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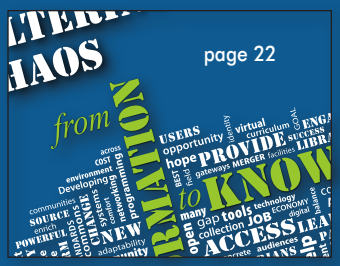

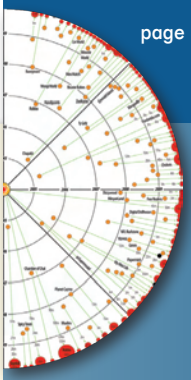

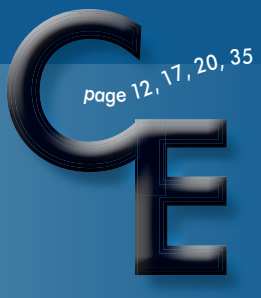

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President's Perspective

Looking for the Ideal

BY PATRICK HEATH

NOT MANY OF US

have experienced the agony and satisfaction of designing and outfitting a new library. It is probably just as well that we haven't had that dubious pleasure, since it might depopulate the ranks of professional librarians! It must be like building your own home with a contractor: I've heard that you don't want to do it more than once in a lifetime.

It's safer and easier to imagine your ideal library, the one you would like to visit and enjoy regularly. Your ideal might be based on your professional experience, your reading habits, your own travels, or your participation in organizations like TLA and ALA. Whatever the source of your inspiration, you may enjoy imagining much more than endless meetings to plan and fund a new facility.

I find it difficult to visualize the architectural form of my ideal library. But I can list the characteristics of my ideal, based upon a lifetime of visiting and enjoying a variety of buildings and collections. Here is my list.

SPACE It is not so much a matter of having enough space as it is the way that space is perceived by the library user. Of course, a library needs adequate space for the staff to provide services and the users to find the resources and assistance they want. What I look for is the "feel" of enough height and width and space between furnishings to know that I am welcome to roam and relax and find what I need easily.

ARRANGEMENT The pathways I'm invited to follow, clearly marked and welcoming, are important. The placement of print resources and electronic access workstations and staff desks can all add to my pleasure as well as to my convenience.

SOUND I grew up in quiet libraries; almost absolute silence was the norm. Libraries are generally different now, and that's to the better. The right kind of sound can remind us that the retrieval and consideration of information, although usually an individual task, take place in a community of learning. Some laughter, some conversation, some verbal instruction – all of these alert us to the vitality of the learning community at work.

STAFF Here is the essential element in any superior library. Professional expertise, friendliness, adaptability, and patience don't reside in the books; they are discovered in the staff. I have had enough business experience to know how important customer service is. In the ideal library, all of the staff members remember how crucial their role is and how important the customer is.

ART Artistic expression in the library space (and outside) is one of the areas where we may encounter some barriers. We all know what constitutes good art; unfortunately, sometimes our standards don't mesh! But art remains an important aspect of learning, and the presence of art in the library adds not only information for customers but also pleasure.

COMFORT As a university undergraduate, I found that one of the most attractive features of the library (besides all those books) was the comfortable chairs. We didn't even have anything that large or comfortable at home! Libraries should be comfortable places, alluring not only because of the information resources they offer but also because they are inviting places to spend time.

SERENDIPITY There should always be a few surprises, if we can mange them: a movie we had not expected to find; a new book we didn't know we wanted to read; even ballet classes for our kids. Perhaps in the ideal library it is the staff, not the building, who create serendipity. And the librarians of Texas are among the best in the nation at this – creative, surprising, friendly, and professional.

In the final analysis, perhaps we don't need to spend too much time looking for the ideal situation. Libraries of all types and conditions already fit the bill. What is really necessary is just that they provide open access to a full range of information, foster critical inquiry, and promote life-long engagement in the community of learning. This kind of library is all we need ask for; this is enough.

Boerne is building a new library!

The old one is too small for our growing community. The new building will be an excellent facility, complementing an excellent staff. We are fortunate, indeed, to live in a community which places such a high value on learning and information that it has called for the best possible facility and staff. ✪

Editorial

A Community of Like Minds and Shared Goals

by Gloria Meraz

LIKE EVERY LIBRARY ORGANIZATION,

the Texas Library Association is working to deliver the best services possible amidst a tough economy. Like you, we're watching every dollar, adjusting, and looking for ways to help our community in a way that is most helpful and timely.

One of our most recent efforts, the TLA Strategic Initiatives Series, is a new continuing education opportunity for the library community. Through a partnership between the *Texas Library Journal* and the TLA Continuing Education Office, we're delivering professional education tailored for our various library segments on topics of broad and strategic interest: communication, collaboration, leadership, and innovation. These topics stem directly from TLA's Strategic Plan and are the areas you, Texas library workers, have told us should be the focus of statewide initiative.

We've made the decision to offer these articles and webinars for free to any one interested. We know its hard to travel and CE needs must be filled. We know that the Association's role is to serve and support our members. And, given the vast participation in this series, we have decided to extend the program through 2011.

We have also heard our members' hopes for unique social networking opportunities designed specifically for the Texas library community. As part of TLA's planned redesign of its website (of which a beta version will be unveiled during conference), we will offer an exciting, interactive module called MyTLA. This module will allow members to maintain a personal profile (which will be customizable according to the individual's privacy preferences), connect with other TLA members, and develop online social networking interactions. You'll be able to find other members who share your interests, and you'll have greater flexibility in sharing information, documents, and ideas. And, you'll be able to link content to Facebook, Twitter, and a variety of other social networking sites. Eventually, MyTLA will be the home base for all TLA communications.

We've worked hard over the last year to respond to your needs and take the lead in planning innovative services that will help each library and library worker meet their professional goals in a recession. We've also worked hard to plan a first class conference so that, when you do travel, the educational experience you receive will be second to none. For the first time ever, we're offering hands-on learning labs to keep you up-to-date on current popular technology that your customers want. Of course, we're also keeping important favorite activities: the school administrators' conference, the diversity fair, and the very important book cart drill team competition (hey, we're about fun too!).

As a community, we also understand the prime importance of coming together to learn from each other and find out what are the shared challenges we face ahead. From state funding, library development, and resource sharing programs to afterschool programming and broadband, library issues are diverse and tie us together. For instance, did you know that the state-mandated telecommunications discounts we've all relied on since 1995 (remember HB 2128 and the TIF legislation) will expire January 1, 2012? If these discounts are not continued, how will your telecommunications services change?

With so many shared interests for us, it is critical that we come together and stay a committed and strong library community. Our mutual support of each other – TLA of you and you of TLA – is the linchpin to help us all move forward. We hope you'll share your thoughts with us on the new website, MyTLA, CE programming, or anything that's of concern to you. We want to know. And, we hope to see you in San Antonio and throughout the year. ✪

HONORING *Lillian Bradshaw* 1915-2010

A library legend, Lillian Moore Bradshaw was a fierce proponent of intellectual freedom and the first woman in the United States to run a major library system. During her distinguished career as director of the Dallas Public Library (1962-84), Lillian Bradshaw served as president of TLA (1964-1965) and the American Library Association (1971-1972).

In 1975, she was a finalist for Librarian of Congress but requested that her name be withdrawn because she preferred to remain in Texas. The library community mourns her passing, but we celebrate her life and her vast contribution to libraries and the people of Texas.

Are Librarians Needed in the Metaverse?

BY VALERIE HILL

The *metaverse* is a term used for a virtual world, first described in Neal Stephenson's science fiction novel *Snow Crash* in 1992.

VIRTUAL WORLDS

have become rapidly available due to the rising popularity of video games for young people and have often been delivered by profit-seeking companies and businesses. Webkinz sells stuffed animals that "come alive online" in Webkinz World™. Disney recently unveiled "Pixie Hollow" where a child can create a fairy and fly into an online world. Many companies such as IBM, Intel, and Cisco have constructed virtual spaces for advertising, marketing, and sales within Second Life (SL). Understandably, there is a reluctance to embrace virtual worlds as a valid platform for educational content due to several factors. First, privacy and security of students is top priority, and school administrators will not place students in environments that pose risks no matter how great the potential for discovery learning.

Beyond the commercial explosion of online gaming and social interaction, there lies a barrage of media exposure that highlights virtual marriages and divorces and even virtual murder (*CSI:NY* television episode). Perhaps these controversial stories are presented much more often in the press than those featuring education, museums, or libraries simply because they provide more viewer/reader interest.

But, even though rarely headlined by the press, librarians and educators are networking in huge numbers in the virtual world of Second Life. Launched in 2003 by Linden Lab, Second Life is a 3D simulated environment built entirely by users, called residents. Barton Spencer presents the advantages (pioneering virtual opportunities that will certainly expand in the near future) and disadvantages (worrying that the seedy side of SL is only clicks away) while documenting the huge strides the Alliance Library System has made in a short time. The Alliance Library System (ALS) of Illinois began a library project in Second Life in April 2006. A year later, there were over 800 librarians participating in the library group, with over 50 libraries in-world (Bell, 2007). Hill and Lee identified 14 virtual world tools to be useful for librarians and educators in a virtual environment (Hill & Lee, 2009). ALS has helped many libraries start a presence in Second Life at a low cost on education-related islands (Spencer, 2008). Spencer believes that librarians have become involved in Second Life for a variety of reasons with the most alluring being the "collegiality and cooperation among library professionals."

Kzero Worldswide, a global market analysis company reports that the largest user group active in virtual worlds includes children and teenagers. The trend is rapidly increasing, with over 900 virtual worlds predicted for virtual residents by 2012 (Kzero Worldswide, 2009).

