Hedrich Blessing

Mill Woods Library, Seniors' Centre and Multicultural Facility | Edmonton, Alberta

FIRM: HCMA Architecture + Design/Dub Architects Ltd.
PHOTO: Joshua Peter Esterhuizen

A PLACE OF THEIR OWN

Creating spaces where teens can thrive

BY Jennifer Velásquez

Photos: Shutterstock

Cultivating a space in the library that teens can activate and own sends teens a strong signal they are valued and welcome. Teens (defined here as those ages 13–18) are usually scrutinized closely because of expectations that they will cause trouble. They are often held to different behavioral expectations than other patrons—a group of toddlers or genealogists will be greeted with smiles and nods, but a group of exuberant teens is likely to get thrown out.

On an instinctive level, teen services librarians know that it is important to provide teens with dedicated space in the library. As their advocates, teen services librarians must be able to:

- articulate why a dedicated teen space is important
- make a case for teen space to managers, coworkers, and community members
- express how space is a link to effective and efficient services, programming, and overall service equality

Teen services librarians should not focus on the physical features of a teen space but rather on the service reasons behind the library's decision to offer dedicated space to teens.

The meaning of space

Space is power. The allotment of space in public buildings clearly illustrates which groups matter and which groups do not. In *Transforming Young Adult Services* (ALA-Neal Schuman, 2013), Anthony Bernier notes that although many library systems recognize the need for dedicated space for teens, there is very little research on young adult (YA) spaces in public libraries, despite growing interest in the topic over the past dozen years. Attention has focused on how teen spaces look and the features they include. However, without adequate grounding in research, the construction of new spaces and remodels of existing spaces often do not take into account the unique needs of teens and the way they desire to actively and naturally use space.

Designing teen spaces isn't about tables, chairs, and trendy lounge seating; it's about intention and usefulness. Because there are no best practices, practitioners must rely on convention. If there is no clear vision for the space beyond warehousing YA fiction or equipment labs without context, the result may be teen library space that is not sufficiently welcoming, or that discourages engagement, participation, and teen ownership.

This is an excerpt from *Real-World Teen Services* by Jennifer Velásquez (ALA Editions, 2015).

Teen participation

A cornerstone of teen library services is the principle that teens must be actively involved in decisions about their library experience. The Young Adult Library Services Association's (YALSA) Teen Space Guidelines suggest that teens be included in planning and be given decision-making roles in the development of their space. The active participation of teens ensures that their evolving needs and interests are being addressed and that they will play a key role in attracting peers to the library.

Teens who are enthusiastically engaged in planning and decision making are likely to develop a sense of ownership of the library that will enhance the quality of their experience. This begins with the space intended for teens in the library.

YALSA's guidelines for the development of teen library spaces suggest libraries should:

- create a space that meets the needs of teens in the community by asking teens to play a role in the planning process
- solicit teen feedback in the design of the space and its use to allow teens to develop a sense of ownership
- solicit teen feedback in the development of policies to ensure the space is representative of teen needs

Encouraging and cultivating teen participation in the development process begins by involving teens in focus groups and asking them what they want. Although teens are allowed to use public spaces like city parks, they are generally not allowed to direct their design, decoration, or use or to ultimately determine how the space is experienced. A teen library space can be a public space developed in partnership with the intended users. Providing a participatory space for teens offers them a tangible venue to begin to take ownership of the library—teens can plant their flags and mark territory within the public space—and to customize it in a way that is different from other public venue experiences and opportunities and that is uniquely theirs. Ultimately, it allows teens to achieve a more empowered conception of citizenship.

The analog display wall

In recent years, the idea of teen participation has primarily been associated with the use of technology and the web, but this participation can manifest through low-tech, low-cost means. Something many libraries are doing is displaying teen-created art in a teen space. Examining this practice through the lens of user participation can help teen librarians understand and apply a participatory context to such activities.

An analog display wall is a low-tech method that encourages teen participation. It is a wall in a teen space where any teen can display his or her artwork. There are supplies readily available for teens to create drawings, and they can choose to draw and then to display their artwork on the wall.

This type of display differs from a wall where only sanctioned or adult-selected art is permanently installed, or one on which a group of teens have created a mural, which becomes static once completed and which may give any teens who were not involved in the project a sense that they are visiting someone else's space.

If teens are constantly creating and changing what is on the wall, will it look as an adult would like it to look? Probably not. But it will always reflect the users' tastes, interests, and desires. This isn't about adult aesthetics but about teen participation. When libraries set up teen spaces that look too perfect or pristine, they eliminate possible avenues for teens to explore, create, and participate in immediate, spontaneous, and unexpected ways.

Big-picture models: affinity spaces

An affinity space is a place where people affiliate with others based primarily on shared activities, interests, and goals. The library can function as an affinity space where formal and informal activities are based on the interests teens bring to the library. These activities occur in a peer-to-peer manner, with teens functioning as innovators and experts in their areas of interest, and library staff functioning in the role of facilitators. Libraries that cultivate teen affinity spaces create venues focusing on the relationships teens have with information and one another, and on the creation of content, artifacts, and knowledge.

Teen services librarians should look at library spaces for teens in a new way. Many times, the teen services portion of the physical library is first to manifest changes in service delivery models and advances in public-facing technology for a given clientele group, as in Charlotte Mecklenburg (N.C.) Library's ImaginOn and Chicago Public Library's YOUmedia spaces. These groundbreaking spaces anticipated the shift in use of library spaces and functions that are only now beginning to manifest in adult, family, and all-ages spaces in the form of content creation labs, makerspaces, and fab labs.

