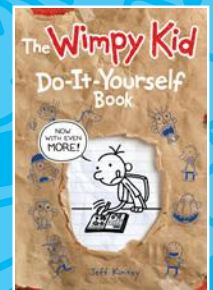*Texas heads back to school*

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TEXAS LIBRARY *JOURNAL*

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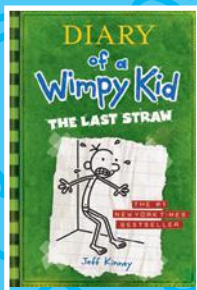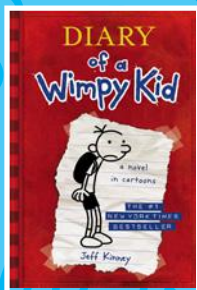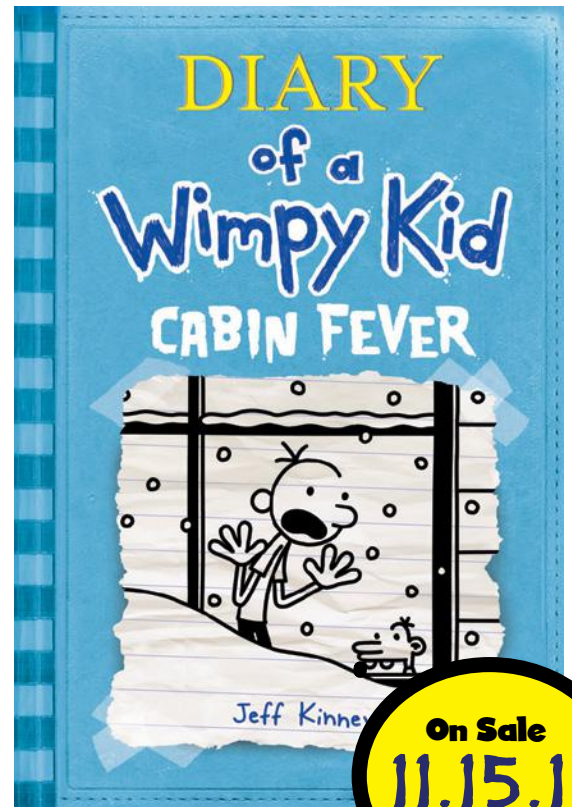
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ABOUT THE COVER:

Ezra James, son of Fort Worth ISD librarian Nell Valdez, learns to love the library Texas-style at J.P. Elder Middle School outside the historic Fort Worth Stockyards.

Photo used by permission of the photographer, Nell Valdez.

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On Mentorship

BY
JERILYNN A.
WILLIAMS

Are we the product of nature or nurture? While I do not have an answer to that age-old question, I do believe that our lives are built upon the many experiences we encounter and that we share with one another.

"It takes a village…" noted Hillary Rodman Clinton. Although her writing focused on the conditions needed to strengthen child development, the broader context directs us to building networks that enhance and support both families and individuals. Extending a helping hand and sharing resources, including ideas and encouragement, have been hallmarks of librarianship. In this time when our library community has been battered by the recent financial and emotional turmoil, it is especially important to continue and to extend these traits.

Mentoring is a powerful means to achieving that objective. The personal developmental relationships of mentor and mentee provide the setting for knowledge to be exchanged and interactions to be cultivated. Informal communications over a sustained period between individuals of varied levels of expertise and experience create a climate for synergistic relationships, where participants have greater effect as a result of their exchanges than each one might have had individually. From my participation as a mentor and mentee throughout the years and, particularly, as part of the TALL Texans Leadership Institute in 2010 and 2011, I can attest that the benefits are dually shared.

Knowing the quality of these newest TALL Texans, it is not surprising that many participants want to extend the learning and sharing process beyond the time frame of the annual Institute. As part of visioning activities, they suggested creating teams of new and experienced TLA members (mentors/mentees) and having an ongoing mentoring program to support/build future library leaders, possibly "hiring" emerging leaders to shadow or apprentice with board or staff members. They believe

more mentoring outreach could educate and encourage more participation in TLA and that districts should have a mentoring program for new supervisors.

While all of those mentoring options may not exist currently within TLA, several opportunities for information sharing/receiving are available, such as the following taken from unit descriptions:

New Members Round Table – This unit's mentoring program links new TLA members, new librarians, and Texas library school students with veteran librarians, who will give advice and assistance on topics related to the type of library and/or area of work responsibility. On-the-Spot Mentors are volunteers with at least five years professional library experience and a willingness to share their expertise. Access the NMRT page at www.txla.org/groups/NMRT to learn more about connecting with a mentor or becoming one.

Black Caucus Round Table – This unit promotes library services to African-Americans and promotes the participation of African-American librarians at all levels of the profession and in the Association.

Library Friends, Trustees, and Advocates Round Table – This group promotes the development of library services and provides for the exchange of ideas and experiences among library trustees and library supporters.

Library Support Staff Round Table – This group promotes continuing education opportunities for individuals in support staff positions and encourages their participation at all levels of the profession and in the Association.

Small Community Libraries Round Table – This group addresses the needs of directors, staff, and trustees of libraries serving communities with populations of less than 10,000 persons.

TALL Texans Leadership Institute – TLA members at mid-career are encouraged to apply for this intense training program,

which focuses upon advanced leadership and management education. Top library directors and administrators are selected to serve as onsite mentors. The application process opens in early October of each year.

REFORMA – This national group is an affiliate of the American Library Association and is committed to the improvement of library and information services to Spanish-speaking and Latino people. Efforts include developing library collections and programs to address the needs of the Latino community and recruiting more bilingual and bicultural library professional and support staff.

Columnist Leonard Pitts Jr. wrote recently that "everybody needs a grandmother." He shared seeing the difference that one lady's faith and determination had upon others who lived in her neighborhood. She motivated those who faced hardships and seemingly insurmountable challenges to achieve well beyond initial expectations, because she would not allow them to consider failing.

Many of those around us may need reassurances that they can overcome difficult times, both those passed and those still ahead of us. If you can help, this is the time to reach out and share your knowledge, your experience, your encouragement. Provide your name as part of the NMRT mentor group. If you are in need of assistance to meet major challenges or daily routines, connect via existing mentor programs, TLA, or national groups. You can also reach me, and I will facilitate the contact. Working together, we can all be better. TLA is here to help. ✪

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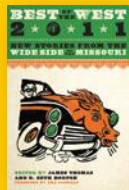
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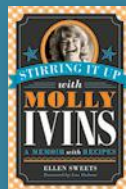
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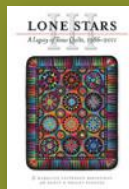
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How will we save our profession?

BY JENNIFER LABOON
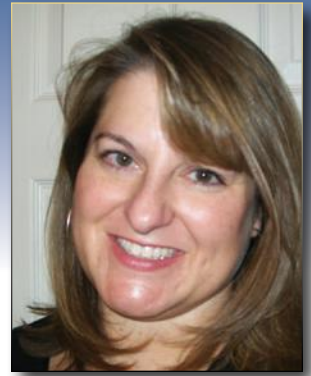
Editor's Note: The commentary below was posted on the Association's school library lists on August 8, 2011.

HOW WILL WE SAVE OUR PROFESSION? This is the question that I've been struggling with more than usual lately, as I plan for two days of professional development with the librarians in my district. I feel obligated to provide them with tools and inspiration to preserve their jobs and, more importantly, the invaluable contribution we make to our students (my own seven-year-old among the 80,000 kids in our city's school system).

It's going to be harder than ever to be positive. And as I reflect on it, maybe that's a good thing? Maybe a little fear will light the fire under those among us who so easily slip into complacency about what it is we do – blissfully getting up each morning to go a job we love, not questioning that it might not be there tomorrow, next week, or next year. The fact is, with no way to get a firm count, we've had many school librarian layoffs this past year. Many others had to reapply for a newly titled position with different duties. And more than ever are now serving multiple campuses.

We also had many successful battles won – librarian cuts were threatened, but positions were preserved in many districts – Austin, Dallas, and Keller among them. However, we know that the war is by no means over. This year gives those of us still standing a moment to regroup, to restock our troops with fresh supplies and reinforcements.

What can we use to shore up our defenses? Four things:

1. Our teaching certification.

This is the primary thing that sets us apart from the amazing paraprofessionals many districts are replacing us with. But stop and assess yourself. Do you know what STAAR, EOC, CCRS, RTI, or ELARS mean? What about the new requirements from the state for gifted students? More importantly, how will you support these in your library program? Do you find yourself bored and tuning out when these things are addressed in mandatory trainings you must attend? Or worse, do you find yourself working on something "library related" or even asking to be excused? I'm certainly guilty of that occasionally. But now more than ever we must attend, be attentive, and offer our unique skills as they fit in the context of state mandated curriculum and assessment. If we don't know what the teachers know and can't speak their ever-changing language, our teaching certificates are just a piece of paper sitting in a file somewhere.

2. Our librarian training.

While most of us in school libraries spend much of our time on the business of purchasing, processing, and mainly circulating books, we must remember that we offer a unique service that we know is needed in our schools: we are certified teachers who are trained to integrate information literacy across the curriculum. These days there are reading experts and even technology gurus on almost every campus – and we should be their partners. However, the one thing that we do that no one else brings to the table is teach information literacy. It is our professional jurisdiction. It cannot be taught by uncertified staff, and it is not in the training of the technology experts. If you question that this is important, read TEA's College and Career Readiness Standards or Social Studies Curriculum, or the English Language Arts Standards. You will find information literacy embedded throughout. Most content teachers are not well-versed in modern research practice and need us to help guide their students through those standards. We are the only faculty member with this unique training, and we need to be contacting teachers asking to help them teach it. If we are not seen using those skills, no one will think about us having them.

3. Our attitude.

Librarianship is a service profession. We have to remember that if we're not providing outstanding customer service, our customers will go elsewhere. I know in my own district, principals were asked who they could afford to cut from their staff in order to save money. Some, I know, felt sheer panic when librarians were mentioned. Others probably thought, "well, she seems like a nice lady, but I don't really see a lot happening down there." A few probably thought, "That would be a relief! She always complains."
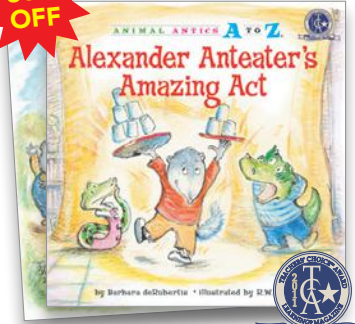
Be honest with yourself. What would your principal think? Does he/she see you as indispensable to the school? In my position, I overhear many discussions where my program director is counseling librarians who have angered their principals over things that should have never been at issue. Worse even is when the principal calls him, and he is at a loss to defend the librarian.

For example, are you being asked to do hall duty before school? It's hard to pop up and say, "but I'm needed to keep the library open to students and staff before school," if you're being seen visiting in the teacher's lounge, in the office, or even still in the parking lot at this time. Your actions speak for you.

What if you're asked to help tutor? Take it as a compliment and opportunity. Remember, you are a certified teacher, and a paraprofessional couldn't do this with the skill that you can. Do say, "Is there a way we can keep the library open to drop-in students so they aren't denied access?" and then suggest how that be accomplished?

The bottom line here is, are you someone seen as part of the problem or part of the solution? Be careful about aligning yourself with the complainers, the ones who are the first to call the union when there's a problem. Instead, be the one who helps find solutions, offer to help where you might have thought, "but that will weaken my role in the library." Just make sure that it is doing the more complex things that can showcase your skills as an information specialist, as much as possible: campus webmaster versus junior class sponsor, for example.

We have heard of districts in the state where librarians weren't seen as effective and were cut because of it. If someone has to cut you, make it hurt!

4. Our community.
When things got ugly in Austin ISD last year, librarians fought for their positions, and won – not alone, but with the help of the community. Parents and civic-minded people spoke up about how important libraries are to their students' education.