FIGURE 1 Kzero Virtual Worlds Registered Accounts

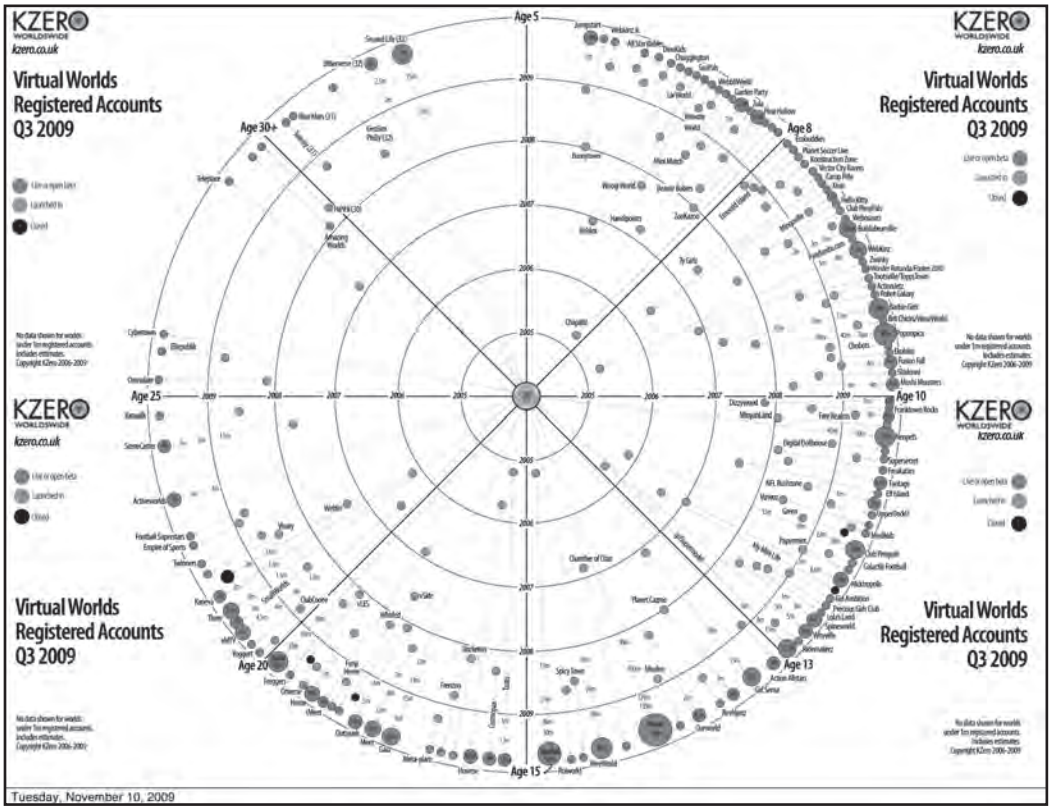


FIGURE 2
Virtual Worlds for Adults shows 17 million SL users in 2009

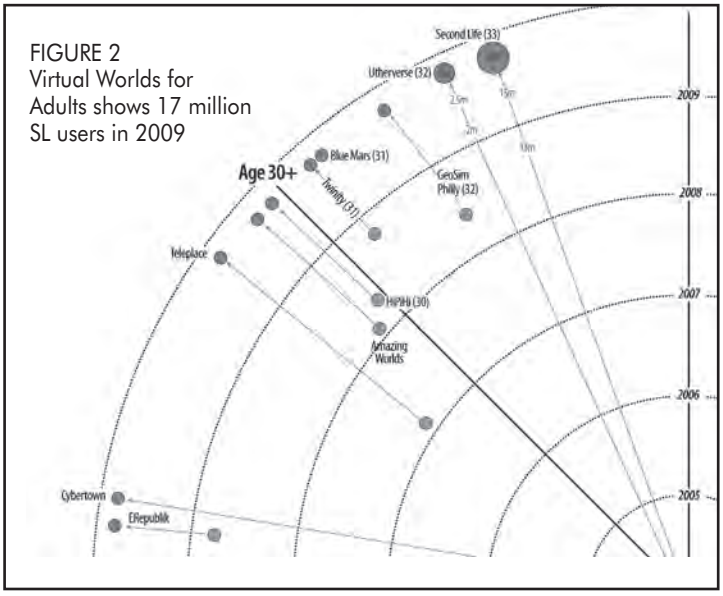


FIGURE 3 Students meeting in Whyville

For educational use, Kzero reports Second Life to be the most widely used for colleges and universities and Whyville to be the most widely used for K-12 schools. Although not the only virtual world available for educational use, as documented in the Kzero report, Second Life is the most widely used by academia with 17 million users registered in Fall 2009.

In Whyville, students from ages 9-15 can build, learn, create, and collaborate in a virtual town complete with a town hall, bank, shopping center, vehicles, and a newspaper (written by student residents).

Teachers and librarians, concerned about student safety and privacy in virtual worlds, are currently exploring open source software opportunities, such as Reaction Grid. Reaction Grid looks amazingly similar to Second Life with islands called sims. In fact, these educators are able to bring Second Life inventory over to another virtual world through a program called Second Inventory. All virtual items, scripts, textures, avatars, and other building materials can be saved on a hard drive to be uploaded in Reaction Grid or another virtual world. A machinima (a portmanteau derived from "machine" plus cinema") showing educators discussing the future of virtual worlds can be viewed at http://bit.ly/7XJ02u.

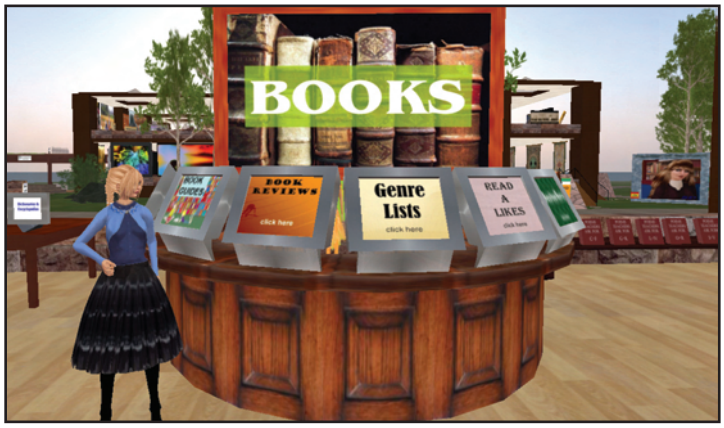
Although this new medium seems revolutionary to some adults, students are already learning these skills and creating new environments in virtual worlds. Even young children are accessing immersive environments through commercial virtual worlds and games like Disney's Pirates of the Caribbean where children create a personal pirate avatar. As this new generation of learners enters libraries, it becomes obvious that the computer skills and searching strategies accompanying them are unlike those of prior generations. How can today's already busy librarians, who are currently struggling to keep up with social networking tools like Facebook, Twitter, Ning, blogs, RSS, Wikipedia, and an onslaught of information, meet these changing needs and demands?

The Texas Library Association recently formed a Technology Task Force with the goal of exploring new technology trends that impact libraries and librarians. Virtual reality is only one factor among the many new trends developing. Most librarians are so busy managing collections and staff, there is little time to learn skills needed to explore a virtual world, such as Second Life, which has been criticized for having a "high learning curve." However, there are already librarians across the state of Texas collaborating virtually in Second Life, Reaction Grid, and other virtual spaces. These librarians believe the best way to address this issue is (at the current fast pace at which it is approaching) by taking on the challenge of becoming virtual librarians and sharing that experience with others.

10 ways librarians can use a virtual world such as Second Life:

- Displays
- Book Discussions
- Machinima (video shot in a virtual environment
- Professional Development
- Exhibits (such as the Reader's Advisory on Info International Island)

Figure 4: Woman's History Month Display in SL



- Historical Simulations (such as Shakespeare's Globe Theatre)
- Library Simulations (live interaction with a virtual librarian or resource)
- Storytelling
- Plays or Re-anactments
- Classrooms, Workshops, and Conferences

Most people agree that the physical space of a library is important to the patron community it serves. However, technology is continuing to change libraries from the inside (through digitization of resources, storage and retrieval, and online databases) and from the outside (through changing user needs and information seeking behaviors) of that physical space. Perhaps there is a need for both physical and virtual libraries, which will continue as users find the advantages to each unique mode of service. Tom Peters writes, "If past technological revolutions are any indication of what may happen in the future, virtual worlds will continue to expand into our collective lives and add interesting new features and experiential opportunities." (Peters, 2008)

Valerie Hill is an elementary school librarian in Lewisville Independent School District and is currently completing her doctoral work at Texas Woman's University.

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Figure 5: Example of Virtual World Conference in SL

An Interview with *Maureen Sullivan*: Leadership in Academic Libraries

Editor's Note: Maureen Sullivan, who was just named the Association of College and Research Libraries Academic Librarian of Year, sat down with TLJ to discuss leadership, leadership training, and the challenges in leadership development for the library profession.

Maureen Sullivan is an organizational development consultant whose practice focuses on the delivery of consulting and training services to libraries and other information organizations. She is a past president of ACRL (Association of College and Research Libraries) and LAMA (Library Administration and Management Association). She also serves on the faculty of the annual ACRL/Harvard Leadership Institute and is a professor of practice in the new Ph.D./Managerial Leadership in the Information Professions program at the Simmons College Graduate School of Library and Information Science. She received her MLS degree from the University of Maryland.

TLJ When you hear the word leadership, what's the first thing that comes to mind?

SULLIVAN The first word – and this is honestly what comes to mind – is leadership being about relationships. The reason relationships comes to mind right off the bat is that, for a number of years, I've been understanding that, while developing leadership can be helped by the position someone has, leadership is also fulfilled by what I call the opportunity taken.

In today's organizations, the key to particularly managerial leaders being able to gain staff commitment is having a relationship based on trust where there's confidence in the leader and where it leads to staff or followers having confidence in themselves so that they're willing to go in new directions.

TLJ So what kind of efforts can experienced managers make to promote their own leadership and leadership within their library? What can help them build trust and move in new directions?

. . . the confluence of forces for change is really creating a set of opportunities for leadership – and particularly leadership that comes from working with colleagues where the focus is on innovations in our practice.

SULLIVAN Well, I'll start by saying that I think it's very important to stop and ask: What are the steps to build more trust? I'm thinking about Warren Bennis, who is part of a new book called *Transparency: Creating A Culture of Candor* and his discussion on eliminating fear. He has one of the essays in the book which was written by Daniel Goleman and Bennis, as well.

Building trust is about creating an organizational culture in which people can be open and frank and reducing or eliminating the fear of retribution. This fear of retribution is what I sometimes describe as a myth of retribution, because most people who talk about it really can't cite specific examples of where it's actually happened.

The second (and probably the more important) thing is one of the tools that I sometimes use, which comes from Noel Tichy's work, where he talks about leaders formulating their story. We formulate the story by being very clear about what are our values, what are our guiding principles, what are some of the meaningful experiences that we've had, and what is happening in the organization that's really important. The question for administrators is: how do I talk about that in a way that conveys meaning and purpose to followers and also energizes them to be a part of the effort?

I think in order for all of that to happen, whether it's the culture of candor and building trust, telling your leadership story to inspire others, all of this has to happen on a foundation of really firm belief in the possibility of people.

TLJ How would you develop an action-oriented profession and nurture the mindset of confidence?

SULLIVAN I think we do it by giving people the opportunity to lead, to innovate, to try new things and to give that opportunity in a very supportive way, where the focus is on positive reinforcement, where we're explicit about the fact that we seldom get things right the first time out and that people need to offer support for the changes that they are trying to make. I'm a real believer in positive reinforcement being the way to improve performance.

And I'm thinking again about Warren Bennis, who several years ago wrote an article in *The Harvard Business Review*. He talked about a critical element in leadership development called the crucible experience where you're on the hot seat and where there isn't a clear path for what needs to be done, but you figure out how to do this. Once you've been successful coming out of one of those experiences, I think that's a big piece of what helps build confidence.

TLJ What would you suggest organizations can do to integrate leadership development in its daily operations?

SULLIVAN First and foremost is to recognize that most of the competency development that occurs in the workplace

happens in the course of doing the work. So we should be more intentional about learning from experience.

Part of this involves giving people the opportunity to work in new areas where there is support for failure as well as success, where there's a willingness to try something without having it be fully developed and to go beyond our traditional ways of thinking about who can be successful in a new venture. In more cases, we need to say what the project is, what the work involves, and invite people to step forward and express their interest and then give them the chance to do it.

I've also been working for some time with The Learning Organization. That whole approach to understanding how organizations can grow and develop really has application in the library world. And, in The Learning Organization, one of the principles is that we are learning as we work.

TLJ What are some ways for new professionals to become leaders in their current job and to be part of this culture of leadership?

SULLIVAN One of the very special things about the library field right now is that the confluence of forces for change is really creating a set of opportunities for leadership – and particularly leadership that comes from working with colleagues where the focus is on innovations in our practice.

I appreciate the fact that some of the newer professionals (or what I sometimes refer to as emerging leaders) find it really difficult to make what they think needs to happen actually occur within their own organizations. But, I would suggest to them persistence and also learning "how to make the case" and to be persuasive, particularly managing upwards in the organization.

The other thing, and I say this to the emerging leaders in the American Library Association every year that I work with them, is one of the real benefits of being active in a professional association is, if you are supported in your current organization from making the kind of changes and really contributing in the way you want to, there is a rich set of opportunities in professional associations. And I don't have to tell you how fortunate new professionals in Texas are to have TLA.

Building relationships, particularly peer networks and understanding that mentoring is a very important part of professional development, as well as leadership development and seeking mentoring relationships through a wide variety of contacts, is critical. I think it's really important for new professionals to do what they need to do in order to understand: what does it mean to be in a profession? They also need to take the time to learn about organizations and how

they work, not just their own organization and what they are experiencing day-to-day – but taking the time to understand what it means to be part of an organization and be effective in it.

TLJ What are some issues in the academic library environment that are different now than what they were a few years back?

SULLIVAN Well, certainly when I came into working in academic libraries, we were very internally focused. The only person who was expected to engage on the campus was usually the director. Now, we've evolved to a point where most librarians and actually a number of the staff understand that it's important to represent the library on the campus through a variety of different activities.

Steven Bell writes about the blended librarian and the concept that we really have to be part of the community that we're serving, and we have to be ready to assume new roles and develop new competencies and really be a part of the academy. I read something just this week that talked about the librarian getting out of the building. And I take that to mean both physically on campus but also, being a presence virtually.

TLJ Over your career, what has been the thing that most consistently motivates you to think strategically and want to lead?