What teen services should strive for is not a fab lab but a fab library. The key to a successful library teen space is not features, but experiences. This shift in the physical space offered to teens mirrors the way teens naturally use space. The affinity space should accommodate and foster

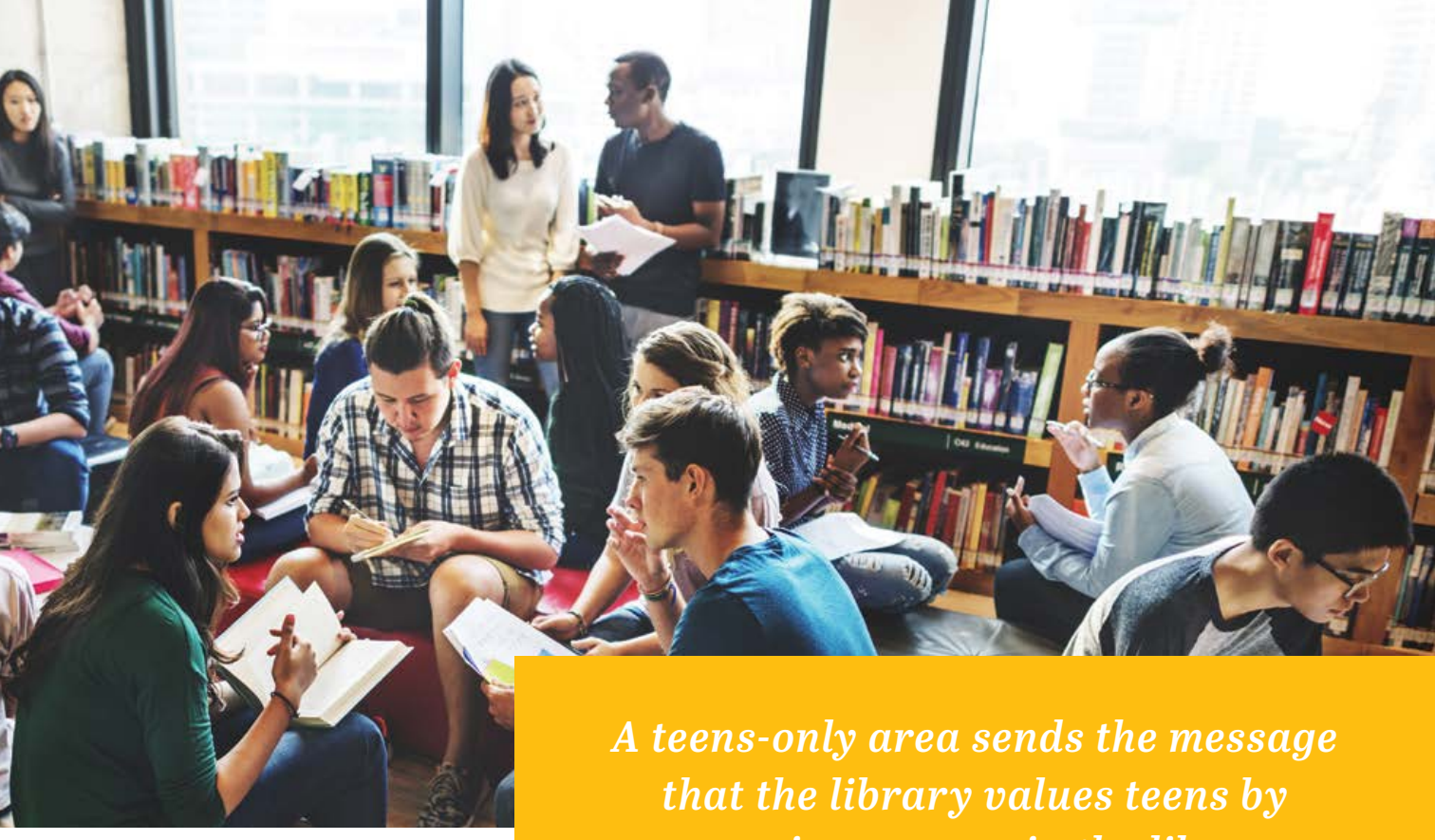
activities that teens automatically engage in like socializing; working together in groups sharing ideas, resources, and content; group play; peer mentorship; and creating things like artwork and digital content. The teen space is a place where teens bring their interests to explore, rather than having sanctioned interests imposed upon them.

This affinity space creates avenues to teen participation in the development and implementation of teen programming for themselves and their peers. In this way, the physical space helps in the development of teen programming and activities.

Teens-only space

Teen services librarians may find that an existing teen space does not function well because it is not reserved for use by its intended clientele. Ideally, teen services space should be dedicated for use by teens. Teen services librarians may experience resistance when proposing that the library provide a space that is "teens only," or that it change policy to reserve an existing teen space exclusively for teens. The desire to avoid confrontation may lead libraries to not designate a space "teens only" because they don't want to have the inevitable conversations about

When libraries set up teen spaces that look too perfect or pristine, they eliminate possible avenues for teens to explore, create, and participate in immediate, spontaneous, and unexpected ways.



A teens-only area sends the message that the library values teens by reserving a space in the library where they can take ownership.

why the library provides a space for this target age group.

YALSA's guidelines are a good starting point that can begin a discussion about, and evaluation of, a public library's success in providing physical space dedicated to teens. YALSA's space guidelines describe the benefits of reserving a space where teens are the primary occupants and where they are buffered from threatening adult-initiated interactions. Use of the teen-only space should be limited to adults browsing materials for a controlled period of time not to exceed 15 minutes, tutors currently working with teen students, and library staff. Or a teen library space can allow adults to access the YA collection that is housed there.

Although YALSA guidelines suggest that adults accompanied by a teen should be allowed in the area, this suggestion is problematic. The presence of parents, for example, can significantly change the dynamic of the space. Parents should be advised that the area is for teens only, but they are welcome to drop in periodically to check on their teenaged children.

Beyond what is suggested by YALSA, a teens-only area sends the message that the library values teens by reserving a space in the library where they can take ownership. The library can further cultivate teen participation if it develops the space and allows it to evolve.

Teens-only time

The realities of square footage keep many libraries from reserving an area solely for use by teen patrons. The solution to offering a teen space might be to allow adults and children to use the teen space for a portion of the day. This way, during the times when teens are in school the area can be used for other purposes. This might be a solution for small library locations where the teen space is carved out of a general space—allow for general public use of the space during school hours and create signage and policy that define teens-only times in the space (usually after-school hours and weekends during the school year and most days during the summer).

This solution works only if staff members manage the transition from "everyone's space" to teens-only space at the designated time. A designated teens-only schedule will not succeed if there are no procedures in place, or existing rules are not enforced to ensure that adults or children aren't occupying the area during the time periods reserved for teens only. If teens arrive and the space is filled with adults and children, they will be unlikely to use the space.

Pitfalls and bad habits: teen space, not tween space

Older children ages 9–12 (sometimes called tweens) are aspirational teens, and they often want to emulate teen culture and engage in teen activities. Although older children may not feel at home in the children's area, allowing them to congregate in the teen area is a disservice to the teens for whom the space is intended. A sign that reads "teens" or "teens only" may serve to attract older children and indicate to them and their parents that the space may be intended for their use.