Last fall, TLA and TASL launched a toolkit for librarians to use to communicate with parents about the importance of school libraries. Customize these for your school and get the word out about the services you provide to students and parents. Use the presentation on the K-12 databases to ask the PTA to help raise money to bring them back on your campus if your district or school cannot fund them this year. When we have spoken to parents at the Texas PTA conference in years past, we are always saddened by how many didn't know about these resources. Now that the legislature has cut this program, we have a new opportunity to ignite interest in the community by asking for help with funding.

If athletics, music, or art were on the list of cuts, would parents in your community speak against it? Of course they would! Make sure your parents know what you do and understand how libraries educate the whole child by teaching a love of literature and the information literacy skills that are needed to be successful in today's digital world. Parents are much more powerful advocates for libraries than librarians are!

Have cuts already set things back for your school or district? Don't assume it is over. There were threats made all over the state that never happened. In some cases, jobs were reinstated before, or even after, pink slips were issued.

Finally, as you use these tools to restock your supplies for this year, remember what it is that made you leave the classroom and come to the library. This summer, as my director and I screened candidate after candidate for the 15 openings in our district, I couldn't help but feel both worried and re-energized. Worried about these fresh new faces choosing to enter our profession, newly graduated from library school, who, as one candidate told us "had drunk the Kool-Aid." Were we doing them a disservice hiring them in to a profession that is facing such threats? I felt re-energized at the same time thinking of my own first year in the library, ready to do all I could to be the instructional resource, champion of literacy, technology integrator, and overall go-to-girl when something needed doing.

If you are feeling more discouraged than you should, think of what is lost to this generation of our students if our profession shrivels up and dies away. You are the one who must fight and win the battle to keep librarians in schools. But you are not alone! If find that you need another sip of the Kool-Aid, visit the TLA and TASL website, rejoin the TLC listserv, and stop to read it occasionally. Read great bloggers around the state like Top Shelf and Shelf-Consumed. Follow those amazing librarians like Joyce Valenza and Buffy Hamilton on Twitter and Facebook. Find funding to attend TLA this spring in Houston – it's always refreshing to get away and bond with others in a climate of learning.

And remember your first day as a school librarian – so full of promise and excitement! May this year hold that for you all over again! ✪

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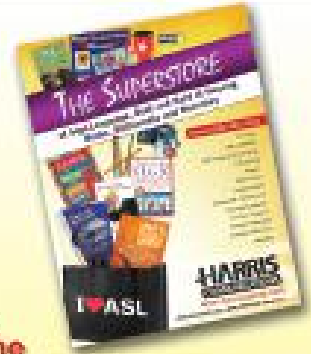
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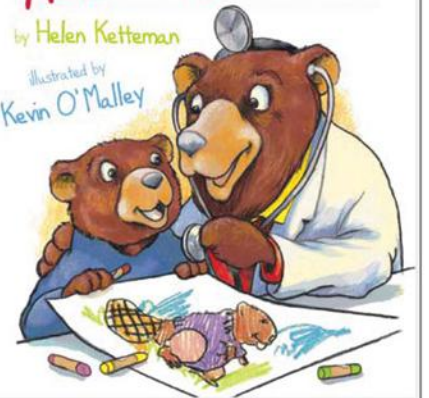
Connect with Your Part-Time Library Staff: Using Learning Styles to Individualize Training

by Julie Leuzinger

The University of North Texas serves over 30,000 traditional and non-traditional students. Our libraries house around six million cataloged items including books, maps, microforms, documents, musical scores and periodicals. The main library branch, Willis Library is a large five-level building in the middle of a growing campus. Since the physical collection is too large for the circulation department to manage both shelving and check-in and check-out services, the library includes a stacks management department, which is part of circulation, which handles shelving the collection.

In May 2007, I was hired as the Willis Library Stacks Manager and immediately noticed a need for improved training methods. At that time, there were no formal training methods beyond a quick tour of shelving areas while student assistants generally learned "on the job" and by asking questions of co-workers. From observation and by asking the student assistants, most seemed confused, stressed, or overwhelmed their first few weeks or even months at work. Some discussed amongst themselves how to perform their duties and, at times, some would simply not ask questions and went about their business without any assistance.

This article reviews the training techniques currently in practice at the University of North Texas Willis Library, for part-time shelvers as well as assessment methods utilized to determine the effectiveness of staff training. Each staff member is a student at the university, so in many cases, this experience represents their first form of employment. We at the library view this process as both a way to achieve quality staff performance and provide students with an enriching work experience that is based on a diverse and engaging instructional approach.

The library's training process attempts to reach each learner with an effective approach – visual, auditory, and kinesthetic – for that learner. Attention to this aspect of instruction helps create a successful learning environment for each student assistant. These training techniques and assessment methods demonstrate how incorporating learning styles in any instruction or training setting can be a valuable method for increasing comfort and skill among learners.

Training

Upon hiring, employees are given a *Student Assistant Handbook,* and three training sessions of two hours are scheduled so they do not become overwhelmed with one long training session. The first session includes a tour, the second involves hands-on training, and the third pairs up new employees with a co-worker. Training concludes with follow up and assessment.

The first training session includes a department and library tour to show new employees where their duties fit in to the overall operation of the library. The tour includes the reshelving locations with a detailed description of work areas. After the tour, employees review the *Student Handbook*, discuss library policies, and sign a Student Assistant Expectation Sheet (this is a form that each student signs and includes general work ethics such as coming to work on time, wearing appropriate attire, behaving properly while on the clock, etc.). Through each step of this training session, employees are asked if they have any questions. After the first training session, the employee can practice online call number games before their next training session.

The second training session is a hands-on work session as well as call number practice. This training begins with a practice set of call number training cards that have several examples of common, difficult call number problems. This type of training offers the student another chance to practice with the supervisor on hand to offer praise or gently coach them through challenges. This training session also includes shelving in current and bound periodicals and within part of the general collection. While training in each area, it is important to review their duties and show them that there is repetition in each section so they gain a sense of confidence knowing that each reshelving area is set up in the same way.

When preparing for this type of training, select some common shelving errors, for example, in periodicals, select foreign language titles and acronyms. When shelving general collection, select items from other floors, items in need of repair or new labels, and warn them before training that there will be challenges for them to pick them out. With each step offer less and less supervision, always asking for questions, always following up with their work and always offering praise or positive constructive criticism. The following are the steps to use in the second training session: demonstrate, verbally coach, let student work with feedback, let student work independently, and review.

The third training session is scheduled with a current and highly trusted staff member. The veteran staff member covers many of the tasks not covered before and reinforces proper methods for performing tasks from any areas of concern in the second training. If possible, this staff member is paid additional wages when training a new co-worker since the activity falls outside of the scope of normal duties. This particular training session is positive for both the trainer and the trainee. The new staff member has an opportunity to ask questions they may not have felt comfortable asking their supervisor, and the opportunity gives them an instant sense of camaraderie with one their new co-workers. The experience builds self-esteem for the trainer and gives the trainer a positive attitude, which is often reflected in his/her work.

Following up is one of the most important aspects of training and should be coupled with assessment. Without these two tools, we have no idea whether training is effective. In addition to

asking the new employee if they have any questions, a training checklist is very helpful. Creating a training checklist is a great exercise for any supervisor to verify that duties which need to be performed are covered in training. If something is missing, it can be added. After the third training session, give the employee a couple of weeks on the job before following up with the training checklist to see if the employee has any questions regarding their duties. The semester evaluations are a great time to follow up with staff that are doing fine, but others may need more frequent follow-ups.

Learning Styles

Whenever possible, training should be addressed with each learning style in mind, otherwise, the training may only be helpful to those with the same style as the trainer. Visual learners learn by seeing, reading, studying charts, and viewing body language. Auditory learners learn by hearing, attending lectures, talking things over with peers, or listening to recordings. Kinesthetic learners learn by doing and hands on exploration and may appear fidgety when forced into the mold of visual or auditory learning. Some people can be a combination of two or more types of learner. Some of the training described above is directly geared to a specific learning style and some of the training overlaps learning styles, but trainers should make the best effort to include something for everyone.

For the visual learner, the most useful tool for them is the *Stacks Management Student Assistant Handbook*. These learners can spend all the time they need reading, reviewing, and taking notes. A visual learner may become frustrated with a very detailed library tour and discussion of library policies, so keep tours and discussions of policies fairly brief, because they feel like they have already covered this information in their readings.

For the auditory learner, the tour is very enjoyable for them. They ask the most questions and want to discuss things they read in the handbook to have a greater understanding of what they read. Auditory learners should have fewer tactile items to practice with because the will understand the tasks through discussion, feedback, and questions regarding the task they just performed.

The kinesthetic learner loves the second training session because they are diving into their daily tasks. Some kinesthetic learners will start to get a dazed look if inundated with too many details on a library tour when they just want to be shown where their work stations are located. When working with this type of learner, after giving general direction it is best to let them go on their own learning path but offering guidance and feedback as needed. These learners would rather go from general to specific and ask questions along the way. Try not to overwhelm this type of learner with small details, because they enjoy discovering things on their own from hands-on experience and derive knowledge from that discovery.

Some training tools are appropriate for more than one type of learner. For

example, the online call number games (while included in training specifically for the kinesthetic learner) are appealing to all students, because students approach it as a fun puzzle. That raises another tip for new employees: inserting fun into training and work goes a long way. The training checklist is also good for everyone, because it is read together (visual), which prompts questions and discussion (auditory). It also allows employees to check off every step they have learned (kinesthetic). The third training session works for most learners too, because there is that component of discussion (auditory) and hands-on learning (kinesthetic); however, visual learners provide positive feedback on this session as well.

Assessment

After about a year of using the same training methods, a supervisor should ask, "How do I know if my training methods are actually effective?" If the answer is, "I have no idea." It is time for some reflection and research. I started by creating an anonymous questionnaire placed on Survey Monkey and I went through the university's Institutional Review Board (IRB) to gain the necessary approvals to survey students.

What was learned from the feedback? Fifteen current and past staff members were asked to participate in the survey to find out how well training went for them, 13 responded. The first three questions dealt with the three training sessions. The responses indicated that the respondents found the sessions helpful (and most very helpful) to them as shelvers. The fourth question inquired, "Was the third training session (working with a co-worker) helpful to you as a shelver?" One thought it was helpful, 12 thought it was very helpful. This is a great response and translated into high scores for the trainer on her end of semester review.

The next round of questions centered on the more personal assessments of the training. One question asked, "Do you feel you had the opportunity to ask questions both during and after training?" All 13 felt they always had the opportunity to ask questions. Another question asked, "Do you feel

that the training was appropriate for your learning style?" One thought it was somewhat appropriate, five thought it was appropriate and seven thought it was very appropriate. This was one of the most important questions overall. The response to this question really opens the possibility to require new part-time staff to take a short online learning style quiz before the first training session. The training could then be adaptable for each employee, or at least, supervisors would be aware of which sessions are likely to make the most important for given new employees.

The remaining questions, including two open-ended questions, assess the pace, follow-up, and overall perceptions of the training. The vast majority of the responses affirmed the effectiveness of the training, although three did note that they did not think they had enough time for follow-up. Of note, one of open-ended questions focused on what students didn't learn but wished they had. All the comments were generally positive and stated that many tasks (e.g., dealing with items that were difficult to find or shelving without disturbing patrons) simply had to be learned by individual experience.

AchievementsandChallenges

Overall, establishing a formal training program for our part-time shelvers has been a positive experience for the library and our student workers. The few bumps along the way have helped us improve our training and provide better guidance to new employees, for whom any the library is the first work experience. In the beginning small, but important details were overlooked (like reminding students to bring a driver's license and social security card to fill out new hire paper work), but we quickly learned and offered the level of guidance needed by these young workers. The feedback from our assessment of the program was both rewarding and eye opening. The formal training has been successful, but there is always room for improvement. Future training will include a learning styles quiz, and three sets of training notes will be created to maximize the individual learning experience for our students.