SULLIVAN I've been in the practice, since my early work at the ARL (Association of Research Libraries) in the 1980's, to think regularly about the implications of key events and developments for libraries. I'll read an article, and I'll be thinking as I'm reading it: what does this mean for libraries? I'll pick up an issue of *Time Magazine* and have similar thoughts if the content stimulates that line of thinking. I'll be in conversations with people in different fields when I start reconciling those ideas with libraries.

I developed this habit under the tutelage of Duane Webster, who hired me at ARL. One of the ways in which we advance the field is to continually think: where is it that we are observing or learning something that will have application in libraries or that will help libraries be more effective? And, I would extend that to helping librarians and library leaders be more effective.

TLJ When you think about these outside forces, have you ever found yourself assessing librarians' qualities (the pros and cons, so to speak) for dealing with these changes?

SULLIVAN I tend to be someone who first looks at the plus side. There are situations in which others really have to push me to look at the negative side. I know that about five or six years ago, I really, really was worried about the future for our field, because at that point, I was seeing the majority of librarians not ready to embrace new roles and new work. That has changed. And it's changed because some of the newer people coming into the field are just determined to make a difference. And I see a number of individuals who've been in the field a long time who finally have come to understand that, rather than worry about their future, it's more effective to understand where the opportunities are and to embrace those opportunities. I particularly see that in the consulting work that I do. It's less the case anymore that I have to be persuasive on the case for embracing the new work. It's more I'm in a position to really guide people in their discussions and their thinking about how that might happen.

TLJ Do you think that we're getting better at promoting ourselves?

SULLIVAN I think we're particularly getting better at making sure that, as Joey Rodger (who's the former president of the Urban Libraries Council) said, "It isn't that we need to be advocates; it's that we need to be players." I think we are getting better at making sure we have a seat at the table. By that I mean we are recognized for bringing knowledge, information, and skills to the issues that higher ed is dealing with.

TLJ Given your experience working with so many library leaders, do you find some fairly clear qualities that separate someone who holds a management position from someone whom you would truly categorize as a library leader?

SULLIVAN Here's how I draw a distinction. It isn't necessarily the case that an individual has the leadership capability to really inspire and to motivate people within the organization to develop the commitment to pursue whatever it is that the library sets out to do.

And it's my experience in the Simmons Program – where they got money from IMLS (Institute for Museum and Library Services) for a new PhD called Managerial Leadership in the Information Professions – that the managerial leader (a term I'm starting to use), who is someone who holds a position where they're expected to manage and lead, must have leadership capability. And, I'm not the only one who thinks this. The theorists now are arguing that managers and administrators have to be effective leaders, and they have to develop the competencies to lead.

One of the people who has done a really nice job – and he did this some time ago, distinguishing management from leadership – is John Kotter. Kotter talks about leaders having the responsibility to facilitate change and guide transformation, and managers really doing the traditional management activities.

I think everyone who has the responsibility to manage or administer in an academic library today has to have leadership capability. And that leadership capability takes the form of what Goleman and his colleagues would call emotional intelligence.

For me, the leadership models, the theories, the people who are doing the effective research these days are Daniel Goleman, Richard Boyatzis, and Annie McKee with their theory of

resonant leadership. That is part of the curriculum for TALL Texans now and has been for a couple of years.

A new concept for me – it's been evolving for some time, but I've just come to really study it – is Ron Heifetz's and what he calls adaptive leadership, which has real application in the kind of change that we experience, especially the constrained resources piece of this.

So, I believe as Goleman and others do that you can develop leadership competence no matter where you are in your career, but it really requires a strong commitment, and it probably also would require listening to and acting on feedback from the people whom you're influencing.

TLJ What do you think is the hardest thing for people to overcome to get to that next level?

SULLIVAN I think one of the things that's difficult for a number of people is – and I'll use a learning framework – being able to leave my comfort zone and be willing to be in a situation where there's an area of incompetence – in learning, we'd call it a zone of discomfort. It's also important not to judge that in a negative way but to recognize this is an area of learning and development for me. One has to be willing to practice and try things in order to develop that area of competence.

One of the things I would like to see more of is more library organizations valuing that kind of experience as integral to the kind of work we do. There are a lot managerial leaders out there who understand this and support it. But, there still are a number of staff who are not willing to let go of the work that they know and be ready to move in and operate differently. And sometimes, there isn't the kind of support that a lot of these folks need from their managerial leaders.

One of the other things that is troubling about the directors who tend to be more managers than leaders is they're more comfortable in that help model and less comfortable in the guiding and facilitating model.

In order to be comfortable in the guiding and facilitating model, I think you have to really believe in the possibility of what people can contribute. And you have to be willing to put aside some of the negative experiences from the past and really give people an opportunity to perform differently. This is the source of my belief that changing the context leads to changes in behavior. Every work redesign process I've been involved in has reached a point in early implementation where we see behavioral change, particularly among the most skeptical, the most difficult individuals. It just reminds me of principles of human behavior. Change the context; give people an opportunity to behave differently and perform more according to expectations, and they'll do it.

TLJ Do you think that librarians are any more wedded to traditional ways than any other profession?

SULLIVAN I suspect that we are. There are two observations that I've taken seriously that have been communicated to me from consultants who work in other fields but who have had the opportunity to do some work in libraries. One thing they'll say to me is that there's a real tendency to be conflict-averse. And I do think that's changing. Because now we can talk about it and it gets named, which is a big help. Their second observation is that, particularly from a leadership development perspective, we tend to want power and influence, but we're not sure what to do with it when we get it. And both of these observations made sense to me when I started to hear them.

The other thing that comes to mind – and I think it is less true of what I think of as academic library leaders than generally people in the field – is this quest for making sure that something is absolutely the way it needs to be before we'll try it. And this is probably a trite phrase, but to settle for good at first rather than perfect at last is something to consider.

TLJ This area of going beyond comfort zones is something TLA had been interested in for a long time and was part of the genesis for the TALL Texans Program. As you've worked with TALL Texans, what do you think makes that program different from others in its approach to other mid-career leadership programs?

SULLIVAN Well, it was among the first. The planning for TALL Texans initially included identifying what some of the core competencies would be. That's the heart of the curriculum. While the curriculum has evolved over the years, its framework still includes what I think of as the most important core competencies. And I've actually carried those forward into some of the subsequent leadership institutes that I've been involved in. The communications skills, the risk taking, the power, and influence are some of those elements.

Another element that's been very important is for the participants to think about, "What am I going to do to make a difference not just in my organization but in this professional association that sponsored this program?" So, that's one area. I really give TLA the credit for identifying the core curriculum.

The second is the process that you use where you have different groups involved in addressing and deciding some of the key issues for the program as a whole. TLA has a group that selects the mentors, a group that selects the participants, and to me, the significance of this is you have a process for managing TALL Texans that creates the opportunity for a broad group of member leaders in TLA to be involved.

TLJ How do you evaluate leadership training?

SULLIVAN I've been involved in a couple things within just the last couple of months that have focused on evaluating leadership development. And several different resources have come to my attention.

The Center for Creative Leadership (CCL) has been doing a lot of work in this. One of their publications that I've been reading is an evaluation of the outcomes of a leadership development program. There are tools. I've just been introduced to a survey instrument that is used to evaluate leadership development, as well as another book by CCL called, *Evaluating the Impact of Leadership Development*.

All this has come about because another organization with which I work has submitted a grant proposal to IMLS that focuses on leadership development. A key part of their proposal was how they would evaluate the results. The way I think about this goes all the way back to Kirkpatrick's model of evaluation of learning.

The first step is what we do at the end of TALL Texans. We ask people to complete the form where they give us their assessment right at the close of the program. Then almost immediately we, Jack Siggins and I, as well as Ted Wanner and the mentors, do our own review and assessment of the program. And that's the place where we start to think about what would we change the next time around.

TLJ This discussion leads me to ask about the next step. We've talked about what professionals can do to augment their own leadership experience. We've talked about what managers can do to offer those leadership experiences and some of the things that associations are doing now. But what is the next step? And I was so intrigued when you talked about that we're finally getting to the place where we know we want power and we're trying to get it (and in some cases get it), but we don't know what to do with it. What is the next phase of leadership training for this profession?

SULLIVAN You know, this whole conversation has me thinking in a different way about this question now. I think it might be really preparing people for the leadership role in their communities. And by their communities, I mean how they would define it, but also thinking, as well on a regional and a national level.

As I'm saying this out loud, I'm realizing that, for TLA for example, this would be something that Pat Smith [executive director of TLA] would be particularly effective in leading because of her professional scope. You know, she's always seen that she has to do everything she can in Texas, but the more she understands and contributes on the national level, the better things are in Texas.

I think another aspect of this would be to address in more careful ways the questions of: what does it mean to engage in real collaboration? And, what are the skills in collaborating in alliances where not everyone has the same goals or has the same – I'm going to use the term – altruistic interests?

TLJ What parting comments do give librarians on this issue of leadership and how we grow as a profession?

SULLIVAN The first thing that comes to mind is how important it is to look for the opportunities in the complex change that we're facing. And the second thing then would be to embrace those changes and opportunities and develop the strong commitment, as well as the capacity to learn what it is that we need to know and be able to do. The third thing would be, rather than complain, to constantly ask the question: what can I do to help or make a difference here? And, we should expect that same kind of an attitude from our colleagues.

Please join Maureen Sullivan for a live webinar on May 3 at 2:00 pm (CST). Maureen will address the following questions:

1) What does leadership mean in academic libraries today (for administrators, staff, and organizations)?
2) How can we build leadership development into work practices and how do we assess leadership/leadership development (including in staff reviews)?
3) Once we mature in our leadership abilities, what comes next?

There will be a Q&A after each segment. Virtual "seating" is limited to the first 150 registrants. The webinar is part of TLA's Strategic Initiatives Series. To register and for other CE information, go to: www.txla.org/CE/index.html. ✪

Jack Siggins and Maureen Sullivan, facilitators, at a TALL Texans Leadership Development Institute.

Serving Diverse Communities:

A Case Study in Leadership Through Continuous Learning

by Molly Raphael

We all watched, first with horror, then with amazement and relief, as Captain "Sully" Sullenberger landed US Airways Flight 1549 on the Hudson River on January 15, 2009. The video seemed surreal, as we watched him, burdened with the stressful responsibility for 155 lives, guide the jetliner to a perfect landing.

Given the enormous odds against success, how did he do it? In interviews afterwards, Captain Sullenberger explained that he had been "making small regular deposits in this bank of experience, education and training, and the balance of that account was sufficient on January 15th that I could make a sudden, large withdrawal…."[1]

His observation is fascinating. Of all the factors that contributed to his leadership performance that day, he cited a lifetime of continuous learning as the most critical.

Few of us will make "withdrawals" as large and consequential as Captain Sullenberger's, but every time we make a decision, we "go to the bank." Without "deposits" (knowledge), however, there is no accumulated "balance" (expertise) upon which to draw – the likely result being poor decisions (incompetence) leading to failure.

Early Learning

We have opportunities as children and youth to lead, some that are obvious (class president) and some that are less so (interceding with the schoolyard bully). In each case, we continue to learn and make "deposits" in the bank. We learn from people all around us. We have positive role models – parents, teachers, librarians, or classmates – who teach us something about interpersonal relations, effective communication, or taking calculated risks. We also have negative models – the schoolyard bully who may win for the moment but later pays a price, or the teacher who cannot seem to control a classroom. We "deposit" what we learn in the "bank," often unaware that we are building knowledge and understanding of how to solve problems successfully.

We also learn about leadership from our reading, not just directly from sources on leadership *per se*, but also from sources about leaders. A colleague told me recently that he learned more about leadership from reading Doris Kearns' *Team of Rivals: The Political Genius of Abraham Lincoln* than from reading many books on leadership. His comment reminded me of how much of what we understand about leadership has been built up over time, the bits and pieces of frequent, small "deposits."

Early in our careers, we begin to look for opportunities to contribute to our profession beyond meeting the requirements of our jobs. For example, in the early 1970s, D.C. Public Library employed two librarians who were deaf. Out of a desire to communicate with these colleagues more effectively, several of us attended weekly classes to learn sign language from them. That continuous learning experience provided a skill that eventually led to the assumption of a leadership role in providing the nation's first public library service designed specifically for the deaf community.