If older children are permitted to congregate in the designated teen space, the library has, in effect, developed *two*

Even the most humble teen space can function if there are staffers present to foster teen participation and engagement.

children's spaces: one for younger children and one for older children—with teens being marginalized. Just as teens will avoid a designated teens-only space if it is filled with adults, they will not use the space if it is filled with older children.

The same steps used to keep adults out of a teen space should be employed by staff to keep the space free of older children. Inform older children and their parents that the area is a teens-only space and kindly but firmly ask them to respect that the space is reserved for teens. Remind them that when they turn 13 the space will be theirs.

A space without staff

A library doesn't truly have a teen space if it does not have a teen services librarian. Creating a space merely for the sake of having a space is not an end unto itself. It is what happens in the space that is important. Experience trumps the fancy stuff. Staffers are there to facilitate the experience regardless of any bells, gizmos, and whistles.

It is not uncommon for the library to build a teen space but not allocate funds to staff the space with teen services librarians and paraprofessionals. The most well-appointed teen space will turn into a wasteland if there aren't appropriate staff members to activate it through programming or consistent engagement with teen users, but even the most humble teen space can function if there are staffers present to foster teen participation and engagement.

Don't segregate the teens

A dedicated teen space is not an opportunity to enforce what Bernier refers to as "age apartheid." It is not a license for staff to segregate the teen population or to keep them away from adults who may find their presence distasteful.

Providing a dedicated space for teens in the library setting may be viewed as a means to solve the perceived problem of teens being present in the library by

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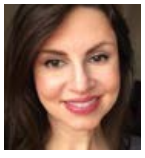
relegating teens to a single area. So while the result is a teen space, the motivation for its creation may be a negative one—to segregate teens. A dedicated teen space shouldn't be considered a way to segregate teens from the general population but as a place to showcase teens' achievements and recognize their contributions.

There are situations where libraries have shut their doors during after-school hours because of teens or require teens to be registered by parents and to sign in and out of the library during each visit, sign in and out of a dedicated teen space, or attend mandatory orientation with their parents before accessing specific features of a teen space.

In addition to real privacy issues, these types of registration requirements serve as barriers to teen access to the public library or portions of the public library. If teens must attend a library orientation with a parent to gain access to a portion of the public library building, that becomes a real obstacle to teens who can't seek or get parental buy-in for their use of the library.

When library administration paints all teens as troublemakers and threatens to deny them access to library services, it is a clear case of discrimination. Subjecting teens to a higher standard in order to access services or participate in activities—if they must attend an orientation, provide identification, register, or are otherwise subject to restrictions that do not apply to other population groups—constitutes a form of age-based discrimination. It is necessary to deal with individual cases of disruptive behavior. However, the library must examine whether its policies and procedures contribute to a situation where restricting access to an entire age group seems to be a reasonable remedy.

Shortly after opening, Chicago Public Library's YOUmedia space dropped its original requirement that teens attend an orientation before using sound-recording equipment, because they realized that teens wanted to use it immediately instead of waiting up to one week to go through a scheduled orientation. The library realized that teens were eager to begin experimenting and tinkering with the equipment. Those teens who had more than a casual interest were likely to return to attend advanced classes. Today's discourse about library service to teens emphasizes self-directed out-of-school learning, which requires dropping old attitudes about restricting resources to certain times or to an initiated few. The library must promote a teen services culture of yes. AL



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Accessibility Matters

Ensuring a good online library experience for all our patrons

My library works with our college's Disability Services office to test any web-based platform we are considering for compliance with the Americans with Disabilities Act (ADA). When I recently advocated for us to subscribe to a new database, I was invited to meet with a visually impaired Disability Services employee to test the platform.

I'd been aware of screen readers, which read what is on a computer screen to a visually impaired user, but this was the first time I'd actually seen one in action. While the platform we were testing was deemed accessible because it was compatible with screen readers and its videos contained closed captions, multiple design features made the platform far less convenient for a visually impaired person to use. The long, exploded-by-default menus meant that visually impaired students had to listen to the computer read each navigation option to them before they got to the content they wanted. Search boxes, too, were often buried beneath navigational elements, which cost time for the user.

This experience got me thinking a lot more about how users with disabilities encounter our web content and how we can not only make it accessible, but also make it more usable for them. Universal design combines accessibility and usability practices to create a positive online experience for every user. It supports the idea of adaptability in design to meet users' unique needs.

Accessibility isn't just a nice thing to do—it's a legal requirement. Several colleges have been subject to lawsuits from the National Federation of the Blind in recent years for requiring the use of technologies that were inaccessible. In 2012, the federation filed suit against the Free Library of Philadelphia for its circulating Nook e-reader program because the devices were not ADA-compliant. Not doing our homework to investigate accessibility when designing our web services, subscribing to a new database, or adopting a new technology can be a costly mistake.

A decade ago, most of a library's online content was controlled by a small number of people, most of whom had training in web design, including standard practices for accessibility. The growth of content management systems and tools like LibGuides have led to more distributed responsibility for the development and maintenance of library web content. Many librarians who are creating web content are unaware of simple things they could do to make their content more accessible, such as adding alternative text descriptions for images and making sure the title attributes of links are clearly described. This list has more great tips: bit.ly/2ar8XQ0.

> Many librarians who are creating web content are unaware of simple things they could be doing to make it more accessible.

Libraries are creating not only web pages but also video content. When we create video tutorials, we should always caption them. YouTube makes it easy to upload a transcript, and it automatically sets the timing along with the narration. If you don't have a script, you can easily go through and edit YouTube's flawed automatic captioning. I have seen so many terrific information literacy video tutorials created by other libraries that I've wanted to incorporate into my teaching and research guides, but I've been stopped by their lack of captioning.

When we consider how much of our web content comes from outside vendors, we may feel like we don't have much control over our users' experience. That is simply not true. My library has chosen not to subscribe to certain platforms because they were not ADA-accessible and the vendor had no plans to change that. The problem is that vendors will not be motivated to make their content accessible unless more libraries follow suit. In the end, it is not the vendor who will be sued if content isn't accessible; it's our organizations. By using our buying power to pressure vendors to make their content and platforms accessible, we protect our parent institutions from risk and ensure a good experience for all of our users. AL

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Community Knowledge Bases

Establishing open and collaborative database management

The idea of an open, central, and collaboratively managed knowledge base is as old as the concept of organized mass information storage itself. The first project of this type was the Jointly Administered Knowledge Environment (jake), which began at Yale University in 1999. Though jake shut down for good in 2007, it helped set the stage for future efforts to develop open, community-run knowledge bases.