Julie Leuzinger is reference and GLA coordinator for the Willis Library at the University of North Texas.
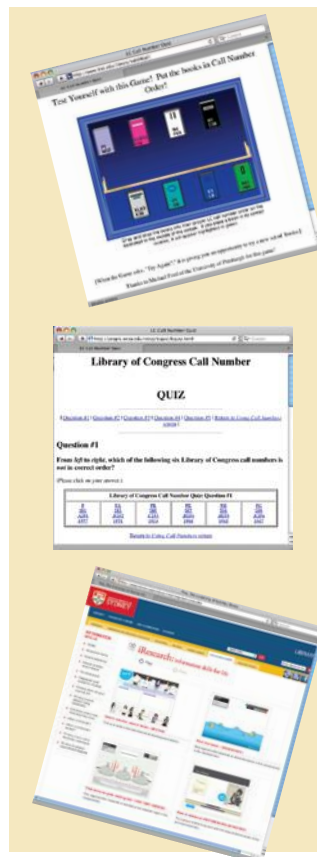
Notes

Online Call Number Games

University of Pittsburgh Library SatchLCall Library of Congress Call Number System Tutorial Basic: http://www.pitt.edu/~ford29/SatchLCall/BASIC/quizonly.html

University of Pittsburgh Library SatchLCall Library of Congress Call Number System Tutorial Complete: http://www.pitt.edu/~ford29/SatchLCall/COMPLETE/quizonly.html

Lewis-Clark State College Library SatchLCall Library of Congress Call Number System Tutorial: http://www.lcsc.edu/library/satchlcall/

Western Connecticut State University Library of Congress Call Number Quiz: http://people.wcsu.edu/reitzj/lcquiz/lcquiz.html

University of Sidney Find that book!-BOOKSHOOT: http://elearning.library.usyd.edu.au/learn/play.php ✪

Collaboration, Large and Small:
The Digital Literacy Corps Draws Upon Human Talent to Bring Workforce Development Classes to Central Texas Libraries

by Laura Perna

By now, it's no news that resources and funding for libraries nationwide have been stretched painfully thin. However, librarians have long been known as masters of doing a lot with a little (or in some cases, nothing!). In the area of workforce development, public librarians across Texas have drawn upon their creativity and local networks to bring services and resources to those patrons looking for work at a time when such support is sorely needed.

If you're a regular reader of *Texas Library Journal*, you may have already learned about some of these efforts[1]. Notably, the Texas Workskills Development in Libraries (TWDL) project, established by the North Texas Library Partners (NTLP), brings computer and job search classes to public libraries all over the state. A sister program, the Digital Literacy Corps (DLC), took place this year in several library systems across the state. The similarities between TWDL and the DLC were many: funding source, vision, and course material, which focused on basic digital literacy and using the Internet to look for work.

The key difference between these two programs lies in the leverage of human resources. Whereas TWDL's fantastic consultants travelled far and wide to teach classes, DLC classes were taught by local trainers. These individuals were responsible for teaching classes in a cluster of three to five neighboring cities, which allowed for a greater focus on local needs. By cultivating locally-based trainers, the DLC aimed to help create and connect self-sustaining workforce development programs, experts, and resources throughout Texas communities.

The Central Texas Library System (CTLS), Inc., in cooperation with NTLP, brought the DLC program to its member libraries in 2011. Between January and August, CTLS connected 35 public library locations with 11 contract trainers. From Lake Whitney to Lockhart, from Hamilton to Madisonville, trainers held 230 classes and reached over 1,000 public library patrons. While we encountered some obstacles, many elements of the program succeeded and continue to succeed through the efforts of local librarians. Read on for program highlights and suggestions for adapting this type of program to your own library or community!

Finding and keeping a great teacher

Overall, the format and content of DLC classes met or exceeded student expectations and needs. Based on surveys that trainers distributed after each class, a majority of DLC students indicated that they were very satisfied with what they learned. On a scale of 1 (low) to 7 (high), each of the five classes earned a score of 6 or 7 from over 70% of participants. Even more impressive, over 80% of students gave their trainers a 6 or 7 on a scale of 1 to 7. In some locations, students pitched in to buy their trainer a gift at the end of a course or sent personal thank you notes. At the Maffett Memorial Library in Groesbeck, the director noted that students seemed to get more from the DLC trainer than other instructors the library had used. While components like small class size (on average, between 4 and 5 students) and quality of course materials contributed the success of DLC classes, it is clear that an organized, patient, and communicative teacher gives a solid curriculum a significant boost!

To find these individuals, CTLS asked participating librarians to nominate potential trainers from their communities. By the time the application process was over, we had access to a large pool of diverse, qualified, and enthusiastic people. While your own library may not have the means to accomplish a talent search of this scale, cooperating with nearby libraries is one way to share materials and, more importantly, locate high quality trainers who have the means, flexibility, and enthusiasm to teach customers. Within the DLC, for example, it became impossible for one trainer to travel, so he invited customers from a nearby community (Copperas Cove) to attend the classes he taught in his local library (Harker Heights Public Library).

Even though funds are scarce, attracting or rewarding an outstanding trainer with payment or

Photos courtesy of CTLS
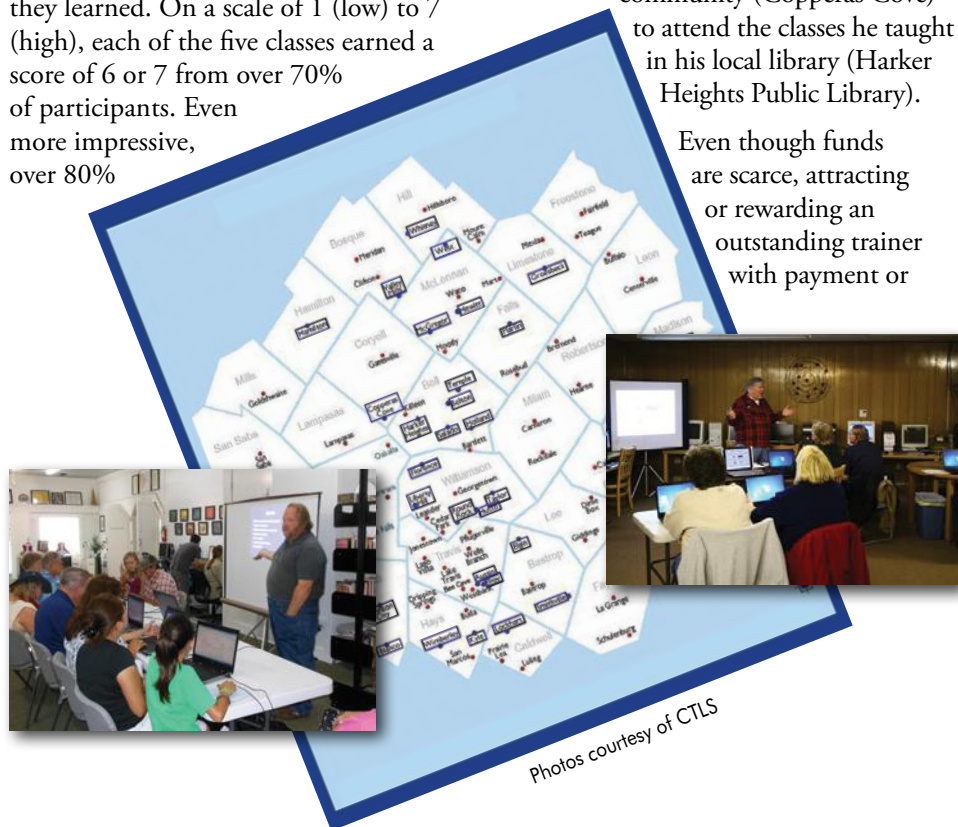
some other compensation may be worth the effort to start or keep classes at your library. For example, the Harker Heights Public Library had the resources to pay the DLC trainer to continue teaching classes after the program officially ended. Alternatively, the Lake Whitney Public Library was able to convince its trainer to keep teaching as a volunteer. In both cases, it should be mentioned, the trainers had a long-standing relationship with their libraries. At the Hewitt Public Library, the director plans to use DLC course materials to continue teaching classes herself. She even intends to expand her "catalog" to include classes on other computer based skills that her patrons seek.

Collaborating at the local level

At some DLC libraries, there were waiting lists of patrons who wanted basic computer and job search classes. In others, librarians knew that classes would benefit their community but didn't know of any specific individuals to recruit. In the case of the latter, publicizing classes outside of the library became a priority. Librarians contacted schools, churches, restaurants, and government buildings to post ads and fliers. In Temple, librarians cooperated with a Workforce Center to recruit students for classes. While many libraries included ads or reports about classes in their own newsletters, others contacted local news sources to help spread the word. For example, a board member from the Hamilton Public Library wrote several briefs for the local newspaper, the *Hamilton Herald-News,* to advertise, discuss the classes as the series was in progress, and share photos. On January 19, 2011, the DLC made the front page!

In Smithville, students could attend classes at two sites: the library and the local housing authority. According to John Dees, a DLC trainer and vice-president of the Smithville Library Board of Directors, "the library has worked hard to offer various programs out in the community, taking books and services to people who typically have not come into the library before. Future training plans include reaching out to hold classes at the local food bank and coordinating courses with story time to allow stay-at-home parents to attend."

Unforeseen benefits

Students were not the only ones to benefit from DLC classes. One trainer contacted CTLS after he had completed classes to tell us that his experience as a DLC teacher helped him secure a more permanent position in tech support at a local bank. If you are looking for individuals within your community to teach classes in your own library, remind them that the experience of teaching adults is a marketable skill that they can use to further their own careers!

DLC libraries, too, made gains by presenting themselves as a workforce resource center. The directors of Madison County Public Library and the Lena Armstrong Public Library in Belton reported that students continued visiting the library to practice their computer skills and look for work online. Not only have their job seekers found a comfortable place to look for work, but those libraries have attracted new patrons. DLC classes also created an opportunity for students to become more involved in their library: a couple of students at the Dr. Eugene Clark Public Library in Lockhart are now also library volunteers.

In a few cases, library staff received some unofficial training on the topic of teaching basic computer and job searching classes. For example, in several locations, staff or volunteers assisted the trainer with DLC classes, gaining some experience that may facilitate more classes after the program's end. At a branch of the Austin Public Library, the manager and trainer didn't call it a day when no one showed up for a class; instead, the trainer gave the manager some one-on-one training about online resources available to job seekers and how to connect patrons with this information.

Small Investment, Big Return

Perhaps the most impressive outcome of the DLC in CTLS is that, as of the writing of this article, eight students have reported finding permanent employment after taking the classes. While eight in 1,000 students may not seem like a large number, consider this: even with

a minimum wage job ($7.25 an hour in Texas[2]) at 35 hours per week, these individuals will collectively make more money in one year than it cost to fund the DLC in CTLS for one year. Many other students have reported that they are regularly using the skills they learned in classes and have been successful in getting interviews. Taking into account the likelihood that these students will eventually find work using the skills they have learned, it is safe to say that a little investment in workforce development goes a long way!

While funding shortages prevent CTLS from continuing our large-scale collaborative effort, we are confident that the energy and relationships that DLC librarians, trainers, and supporters have established will continue. The efforts of all who took part in this initiative are beginning to make a difference in their local workforces.

Laura Perna is the Digital Literacy Corps coordinator and administrative assistant at Central Texas Library System, Inc.

Endnotes

1 From the past 12 months, for example, see Alexis Sarkisian, et. al. "Collaborating for Texas Workskills Development: The Power of Libraries," *Texas Library Journal* 86.4 (Winter 2010), 140- 141; and Loriene Roy, et. al. "'Are You Searching for a New Job?:' Texas Public Libraries Provide Services for Job Seekers," *Texas Library Journal* 87.1 (Spring 2011), 30-33.

2 United States Department of Labor, "Minimum Wage Laws in the States- January 1, 2011," http://www.dol.gov/whd/minwage/america.htm#content (last accessed on August 15, 2011). ✪

Libraries Serving International Users – A Refresher

by Andrea R. Malone

Introduction

Multicultural, international, and ethnically diverse are the terms often used to describe the user base of many of our libraries across the state. With the ever-increasing inflow of peoples from all over the world including immigrants, international students and scholars, and even tourists, libraries welcome users from an eclectic mix of world cultures. With this influx of culturally diverse peoples comes an opportunity for libraries to initiate new or enhance existing services that we provide. Some of these services may need to be customized in order to serve users who may not be familiar with the ways of our libraries and who may feel apprehensive about interacting with us. Language, cultural differences, and technology are just a few barriers that can hinder successful library experiences. Providing services for so many different people is both challenging and exciting all at once.