From Acorns to Oaks: Professional and Career Leadership Growth

In two ways, this "deposit" yielded "compounded interest" in both opening doors to professional service and providing a foundation for developing new services for diverse underserved populations.

Professional Service

This initial success in Washington, D.C. led to professional leadership opportunities at the national level. We discovered that the American Library Association (ALA) had no unit focused on delivering library services to the deaf community at that time (mid-1970s). Our proposal to establish such a unit within ALA resulted in creation of a section of the Association of Specialized and Cooperative Library Agencies (ASCLA) that functions to this day. Since learning is continuous throughout the lifetimes of library users, we insisted that the unit be created within a division of ALA that served all types of libraries (school, public, academic, and special), not just public libraries. My initial leadership role as co-founder and first chair of this ALA unit on deaf services opened doors to leadership opportunities within ALA for the next 30 years.

Serving the Underserved

During a lifetime of working in libraries, we evaluate how well we are serving our communities and institutions. In doing so, we must assess the changing demographics of our constituencies and adapt our services accordingly. The passion driving my work – the thread that ran throughout my career, beginning as a frontline youth librarian and reference librarian, through progressively responsible management positions to

library director – has been meeting the challenge of one compelling question: *who is not being served?*

Many libraries are very effective at serving their predominant population and even relatively large minority populations. But how well do we serve those smaller populations in our communities and institutions that are less visible and less vocal?

Our "deposits" of learning how to deliver library services to an underserved population, the deaf community in Washington, D.C., provided a solid "beginning balance" from which "withdrawals" could be made to open the library's doors to other underserved populations first in Washington, DC and then in Portland, Oregon. "Bank deposits" from the 1970s contributed to how we developed services 10, 20, and even 30 years later.

For example, in the mid-1980s in Washington, D.C., we recognized that we were not serving teens very well. We identified space at our central library and began creating a place that would be attractive to teens. We failed, however, to involve the users of the space – the teens – in the design process. We had learned while developing services for the deaf community how important it was to involve that community in our planning, but somehow we had forgotten that lesson later. We learned from this omission, corrected the error by involving teens in modifying the design of the space, and made another continuous learning "deposit" in the bank. The result: better service for teens.

Soon thereafter, we recognized the value of developing adult basic education/adult literacy services to meet a pressing community need. We used federal grant funds to hire an adult educator who had worked in one of the local literacy programs. Over a period of years, she gradually developed a program that filled important gaps in adult literacy services for the entire D.C. metropolitan area. At each step along the way, she consulted not only with literacy providers but also with adult literacy students. In fact, she later hired a person who had been an adult literacy student and who had been a library volunteer and had since completed his GED.

His ability to connect and communicate with adult literacy students was very important in building our library's credibility and reputation as a welcoming, supportive community organization. The success of that program, a model for libraries interested in developing adult and family literacy programs, was due not only to the very talented, dedicated staff but also to the direct involvement of the constituents being served in the creation and development of the program. We learned that "graduates" not only reflected the success of the program, but they now contributed to it by being role models for future adult learners. We made yet another "deposit" in our "bank" of continuous learning.

A few years ago, I began leading the Multnomah County Library (MCL) in Portland, Oregon. Although MCL serves a population approximately the same size as the District of Columbia Public Library, there were entirely different challenges and opportunities. MCL is a heavily used library system and had a number of nationally recognized programs and services, particularly in early literacy and children's services. Use levels were extraordinarily high. With a service population of only 700,000 residents, MCL held the record for the highest gross circulating library in the United States for four consecutive years. The library was and is loved and well supported. Nearly everyone seems to have a library card. Library buildings are bustling with activity seven days a week, with annual checkouts and renewals averaging nearly 30 per capita.

With this level of use and support in the community, it would have been quite reasonable simply to maintain the status quo and not worry about who was not being served.

In assessing our effectiveness, however, we noted little use of our collections in languages other than English. We had fairly robust services for Spanish speakers, including effective programming and highly circulated materials. We also had bilingual (English/Spanish) employees in several locations. The three other significant target languages in our collections – Vietnamese, Chinese (Mandarin and Cantonese), and Russian – were lightly circulated. In addition, we did not observe many library patrons of Asian descent or hear many people speaking Russian, a population that had grown dramatically due to the recent wave of immigration from Eastern Europe. Our library had made an effort to serve these ethnic communities but with minimal results.

My passion for meeting the needs of the underserved prompted me to start asking questions. Our leadership team discussed what we were doing right, what we were doing wrong, and what we were not doing at all. We decided to conduct a full needs assessment for the Vietnamese, Chinese, and Russian-speaking communities.

We applied for a Library Services and Technology Act (LSTA) grant from the Oregon State Library. In Oregon, replicating the results beyond the grantee library is an important criterion for grant decisions made by the LSTA Advisory Board, the Oregon State Librarian, and the Oregon State Library Board. Our grant proposal provided ways for our work to benefit other libraries in the state, particularly in how we would disseminate reports on our methodology, results, and findings.

The grant was awarded to MCL, and we began an 18-month process of needs assessment that led to implementation of completely revised services to the three target language populations. Director of Neighborhood Libraries Rita Jimenez shared my passion for serving the underserved and volunteered to serve as project manager. We completely

revamped collections, converted vacant positions to ones requiring bilingual/bicultural staff, and launched a new set of programs and services to celebrate the cultures and ethnic populations that we were now truly beginning to serve effectively.

Many new patrons from our cultural and ethnic populations began to experience and appreciate how libraries can transform their lives. The circulation of collections in the target languages increased significantly. Bilingual/bicultural employees at the target-language branches collaborate regularly with local community organizations, public schools serving populations of students and families from the ethnic communities, and media outlets serving these cultural communities. Programs such as story times are offered in target languages. Newly hired employees, who deliver frontline service to the target populations, contribute to the selection of library materials.

We planned our first Lunar New Year Celebration in February 2006. We built partnerships with local organizations serving the Chinese and Vietnamese communities and planned a big festival in one of our branches. We knew we must be doing something right when we started getting calls from residents who asked if they could come, asked how much it would cost (it was free, of course), and then said that they had never been to the library before. The celebration started at 5 PM on a Wednesday evening: the branch library was overflowing with people at 4:30! We literally had to turn people away at the door. People of all ages and from many different cultural and ethnic backgrounds were there, some to celebrate their own culture and others to learn about a different culture of the people who were their neighbors.

We launched bilingual story time in each of the languages and began to hear from parents about how wonderful it was to be able to help preserve some of their culture while, at the same time, make their toddlers feel engaged in their adopted country. These parents wanted the same things for their children that our traditional library patrons wanted: ways to engage their children in early literacy programs and to get them excited about reading and learning.

There is little doubt that the lessons learned over many years – to involve the populations we serve in the development of new services – were critical to our success.

A Final Word

Whether you are in a formal leadership position or are eager to begin to lead from your current position, you can learn by observing those around you and asking questions about how to improve services to the publics we serve. Think about Captain Sullenberger and the payoffs that will accrue from making regular small "deposits" in "the bank." We can and should keep making those small deposits in our banks of experience, education, and training so that we continue to grow and learn how to do our work better, regardless of our role within the library.

Molly Raphael is retired public library director of the Multnomah County Library (Portland, OR) and now consults on library issues.

Join Molly Raphael and the MCL Director of Neighborhood Libraries Rita Jimenez as they talk about taking the leadership in serving diverse communities and detail many of the programs at the library. A Q&A will follow the discussion. The webinar will take place on May 24 at 2 pm CST. To register and for other CE information, go to: www.txla.org/CE/index.html.

Endnotes

1 "On Leadership: Captain Sully Sulleberger," *Washington Post*, online video, (www.washingtonpost.com/wp-dyn/content/video/2009/10/22/VI2009102202315.html). ✪

Are We Speaking the Same Language?

Librarians, Principals, the School Library Program, and Taking the Lead

by Joel Castro

One of the most engrained images of my life as an elementary school student comes from the early 1970s. My 3rd grade classmates and I were in formation on the front lawn of the school in Buda, Texas, a town at that time with a population of about 410 residents. The students began to stir with excitement, first as we heard the faint rumble of the bookmobile on Main Street, and finally with the joy of our first visual of the bookmobile. I remember seeing it lumbering to its final stop before a gaggle of cheering third graders. And, I can still remember thinking that the bookmobile was a place of wonder, incredulous that one could borrow books without paying for them and that the bookmobile was air conditioned!

Forty years later, I find myself serving as a high school principal in the Houston Independent School District, the nation's seventh largest school district in an urban setting in which the vast majority of schools teach student populations whose free or reduced lunch rate is at or above 90 percent. Yet, my experience in a rural setting has framed my expectation as a principal for the school library - that the library be a place of wonder and excitement.

The Principal's Role in the Library Program

A principal who wishes to gather empirical data with respect to the worth of the school library need only leave the office setting to go on a fact-finding mission to the school's library. Are the students in the library quiet and seated? Are the students reading only material that is pertinent to serious study? Is the librarian seated in the library office or behind a desk, checking out books in an orderly manner? If the answer to any of these questions is "yes," then the library is in need of a complete program overhaul!

The school principal should observe the vibrant school librarian in a number of roles in order to serve the needs of 21st century students: assisting a student with an online database search; laughing with a group of students about a passage in the latest book from a favorite author; or meeting in the library with a core-content teacher to plan a series of lessons utilizing the best online resources, integrated into a cross-curricular unit to ignite or extend student interest.

Principals who hold any desire of supporting a school library program that contributes to student achievement must first jettison the outdated view of the school library as a place of solemn conformity. In order to serve students at any level in the pre-K through 12 environment, a principal should observe noise in the library consisting of students sharing thoughts on books or articles, working on group projects together, or engrossed in a periodical that they are reading just for the pleasure of reading. I am still confounded by principals that expect the library to contribute to the school's educational program but do everything to discourage the learning styles of the modern student.

Also, implied in this expectation of excitement in the library is the fact that the librarian of a vibrant school library program must themselves be vibrant. As a principal, my expectation of the school librarian is that the individual come to the profession not with the idea of – an escape from the role of a classroom teacher but as an extension of the role. The school librarian should be actively leveraging their knowledge of teaching and learning and their professional training as a librarian to infuse a new level of understanding to the student. In doing so, the librarian has inextricably involved themselves in the prime directive of student achievement, catapulting the student to a higher interest in reading or in the student's research subject, and ultimately working in partnership with the faculty.

The Role of the Librarian in Student Achievement

I find it alarming and counterintuitive to the role of the principal as the campus instructional leader that a school's library program would be cut, or worse, eliminated altogether. It pains me further that in my non-scientific observation, the program cuts are occurring in libraries that serve low-income populations, but that is the subject for additional research.

What, then, moves the school principal to cut library programs? To be sure, all of us in the business of education, as in all sectors of the economy, are in a climate in which very unfortunate decisions have to be made with respect to school and school district budgets. The librarian who believes that it is non-negotiable that every school should have a school library does not understand the age of accountability in which we now find ourselves. Every program must prove its value, every program must be held accountable by an appropriate measure. Accordingly, I view accountability as an enticing opportunity for the vibrant librarian to gather data to clearly illustrate the role of the library in student achievement. In addition, school accountability can also serve as a time of renewal for the stagnant library.

It is also important to remember that principals, while not studied in library science, are charged with resource allocation. If you do not already know, principals love data, particularly when the data is positive! Librarians should, therefore, be proactive

by meeting regularly with the building principal to share with them the school's circulation data and usage statistics for online resources, including comparative data with other schools. Librarians should also be prepared to do some handholding, explaining the significance of the usage data and the importance to the academic goals of the school.

"But, my principal has no idea that usage rates exist." Then, it is about time he or she is educated (remember the role of the librarian as a teacher). Perhaps there are not any established benchmarks on the campus or in the district to measure effective librarianship. If such is the case, then the role of the librarian should be to establish these measures and then set goals for achievement. Better that trained, professional librarians establish these measures than the principal that is not educated in the field of library science. Ultimately, the librarian in an environment in which support is intermittent will need to plan for a renewal process for the library which will include educating the principal on the library's impact on student achievement and school culture.