In 2007, James Culling proposed as an alternative a single knowledge base that would use web services to provide its data freely to anyone who wished to use it. In a 2008 article in *Journal of Electronic Resources Librarianship,* Ross Singer took the idea a step further by pointing to collaborative projects like Wikipedia and the Internet Archive as inspiration for a decentralized approach. Picking up where these early experimenters left off, recent projects have demonstrated that the desire remains strong to improve data and ease its flow across the supply chain.

For the past two years, I have served as principal investigator for a project closely aligned with the grand vision for knowledge base collaboration, the Global Open Knowledgebase (GOKb). The project aims to provide a fully open, community-managed dataset that describes electronic journals and books and their relationships. The three major ambitions for the GOKb project are improving data quality and workflows, enhancing the knowledge base by tracking new types of metadata and changes over time, and encouraging interoperability between systems.

Similar goals have been championed by national knowledge bases that have emerged in countries where there already is a high level of collaboration, including France, Germany, Japan, and the UK. Knowledge Base+, based at Jisc Collections in the UK, has improved the supply chain by making data about national consortial deals freely available for reuse under a Creative Commons license. Currently, OCLC, ProQuest/Ex Libris, and EBSCO use this service to enhance their knowledge bases.

The Electronic Resources Database–Japan and the BAse de COnnaissance Nationale in France have focused on curating data describing publications that originate in the home nations—data that is often not widely available—and sharing it with publishers and vendors. GOKb has contacted these projects to discuss incorporating their data into its global knowledge base.

Enormous political and structural challenges stand in the way of fully implementing open knowledge bases. Purveyors of commercial products view the quality of their knowledge bases as a sales differentiator and would be rightly cautious in abandoning their proprietary systems for a communal approach. Librarians, often stretched thin, may believe that a vendor with paid staff could simply do better work. Any change to the current situation will likely be a long and gradual one.

Enormous political and structural challenges stand in the way of fully implementing open knowledge bases.

Still, it's possible to see in the interplay among open, commercial, and national knowledge bases and their users how the vision for community knowledge base management might eventually play out. Participants in each type of knowledge base can contribute work that is meaningful to their circumstances within the larger community. Commercial and global services would likely collect the data with the broadest application; national and regional groups would have an incentive to supplement it with specialized collections; and users across the board could contribute individual enhancements and corrections related to the titles that are most important to them.

Together, these groups are already performing much of the work that is needed to support more centralized knowledge base management across the industry. While achieving this vision will be no easy feat, the potential for great strides exists, and the first steps have already been taken. AL

KRISTEN WILSON is associate head of acquisitions and discovery at North Carolina State University Libraries in Raleigh. Adapted from "The Knowledge Base at the Center of the Universe," *Library Technology Reports* vol. 52, no. 7 (October).

Ready to Code

Insights from an ALA–Google initiative

Youth services librarians and staff members are integrating coding into their makerspaces and fab labs. They are using software such as Scratch (scratch.mit.edu), hardware such as Arduino (arduino.cc), and websites such as Hour of Code (hourofcode.com) to put activities together. With so much going on in this area, the American Library Association's (ALA) Office of Information Technology Policy (OITP) has partnered with Google for Education to learn about the world of coding as it intersects with public and school libraries.

The OITP–Google project, Libraries Ready to Code, launched in April and will continue through the fall of this year. The team working on the project hosted focus groups and one-on-one interviews and conducted site observations in order to learn what's going on across the country. As project researcher for this initiative, I wanted to share a few things the project team has learned so far:

1. As with any initiative, there is no one-size-fits-all way to manage a coding program in a library. In some instances, a staff member with a passion for coding may start a program. Volunteers have stepped forward in some communities. And, unsurprisingly, teens are able to facilitate coding sessions and libraries are taking advantage of their digital literacy.
2. Libraries are experimenting with different forms and formats for these activities. Some libraries find that one-off programs and open labs work best, others are successful with a series, and still others work within a scaffolding framework in which programs for different age groups are built on one another. For example, children who attend an introductory coding series have the chance to expand their skills in a subsequent, more advanced series.
3. Many library staff members are becoming comfortable with learning as they go. One focus group participant stated, "When I [code] with kids, I say, 'Let's all do this together as an adventure.'"
4. These library activities may use coding as the objective, but there is much more than coding going on. "We are seeing a lot of peer leadership and peer mentorship coming out of the program," was how one staff member described her library's coding activities. Another stated that her library sees the coding sessions as a chance for youth to "experiment and fail and try again," which provides a framework to help these young people succeed in the future.
5. There is a great deal of opportunity for developing community partnerships. Connecting with higher education computer labs, parks and recreation departments, Boys and Girls Clubs, and local makerspaces is a great way for library staff to get support for training and teaching new skills. These partnerships also provide an opportunity to locate volunteers who can help develop library coding programs as well as act as mentors to youth involved in the programs.
6. Library schools and professional organizations have a role to play in helping librarians to develop strategies for supporting connected learning, facilitate learning experiences, and engage in colearning, so that they may in turn provide high-quality coding programs.
7. In order for staff to have the substantial time needed to engage in these activities and learning opportunities, it is crucial to have administrative support.

Unsurprisingly, teens are able to facilitate coding sessions and libraries are taking advantage of their digital literacy.