Communication

As anyone can guess, the language barrier is the primary obstacle that many of us encounter as we assist international users. English proficiency can vary from relative non-existence to near-native ability. But even those with near-native fluency may still struggle with idioms and acronyms that we often use in everyday speech. However, overcoming language barriers is feasible with patience and a few tips. The easiest solution – having bilingual library personnel – is frequently not possible. There are a variety of other methods to better communicate with international users. Having handouts and information sheets available in a variety of languages that users could take away will allow them to refer back to general information that will help to increase their knowledge of and comfort with the library. The ACRL multilingual glossary (http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/projpubs/multilingual.cfm) is a good example of such a handout.

Additionally, informational flyers or brochures that are available in multiple languages could significantly lessen the anxiety level and increase autonomy when the international patrons return to use the library and its resources.

In addition to handouts, Liu suggests having library tours in the users' native languages when possible (1993). This can take the form of in-person tours led by a library employee, making the tours available as podcasts, or virtual tours on library websites. Cross-cultural communications and foreign language skills will lead to a successful interaction (Mestre 2010, 23), and I would add that patience and overall understanding of the obstacles of international users will go a long way towards improving our interactions.

Information Needs and Information-SeekingBehavior

Globally, there are inequalities among various societies and cultures in access to and dissemination of information. In the United States, the ability to locate and gain access to almost any piece of information one desires to have is often taken for granted. Worldwide, however, there is a significant disparity in access to information due to a variety of barriers including political, educational, socioeconomic, and geographical factors (Charbonneau 2008, xiii). In many developing countries, libraries may not exist, and the ones that do are so closed off to their users that they are used no more than for a place to study and not at all for research. Additionally, these libraries may not have qualified librarians to assist the patrons with their needs (Liao, et al. 2007, 6). There is also an overall lack of self service in these libraries. So it should be no surprise that international users are surprised and often bewildered by the open access and abundance of information resources in American libraries. Often, they lack basic research skills because they've never entered a library, or all research and retrieval was done for them in the libraries of their home countries where the stacks are typically closed and access to up-to-date of information is limited. They also pay less attention to the availability of reference services, because their own libraries are deficient of these services (Liu 1993, 28).

We can alleviate much of the confusion and hesitancy of international users by assessing their needs in the form of surveys, interviews, or simple observation. These observations can then help us to determine methods for improving their access to information. We must also assess the professional and training needs of the library staff in relation to providing services to international users. Diversity workshops and training will teach library staff all the aspects of diversity that will help them to better understand and serve an international population.

Research and Instruction

For those who work in academic libraries, Morrissey and Given state, "Cultural differences can…adversely affect international students' ability to develop information literacy skills" (2006, 223). Because of these cultural differences, librarians not only need to teach international students how to use the library, but why it is used (Natowitz 1995, 11) so that these students can understand the importance of locating, disseminating, and properly using the information they obtain.

If your university offers an intensive English (IE) language program or you work in a public library that offers ESL classes, making connections with ESL instructors can lead to specialized bibliographic instruction sessions for individuals. Such is the case at the University of Houston where students of the Language and Culture Center, many of whom are admitted to the university once they graduate from the IE program, visit the library with their instructors to learn about library services and to discover strategies for better development of their research skills. It is also helpful to provide handouts of library terms translated into various languages. You can also take advantage of the features that many of our research tools possess. For example, we often overlook the fact that many of the databases to which we subscribe have interfaces in a variety of languages.

To be successful with these sessions, librarians must understand the backgrounds, abilities, and expectations of international users (Macdonald and Sardokie-Mensah 1988, 427) in relation to seeking information and using libraries.

Conclusion

Access to American libraries will expose international users to a new realm of information. Initially, they may be hesitant to explore this unfamiliar territory because of underlying fears of inadequacy or anxieties with using new avenues for acquiring information. Their fears can be significantly lessened by exposing them to multilingual information resources such as handouts, podcasts, and instruction sessions in their native languages. But before we can pursue these avenues, library professionals must improve their communication with international patrons, learn their information needs and information-seeking behavior, and then teach them through reference transactions and bibliographic instruction sessions how to obtain and use information. We have an essential role in teaching international users how to maneuver the sometimes confusing and always abundant pathways to information. Being aware of their needs and sensitive towards their initial struggles can reduce the challenge that both they and library professionals will certainly face as international population continues to increase in all of our library institutions.

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Minimum Salary Recommendation
– What It's About

BY BILL BUCKNER AND LORI HUGHES

One of the functions of any association is to provide standards for the membership that they serve. In their simplest form, standards usually provide a benchmark or starting point for either a service or an outcome. One such standard for the Texas Library Association is a monetary statement to library directors or other administrators who are on the hiring end of salary negotiations. It establishes a minimum level of financial compensation for the beginning master of library science librarian in Texas. It is a standard which TLA upholds as fair and representative of the current market and a suggestion as to what is right. Adherence to this standard is purely voluntary.

From the perspective of beginning librarians, this minimum figure represents (in some critical ways) the value of their degree. Library and information science educators should take note that, based on current data (2009/2010), this figure represents the mean, adjusted for cost-of-living, of what a beginning entry-level librarian in the State of Texas is paid.

The report, which is summarized below, was submitted to TLA Council at Annual Assembly on July 27, 2011, by the Professional Issues and Ethics Committee and is offered here as information and disclosure to the membership as to how the minimum entry-level salary recommendation was developed. The new recommended level is $40,500.

Minimum Entry-Level Salary Recommendation Report

Professional Issues and Ethics Committee Charge

The Professional Issues and Ethics (PIE) Committee was established in April 2010 through the process to update TLA's committee structure. This newly composed committee encompassed several charges, including the review of the TLA recommended minimum salary level:

> Regularly survey and review pertinent data for updating the minimum entry-level salaries for librarians with master's degrees in library science and/or information science and recommend adoption and promotion of appropriate changes to the minimum level salaries.

This charge was previously the responsibility of the Professional Rights and Responsibilities Committee. Historically, this committee reviewed data and made a recommendation to Council every odd year. Maurice Fortin, past chair of the Professional Rights and Responsibilities Committee, submitted to the TLA Executive Board in 2009 that there should be no change to the minimum ($40,000) due to the economy.

The salary recommendation is most visible to TLA members as a statement on the TLA Jobline: http://secure.txla.org/secure/jobs/jobline.asp

> Libraries should comply with legal requirements and generally accepted employment practices and are encouraged to pay all librarians with the MLS degree and no experience more than the minimum recommended entry-level salary of $40,000 per year.

A subcommittee of PIE – the Salary Survey Committee – was formed to address the charge and included the following members: Lori Hughes (PIE co-chair), William "Bill" Buckner, Elizabeth "Beth" Avery, and LeRoy Robinson. Buckner was tasked with

doing some initial research to find out how the Professional Rights and Responsibilities Committee arrived at their recommendation, review pertinent salary surveys to determine value to project, and to make assignments. He reported the following salary review plan:

- Review two major salary surveys that contain "beginning librarian" salary information on Texas librarians:
  - The American Library Association / Allied Professional Association
  - The National Center for Education Statistics (NCES)
- Review salary information submitted by graduates of library schools in Texas for the annual *Library Journal* survey.
- Contact the Texas Education Agency (TEA) to determine beginning librarian salary data.
- Review Special Library Association (SLA) salary data.
- Determine the methodology to arrive at a 'minimum entry-level" salary.
- Poll the Supervision, Management, and Administration Round Table (SMART) for current data.
- Spot check current job ads.

Resources reviewed

The American Library Association / Allied Professional Association (ALA-APA) librarian and library worker salary survey (from 2010)

Based on 2009 data, this survey contains data that specifically identifies "Beginning Librarian salary data" for Texas and the West and Southwest region for both public and academic libraries.

The National Center for Education Statistics (NCES) Salary Survey

In even years, the NCES collects data directly from academic libraries using a web-based survey. This NCES survey uses a Form B which does not have beginning librarian salary data. In odd years, the Texas State Library and Archives (TSLAC) collects data to report to NCES as part of the federal IPEDS survey series. The TSLAC survey includes a Form J which does include beginning librarian salary data. We reviewed the data from the TSLAC 2009 survey.

Library Journal Placements & Salaries Survey 2010 (Texas Library School Graduates)

Library Journal conducts an annual salary survey focused on the previous year's graduates of ALA accredited programs. The survey, reported in the October issue, includes all graduates regardless of employer location, field of employment, and type of position. While interesting to look at, the data does not represent the beginning or "entry-level" level librarian in the State of Texas for the purposes of this report.

Texas Education Agency. Public Education Information Management System (PEIMS) database

The Public Education Information Management System (PEIMS) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information. The U.S. Department of Education mandates what is collected in PEIMS. All information in PEIMS is submitted to TEA by the districts. The districts are responsible for the accuracy of their data submissions. Perry Weirich, TEA Information Analysis Division PEIMS, ran a report for us with the average base salary for beginning librarians using 2010/2011 data.

Special Library Association (SLA) Salary Survey 2009

The SLA Office ran a report on our behalf using the SLA Salary Calculator, a fee-based online interactive tool used to analyze salaries based on multiple characteristics. The database is based on SLA members reporting 2009 data. SLA reported a mean of $47,199. The closest data to a "beginning librarian" falls under the category "Experience - 2 years or less." The closest geographic region is "South" (which includes Texas). The parameters of this survey did not match our profile for inclusion in our report.

Bureau of Labor Statistics. Consumer Price Index – All Urban Consumers

The *Consumer Price Index* was reviewed to give the sub-committee a means of taking into consideration cost-of-living factors. A look at change price options for the "U.S. City Average" from 2001 to 2011 showed that 2009 was the only negative cycle in the 10-year span.

Survey of Directors of the Supervision, Management, and Administration Round Table (SMART) of the Texas Library Association (TLA)

Beth Avery of UNT polled directors who are members of SMART via a five-question survey in order to have current data to spot check our recommendation against. The survey yielded 13 responses.

Methodology

Survey data from the ALA-APA, NCES, TSLAC, and TEA surveys comprised the basis for arriving at an overall mean that represented a beginning salary for academic, public and school librarians in the State of Texas. This figure was spot checked against the data we received from the poll of directors from SMART, the *Library Journal* Placements & Salary Survey data we received from the UT School of Information (Class of 2009) and current job ads.

Academic Libraries

The mean of beginning librarian salary data (2009 data) for academic libraries of all sizes in Texas from the ALA-APA 2010 Survey was reviewed and tabulated at $37,070. The raw data of 126 academic libraries from the NCES Salary Survey 2009 conducted by the TSLAC (2009 data) using Form J was reviewed, edited and the mean of beginning librarian data tabulated at $39,678.43. The two means were averaged at $38,374.21.

Public Libraries

The mean of beginning librarian salary data (2009 data) for public libraries of all sizes in Texas from the ALA-APA 2010 Survey was reviewed and tabulated at $40,376.00.

School Libraries

The Texas Education Agency Public Education Information Management System (PEIMS) database report of the mean or average base salary for beginning librarians using 2010/2011 data was $39,114.60.

Mean

The mean of Texas academic ($38,374.21), public ($40,376.00) and school ($39,114.60) libraries was tabulated at $39,288.27.

Cost of Living Applied

Based roughly on the current (April 2011) Consumer Price Index – Urban Consumers (Change Output Options) a 3% cost-of-living factor was applied to the overall mean of $39,288.27 for a grand-total of $40,466.92.

Recommendation

The Professional Issues and Ethics Committee (P.I.E.) recommends that the "minimum entry-level salary" for librarians with a master's degree in library science and/or information science be updated by $500 from the previous recommendation in 2009 of $40,000 to $40,500.

Acknowledgements

Bill Buckner is genealogy center manager at the West Waco Library & Genealogy Center.