Yet, what if the data on circulation rates and usage is not so positive? The vibrant librarian will then use this information to reconsider some fundamental points of the school library program and employ the data as a catalyst for reform and metamorphosis of the library program.

Common Ground

Too often, principals do not understand the role of the librarian, and librarians do not understand the role of the principal. Both are trained to speak different languages with respect to their role in the school organization. Yet, in order to create a better understanding, each must learn to speak the professional language of the other. To illustrate this point, while librarians may view loss of inventory as a cost of doing library business, lost books give principals huge headaches as principals eventually have to answer to district-level administrators regarding expenditures. Librarians should always consider tying budget requests to an actionable item related to student achievement (e.g., library requests $1,000 to purchase books to support the cross-curricular project between the science and English departments) in order to show that the librarian is contributing to student achievement in a language that principals can understand.

Finally, many teachers are expert in creating a positive environment in which they become invaluable to the academic program of the school by the "above and beyond" measures, and many librarians are very effective at creating a similar dynamic. When budget cuts occur, principals make choices that they do not like to make, but these choices are an unfortunate part of their jobs. A principal will always look first to the area of least impact to the academic program, avoiding those areas in which faculty members not only perform their jobs with excellence but also contribute to the school culture by sponsoring a student organization, assisting with tutorials, attending grade-level or department meetings, or serving on a school committee.

I believe that library programs that are dynamic, vibrant, and connect to the school's mission of accountability in a tangible way will not only weather the impact of tough economic times but quite possibly may grow. Librarians who create an environment of excitement for children, similar to the excitement of the child that watched as the bookmobile arrived, will always be a most valued member of the school's academic program.

Joel Castro is principal of East Early College High School in the Houston Independent School District. . Castro reports that, "The school's librarian, Aline Baldwin, has worked tirelessly to create a vibrant library program and to do her best to educate Mr. Castro on the elements of an exciting school library program. Her work is ongoing."

Joel Castro will follow up on his article on May 12 with a webinar in TLA's Strategic Initiative Series. To register and for other CE information, visit www.txla.org/CE/index.html.

Here is a glimpse of some of the issues he will address.

1. How can librarians interact more successfully with principals?

School districts place an overwhelming amount of responsibility on principals, both in terms of accountability at the school as well as commitments to the central office. Effective librarians will provide summary reports to the principal, delivered in scheduled meetings, with succinct recommendations. Do not forget to include the "what-is-in-it-for-the-school" component, which is always a great way to promote the library program.

2. What ways can librarians capture the learning experience through libraries that would help principals describe the overall and holistic educational experience at the school?

Librarians who sponsor students organizations and activities-student literary competitions, collaborations with the local public library, poetry readings at the local bookstore, book fairs that are well-attended by both students and parents, hosting visiting authors and celebrities who promote reading – all bring interest and vibrancy to the school and the library program. And make certain that the principal knows that it was the librarian that made it all possible!

3. What would you advise to the school librarian who has trouble connecting with the school's principal?

Advice to a librarian who is simply not connecting with the school's principal – start over! Ask the principal what they want to see in the library program. The creative librarian will weave best practices into the principal's wishes for the program to create a new, positive direction. If your district has a library services department, they can be a great resource. ✪

CONFERENCE 2010

FILTERING CHAOS: FROM INFORMATION TO KNOWLEDGE

The 2010 Program Committee, led by Jana Knezek and Diane Duesterhoeft, selected the 2010 theme as a reflection of the critical role of libraries and librarians in today's information rich environment. This TLA Conference, which takes place in San Antonio, April 14 – April 17, is designed to offer high quality, diverse, and national level professional development and intellectual opportunities for attendees.

Simon, Powell, and Featured Speakers

National Public Radio's award-winning journalist Scott Simon and Julie Powell, author of *Julie & Julia: 365 Days, 524 Recipes, and 1 Tiny Apartment* (the basis for the recent hit movie featuring Meryl Streep), are this year's general session speakers.

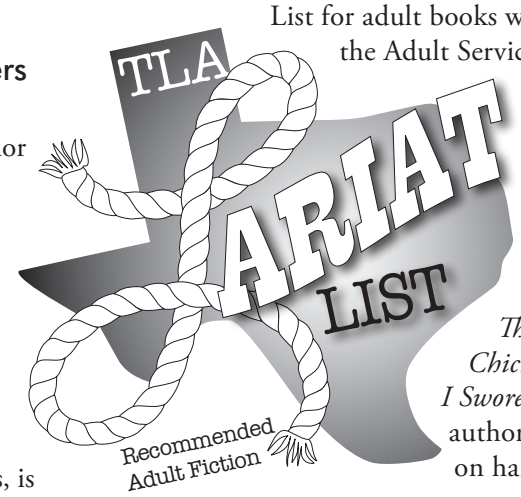
General Session I, which takes place on April 15 at 8:30 am, will feature Scott Simon, host of NPR's Weekend Edition. Simon, winner of the Peabody Award, Emmys, and countless other commendations, is one of the most recognized and respected voices in journalism today. His forthcoming book, *Baby We Were Meant for Each Other*, is scheduled for release in August 2010.

Julie Powell's mega-popular first novel serves up a unique concoction of literary genres old and new. From biography and autobiography to blogging and journalism, Julie & Julia blends diverse ingredients into a successful and fun look at the world of cooking, the life of culinary master Julia Child, and marriage and life goals. Powell's newest work is *Cleaving: A Story of Marriage, Meat, and Obsession*. Don't miss the opportunity to hear this rising star at General Session II, April 16, at 4 pm.

Other featured speakers include international best-selling author Adriana Trigiani; opening author session speakers Elizabeth Berg, Katherine Center, and Ingrid Law; authors Amy Wilson and Ken C. Davis; and Black Caucus author breakfast speakers Kadir Nelson and James Ransome. Library experts in attendance include Ginnie Cooper, director of the Washington, D.C. Public Library; ALA President Camila Alire; information systems expert Steven Bell; innovation leader Stephen Abram; futurists George Needham and Joan Frye Williams, and information policy guru Charles McClure. Rounding out the featured speakers are the irrepressible Spokane Moms – Lisa Layera Brunkan and Susan McBurney – who took on Washington State legislators in their successful campaign to support school libraries.

New This Year

Lariat Reading List and Adult Breakfast Program: At last, the grown ups have their day! TLA has rightfully earned a stellar reputation for its many outstanding youth reading lists. Now, the new Adult Services Round Table (ASRT) is conquering new territory. The inaugural Lariat Reading List for adult books will be unveiled at conference during the Adult Services Breakfast, which will take place Saturday, April 17 at 8 am. In this first year, the event will celebrate the new list (which will be introduced that morning) and will feature some of today's most compelling adult authors. Amy Wilson, the author of *When Did I Get Like This? The Screamer, the Worrier, the Dinosaur-Chicken-Nugget- Buyer, and Other Mothers I Swore I'd Never Be?*, and Ken C. Davis, author of *A Nation Rising*, will both be on hand.



TLA on Your PDA: TLA has launched its new conference scheduler: MyConferencePlanner (www.myconfplanner.txla.org). This web-based scheduler allows you to select the programs that you are interested in attending. You can then either print the schedule or download it to your iCal, gCal, or Outlook calendar. This new service allows attendees to customize a listing of their conference activities and will allow TLA to deliver real time updates of events. Changes in times or locations will be uploaded to the system, and attendees registered with a MyConfPlanner account will get notification of any changes affecting their schedule.

As TLA continues moving toward a fully green conference, MyConfPlanner will help us save trees as we will now only print one issue of The Conference Times (the onsite newsletter), which will be distributed on Wednesday and Thursday. Program changes will also be noted in the conference information area on site and, of course, in signage outside of the appropriate meeting rooms. We are excited to offer this new technology and look forward to your feedback after conference!

My TLA Homepage: TLA is currently in the middle of a massive redesign of its website. One of the key new features will be a customizable homepage for all our members. This feature will allow you to populate your TLA homepage with all the elements – groups, news, and content – that are important to you! Throughout conference, we'll be offering

beta-testing and training on this new feature. See the story in Newsnotes.

WiFi Hot Spot: You'll be able to log on to the Internet at a free wifi hot spot on the second floor near the Tower View area of the convention center.

Roving Reporters: We'll have a crew of intrepid TLA reporters roaming the conference halls to get your impressions of the conference, programs, library issues, and TLA. So, be ready for "lights, cameras, action!"

Hands-on Technology Lab: This year's conference will premiere a new type of conference program – the hands-on technology lab. Get hands-on computer training from experts in the latest technology trends, such as Google applications, creating digital book trailers, creating your own podcast, building online library communities, and more. Each lab is a stand-alone, in-depth training session lasting approximately two hours.

Returning Favorites!

Book Cart Drill Team Competition: Start your engines! Wheelies are totally allowed! The 5th Annual Demco Book Cart Drill Team Competition is on for San Antonio. Talented librarians are practicing (as you read this) in preparation of that good time, foot-stomping clash of library titans! Our competitors prove that, even in tough times, librarians know how to make a ritzy spectacular production with book carts! The competition will follow General Session II on Friday, April 16, and will be in the same ballroom. You'll be able to cheer on your colleagues, watch them on the big screen, and rest your tired feet!

Contestants will be judged on artistic impression, technical ability, best costumes, best cart decorations, and more. The first place winner also gets a chance to compete in the national book cart competition at the American Library Association world championship in June, 2010! Don't miss the chance to support your colleagues!

Diversity Fair: The Diversity Fair, which will be located in the Exhibit Hall this year, offers a wonderful forum for libraries to showcase the initiatives and programs they sponsor celebrating diversity in Texas. With growing populations in many ethnic groups, the people of Texas are dynamic and diverse, and libraries of all types throughout the state are working to serve their constituents.

The Diversity Fair showcases innovative practices and will be held Friday, April 16, from 10 am to noon. Support this important TLA event, but more importantly, support this important library commitment. Make sure the Diversity Fair is one of your conference stops!

Important Business

Awards: Of course, conference is also a time for awards and recognition. Along with TLA's association-wide awards, units will also honor the best and brightest in their ranks. TLA Awards include: Librarian of the Year, Wayne Williams Library Project of the Year, Lifetime Achievement, Outstanding Services to Libraries, Benefactor, Distinguished Service, Libraries Change Communities, and the PR Branding Iron Awards.

Spotlight On: Teens and TLA

by Valerie Jensen, chambers county library system

The Chambers County Library's Student Teen Advisory Board (S.T.A.B.) in Anahuac, Texas participates actively in planning and hosting programs at the library. In 2008, I was excited to have the opportunity to bring two of our members to the TLA Conference in Dallas. Both say their lives were never the same after attending TLA! I was serving on the Texas Teens Read! Advisory Committee (TTRAC) in 2008 when Maritza Hernandez and Ashli Pingry joined me at conference.

One defining moment for the girls was when the TTRAC committee had dinner with Rod Espinosa who created the artwork for the 2008 Texas Teens Read! program. The girls had an opportunity to talk about their love for the library and their love of Anime/Manga, which tied in perfectly since Espinosa is a Manga author/illustrator. The next day at a committee meeting, both Maritza and Ashli started bragging about their library and programs they helped shape.

As a member of the Texas Teens Read Advisory Committee, I was excited about sharing my knowledge with other librarians across the state by writing programs for the 2010 Texas Teens Read manual. I was fortunate to enlist the very enthusiastic support of Maritz and Ashli who co-authored two programs – "Anime Clubs and Conventions" and the "Let's Get Digital" – for the 2010 Texas Teens Read! (See www.tsl.state.tx.us/ld/projects/ttr/2010/index.html.)

Those two young ladies are now a senior in high school and a college student in Los Angeles. They were regular library patrons and became involved in the teen program when it began in 2005 and then remained active throughout their entire middle and high school days. Their ideas, coupled with those of the library staff, made for some awesome events at our library. I encourage librarians with active teens to listen to their ideas and consider using their expertise as "teen programmers" for future programs. Take a look at the slide show we made after TLA 2008 at http://cclteenzread.typepad.com/my_weblog/2008/04/tla-2008.html. It is such a pleasure and an honor to work with my teens!