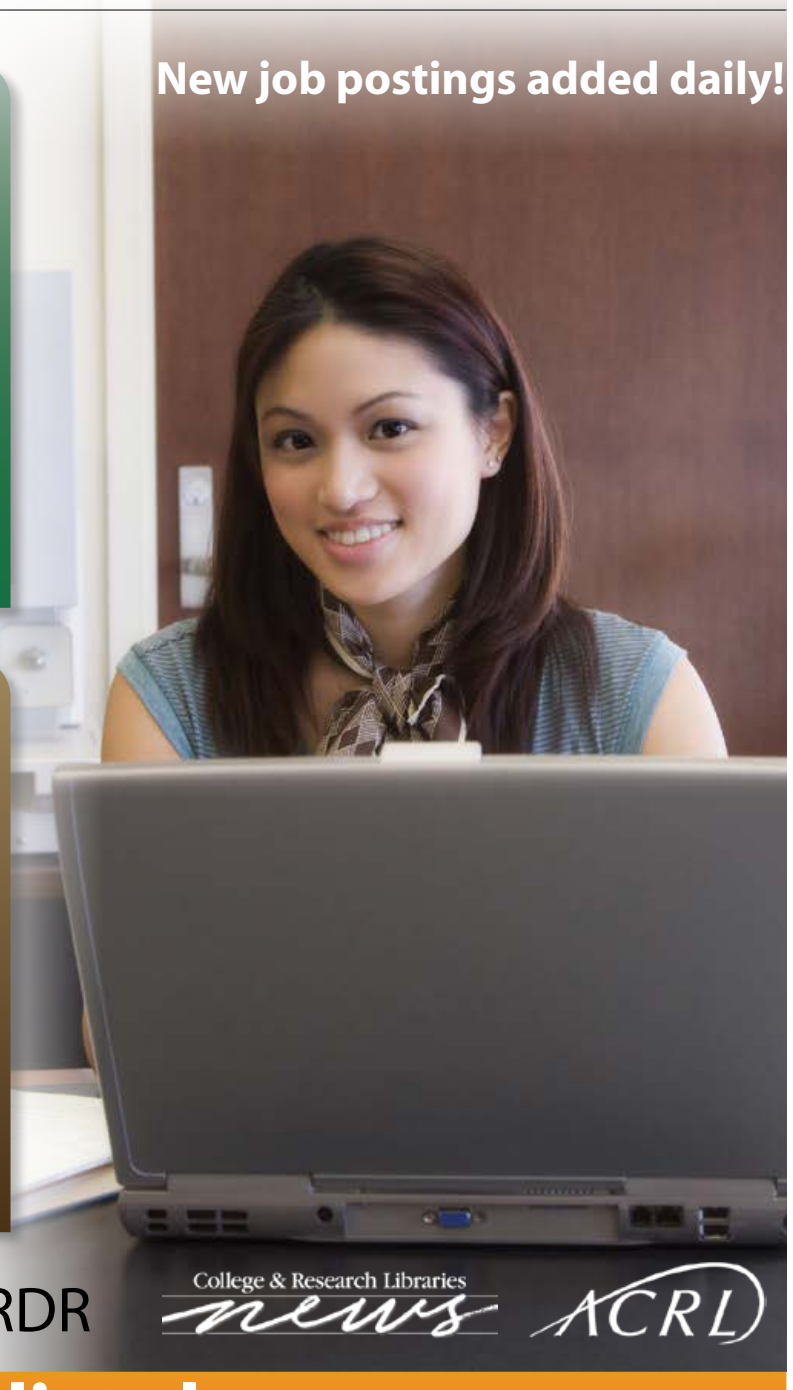
At the end of the Libraries Ready to Code project, the team will publish a set of findings and recommendations for next steps. These may lead to a variety of initiatives, including: expanding the selection of resources in The Connectory (theconnectory.org), a website geared to helping people find STEM resources and community locations for STEM learning; support for developing coding curricula, training, and partnerships; and working at the local, state, and federal levels to help ensure libraries have the funds they need to build and sustain these types of programs. Stay tuned. AL

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

ALA JobLIST

The award-winning source for jobs in Library and Information Science and Technology

WHERE JOB SEEKERS AND EMPLOYERS GET RESULTS



JOB SEEKERS

Refine your search with advanced search options. Filter and sort hundreds of job ads by position type, employer, location, job title, and more.

Post your résumé for employers to find.

Automate—easily create customized job alerts on the fly.

EMPLOYERS

Strengthen your candidate pool—ALA reaches the engaged professionals and students you want to hire.

Simplify recruitment—flat-rate pricing, discounted multi-ad packages, and optional enhanced postings available for increased visibility.

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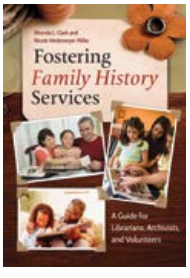
joblist.ala.org

All in the Family

Helping patrons explore their history

October is Family History Month. With websites offering a range of suggestions on how to observe this month, from exploring your family tree to starting a personal genealogy website, libraries are sure to be listed as a stop for information gathering—even if only to grab a book on the country Great-Grandfather emigrated from. In this issue we have a guide full of tips to support library users hoping to explore their family history, plus several books to assist with the larger issues of planning or the more detailed issues of technical support.



Fostering Family History Services: A Guide for Librarians, Archivists, and Volunteers, by Rhonda L. Clark and Nicole Wedemeyer Miller, offers practical advice, with bibliographical notes, on how to establish a family history service within the framework of existing programming and outreach. The authors assert that providing family history resources is more about offering guidance and how-to knowledge than being a vast storehouse of sources. Even if a library already has a robust genealogical research collection, having a ready list of local appraisers to help place a value on family collectibles, offering programming in digital scrapbooking, or mounting an exhibit of photographs to encourage local history research will enhance the service and bring in new community members. Topics covered include preserving documents, encouraging oral histories, conducting an effective reference interview, developing collaborative relationships with other repositories, and understanding how to mine resources, many of which are online or in databases. Libraries Unlimited, 2016. 269 P. $55. PBK. 978-1-61069-541-1.

The portfolio of competencies that might be employed by a library emphasizing family history services ranges from the theoretical to practical implementation tips. What the following titles have in common is that each holds a piece of that portfolio.

Adding Value to Libraries, Archives, and Museums: Harnessing the Force That Drives Your Organization's Future, by Joseph R. Matthews, explores how a cultural organization adds value to its community and what can be done to add more value. Libraries have typically added value by

THE BESTSELLERS LIST

TOP 3 IN PRINT

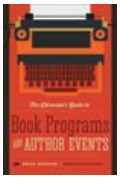
1 | Once Upon a Cuento: Bilingual Storytimes in English and Spanish
by Jamie Campbell Naidoo and Katie Scherrer

This resource—written by two specialists who understand the nuances of library services, collections, and outreach to English and Spanish speakers—shows how to offer bilingual storytimes.

2 | Adults Just Wanna Have Fun: Programs for Emerging Adults
by Audrey Barbakoff

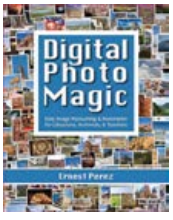
Named one of Flavorwire's "10 coolest librarians alive," Barbakoff shows how to draw emerging adults to the library using a mixture of play and engagement and then keep them coming back for more.

3 | The Librarian's Guide to Book Programs and Author Events
by Brad Hooper



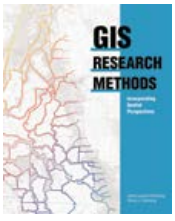
Using this guide, libraries can connect book lovers who are eager to learn about recent and noteworthy books to authors and fellow book lovers.