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15th Annual
TEXAS
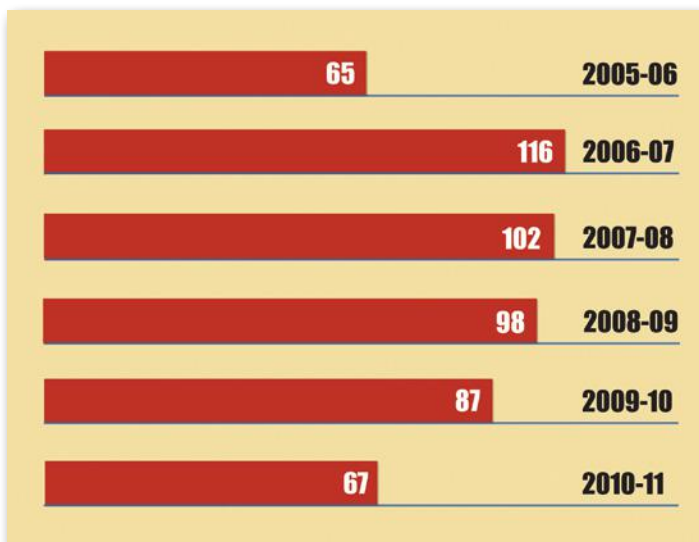# Banned
BOOKS

REPORT

by Terri Schexnayder

with Jessie Torrisi

and Dotty Griffith

Editor's Note: The Texas Library Association offers its deep thanks and appreciation to the ACLU of Texas for its ongoing work protecting intellectual freedom in our state. Because of the work of the ACLU state chapter, Texas is the only state with quantifiable and consistent data on book challenges in Texas public schools. This year's report marks the 15th anniversary of this incredible effort.

The full report is available on the Texas ACLU's Banned Books Project website (www.aclutx.org/resources/banned-books/). The text below offers highlights from that report.

The 15th Annual Banned Book Report, 2010-2011, highlights the plethora of authors – most notably YA authors – whose books have been challenged, restricted and banned from 750 Texas ISDs. Subject matters that riled parents or teachers included teen sex, AIDS, gay/lesbian relationships, drug use, cursing, scary castles, zombies, vampires, and, even photos of naked persons from Merriam-Webster's Visual Dictionary.

This year's report, which accounts for about 63 percent of the total number of ISDs, demonstrates there is some good news on the banning front. The number of books being banned is going down each year since we first started this report. Only 17 books were banned in the 2010-2011 school year. However, books are still being banned. And, that raises a number of issues.
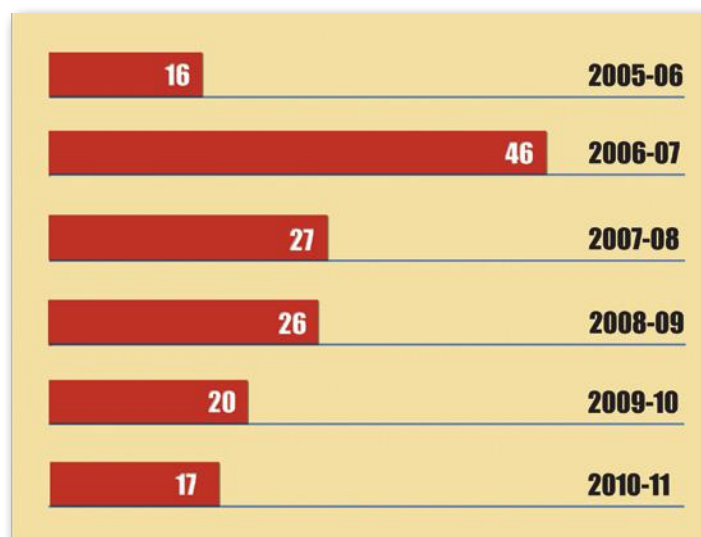
Of the 750 school districts that responded to our Open Records Request, 67 books were challenged and 17 banned. Many of the challenged books, which might not have been intended for an elementary reader in the first place, such as Phyllis Reynolds Naylor's *Alice on the Outside*, or Francesca Lia Block's *Weetzie Bat*, found their way to library shelves or classrooms of younger readers. Some schools indicated they "restricted" these books from the elementary schools, either moving to a higher grade level or restricting only for the child whose parents protested its use. Some chose to ban the challenged books all together. In the case of Naylor's *Dangerously Alice*

and other "Alice as a teen" books, her heroine always has frank, open and loving conversations with her father about the facts of life and other "real life" situations. Naylor said she writes from the experiences of her grandchildren and other young readers who come to her blog. Sometimes these books are even restricted at the middle school levels, as in the case of Beaumont ISD's solution. In some situations, the books might have contained information that helps prepare a young person for their future. In other instances, perhaps the banning of a particular book might be avoided through advance review of the age-appropriateness of the book before it is ordered for the elementary or middle school libraries.

Where Books Were Banned

Round Rock ISD led the way with the most challenges in the 2010-2011 school year, but retained all six books at their schools. These challenges came from the elementary and middle school grade levels. Cypress-Fairbanks ISD came in second with five book challenges and banned two of Eric Jerome Dickey's novels, *Drive Me Crazy* and *Dying for Revenge*, at all their high schools. Burleson and Seguin ISD tied for third place in challenges with four books each. Of those books challenged, Burleson banned one at the middle school level, and Seguin ISD took the lead in banning: three of the four books challenged were removed from elementary library shelves. The remaining

CHALLENGED BOOKS
per school year

Count	School Year
65	2005-06
116	2006-07
102	2007-08
98	2008-09
87	2009-10
67	2010-11

BANNED BOOKS per school year

Count	School Year
16	2005-06
46	2006-07
27	2007-08
26	2008-09
20	2009-10
17	2010-11

school districts averaged one to two challenged books, representing a diverse geographic area of the state from the Rio Grande Valley to North Texas. Elementary schools had the most banning activity for a wide range of reasons, including: violence or horror, profanity, sexual content or nudity, and offensive to religious/ political beliefs.
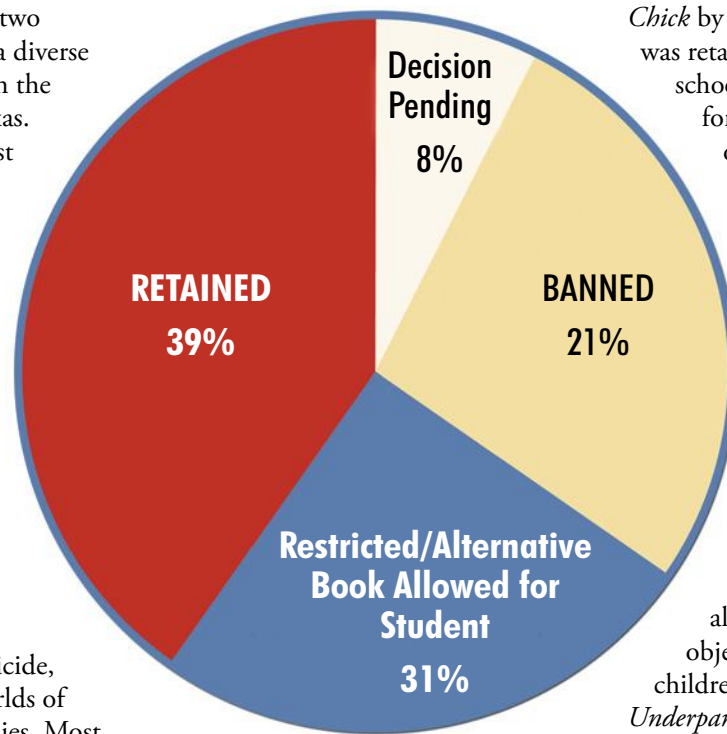
Outcome of Challenges

With the growth and popularity of Young Adult (YA) books, which deal with frank teen discussions and/ or situations involving sex, homosexuality, drugs, gangs, suicide, as well as the fantasy-horror worlds of vampires, dark angels and zombies. Most challenged authors on the 2010-2011 lists, therefore, were YA writers. Many of these YA books, challenged at the elementary school level, found a home at the middle, junior or high school library. In other cases, such as *The Lovely Bones* by Alice Sebold, some books were retained on the elementary shelves.

Classics like *Brave New World* by Aldous Huxley, and *Flowers for Algernon* by Daniel Keyes, still appear on the lists of challenged books in Texas, but these occurrences are far fewer than in years past. Total tallies for the 750 ISDs that reported this year showed "Retained" leading the way in outcome results. We hope to see this trend again in the 2011-2012 report and congratulate the ISDs that take matters of intellectual freedom and a student's right to read seriously.

Why Books Were Challenged

Among the 67 books challenged in the 750 ISDs that reported for the 2010-2011 year, numerous reasons were provided as to why the challenges were made:

• Politically/socially/racially offensive
• Offensive to religious beliefs
• Drugs and alcohol
• Violence and horror
• Profanity/Poor language
• Sex or Nudity

Decision Pending 8%

RETAINED 39%

BANNED 21%

Restricted/Alternative Book Allowed for Student 31%

OUTCOME of CHALLENGES

Most often, a single book was challenged for a multitude of reasons, such as *Dangerously Alice* by Phyllis Reynolds Naylor, for "sexual content or nudity," as well as "offensive to religious sensitivities." Naylor and other YA authors, Francesca Lia Block and Eric Jerome Dickey, lead the list of most banned books. *(See list on next page.)*

One of the most interesting challenges came from North East ISD's Cibolo Green Elementary School, where an individual challenged *Merriam-Webster's Visual Dictionary* due to "sexual content or nudity." Although the ISD's report did not indicate if this came from a parent, the dictionary was removed from general circulation and placed in a restricted area. *Flowers for Algernon* was retained by Kerr Middle School in Burleson ISD, after being challenged for "sexual content or nudity." One non-book challenged for "drugs or alcohol" and "offensive to religious beliefs" – a video entitled *Visit into the Daily Lives of Muslim Teenagers* (SVE Media) – prompted Carroll ISD's Eubanks Intermediate School to provide an alternate book choice for students.

One parent at Fiest Elementary School in the Cypress-Fairbanks ISD objected to the word "sperm" in the book *Egg to*

Chick by Millicent E. Selman. The book was retained. However, when the same school district received a challenge for "profanity" and "sexual content or nudity" in two of Eric Jerome Dickey's novels, both books were banned from all three of the school district's high schools. When Hunstville ISD banned Sean Cliver's *Disposable: A History of Skateboard Art* from its high school, it was for many registered complaints: "profanity; sexual content or nudity; violence or horror; politically, racially or socially offensive; drugs or alcohol." Parents in Killeen ISD objected to their elementary school children having access to the *Captain Underpants* series, which included words, such as "fart" and "burp." All books, while retained for the time being, are being reviewed and the final decision is pending. Although Lovejoy ISD decided to retain *War Comes to Willy Freeman*, after receiving numerous reasons for the challenge, some parents at the elementary school have requested forms to appeal the school district's decision. Union Hill ISD noted it had restricted Libba Bray's *Going Bovine* because "some profanity is expected in YA books … this one went over the top with its use." Reasons for why a book is challenged are as diverse as the State of Texas' communities.

Due Process Before Pulling a Book

The process to ban a book begins when a parent or guardian makes a complaint. Books are almost always challenged by a parent or, every so often, by a teacher. When a book is challenged, a school might ban it, sometimes permanently. Fortunately, most ISDs report they have retained the challenged books or have restricted the book's use to a certain age or class level or restricted only for the child whose parents complained.