And just as Maritza and Ashli were changed by attending TLA, their presence inspired a change! After listening to Maritza and Ashli share their experiences, the Young Adult Round Table (YART) began planning a new program designed to encourage active participation of teens in TLA conferences. The following year in 2009, YART hosted the first Texas Teens 4 Libraries (TT4L) which offers teens the opportunity to attend TLA, including sessions and the Exhibit Hall, talk informally with YA authors, and interact with other Texas young adults who share their interest in reading, technology, and libraries. Please read more about TT4L at www.txla.org/groups/yart/TexasTeens.html. I hope you will consider bringing your teens to TLA 2010 and in future years!

Exhibits

No TLA conference would be complete without extended visits to the TLA exhibits. Featuring the third largest library tradeshow in the country, the TLA exhibit hall offers over 500 companies showcasing all the latest technologies, tools, and materials needed to run Texas libraries.

Of course, you may want to get a head start on all your shopping. Everything you need – vendor names, product descriptions, hall maps, and links to companies – are available at TLA's 24/7 one stop library shop. Go to www.txla.org/conference/exhibits/exhmain.asp and click on "Shop the Exhibitors."

The TLA tradeshow and its online site are designed to provide you with multiple ways of finding the products you need. We created the Quick-Read-Guide which gives you a quick overview of some of the offerings. Whether you visit the TLA tradeshow online or at conference (or both), shopping exhibiting companies lets you save time and money!

Also, be sure to participate in the TPALS (the TLA round table for our library vendors) Passport to Win! scavenger hunt. A "Passport" form is included in each copy of the Exhibits Directory and Buyer's Guide which you will find at all exhibit hall entrances. Follow the instructions and visit all participating TPALS members' booths to be eligible for prizes. See the conference blog for details on prizes.

Sponsors

Our vendors and especially our corporate sponsors help make the TLA conference possible. We hope you all spend time perusing and shopping at the exhibit hall. Please do take a moment to thank our corporate partners for their support of Texas libraries.

For more information on the exhibiting companies, pick up an *Exhibits Directory & Buyers Guide* at the hall entrances or visit the Exhibits site on the TLA Web.

TLA 2010 EXHIBITORS As of 3/14/10

3M Library Systems
720 Design Inc.

A Train Story/Adrian Street Productions
A. Bargas & Associates, LLC
A+ Images, Inc
AAAS/Science
ABC-CLIO
The ABC's Press
ABDO iBooks
ABDO Publishing Company
Abrams Books for Young Readers/Amulet Books
Accelerated Reader
Adrian Street Productions
Advance Publishing, Inc.
Albert Whitman & Company
Alexandria by Companion Corporation
AlphaSmart, A Renaissance Learning Brand
Amber Way Jewelry Co.
America Reads Spanish
Amigos Library Services
Arte Publico Press
ARTstor
Asia for Kids/Culture for Kids/Master Comm.
Atlas Systems
ATM Tech Solutions
Audio Visual Aids Corporation
August House Audio
August House Publishers, Inc.
Authors Tim Tingle and Greg Rodgers
Auto-Graphics, Inc.
Averus Corporation Library Consulting
AWE
Azuradisc Inc.

Baci Beads, Russian Blue Diamonds
Baker & Taylor/ YBP Library Services
Barbie Smith - artist
Barker Rinker Seacat Architecture
Basch Subscriptions
Baubles, Bangles & Beads
Bayou Publishing
BBC Audiobooks America
Bearport Publishing
Bellwether Media
Benchmark Books
Bernadette Nason the Storyteller
Biblionix
Bibliotheca Inc.
Big Cozy Books
Big Top Book Fairs
Bilingual Storyteller, Sue Young
Bilingual Storyteller, Consuelo Samarripa
Bill Nye the Science Guy
Black Rabbit Books
Blackstone Audio, Inc.
Bleak World Productions
Bloomsbury Children's / Walker & Company
The Book Fair
Book And Puppet Sets
The Book Farm, Inc.
the Book House, Inc.
Book Systems, Inc.
Book Wholesalers, Inc.
Books on Tape
Bound To Stay Bound Books
Boyds Mills Press
Brainfuse
Bretford Manufacturing, Inc.
Bright Sky Press
Brilliance Audio
Britannica Digital Learning
Brodart Company
Buckstaff Company
Busca Inc.
BWI

Camcor, Inc.
Candlewick Press
Capstone Digital
Capstone Press
Career Cruising
Carolrhoda Books
Carolrhoda LAB
Carpets for Kids
Carranza Puppets
Cavendish Children's Books
CCS Presentation Systems
Celia Anderson - Author
Changeable Sign Systems
Charles Scribner's Sons
Charlesbridge
Chelsea House
Cherry Lake Publishing
Chicago One Stop/Browser Display
Children's Books All Half Price
Children's Plus, Inc.
Children's Press/Franklin Watts
Child's Play
The Child's World books
Christian Audio
Christian Large Print
Chronicle Books
CicadaSun Publishing
Cinco Puntos Press
Clarion Books
Clear-Vu
Cliphanger
Coin Copiers
CoLibri System North America Inc.
College Common Sense
ColorMarq Shelf Management ID Systems
Combined Book Exhibit
The Common Source, LP
Compass Point Books
Congressional Information Service
Consortium, Texas A&M (Texas publishers)
Cookie Lee - Rooster Morris
Cornish, DeCee - Storyteller
Cover One
Crabtree Publishing Co.
Creation Station, LLC
The Creative Company
Credo Reference
Cultural Surroundings
Culture for Kids

Dan Gibson, Storyteller
Darby Creek
Davidson Titles, Inc.
Deanan Gourmet Popcorn
DEE, Inc.
Dee's Tees
Delaney Educational Enterprises, Inc.
DEMCO, Inc.
DEMCO Library Interiors
Different Strokes
Digital Knowledge Central
Digital Library Reserve
Discovery Education
Disney Educational Productions
Disney-Hyperion Books for Children
DKC
DLB Educational Corporation
Don Sanders - Storyteller
Donna Ingham - Storyteller
DTI

East West Discovery Press
EBSCO Information Services
ediciones Lerner
Education Service Center, Region 20
Eerdmans Books for Young Readers
Elizabeth Ellis, Storyteller
Ellison
Embroideries + More
Encyclopaedia Britannica, Inc.
Engage Educational Technologies
Enslow Publishers, Inc.
EnvisionWare
Equinox Software, Inc
Equus Computer Systems
ESC Region XI
Escue & Associates
Estey

FactCite: Lincoln eLibrary
Facts On File
Farrar, Straus & Giroux Books for Young Readers
Fax24 Public Fax Service
Feiwel and Friends
Films Media Group
Firefly Books, Ltd.
Five Star
Follett Library Resources
Follett Software Company
Fort Worth Public Library
Friend, Rhonda - children's author
Frozen Light
Fulcrum Books
Fund Resources/Adventure Land Book Fairs

Gale Cengage Learning
Gamadin Sci-Fi Adventure Book Series
Gareth Stevens Publishing, Inc.
Garrett Book Company
Gaylord Bros., Inc.
The Gift Solution
Gomez Floor Coverings, Inc.
Grammardog.com LLC
Grand Prairie ISD
Graphic Universe
Great American Opportunities
Greenhaven Press
Greenleaf Book Group
Greenwood Press
Greg Escue & Associates
Greg Rodgers, Choctaw author
Grey House Publishing
Grolier Publishing Company/Grolier Online
Groundwood Books
Gumdrop Books

Hachette Book Group
Hank the Cowdog
Harcourt Children's Books
Harcourt Outlines, Inc.
HarperCollins Children's Books
HarperCollins Publishers
Heinemann-Raintree
Henry Holt & Company
Hidell Associates Architects
Highsmith
Holiday House
The Horn Book, Inc.
Houghton Mifflin Harcourt

IFS
iLearning Gateway
INDECO Sales / Maco Manufacturing
Independent Publishers Group
Infinite Furniture Solutions
Infobase Publishing
ILS
Ingram Library Services Inc.
Innovative Interfaces, Inc.
Integrated Technology Group

Janaway Publishing, Inc.
Jasper Chair Company
JFJ Disc Repair
Jiaan Powers, A Teller and A Teacher of Story
Julian Franklin-Library Rat
Junior Library Guild

K-12 Databases Program / Digital Knowledge Central
KAPCO Book Protection
Kennebec Large Print
Ketner, Mary Grace - Storyteller
KidHaven Press
Kids Can Press
Kingfisher
Kingsley
KO Kids
Komatsu Architecture

L4U - Library 4 Universal
Lakeshore Learning Materials
Large Print Press
Laser Made Frames
LAT
Laurel Burch Totes
Lawrence J. Clark - Singing Poet
LE@D (Lifelong Education @ Desk)
Learning ZoneXpress
Lectorum Publications, Inc.
Lerner Publishing Group
LexisNexis
LibLime
Libraries Unlimited/Linworth
Library Bureau
Library Design Systems
Library Interiors - Vance Hunt & Associates
Library Interiors Of Texas
Library Rat
The Library Store, Inc
LibrarySkills, Inc.
LibraryWebPages.com
Libra-Tech Corporation
Lincoln Library Press, Inc.
Listening Library
Little, Brown Books for Young Readers
LLibrary Integrated Solutions & Assoc. Inc.
Lorito Books
Lucas Miller - the "Singing Zoologist"
Lucent Books

Mackin Library Media
Macmillan - Adult
Macmillan Reference USA
Magazine Subscription Service Agency
Magic Wagon
Mango Languages
Mansfield University School Library & Information Technologies
MARCIVE, Inc.
Margaret Clauder Presents Mother Goose and THE Bookworm
Marshall Cavendish Corporation
Marshall Cavendish Digital
Martha Hannah, Medieval Comedienne & Stand-Up Historian
Mason Crest Publishers
Master Audio Visuals, Inc.
Mathew Price Ltd
Matthew Gollub, Dynamic Author Assemblies
Maverick Books, Inc.
McDermott, Tom Storyteller
Media Flex - OPALS - CERF
Medieval Comedienne
Merriam-Webster
MerryMakers, Inc.
Midwest Tape
Millbrook Press
Miller, Lucas - "Singing Zoologist"
Milliken Carpet
Mitinet, Inc.
Moody Publishers
Moody Video
Morgan Reynolds Publishing
Music Library Association - Texas Chapter

National Federation of the Blind of Texas, Newsline
National Geographic Children's Books
National Library of Medicine
NBC Learn
netTrekker
The New York Times
Newbart Products
NewsBank, Inc.
Noda Audio Visual, LLC
Northern Micrographics
Norwood House Press
N'Take EcoDurable Products

Oasis Audio
OCLC
Orca Book Publishers
Otter Creek Press
OverDrive Inc.
Overlooked Books
OwlKids Books
Oxford University Press

Palo Alto College
Peachtree Publishers, Ltd.
Pelican Publishing Company
Penguin Young Readers Group
The Penworthy Company
Perma-Bound Books
Picture Window Books
Piel Canela Peru
Pillow Pets
Pinata Books
Plunkett Research, Ltd.
Polaris Library Systems
Possum Grape RHK
Power Kids
Priddy Books
Primary Source Media
Pro Forma Architecture, Inc.
ProQuest
PSA-Dewberry
Publishers Group West
Puppets At Half Price

QSP/TIME INC
Quality Books, Inc.