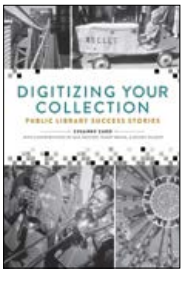
making content available efficiently. But we no longer hold a monopoly on information delivery and may need to leverage content, context, connections, collaboration, and community to move to a new business model. The expansion of a local history collection from a dusty corner into a multifaceted family history service could be a test case for the managerial principles Matthews outlines. Libraries Unlimited, 2016. 271 P. $70. PBK. 978-1-4408-4288-7.



The tips and techniques in *Digital Photo Magic: Easy Image Retouching and Restoration for Librarians, Archivists, and Teachers,* by Ernest Perez, won't be for everyone. But the tricks Perez offers for cropping photos for better effect, editing out extraneous elements, or colorizing might be useful to the digital scrapbooker or for presenting historic images attractively on a website. The author addresses important copyright and authenticity issues, but most of the book is dedicated to editing examples. Information Today, 2016. 200 P. $49.50. PBK. 978-1-5738-7513-4.

Also technical in nature, but with components that might be useful for expanding family history services, is *GIS Research Methods: Incorporating Spatial Perspectives,* by Sheila Lakshmi Steinberg and Steven J. Steinberg. This is not a manual for using GIS software but rather a treatise on applying geospatial information to research, such as creating interactive maps that help tell a story. The authors address research design, types of data, sources of digital data, special analysis, and linking the results of research to policy and action. This is advanced, but consider what students might learn about local history by using GIS research techniques to track municipality development. Esri Press, 2015. 432 P. $79.99. PBK. 978-1-5894-8378-1.





Getting materials out of the back room and onto a website may be another avenue of family history services to explore. *Digitizing Your Collection: Public Library Success Stories,* by Susanne Caro with contributions from Sam Meister, Tammy Ravas, and Wendy Walker, explains why a library might digitize parts of its collection. It also presents what to consider before undertaking a digitization project, including the pros and cons of certain types of collections, such as photographs or local school yearbooks. The authors cover copyright issues, funding, staffing limitations, digital preservation, getting the community involved, and marketing the new collection. ALA Editions, 2016. 176 P. $55. PBK. 978-0-8389-1383-3.

Digital Library Programs for Libraries and Archives: Developing, Managing, and Sustaining Unique Digital Collections, by Aaron D. Purcell, also offers guidance for building digital collections. Purcell begins with essays on how digital libraries developed and the challenges they face. The main portion of the book is a step-by-step guide to digital library planning, including daily operations, selecting digital collections, technical standards, and identifying resources and partnerships for creating the digital library. Purcell outlines outreach and promotion to let the user community know the resource is available. ALA Neal-Schuman, 2016. 256 P. $85. PBK. 978-0-8389-1450-2. AL

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

The Top-Selling Books from ALA Publishing (Since July 1, 2016)

TOP 3 IN EBOOKS

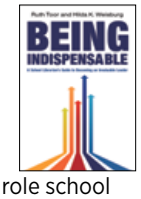
1 | The Weeding Handbook: A Shelf-by-Shelf Guide by Rebecca Vnuk

This handbook takes the guesswork out of a delicate but necessary process, giving public and school library staff the knowledge and confidence to effectively weed any collection, of any size.

2 | FRBR, Before and After: A Look at Our Bibliographic Models by Karen Coyle

Coyle's articulate treatment of the issues at hand helps bridge the divide between traditional cataloging practice and the algorithmic metadata approach.

3 | Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader by Ruth Toor and Hilda K. Weisburg



Making the case for the vital role school librarians play in learning, this book gives readers the strategies they need to become the kind of leader their school can't do without.

Mobile Comics Plus: Library Edition from Recorded Books

Reading Remotely

Comics move online

Comics Plus: Library Edition

Independent audiobook and ebook publisher Recorded Books and comics distributor iVerse Media has partnered with IDW Publishing to update its Comics Plus: Library Edition service.

Comics Plus: Library Edition supplies libraries with digital graphic novels and comics that can be accessed by patrons from any web-based device. Patrons can check out as many titles as they want at a time and then stream them to their devices either online or via an app for offline reading. Designed for all ages, Comics Plus offers comics in a range of genres, including fiction, nonfiction, fantasy, thrillers, romance, indie comics, Sunday funnies, and manga for more than 25,000 titles. Popular titles include *Archie, Peanuts, Sabrina the Teenage Witch, Doonesbury,* and several Dark Horse comics.

Recently, IDW Publishing exclusive digital comics were made available on Comics Plus: Library Edition, adding several new titles such as *Transformers, Teenage Mutant Ninja Turtles, My Little Pony, Dexter's Laboratory, Star Trek, Godzilla,* and others. Offered as single-issue comics, IDW Publishing titles are available on Comics Plus 90 days after their release.

Designed for mobile use, Comics Plus: Library Edition is available to users 24 hours a day, seven days a week. Users have access to all Comics Plus content. Patrons can browse by genre, publisher, title, popularity, or keyword. A subscription to Comics Plus comes with patron support as well as staff training.

For more information on Comics Plus: Library Edition, visit bit.ly/2a6ST4C.

Boopsie apps connect the community

Smartphone usage has increased more than 30% in just the past five years, and 68% of adults in urban areas own smartphones. To help libraries provide their patrons with this access point, mobile-platform-as-a-service provider Boopsie has created an app that is easy to launch and maintain.