One might presume the more outrageous a book, the more likely it is to get banned. But what process the Texas schools use to respond to parental or community complaints usually determines the outcome of a challenge
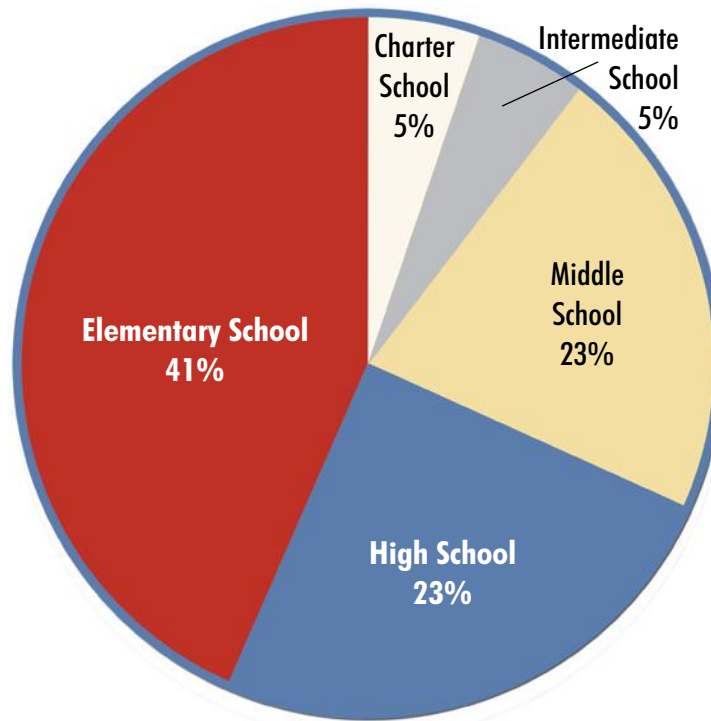
more than the contents of the book. For example, in the Round Rock ISD, a book entitled *Dead High Yearbook*, challenged for its "profanity, violence or horror" by a parent, was retained in the Cedar Valley Middle School's library. While in the Huntsville ISD, *Disposable: A History of Skateboard Art* was banned from Huntsville High School for its reported "profanity, sexual content or nudity and violence or horror."

There are generally three ways for school districts to evaluate books:

- By the librarian or principal
- By the school board
- By a review committee

In the 2010-2011 report, an estimated half of the districts reported that when a book is challenged, it's reviewed by the "administration only," or "librarian only." This means the decision to ban a book can be made by a single person. Those who believe that parents have the right to decide what their children read, but shouldn't be able to dictate what other people's children may or may not read, should be alarmed by this. Often, a parent or teacher will note that a book is simply not "age appropriate," without providing details as to what exactly is offensive. This is contrary to the fundamental right of parents to guide their children's upbringing.

The balance of districts used a process, which allows a school board review or review committee, generally comprised of the principal or superintendent, school librarian, teachers, parents (and, hopefully, students). The goal of all ISDs, such as in the case of Round Rock ISD that had the most challenged books yet retained them all, should be a process that involves all of these players. Not a single parent, superintendent, teacher or librarian speaking for all.

BANNED BOOKS by AGE RANGE

Pie chart: Charter School 5%, Intermediate School 5%, Elementary School 41%, Middle School 23%, High School 23%

BANNED BOOKS

Books removed from library shelves or class reading lists

Steve Alten: *The Trench*
Francesca Lia Block: *Echo and Weetzie Bat*
Sean Cliver: *Disposable: A History of Skateboard Art*
Carolyn Coman: *Bee & Jacky*
Caroline Cooney: *The Terrorist*
Eric Jerome Dickey: *Drive Me Crazy and Dying for Revenge*
Lynne Ewing: *Into the Cold Fire*
Chris Lynch: *The Slot Machine*
Carolyn Markler: *Tangled*
Joe Meno: *The Great Perhaps*
Lauren Myracle: *Kissing Kate*
Phyllis Reynolds Naylor: *Alice on the Outside*
Sarah Parvis: *Creepy Castles*
Mike Reiss: *The Boy Who Looked Like Lincoln*
Andy Riley: *Book of Bunny Suicides*

RESTRICTED BOOKS

Restricted to Readers Based on Age, Reading Level, Parental Permission, etc.

Harry G. Allard, Jr.: *The Stupids Die*
Libba Bray: *Going Bovine*

Marc Brown: *Buster's Sugartime*
Matt Christopher: *Tight End*
G. Clive: *Gangs*
Suzanne Collins: *Hunger Games*
Natasha Friend: *Lush*
Alison Cragin Herzig and Jane Lawrence Mali: *The Ten-Speed Babysitter*
Aldous Huxley: *Brave New World*
A.M. Jenkins: *Repossessed*
Subcommandante Marcos: *The Story of Colors*
Merriam-Webster's Visual Dictionary
Phyllis Reynolds Naylor: *Dangerously Alice*
Sonya Sones: *What My Mother Doesn't Know*
R. L. Stine: *Stay Out of the Basement*
SVE Media: *Visit into the Daily Lives of Muslim Teenagers* (Video/Book)
Barbara Taylor: *Everything You Need To Know About AIDS*
Richard Uhlig: *Boy Minus Girl*
Judith Vigna: *My Sister Takes Drugs*
Larry Watson: *Montana 1948*
Scott Zecsh: *The Captured*

CHALLENGED BOOKS BY ISD

AMARILLO ISD_____

SCHOOL: Olsen Park Elementary
Book: *Birthday Present*, Cynthia Rylant
Reason Cited: Sexual Content or Nudity
Action Taken: Retained
Note: Initiated by teacher; objected to line drawing of naked baby girl.
SCHOOL: Olsen Park Elementary
Book: *My Sister Takes Drugs*, Judith Vigna
Reason Cited: Drugs or alcohol
Action Taken: Restricted
Notes: Challenge initiated by parent; objected to content not appropriate to elementary students. Restricted to curriculum area, by counselor with students.

BEAUMONT ISD _____

SCHOOL: All district schools
Book: *Dangerously Alice*, Phyllis Reynolds Naylor

Reason Cited: Sexual content or nudity;
Offensive to religious sensitivities
Action Taken: Restricted
Notes: Banned (elementary); Restricted
(middle school); and Retained (high
school)

BORGER ISD _____

SCHOOLS: Borger Intermediate &
Middle
Book: *Tangled*, Carolyn Markler
Reason Cited: Profanity; sexual content
or nudity
Action Taken: Banned
Note: Principals, librarians, parents and
teachers challenged

BREMOND ISD _____

SCHOOL: Bremond Elementary
Book: *Tight End*, Matt Christopher
"Reason Cited: Other/"Too old for third-
grader"
Action: Restricted

BURLESON ISD _____

SCHOOL: Hughes Middle School
Book: *One of Those Hideous Books Where
the Mother Dies*, Sonya Sones
Reason Cited: Sexual content or nudity
Action Taken: Retained
SCHOOL: Kerr Middle School
Book: *Book of Bunny Suicides*, Andy Riley
Reason Cited: Violence or horror;
politically/racially/socially offensive
Action Taken: Banned
SCHOOL: Kerr Middle School
Book: *Flowers for Algernon*, Daniel Keyes
Reason Cited: Sexual content or nudity
Action Taken: Retained
SCHOOL: Kerr Middle School
Book: *Hunger Games*, Suzanne Collins
Reason Cited: Parent did not specify

Action Taken: Restricted
Note: Alternate book allowed
(curriculum)

CARROLL ISD _____

SCHOOL: Eubanks Intermediate
Video: *Visit into the Daily Lives of Muslim
Teenagers*, SVE Media
Reason Cited: Offensive to religious
beliefs; drugs or alcohol
Action Taken: Restricted—alternate book
allowed (video)
Note: Content changed or deleted

CHICO ISD _____

SCHOOL: Chico High School
Book: *Brave New World*, Aldous Huxley
Reason Cited: Sexual content or nudity;
offensive to religious beliefs
Action Taken: Restricted
Note: Alternative book allowed
(curriculum only)

COPPERAS COVE ISD _____

SCHOOL: Clements/Parsons Elementary
School
Book: *Creepy Castles*, Sarah Parvis
Reason Cited: Violence or horror
Action Taken: Banned
Note: Older students better able to cope

CRAWFORD ISD _____

SCHOOL: Crawford Elementary School
Book: *Lush*, Natasha Friend
Reason Cited: Sexual content or nudity
Action Taken: Restricted
Note: Moved from the elementary to
high school library.

CYPRESS -FAIRBANKS ISD_____

SCHOOL: Cy Lakes/Cy Springs/Cy
Woods High Schools
Book: *Drive Me Crazy*, Eric Jerome
Dickey

Reason Cited: Profanity; sexual content
or nudity
Action Taken: Banned
Note: Verbal, not written, parent
complaint; reading/reviewing other
titles by Dickey
SCHOOL: Same as above
Book: *Dying for Revenge*, Eric Jerome
Dickey
Reason Cited: Profanity; sexual content
or nudity
Action: Banned
Note: Same as above
SCHOOL: Langham Creek High School
Book: *Blue is for Nightmares*, Laurie Faria
Stolarz
Reason Cited: Violence or horror
Action Taken: Decision pending
Note: Classroom library title; parent
verbal challenge
SCHOOL: Fiest Elementary
Book: *Egg to Chick*, Millicent E. Selman
Reason Cited: Other (word "sperm")
Action Taken: Retained
SCHOOL: Goodson Middle School
Book: *Companions of the Night*, Vivian
Vande Velde
Reason Cited: Violence or horror
Action Taken: Retained

EARLY ISD _____

SCHOOL: Early Primary School
Book: *Buster's Sugartime*, Marc Brown
Reason Cited: Offensive to religious
sensitivities; politically, racially, or
socially offensive
Action Taken: Restricted
Note: Available upon request

EASTLAND ISD _____

SCHOOL: Goliad Elementary
Book: *Alice on the Outside*, Phyllis
Reynolds Naylor
Reason Cited: Profanity; sexual content
or nudity
Action Taken: Banned

FERRIS ISD_____

SCHOOL: High Schools
Book: *Crank*, Ellen Hopkins
Reason Cited: Profanity
Action Taken: Retained
SCHOOL: Intermediate Schools
Book: *Chiggers*, Hope Larsen
Reason Cited: Profanity
Action Taken: Retained

The Texas Library Association believes that the freedom to read is a
corollary of the First Amendment's guarantees of a free press. The Association's
Intellectual Freedom Committee helps protect this right by responding to
librarians facing book challenges, offering model policies and procedures,
tracking reports of book challenges by its members, and supporting policies and
laws that preserve and protect access to information. The Committee also makes
itself available as a resource to librarians facing intellectual freedom challenges.

Freedom to read means individuals should have the freedom to choose among
reading materials and open access to a diversity of resources. It means that these
rights should be protected against attempts at broad-based censorship of reading
materials or control of the selection process.

FORT WORTH ISD

SCHOOL: Middle Schools
Book: *Am I Blue? Coming Out of the Silence*, Marion Dane Bauer (ed.)
Reason Cited: Sexual content or nudity
Action Taken: Retained

GOOSE CREEK CISD

SCHOOL: Goose Creek Memorial High School
Book: *The Great Perhaps*, Joe Meno
Reason Cited: Profanity; sexual content or nudity; drugs or alcohol
Action Taken: Banned

HUNTSVILLE ISD

SCHOOL: Huntsville High School
Book: *Disposable: A History of Skateboard Art*, Sean Cliver
Reason Cited: Profanity; sexual content or nudity; violence or horror; politically, racially, or socially offensive; drugs or alcohol
Action Taken: Banned

IRVING ISD

SCHOOL: Bowie Middle School
Book: *Return of the Bunny Suicides*, Andy Riley
Reason Cited: Violence or horror
Action Taken: Retained

SCHOOL: John Haley Elementary
Book: *The Lovely Bones*, Alice Sebold
Reason Cited: Sexual content or nudity
Action Taken: Retained

KERRVILLE ISD

SCHOOL: Hal Peterson Middle School
Book: *The Captured*, Scott Zecsh
Reason Cited: Violence or horror
Action Taken: Restricted
Note: Alternate book allowed (curriculum only); content changed or deleted

KILLEEN ISD

SCHOOL: Brookhaven Elementary School
Book: *Captain Underpants*, Dav Pilkey
Reason Cited: Sexual content or nudity; offensive to religious sensitivities; use of vulgar terms (fart, burp)
Action Taken: Pending
Note: School discussed with parent book as part of series – other *Captain Underpants* books may be challenged; currently available for checkout.

KIRBYVILLE CISD

SCHOOL: Kirbyville Jr. High School
Book: *Stay Out of the Basement*, R. L. Stine
Reason Cited: Violence or horror
Action Taken: Restricted
Note: Only student of parent who challenged is restricted; no others are restricted.