Rainbow Book Company
Ram Materials LLC
Rand McNally & Company
Randolph Rose Collection
Random House Children's Books
Random House Large Print Books
Random House Library & Academic Marketing
Random House, Inc.
Read Across the Prairie
Readex
ReadHowYouWant
Reading is MAGIC/Stanton Magic
Recorded Books, LLC
Region 20 ESC
Renaissance
Renaissance Learning
Rhode Island Novelty
Rhonda Friend - children's author
Richardson's Distribution & Books Inc.
Rising Star Education
Roaring Brook Press
Robin's Nest - Custom Glitter Names & Designer Crosses
RockSports
Rooster Morris - Cookie Lee
Rosen Publishing/Power Kids
Rourke Publishing Group
RTI - Disc Repair

SAFARI Montage
Salem Press
Sam Houston State University - Dept. of LS
Sauder
Save Half on Books
SCBWI - Texas
Schirmer Reference
Scholastic Book Fairs, Inc.
Scholastic Classroom & Library Group
Scholastic Trade Books
School Library Journal/ Library Journal
Sebco Books
Sentry Technology Corp.
Shakespeare Man
Sharpe Reference
Showcases
Silpada Designs
Simon & Schuster Children's Publishing
Singing Poet Guy, Lawrence J. Clark
SirsiDynix
SJB Productions
Sleeping Bear Press
SMART Technologies
SmithGroup/F&S
Society of Children's Book Writers and Illustrators - Texas Chapters
Sommer-Time Story Series
Sourcebooks, Inc.
Southwest Book Company
Spacesaver/Southwest Solutions Group
Spoken Arts
Spotlight
Square Fish
Standard & Poor's
Star Book Sales
Star Bright Books
State Securities Board
Sterling Publishing Co., Inc.
Stone Arch Books
Stop Falling Productions
Storybook Theatre
Storyteller, Dan Gibson
Storyteller, Decee Cornish, Urban Griot
Storyteller, Jiaan Powers
Storyteller, Mary Grace Ketner
Storyteller, Tom McDermott
Storytellers, Donna Ingham and Don Sanders
Sue Young, Bilingual Storyteller
Sunflower Seeds Press
Susan Blankenship - artist
Stephen Swinburne Children's Books
Sylvan Dell Publishing

T.R. Books
TAG - Texas Authors Group
Take Care of Texas
TAMU
TeachingBooks.net
Tech Logic
Tejas Storytelling Association
TELL ME MORE
Tempie Rene Publishing
Ten Speed Press
TESCO Industries, Inc.
Texas A&M University Press
Texas Authors Group (TAG)
Texas Book Consignments
Texas Book Festival
Texas Center for the Book at the Dallas Public Library
Texas Christian University Press
Texas Educational Technology Purchasing Consortium
Texas Municipal Courts Education Center
Texas PTA
Texas State Library and Archives Commission
Texas State Securities Board
Texas Tech University Press
Texas Trails Books
Texas Woman's University - School of LIS
Texasoverlookedbooks.com
TexShare K-12
Textbook Tracker by COMPanion Corp.
Texwood Library Furniture
That's Me, Too!
Thorndike Press
Tim Tingle, Choctaw author

TLA-SPONSORED EXHIBITORS:

TLA 2011 - Austin
Black Caucus Round Table
Library Support Staff Round Table
New Members Round Table
Reference Round Table
Small Community Libraries Round Table
Texas Professional Association for Library Sales Round Table (TPALS)
Young Adult Round Table
TLC - The Library Corporation
Tocker Foundation
Tortuga Press / Matthew Gollub, Dynamic Author Assemblies
Townsend Press
Troxell Communications, Inc.
TSTC Publishing
TTUP
Twayne Publishers
Twenty-First Century Books
Twice Upon A Time Storytellers

U*X*L
University of North Texas College of Information
University of North Texas Press
University of Texas Press
Unshelved
UNT - LE@D
Upstart

Vance Hunt Libraries
Vernon Library Supplies
VIS Enterprises
Visual Techniques, Inc.
VIZ Media, LLC
VTLS, Inc.

Walker Books for Young Readers / Bloomsbury
Weigl Publishers Inc.
Wheeler Publishing
H.W. Wilson Company
Wings Press
Women's Storybook Project of Texas
World Book Dramatic Learning
World Book, Inc.
World of Words Publishing
Worthington Contract Furniture
WT.Cox Subscriptions, Inc.

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INTELLECTUAL FREEDOM
– *An Academic Responsibility*

by Joe Dahlstrom

Did your library do something to celebrate Banned Books Week last fall? What are you doing to promote the concept of intellectual freedom on your campus? We (the Victoria College/University of Houston-Victoria Library) held our first Banned Books Week Read-Out last September. Since this was the first event of this type, we had no idea of what sort of attendance we would have and were pleased that we drew participation from students, faculty, staff, and administration reading passages from challenged books and viewing clips from movies that have been banned somewhere in the United States. We received favorable publicity in the local media, resulting from initial publicity that the library provided for the UH-Victoria president's blog (www.victoriaadvocate.com/weblogs/hudson-on-higher-learning/2009/sep/23/banned-books-week/). We consider the event a total success and a very good beginning. We are already beginning our planning for next year and are committed to make this an annual event.

Too often, we think of intellectual freedom as an issue solely related to public and school libraries. That is somewhat understandable since most of the attempts to remove library materials from library collections are directed at public and school libraries. According to the American Library Association's statistics collected over 14 years, only about 2% of the challenges are directed at academic institutions or academic libraries.[1] While academic libraries do need to address censorship attempts from time to time, perhaps the most frequent intellectual freedom issue on most college and university campuses is privacy. This can include the privacy of library circulation records, computer usage records, the inappropriate uses of social security numbers, and security issues relating to the privacy of user logins and passwords.

Privacy has become an important topic in recent years through the use (and misuse) of National Security Letters authorized by the PATRIOT ACT to allow the Federal Bureau of Investigation greater power to demand personal information about individuals without prior court approval. (I have not received a letter but, because of the "gag" order that accompanies National Security letters, if I had received one, I could not tell you!)

An appropriate way to raise an awareness of privacy issues would be to promote "Choose Privacy Week" (www.privacyrevolution.org/) on your campus. Choose Privacy Week, May 2-8, is sponsored by the American Library Association's Office of Intellectual Freedom, with support from other groups. This would be an appropriate time to raise awareness on your campus of these issues, as well as

Joe Dahlstrom, Director of Libraries, and Tim Hudson, UH-Victoria President, are among those listening to a reading by Lisa DeVries, Victoria College English faculty member.

privacy issues relating to personal information that may be provided through social networking and online purchasing.

Information on intellectual freedom issues, as well as ways to report challenges to library materials, may be found through ALA's Office of Intellectual Freedom (www.ala.org/ala/aboutala/offices/oif/index.cfm), ALA's advocacy webpage (www.ala.org/ala/issuesadvocacy/index.cfm) and TLA's Intellectual Freedom Committee (www.txla.org/groups/committees/IF/index.html). Additionally, the Association of College and Research Libraries (ACRL) has an Intellectual Freedom Committee. Its website provides the following document: "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights" (http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/intellectual.cfm). One of the primary ways the library profession and the publishing industry fights censorship and other challenges to our First Amendment rights is through the Freedom to Read Foundation (www.ala.org/ala/mgrps/affiliates/relatedgroups/freedomtoreadfoundation/index.cfm). The Foundation, incorporated in 1969, has four purposes. They are:

- Promoting and protecting the freedom of speech and of the press;
- Protecting the public's right of access to information and materials stored in the nation's libraries;
- Safeguarding libraries' right to disseminate all materials contained in their collections; and
- Supporting libraries and librarians in their defense of First Amendment rights by supplying them with legal counsel or the means to secure it.

The Foundation frequently participates in federal litigation dealing with freedom of speech and the press and provides grants to individuals and groups to aid them in litigation. Another area of support administered through the Freedom to Read Foundation is the Leroy C. Merritt Humanitarian Fund (www.ala.org/ala/mgrps/affiliates/relatedgroups/merrittfund/merritthumanitarian.cfm). The Merritt Humanitarian Fund, founded in 1970, provides funding for those denied employment rights because of defense of intellectual freedom.

One good way to keep track of privacy, First Amendment, and other intellectual freedom issues is through Twitter. I recommend the following for this:

- ALA Office of Intellectual Freedom: http://twitter.com/oif
- Freedom to Read Foundation: http://twitter.com/ftrf
- ALA's Privacy Revolution: http://twitter.com/privacyala

Twitter messages (tweets) from these organizations frequently include links to articles, news reports, and blogs that provide additional information on the subject of the Twitter message.

Until recently, only the occasional journal article has been written about issues of intellectual freedom in academic libraries. In 2009, the American Library Association published *Protecting Intellectual Freedom in Your Academic Library* (ISBN-13: 978-0-8389-3580-4). The author, Barbara M. Jones, has just been selected as the director of ALA's Office of Intellectual Freedom and as executive director of the Freedom to Read Foundation. This book provides background on intellectual freedom in academic libraries and includes sections on intellectual freedom issues in collection development, Internet access, exhibit spaces and programs, and privacy and confidentiality. This title is worthy of consideration for your professional collection.

Academic librarians should be prepared to fight attacks on First Amendment rights as well as to raise awareness on your campus of these constitutional rights. Academic librarians have a higher calling – to educate our students about the importance of intellectual freedom, academic freedom, and First Amendment rights in general. Because of the close ties between academic freedom and intellectual freedom, members of the teaching faculty should be natural allies in this education. Unless we provide this education, how else will students – our next generation of leaders – learn the importance of these rights?

I encourage and challenge academic librarians to include intellectual freedom in our library instruction, solicit support from teaching faculty and administrators, and plan library events and speakers around First Amendment topics. Banned Books Week and Choose Privacy Week are great opportunities to do this.

Joe Dahlstrom is director of libraries at Victoria College and the University of Houston-Victoria.

Endnote

1 American Library Association, *Challenges by Type*, (www.ala.org/ala/issuesadvocacy/banned/frequentlychallenged/challengesbytype/index.cfm).

Libraries as a Catalyst for Economic Growth and Community Development:

A Mayor's Summit on Public Libraries

by Elizabeth Graham and Roberta Sparks

Editor's Note: "Libraries as a Catalyst for Economic Growth and Community Development" is a summit that will be presented in May by San Antonio Mayor Julián Castro, the San Antonio Public Library, and the San Antonio Public Library Foundation.

The shifting landscape of global economic power and the ongoing economic downturn have changed the needs of businesses and communities worldwide. In the sphere of libraries, these events are reshaping the role of public libraries, which are also adapting to changes in technology and the new possibilities open to libraries in this dynamic and demanding environment.

In May 2010, San Antonio Mayor Julián Castro, the San Antonio Public Library, and the San Antonio Public Library Foundation will stage a summit exploring the new ways libraries contribute to the growth and development of their communities. Bringing together experts from across the world, the Mayor's Summit on Libraries will give San Antonio decision-makers an in-depth look at how libraries are supporting economic growth and community development in countries as far-flung as Korea, Great Britain, Colombia, and China.

- South Korea is using libraries and technology to drive economic development. In Seoul, the National Digital Library (the Dibrary), adjacent to the National Library, combines an eight-story, 409,000-square-foot technological wonderland with an online archive of digital content. Library users can create and edit their own digital content, conduct digital meetings, or use one of the 252 computers to access the National Library's entire collection, containing more than 380,000 e-books.
- In the United Kingdom, Birmingham, England, the construction of a new 333,000-square-foot library is central to the city's renewal. Located in the city's center, "the Library of Birmingham is a flagship project of the Big City Plan, focusing on the regeneration of the city, the most far-reaching city centre development project ever undertaken in the UK. The Big City Plan will drive forward the next 20 years of development in central Birmingham to revive and open up whole areas of the city with a £17 billion investment and the aim of creating 43,000 jobs for Birmingham people," according to city leaders. (See http://libraryofbirmingham.com/?page_id=224.)
- In Medellin, a city once fractured by violence, the library – a 2009 recipient of the Gates Foundation "Access to Learning" Award – has become a powerful symbol of community building. In describing this process, the Gates Foundation noted, "In the early 2000s, government officials, community leaders and residents came together to build a future for their city. Their plan included using technology to increase the transparency of government, develop a competitive business environment and improve education."
- As a country with a young and growing population, China is investing heavily in public libraries to support public education, innovation, and entrepreneurship. This year, Shanghai will host the World Expo 2010, an exploration of urban life now and in the future. A representative of the Shanghai Library will attend the San Antonio Summit on Libraries to discuss innovation, creativity and entrepreneurship, the Shanghai Library's three-phased approach to urban development.

"The San Antonio Public Library has so much to offer our community in terms of economic development, workforce development, and education, that we thought it would be useful for our leaders to see how other cities are taking advantage of their library resources," said Library Board Chair Jean Brady. "We are grateful to the San Antonio Public Library Foundation for organizing this unique opportunity."