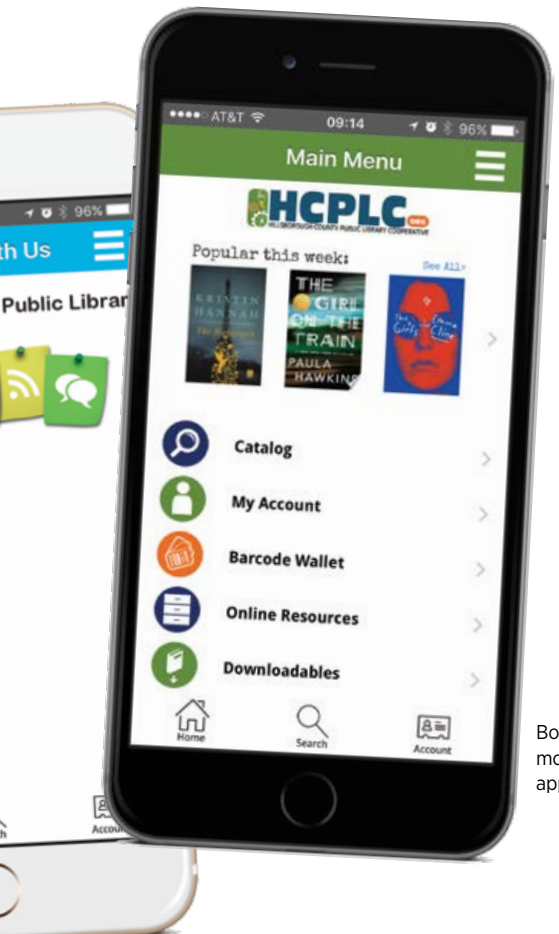
At the tap of a button, Boopsie's mobile app can connect to OverDrive, OneClickdigital, Axis 360, Flipster, hoopla digital, Zinio, and Comics Plus: Library Edition. Their native library-branded apps provide 24/7 year-round access to a library, giving patrons the ability to connect with their library on a device of their choosing anywhere in the world.

Key features allow users to:

- access a calendar of events, classes, hours of

operation, contact information, and library schedules
- search the library catalog for books, DVDs, and other materials
- access digital resources such as ebooks and e-audiobooks
- reserve or cancel holdings
- renew borrowed materials
- manage fees and perform other actions
- locate the nearest library within a district using GPS-aware technology
- update social media, including Twitter, Facebook, and YouTube
- use a digital library card, eliminating the need to carry around a physical card

The Boopsie native mobile app is available on Android, iOS, Kindle Fire, and Blackberry platforms. For more information or for a demo, visit boopsie.com. AL



Boopsie's mobile app

CASE STUDY

Koios Plug-In Empowers Readers

USER: Jennifer Oliver, public information officer, Washoe County (Nev.) Library System

PRODUCT: Koios plug-in

DETAILS: Koios is a plug-in for Firefox, Google Chrome, and Safari that allows users to access materials directly from Amazon or Google. Books, ebooks, audiobooks, music, movies, and online courses available at the library can now be found when doing a basic search.

How do you use Koios?
Koios is a browser extension that brings access to library books through everyday searches on Amazon and Google.

How does Koios serve your library's needs?
Our mission is to connect people with information, ideas, and experiences to support an enriched and engaged community, one person at a time. This is accomplished through the use of Koios—we are connecting people with what they are looking for while offering an alternative to purchasing. Making that connection for people is key. Not only are we bringing access to the user, but it also is an example of how the role of a library can easily be integrated into our daily lives, which complements the standard brick-and-mortar library experience.

Koios interacts with Amazon.

What are the main benefits? I would say the main benefit is convenience! As someone shops, he or she will be able to quickly see if the library has a particular book. From there a person will click into our library catalog, where they can place a hold on the item for checkout. Another major benefit is the time saved.

What would you like to see improved or added to their service? We look forward to mobile options as well as an expansion to include audiovisual materials and database content. These two huge additions are already in the works. This opens up even more opportunities for people to see what the library has to offer and how a library integrates into their everyday lives. ●

PEOPLE

Announcements

ON THE MOVE

Panhandle Public Library Cooperative System in Marianna, Florida, appointed **Mary Balint** administrator on April 12.

Jessica Bergin joined Portage (Wis.) Public Library as director July 11.

In June **Laurie Buckley** became director of Dover Plains Library in Wingdale, New York.

July 1 **Catherine Cardwell** became dean of Nelson Poynter Memorial Library at the University of South Florida in St. Petersburg.

Robert Carter joined Goodnow Library in Sudbury, Massachusetts, as teen librarian in May.

Mark Christensen joined Okanagan Regional Library in Kelowna, British Columbia, in April as head librarian of the Vernon branch.

Kristin Craver joined Drake Public Library in Centerville, Iowa, as children's librarian in July.

Geri Diorio was named assistant director at Stratford (Conn.) Library in July.

April 1 **Nancy C. Giddens** became county librarian for Calaveras County (Calif.) Library System.

In May, **Kasey Gressler** became interlibrary loan and young adult librarian at DuBois (Pa.) Public Library.

April 21 **Valerie Hotchkiss** was named university librarian at Vanderbilt University in Nashville, Tennessee.

June 13 **Annie Jansen** became assistant librarian at Penn State Brandywine in Media, Pennsylvania.

In June, **Jocelyn Kennedy** became executive director of the Harvard Law School Library in Cambridge, Massachusetts.

Kudos

Amanda Izenstark, reference and instructional design librarian at the University of Rhode Island, received the Rhode Island Library Association's Outstanding Librarian Award May 26.

Mary C. MacDonald, information literacy librarian at the University of Rhode Island, received the Rhode Island Library Association's Distinguished Service Award May 26.

United Way of Northeast Florida has awarded its Sherwood H. Smith Children's Champion Award for Advocacy to Susan Mankowski, early childhood specialist at Jacksonville (Fla.) Public Library.

Lewis and Clark Elementary School in Liberty, Missouri, has been named a Model School by the International Center for Leadership in recognition of a transformation in its teaching and learning sparked by school librarian Angela Rosheim's creation of a school makerspace.

Alexandra Klaus became children's librarian at Durham (Conn.) Public Library in May.

In June **Sarah Loudenslager** joined Simsbury (Conn.) Public Library as business resource coordinator.

Nandita S. Mani became associate university librarian for health sciences and director of the University of North Carolina at Chapel Hill's Health Sciences Library July 1.

Olivia Masser became director of Milton (Pa.) Public Library June 6.

The University of Massachusetts Amherst has named **Simon J. Neame** dean of libraries, effective August 1.

Mississippi University for Women in Columbus appointed **Amanda Clay Powers** dean of library services, effective July 18.

May 1 **Ashley Salazar** became manager of the Old Fort branch of McDowell County (N.C.) Public Library.

Abby Seymour joined Menomonie (Wis.) Public Library as teen librarian in June.

July 25 Camas (Wash.) Public Library appointed **Connie Urquhart** as director.

August 18 **Gavin Woltjer** became director of Billings (Mont.) Public Library.

June 7 **Christian Zabriskie** became administrator of Yonkers (N.Y.) Public Library's Grinton I. Will branch.

PROMOTIONS

Drake Public Library in Centerville, Iowa, promoted **JeNel Allen Barth** to director in July.

July 4 **Surinder Bhogal** was promoted to chief librarian at Surrey (B.C.) Libraries.