LA JOYA ISD

SCHOOL: Chavez Middle School
Book: *What My Mother Doesn't Know*, Sonya Sones
Reason Cited: Sexual content or nudity
Action Taken: Restricted

LA PORTE ISD

SCHOOL: Jennie Reid Elementary
Book: *The Trouble with Babies*, Martha Freeman
Reason Cited: Concerning gay couple rearing a child
Action Taken: Decision pending; being reviewed

LEANDER ISD

SCHOOL: Bagdad Elementary
Book: *The Story of Colors*, Subcommandante Marcos
Reason Cited: Sexual content or nudity
Action Taken: Restricted
Note: Copy of book moved to the middle school

SCHOOL: River Place Elementary
Book: *Confessions of an Ugly Stepsister*, Gregory Maguire
Reason Cited: Inappropriate for elementary
Action Taken: Retained

LOVEJOY ISD

SCHOOL: Hart Elementary
Book: *War Comes to Willy Freeman*, James & Christopher Collier
Reason Cited: Profanity; sexual content or nudity; violence or horror; politically, racially, or socially offensive; drugs or alcohol
Action Taken: Retained
Note: Parent requested forms to appeal decision to the school board.

MIDWAY ISD

SCHOOL: Midway Middle School
Book: *The Trench*, Steve Alten
Reason Cited: Profanity; sexual content or nudity

Action Taken: Banned
Note: Doesn't promote district educational goals.

NORTH EAST ISD

SCHOOL: Cibolo Green Elementary
Book: *Mirriam-Webster's Visual Dictionary*
Reason Cited: Sexual content or nudity
Action Taken: Restricted (removed - general circulation; moved - non-circulating Reference)

NORTHSIDE ISD

SCHOOL: Elementary Schools
Book: *Through My Eyes*, Ruby Bridges
Reason Cited: Politically, racially or socially offensive
Action Taken: Retained

SCHOOL: Elementary Schools
Book: *Let's Get a Pup, Said Kate*, Bob Graham
Reason Cited: Politically, racially or socially offensive
Action Taken: Retained

ODEM-EDROY ISD

SCHOOL: Odem Junior High
Book: *Repossessed*, A.M. Jenkins
Reason Cited: Profanity; offensive to religious sensitivities; sexual content or nudity
Action Taken: Restricted
Note: Moved to high school

PEARLAND ISD

SCHOOL: Pearland Junior High West
Book: *Boy Minus Girl*, Richard Uhlig
Reason Cited: Profanity; offensive to religious sensitivities; drugs or alcohol; sexual content or nudity
Action Taken: Restricted
Note: Banned 7-8th grade; sent to high school

PERRYTON ISD

SCHOOL: Williams Intermediate
Book: *The Stupids Die,* Harry G. Allard, Jr.
Reason Cited: Disrespectful/name-calling/bad manners
Action Taken: Restricted

PHARR-SAN JUAN-ALAMO ISD

SCHOOL: Palmer Elementary
Book: *The Boy Who Looked Like Lincoln*, Mike Reiss
Reason Cited: Profanity; sexual content or nudity; illustration and vocabulary offensive

Action Taken: Banned
Note: More than likely, book will be removed – content and age of students.

PLANO ISD _____

SCHOOL: High Schools
Book: *Culture and Values: A Survey of the Humanities: Vol II*, Lawrence S. Cunningham and John J. Reich
Reason Cited: Sexual content or nudity
Action Taken: Retained

PORT ISABEL ISD_____

SCHOOL: Port Isabel Junior High
Book: *Fancy White Trash*, Marjetta Geerling
Reason Cited: Politically, racially, or socially offensive
Action Taken: Decision pending

PORT NECHES - GROVES ISD _____

SCHOOL: Port Neches Middle School
Book: *The Slot Machine*, Chris Lynch
Reason Cited: Profanity
Action Taken: Banned

QUITMAN ISD _____

SCHOOL: Junior & High Schools
Book: *Vegan, Virgin, Valentine*, Carolyn Mackler
Reason Cited: Profanity; sexual content or nudity; politically, racially, or socially offensive
Action Taken: Pending upon review
SCHOOL: Junior & High Schools
Book: *Echo*, Francesca Lia Block
Reason Cited: Sexual content or nudity; other
Action Taken: Banned
Note: Challenged for sexual content; overall, a poorly written book

RICHARDSON ISD _____

SCHOOL: Berkner, JJ Pearce, Lake Highlands, and Richardson High Schools
Book: *Montana 1948*, Larry Watson
Reason Cited: Sexual content or nudity; other ("suicide")
Action Taken: Restricted

ROUND ROCK ISD _____

SCHOOL: Hopewell Middle School
Book: *All In*, Peter Hautman
Reason Cited: Profanity
Action Taken: Retained
SCHOOL: Canyon Vista Middle School
Book: *The Outsiders*, S.E. Hinton
Reason Cited: Profanity; violence or horror

Action Taken: Retained
Note: Child given alternative curriculum book.
SCHOOL: Callison Elementary
Book: *Day of Tears*, Julius Lester
Reason Cited: Profanity; politically, racially or socially offensive
Action Taken: Retained
SCHOOL: Cedar Valley Middle School
Book: *Fat Kid Rules the World*, K. L. Going
Reason Cited: Profanity, other
Action Taken: Retained
SCHOOL: Cedar Valley Middle School
Book: *Dead High Yearbook*, Multiple authors
Reason Cited: Profanity; violence or horror
Action Taken: Retained
SCHOOL: Union Hill Elementary
Book: *More Scary Stories to Tell in the Dark*, Alvin Schwartz
Reason Cited: Violence or horror
Action Taken: Retained

SEGUIN ISD _____

SCHOOL: Rodriguez Elementary
Book: *The Terrorist*, Caroline Cooney
Reason Cited: Violence or horror
Action Taken: Banned
SCHOOL: Rodriguez Elementary
Book: *Bee & Jacky*, Carolyn Coman
Reason Cited: Profanity; sexual content or nudity
Action Taken: Banned
Note: Considered young adult
SCHOOL: Rodriguez Elementary
Book: *Dragon Slayer's Academy*, Kate McMullan
Reason Cited: Offensive to religious sensitivities
Action Taken: Retained
SCHOOL: Rodriguez Elementary
Book: *Into the Cold Fire*, Lynne Ewing
Reason Cited: Violence or horror
Action Taken: Banned
Note: Considered young adult

SHELDON ISD _____

SCHOOL: Null Middle School
Book: *Gangs*, Clive Gifford
Reason Cited: Violence or horror; other
Action Taken: Restricted
Note: Graphic gang images (child holding a gun); placed in high school

SPRING BRANCH ISD _____

SCHOOL: Stratford High School
Book: *Living Dead Girl*, Elizabeth Scott
Reason Cited: Other (pedophilia)
Action Taken: Retained

THE EHRHART SCHOOL (K-8th) _____

SCHOOL: Ehrhart Charter School
Book: *Weetzie Bat*, Francesca Lia Block
Reason Cited: Sexual content; other (homosexual content)
Action Taken: Banned

UNION HILL ISD _____

SCHOOL: Union Hill High School
Book: *Going Bovine*, Libba Bray
Reason Cited: Profanity; sexual content or nudity
Action Taken: Restricted
Note: Some profanity expected in YA books – "this one went over the top with use."

VALLEY MILLS ISD_____

SCHOOL: Valley Mills Junior High and High School
Book: *Kissing Kate*, Lauren Myracle
Reason Cited: Profanity; sexual content or nudity
Action Taken: Banned
Note: Complaint by 8th grade parent

WOLFE CITY ISD _____

SCHOOL: Wolfe City Elementary
Book: *The Junkyard Dog*, Erika Tamar
Reason Cited: Profanity
Action Taken: Retained
SCHOOL: Wolfe City Elementary
Book: *The Ten-Speed Babysitter*, Alison Cragin Herzig and Jane Lawrence Mali
Reason Cited: Sexual content or nudity
Action Taken: Restricted
Note: For middle school use only
SCHOOL: Wolfe City Elementary
Book: *Everything You Need To Know About AIDS*, Barbara Taylor
Reason Cited: Sexual content or nudity
Action Taken: Restricted
Note: For high school use only ✪

Texas LIBRARY SNAPSHOT Day

Say "Treats!"

It's time to smile for the camera again as TLA sponsors another Texas Library Snapshot Day. Our official Snapshot Day is October 31, although libraries can pick any single day in October to gather and submit information. It is a "snapshot" of a day in the life of your library. Library Snapshot Day provides a way for libraries of all types across a state to show what happens in a single day.

The Snapshot Day we held last October proved very successful, with hundreds of libraries participating. This initiative provides an easy means to collect statistics, photos, and stories to help us show our public and stakeholders the broad range of activities happening in libraries.

Remember, the key is to keep data collection simple and consistent across libraries, across the state, and across the country. TLA will post ready-to-use templates on its Library Snapshot Day website (www.texaslibrarysnapshotday. org).

Join us in welcoming Texans to Library Snapshot Day this fall – because visiting a library makes frighteningly good sense!

Texas Book Festival

The Texas Book Festival (TBF) will take place October 22-23 on the Capitol Grounds in Austin. Headline speakers this year include the recently retired host of PBS's NewsHour, author Jim Lehrer (*Tension City: Inside the Presidential Debates, from Kennedy-Nixon to Obama-McCain*); Susan Orlean, who's known for *The Orchid Thief* (Meryl Streep portrayed Orlean in the film Adaptation) and has a new book *Rin Tin Tin: The Life and the Legend*; and former *Saturday Night Live* cast member Molly Shannon, author of *Tilly the Trickster*.

The Festival is a celebration of literature, ideas, and imagination. Author panels, children's programming, and other events are held in and around the Capitol. Founded in 1995 by Laura Bush and a group of interested volunteers, the annual Festival benefits Texas public libraries and literacy through its Library Grants and Reading Rock Stars programs. See texasbookfestival.org for more information.

If you would like to volunteer to help staff the TLA booth at the festival, please contact gloriam@txla.org. The event offers a fun way of reaching out to reading enthusiasts!

Annual Assembly

Almost 400 TLA members gathered at the Hyatt Regency in Austin, July 25–28, for the association's Annual Assembly. The meeting provided officers and interested members an opportunity to plan for the upcoming year.

Major assembly events this year included the annual luncheon. Rep. Roland Gutierrez of San Antonio, who championed restored funding for libraries last session, spoke about last legislature and the financial crisis in Texas.

David Bendekovic, Greg Hardin, Eddy Smith, and Sandy Farmer, as well as TLA staffers Mary Ann Emerson and Chris Jowaisas offered several continuing education opportunities for attendees. TLA members also participated in special sessions on strategic planning, branding for TLA, and building a platform for library development in Texas. Attendees were also able to attend an evening event on Lady Bird Lake.

Annual Conference

News Flash! The 2012 Conference Program will be mailed as part of the winter issue of the Texas Library Journal. This means you'll get the conference program earlier than ever before!

1001 Great Ideas: A Best Practices Forum

The 2012 Annual Conference Program Committee is looking for librarians who would like to present at a new TLA conference event, the "1001 Great Ideas – A Best Practices Forum." This event will be held on Tuesday, April 15 from 4:00-5:30 PM. "1001 Great Ideas" offers small table top sessions representing best practices from all types of libraries in an informal, conversational atmosphere. This event will feature more than 50 small programs occurring simultaneously that are geared to give attendees a taste of the current research, projects and best practices in the library field. Attendees will have the opportunity to explore and ask questions at as many presentations as they would like during the afternoon.

Rep. Roland Gutierrez, shown here receiving a plaque from TLA President Jerilynn A. Williams, addressed the Assembly luncheon crowd.

All librarians with great ideas and examples of best practices are encouraged to submit a presentation proposal (www.txla.org/1001-Ideas) by November 1; notification will be made by December 1.

If you have questions about this event please contact: Suzanne Lyons, SLYONS1@houstonisd.org.

District Meetings Schedule

District meetings provide regional settings for presenting continuing education, carrying on legislative activities, and recruiting members. The annual fall meetings also present a great opportunity for local librarians, para-professionals, and trustees from all types of libraries to meet, network, and set a foundation for collaborative efforts. *Register at www.txla.org.*

DISTRICT 1, **Saturday, October 1**
Abilene Christian University Library

DISTRICT 2, Tuesday, September 27
Amarillo Public Library

DISTRICT 3, **Friday, October 21**
Austin Community College

DISTRICT 4, **Friday, November 11**
South Texas College

DISTRICT 5, October TBA
Texas A&M Commerce-Mesquite

DISTRICT 6, Saturday, September 24
Texas Tech University Health Sciences Center (El Paso)

DISTRICT 7, Thursday, October 6
Denton ISD, Professional Development Center

DISTRICT 8, Saturday, October 22
University of Houston-Central

DISTRICT 9, Saturday, October 1
Midland College

DISTRICT 10, Saturday, October 15
Texas A&M San Antonio-Library

Nominating Committee Selects Executive Board Slate for 2012 Election

The 2011-2012 Nominating Committee has nominated the following candidates (listed in alphabetical order) for the election in the spring of 2012.

PRESIDENT-ELECT

Yvonne Chandler, UNT College of Information

Ling Hwey Jeng, TWU School of Library and Information Studies

REPRESENTATIVE-AT-LARGE

Rhoda Goldberg, Harris County Public Library

Corrine Hill, Dallas Public Library

REPRESENTATIVE-AT-LARGE

Doug Ferrier, Texas A&M International University (Laredo)

Eddy Smith, Abilene Library Consortium

ALA COUNCILOR

Walter Betts, Texas Christian University

Richard (Ric) Hasenyager, North East ISD (San Antonio)

Biographical information, photos, and statements of concern for these nominees will be available on the TLA website.

Petition candidates must submit a written petition, vita, photo, and statement of concern by December 1 in order to be included on the ballot. The petition must be signed by twenty-five (25) members and must be accompanied by the written acceptance of the nominee.

Serving on the Nominating Committee has been Herman Totten (chair), Marsha Saucier, Laura Heinz, Ramiro Salazar, and Deborah Halstead.

AWARDS

It's awards season again.

TLA offers awards to recognize excellence in the profession, scholarships to promote library careers, and grants to nurture quality library programming.

TLA AWARDS
www.txla.org/tla-awards

TLA depends on its members to identify individuals, organizations, and projects most worthy of recognition for having advanced the cause of Texas libraries. Every worthy librarian or project has the potential to win.

Librarian of the Year, recognizing a TLA librarian for extraordinary leadership or service to the library community within the past 12-18 months

Wayne Williams Library Project of the Year, identifying a recent project that exemplifies the highest levels of achievement, professional standards, and inspiration to other libraries

Lifetime Achievement, presented to a long-standing member to acknowledge an exemplary career in librarianship

Outstanding Services to Libraries, given to an individual or to an organization in recognition of outstanding lay advocacy

Benefactor Awards, to recognize substantial donations by individuals, institutions, and foundations

Distinguished Service, honoring a TLA librarian for outstanding and continuing service and leadership in one or more areas of the library profession

Libraries Change Communities, recognizing outstanding library-based initiatives involving collaborative community efforts

TLA Scholarships, Grants, and Stipends

The Scholarship and Research Committee of the Texas Library Association invites TLA members to submit applications for scholarships, research grants, and conference stipends to be awarded in the spring of 2012. To apply for any TLA scholarship, grant or stipend, applicants will need to complete the online application found on the TLA website. Applicants must be TLA members to apply. Scholarship applicants must also be accepted as a graduate student at a Texas ALA-Accredited Library Program.

TheScholarshipandResearchCommittee will make the following awards:

*   Demco, Inc./TLA Research Grant, up to $2,000
*   Escue Annual Conference Stipend, $250
*   Garrett Scholarship, $1,000
*   Van Dusen - Tobin - Kaiser Scholarship, $1000
*   Vivian Greenfield Education Award, $1,500
*   Walter H. Escue Memorial Scholarship, $1,000
*   Ray C. Janeway Scholarship, $2,000
*   TLA Summer School Scholarship, $500

Please visit the TLA website for information on the specific requirements for each award and for tips and instructions for compiling and submitting a successful application.

PR BRANDING IRON AWARDS

Be sure to apply for TLA's Public Relations Branding Iron Awards. With multiple categories, make sure you and your staff are being recognized for all the good work you do promoting your library and its services!

Unit Awards and Stipends
www.txla.org/unit-awards

AWARDS include the following:
*   CRT: Siddie Joe Johnson Award
*   LIRT: Outstanding Service in Library Instruction
*   NMRT: Outstanding New Librarian
*   RRT: Texas Reference Award
*   SCLRT: Small Community Librarian
*   TASL: Distinguished Service for School Administrators
*   YART: Young Adult Reading Incentive (YARI) Award

Unfamiliar with some of these TLA acronyms? To visit a group's site, just enter http://www.txla.org/groups/ followed by the letters to arrive at the group's homepage.

ACADEMIC SCHOLARSHIPS
*   College and University Library Division (CULD) Scholarship
*   TASL Library Information Student Scholarships

CONFERENCE STIPENDS
*   Automation and Technology Round Table
*   Biblionix-SCLRT
*   District 8
*   Genealogy (AGLHRT)
*   Laura Edwards (CRT & TASL)
*   Devon Zimmerman (LIRT)
*   NMRT/Quality Books Professional Development
*   Public Libraries Division
*   YART- Library Media Connection

GRANT: Woll Memorial Fund

www.txla.org/awards

Links to these additional awards and funding opportunities are also on the TLA website:

*   Texas Media Awards (student-produced media)
*   Highsmith Library Awards (creative marketing & promotions)
*   Llibrary Integrated Solutions & Assoc. Intellectual Freedom Award
*   Love Awards & Dobie Awards (for small community libraries)
*   Texas Book Festival Grants
*   Tocker Foundation Conference Stipends

Shirley Igo Librarian/PTA Collaboration Award

by Robin Dwight

The Shirley Igo Librarian/PTA Collaboration Award is presented annually by TLA and the Texas PTA to a local PTA group for outstanding support of and collaboration with a school library program. The 2011 award went to the Frisco ISD's Curtsinger Elementary PTA (represented by local PTA President Dixie Beadles) and school librarian Merrilyn McInnis for an outstanding collaboration project, Curtsinger Reads.

The PTA joined forces with the school librarian to plan and implement a family literacy night that educated parents about literacy opportunities. This was the first collaborative project for the Curtsinger PTA and the librarian, and their work proved highly successful. Over 200 students and their families attended this event, and the PTA and McInnis are already planning for next year.

Curtsinger Elementary PTA President Dixie Beadles (left) and school librarian Merrilyn McInnis (FRISCO ISD)

Through the Curtsinger Reads project, parent volunteers and McInnis organized and facilitated 16 diverse literacy stations.

- Reading therapy dogs (students reading to the dogs)
- Buddy reading (younger students reading to 5th grade and receiving a book)
- Book swap (used books traded for others)
- Creating bookmarks
- Digital library (learning how to download audio books from public library to students' iPods)
- E-Books (demonstration of e-books available in library)
- Reading with "Fancy Nancy"!
- Story time with Dr. Seuss
- Photo opportunity with Clifford the Big Red Dog
- Meet and greet author, Marjorie Hodgson
- Puppets
- Word Games to use at home
- Listening stations
- Story wall (add words to ongoing story on the wall)
- Book trailers (view student created book trailers and learn how to make one)
- Book walk (like a cake walk but for books)

Congratulations Curtsinger Elementary PTA in Frisco and librarian, Merrily McInnis, for an exceptional project. The Texas PTA honored them this past July at its annual summer leadership conference, where TASL Chair Naomi Bates presented the award to Beadles.

The Award Committee also recognizes the outstanding collaborative project conducted by the Denton Community Council of PTAs and all of the Denton ISD librarians. The third annual BOOK CENTS book sale was accomplished by the joint efforts of the Community Council of PTAs, district librarians, and the Denton Public School Foundation. Even though they did not receive the award, they are commended for an outstanding collaboration effort. ✪

Top Technology Trends in Texas Libraries

BY TODD J. HUMBLE

Thank you for another exceptional round of participation in the top technology trends in libraries survey. Sponsored by the Texas Library Association's Automation and Technology Round Table, this annual assessment gages the top technologies of interest to Texas librarians. This year's 903 participants provided a quick snapshot of our libraries as of April 2011. Although many trends continue to expand from previous years, a few new ones were introduced.

The results of the survey were presented during TLA's annual conference last April. The primary technology areas of interest identified centered on branding a library's online identity and developing supporting technology plans. This article briefly highlights the survey's results. The full conference presentation can be assessed by the QR codes below in three parts.

Full Presentation of Survey Results

Recording of Summary Presentation (April 14, 2011)

PART 1

QR code = http://www.youtube.com/watch?v=Q-BvSQCJeAo

PART 2

http://www.youtube.com/watch?v=4IPH8m4x8h8

http://www.youtube.com/watch?v=dvZ2yvhpNM8

PART 3

Survey Data

The raw data collected identifies the state of how we were a few months ago in our own minds and can help you visualize how your library's tech trends adoption rate compares to others.

Survey: http://www.library.nrhtx.com/t/2011/survey.pdf

Survey Supplemental Questions
http://www.library.nrhtx.com/t4/2011/survey2.pdf

Survey Highlights

Although many libraries have created a presence on Facebook, Twitter, and blogs, few have ventured into foursquare, layer, **QR-codes**, and other technologies that are being quickly adopted. This video illustrates an augmented reality application that although designed for library staff, could be easily adapted into a patron assistance technology.

QR code = http://www.youtube.com/watch?v=NgZVI630SsI

Facebook, although still huge, has been experiencing losses to **Twitter** in recent months; and in an attempt to remain relevant, Facebook is moving to mobile with greater urgency. Facebook's age demographic is getting older as Twitter's demographic is getting younger. Both services will be around for years to come, but realize the age of users is changing and they may both be dethroned before the end of 2012.

QR code = http://www.youtube.com/watch?v=fmB15ER3LUQ

How many of you have ventured into **Google+** as it is rapidly gaining on Facebook and Twitter? To give you an idea of the growth rate of this new social platform consider it took only 24 days for Google+ to reach 20 million users verses Facebook's 1,152 days and Twitter's 1,035 days to reach this level of adoption. The acquisition of Motorola by Google implies that Google+ will be integrated into many new phones. The Google Android operating system is already the leader in new phone sales.

QR code = http://www.youtube.com/watch?v=xwnJ5Bl4kLI

Don't count **Microsoft's Windows Phone** out yet though. The new Windows 8 operating system is carrying many of the Windows Phone big button icon features to the desktop and laptop screen through touch screen technology to the mass market. Apple has a strong lead on this market with the iPod, iPhone, and iPad but don't expect Microsoft and Google to give up even though others such as HP already have.

Library technology plans need to address platforms that will be supported and how this is to be accomplished. Stating you will have a Facebook account and Twitter feed is not enough. It is crucial to also specify who is responsible for providing updates and how often the site is to be monitored and updated. Assigning needed responsibility to individuals is only

QR code = http://www.youtube.com/watch?v=U6DE93esEug
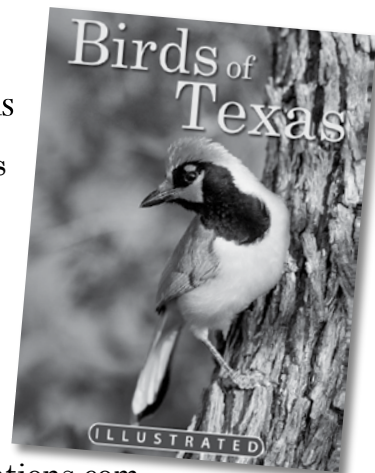
the beginning. Additionally, a library's plans and policies must insure that the appropriate tools are included to implement projects and guidelines for acceptable use are incorporated into an effective policy. A tip to keep in mind is that using broad statements in library policies of the library's intention of participating in social networking platforms (rather than listing specific sites) will allow the library to venture into different areas without having to update the technology plan each time a new platform is added to the library's array of social networking forums.

Learning new things is always challenging, but we can all learn from this young wise man that persistence will deliver the exhilaration you desire and your public deserves. ✪

QR code = http://www.youtube.com/watch?NR=1&v=eaIvk1cSyG8

Todd J. Humble is a library supervisor at North Richland Hills Public Library.

TLJ ANNUAL INDEX

After a natural disaster strikes, getting back to normal may seem impossible.

AASL
CAN
HELP