In August **Mary Pat Fallon** was promoted to associate professor at Dominican University Graduate School of Library and Information Science in River Forest, Illinois.

Don Hamerly was promoted to associate professor at Dominican University Graduate School of Library and Information Science in River Forest, Illinois, in August.

Skokie (Ill.) Public Library promoted Deputy Director **Richard Kong** to director, effective July 16.

In Memory

Robert Leroy Jones Jr., 38, public library statistics cooperative state data coordinator and youth services consultant at the Illinois State Library, died July 2. Jones was a 2007 American Library Association (ALA) Spectrum Scholar and 2011 ALA Emerging Leader. In 2010 he was selected as one of 35 national field recruiters in ALA's Discovering Librarianship project, later known as the Knowledge Alliance, which enlisted early career librarians of color to serve as ambassadors and provide support to individuals entering the profession. In this role, he helped to organize workshops, exhibited at college fairs, and mentored students.

Norma McCallan, 83, who managed the bookmobile and the books-by-mail program at the New Mexico State Library for 24 years, died June 27. McCallan also worked for libraries in Florida, Washington, California, and Arizona, and was cochair of the Northern New Mexico Group of the Rio Grande Chapter of the Sierra Club.

John Shuler, 59, associate professor and government information and documents librarian at the University of Illinois at Chicago library for 23 years, died June 29. Shuler was an associate editor for *Government Information Quarterly* and a member of the editorial board of the *Journal of Academic Librarianship,* a nationally known speaker on government information issues, and a teacher of government information courses at many library schools.

Margaret Yesso Watson, 72, principal librarian for Alameda County (Calif.) Library for 12 years, died June 26. Watson's career in libraries spanned 50 years, including work as a public health and medical librarian for Santa Clara County, California; Technicon Data Systems, and public health agencies in London and Sydney. She also worked as a regional manager for a library placement agency in California and as a public librarian for Oakland (Calif.) Public Library. Watson frequently spoke at library schools and meetings, and she regularly mentored new librarians and library paraprofessionals.

Dominican University Graduate School of Library and Information Science in River Forest, Illinois, promoted **Stacy T. Kowalczyk** to associate professor in August.

In June **Hilary L. Robbeloth** was promoted to systems/discovery librarian at the University of Puget Sound's Collins Library in Tacoma, Washington.

In August **Cecilia Salvatore** was promoted to professor at Dominican University Graduate School of Library and Information Science in River Forest, Illinois.

Karen Snow was promoted to associate professor at Dominican University Graduate School of Library and Information Science in River Forest, Illinois, in August.

In August Dominican University Graduate School of Library and Information Science in River Forest, Illinois, promoted **Christopher Stewart** to associate professor.

August 1 Jefferson County (Mo.) Library promoted **Adam Tucker** to manager of the Windsor branch.

RETIREMENTS

Carolyn Anthony retired as director of Skokie (Ill.) Public Library July 15.

Ewa Barczyk retired as associate provost and director of libraries at the University of Wisconsin–Milwaukee in June.

Myra Book retired in June as librarian at St. Joseph Elementary School in Conway, Arkansas.

Linda Caravaggio retired in June after 28 years as bookmobile librarian at Beverly (Mass.) Public Library.

August 1 **Bill Cochran** retired as director of Billings (Mont.) Public Library.

Karen Swisher Duree retired July 30 as assistant director of Jefferson County (Mo.) Library and manager of its Windsor branch.

Jane A. Larson retired as director of Edith B. Siegrist Vermillion (S. Dak.) Public Library.

Marian Ossman retired as children's reference librarian at Wellesley (Mass.) Free Library in July.

Robert J. Stack retired as director of Portage County (Wis.) Public Library July 29.

Laine Stambaugh, human resources librarian at the University of Oregon Libraries in Eugene, retired on August 1 after nearly 29 years of service.

AT ALA

Marianne Braverman, marketing and program manager for the Association of Specialized and Cooperative Library Agencies (ASCLA) and the Reference and User Services Association (RUSA), left ALA July 7.

Jennifer Cross started as web services specialist for ASCLA and RUSA July 18.

In July **Shawnda Hines** joined the ALA Washington Office as press officer.

Meme Librarian Amanda Brennan has a none-pizza-with-left-beef party with some of her favorite memes (from left): LOL Wut Pear, The Signs as Fat Chefs in My Mom's Kitchen, Little Grey Cat, and Pepe the Frog.

Photo: Todd Boebel; illustrations: Ursula Vernon (pear); Shutterstock (chef, cat); Matt Furie (frog)

I Can Has Meme Job?

Amanda Brennan is the community and content associate for microblogging and social networking site Tumblr, but to colleagues she's affectionately known as the meme librarian.

"I knew that I didn't want to work in a traditional library," says Brennan, who previously interned at Know Your Meme and MTV Networks' tape library while earning her MLIS. Of her career path, she says, "It just kind of clicked—I was up at 2 a.m. researching some weird internet thing [on Know Your Meme] and I thought, 'Wait, I can apply information science skills to this.'"

Much of Brennan's job requires her to know what the Tumblr community is talking about, and a major part of that is memes—pieces of content that travel from person to person and change along the way. Combining the tendencies of a curator, data analyst, and anthropologist, Brennan says, "I think of myself as the reference desk." She researches and applies metadata to viral photos, reaction GIFs, audio files, and Vine videos; works closely with her company's social media team; and educates coworkers looking to leverage trend information in their own roles.

"Archiving doesn't have to happen in a physical archive," Brennan says of internet librarianship. "My dream is to someday work on a version of the Dewey Decimal system just for meme culture. I have a huge interest in building taxonomies from scratch." AL

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

AASL IS CELEBRATING 65 YEARS OF SERVICE

to the school librarians with a giving campaign to help ensure the future of the school library profession. Campaign funds will support scholarships to student members and the development of an AASL Induction Program.

The Student Bridge Scholarship Fund will support those new to the profession as they transition to regular membership during the first three years of their school library career by "bridging" the cost increase in dues. This fund will ensure our newest members receive support at a time when they need their professional association the most.

The AASL Induction Program, scheduled to launch at the 2017 AASL National Conference, will offer a comprehensive program to ensure that members are prepared to actively shape the future of the K-12 education landscape as leaders within their schools and the association.

As our thank you for your generous support all donors giving $65 or more will receive the 65th anniversary lapel pin with a simulated blue sapphire gemstone. Donors at the $650 level and above will receive the simulated diamond donors pin.

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