Library Director Ramiro S. Salazar noted, "In my career, I have been fortunate enough to work in a number of diverse communities and to visit others. In each case, the library has played a crucial role in the life of that community. It is our hope that the Mayor's Summit on Libraries will create a synergy among government agencies, educational agencies, and the private sector to capitalize on the many resources offered by the San Antonio Public Library."

The three-day summit will allow representatives from South Korea, China, Great Britain and Colombia to meet with the San Antonio Public Library Board, administration, and staff, as well as with library stakeholders and community leaders in the fields of government, business, and education, to see how libraries are transforming communities.

Members of the Texas Library Association can also participate in the discussion via a webinar sponsored by the Urban Libraries Council, to be broadcast from 2:00 to 3:30

p.m. Central Daylight Time on Wednesday, May 19. For registration information, please contact Veronda Pitchford, vice-president of Urban Libraries Council, membership and communications, (312) 676-0999, e-mail vjpitchford@urbanlibraries.org.

Presenting partners for "Libraries as a Catalyst for Economic Growth and Community Development" include the Office of the Mayor, San Antonio, Texas; the San Antonio Public Library; the San Antonio Public Library Foundation; the Transatlantic Cities Network of the German Marshall Fund; the East Asia Institute, University of Texas at San Antonio; the International and Economic Development Department, City of San Antonio; and the Free Trade Alliance San Antonio. Sponsors include the John and Florence Newman Foundation, the Friends of the San Antonio Public Library, the Urban Libraries Council, the Bexar County Commissioners Court, Bill Salomon, Dan Jacob, Eugene Ames III, Dennis Martínez, the Southwest School of Art and Craft, and the Wood Agency. ✪

Elizabeth Graham is the public relations officer for San Antonio Public Library (SAPL).

Roberta Sparks is the special projects manager for SAPL.

MyTLA

TLJ newsnotes

The TLA website is getting a new look and functionality. The association will unveil a beta version of its new website during conference. The TLA website is being reconfigured with Drupal, an open source content management system that will allow for increased search abilities, greater consistency between TLA and unit pages, simplification of navigation, and an easier means for the creation of new content. Additionally, TLA has contracted with NFi Studios of Florida for the implementation of MyTLA, a module that will allow members greater and more dynamic communication with one another.

MyTLA is built like a hybrid of social networking sites. It will allow TLA members to build customizable profiles and preferences. You will be able to form whole new groups with other members with whom you share interests. You'll be able to upload resources and get content alerts when something is added to the website that may be of interest to you. And, of course, you will have control over your privacy and settings.

The TLA Website Redesign Task Force, a group of representative members, has advised the project on goals, design, functionality, navigation, and taxonomy. The live launch date is set for just after conference. Over the coming months, TLA will work with NFi Studios to build out additional phases of the new website.

During conference, any member is welcome to stop by the MyTLA Hotspot, which will be located by the Market Street Lobby entrance, for a quick tour of the new website and training on MyTLA. TLA will also conduct a usability study on the beta version of the website during conference. We are anxious to hear your feedback, so please stop by the MyTLA Hotspot for your chance to create your MyTLA page.

TLA will also host a virtual ribbon cutting of the new website on Thursday morning right after General Session I. The event will take place at the MyTLA Hotspot. Be there for a fun celebration of TLA's Web future!

TLA 2010 Corporate Sponsors

DIAMOND LEVEL

Capstone
Capstone Press • Compass Point Books • Picture Window Books • Stone Arch Books

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LEGISLATIVE AND POLICY *Update*

STATE ISSUES

Budget Matters

Earlier this year, the Legislative Budget Board and the Office of the Governor requested each state agency and state institution of higher education to submit plans for reducing current biennium spending by 5% of the state's general revenue funding.

The Texas Education Agency (TEA) proposed budget can be accessed at http://ritter.tea.state.tx.us/lar/FivePrecentReductionTEAl.pdf. The total proposed cut equals $135,247,589 over the biennium, of which $32,972,433 would be taken from the 2010 fiscal year, and $102,575,823 would be taken from fiscal year 2011. The cuts are spread across 30 programs, including textbook and reading materials, the science lab grant program, TEA administration, the Texas high school initiative-counselor training program for college preparation, and middle school physical education and fitness (among others). None of the proposed cuts are directed towards statewide school library resources.

For the Texas State Library and Archives Commission, this 5% reduction represents just over $2 million over the biennium, with most of the funds being taken from the 2011 budget as grant funds for 2010 have already been distributed. Most of the proposed reductions are targeted toward the areas where the agency received funding increases in the most recent biennium. The proposed reductions include: $100,000 from the operating budgets of the divisions; $4,432 from the Texas Reads Grant Program; $1.4 million from the Loan Star Libraries Grant Program in FY2011; $75,000 from the newly appropriated funding for the Talking Book Program; and $350,750 from the newly-appropriated funds for

the System Negotiated Grant Program (SyNG) in FY2011. The agency will add $100,000 in new federal funds to the SyNG program to partially offset this loss of General Revenue funding. The full plan is available at: http://www.tsl.state.tx.us/agency/budget/fy1011/budget_reduction2010.pdf.

At this time, no direction has been forthcoming to state agencies to implement the proposed cuts. While stakeholders are hoping that the cuts will not be implemented, the budget situation is very tight. Current state projections calculate the deficit for the next biennium to range from $10 to $20 billion. We are urging lawmakers to consider that, while even if all of the agencies implement the proposed cuts, only about $1 billion will be saved; but, the negative impact on the people of Texas will be damaging and long lasting.

Telecommunications Issues

The Public Utilities Commission is undergoing Sunset Review. The Texas Library Association has filed comments in this process underscoring the ongoing need for the state's telecommunication discount program for libraries, schools, institutions of higher education, and hospitals.

Along with this process, the library community should note that current statute guarantees that state telecommunications discounts (under Chapters 58 and 59 of the Utilities Code) be continued through January 1, 2012. The education community must start planning now to ensure that school and libraries are able to continue affording advanced telecommunications services beyond that date.

We ask that librarians contact their IT departments to find out how much the library's telecommunications services are discounted through the state's current discount program. It is critical for local decision-makers to understand the fiscal impact on current operations if these discounts are no longer available after January 1, 2012.

Broadband

The Texas State Library and Archives Commission is working on a grant application to the National Telecommunications and Information Administration (NTIA) under the Broadband Technologies Opportunity Program (BTOP) to support public computing centers throughout the state. TSLAC is working with public libraries throughout the state that want to be a part of the broad application packet.

The grant application is to be submitted in the second round of grants to be funded through the federal broadband initiative created under the stimulus program created last year. Texas received limited funding in the first round of funding, although the state submitted many proposals. Library supporters have urged NTIA to focus the grant programs to assist public centers of information and technology.

FEDERAL ISSUES

Budget Matters

The President's proposed federal budget for fiscal year 2011 would severely endanger library funding. The proposed budget calls for a consolidation of federal funds which would remove directed funding for school library programs through the Improving Literacy through School Libraries Act (a grant program for school libraries). The President's budget also calls for a freeze of federal library funding under the Library Services and Technology Act (LSTA), the primary source of federal funding for public libraries.

The American Library Association (ALA) has issued a press release urging that federal funding for libraries be restored.

We expect these proposed budget cuts will form a major component of ALA's agenda for National Library Legislative Day (see below).

These federal cuts compound state and local cuts, and could not come at a worse possible time. As our schools are struggling to keep staff, public libraries are fighting to keep from cutting additional library hours, materials, and personnel.

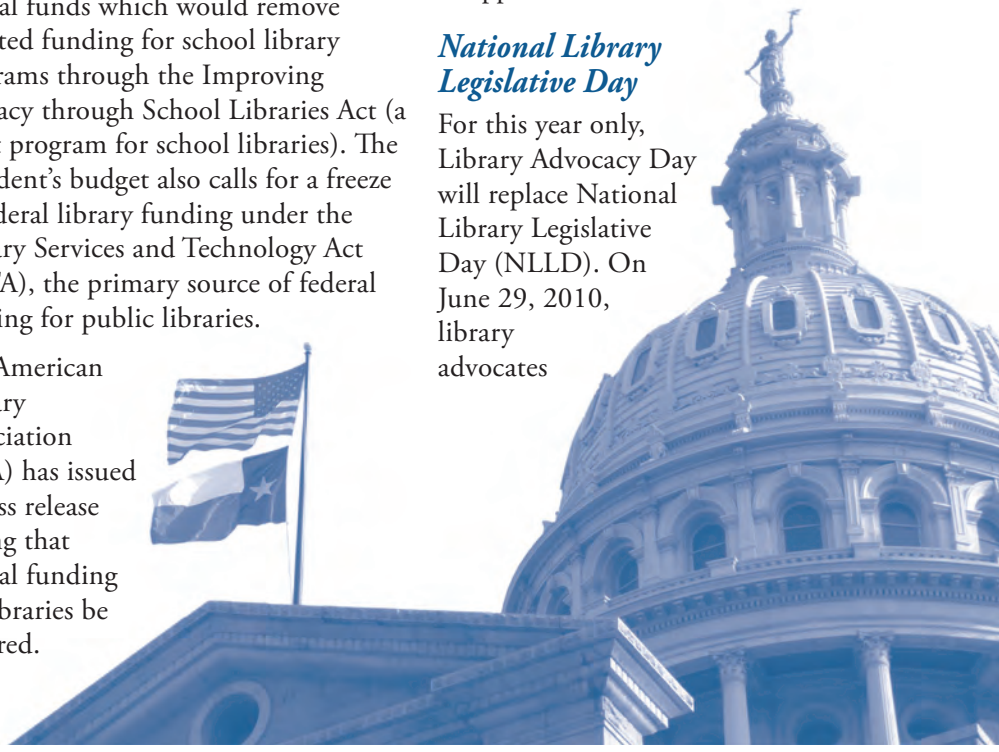
PATRIOT ACT Reauthorization

The U.S. Senate voted to continue key provisions of the PATRIOT ACT for another year. The extended requirements include those provisions the library community rallied against. Press reports cite the staunch position of Republican lawmakers and the need by Democratic lawmakers to continue the legislation given the political climate in the wake of recent averted terrorist threats.

According to the *Digital Journal*, "The approval has upset many liberals in the US, such as the American Library Association. The group's chief, Lynne Bradley, said her faction understands the Democratic Leadership had to reauthorize the bill 'but that doesn't take away the disappointment we have.'"

National Library Legislative Day

For this year only, Library Advocacy Day will replace National Library Legislative Day (NLLD). On June 29, 2010, library advocates



from all 50 states and Washington, D.C. will meet at Upper Senate Park on the U.S. Capitol grounds. The event, which will begin at 11 a.m., will feature guest speakers, photo ops, and a chance to cheer on libraries! After the rally, participants will meet with their elected officials and their staffs.

Rhoda Goldberg is the coordinator for Texas. Please contact her is you are planning to participate in National Library Legislative Day. You will need to register and receive materials and training for visiting with elected officials. The Texas Coordinator will make all of the appointments for visiting with U.S. Representatives and Senators from Texas. She may be reached at rgoldber@hcpl.net.

For more information, go to: http://www.ala.org/ala/issuesadvocacy/advocacy/libraryadvocacyday/index.cfm.

For details on other federal legislation, including net neutrality proposals, go to http://www.ala.org/ala/aboutala/offices/wo/index.cfm.

CALL TO ACTION

With all of the devastating budget cuts being proposed on the state and federal level, we urge all library supporters to take the time to contact their state and U.S. elected officials to urge them to support library programs. We need funding restored for school and public libraries.

An important tool to help in this process will take April 26 – May 7, 2010. The Texas library community will join many other states in conducting a Library Snapshot Day. During this time period, libraries will select one day to take a "snapshot" of activities. Data from this event can be invaluable as we contact elected officials to urge the reinstatement of funding for critical library programs. See article at the end of Newsnotes.

Our message is simple: ***Don't cut funding for our library programs. Library services are needed more than ever!***

Spotlight on: HPL Launches the Houston Oral History Project

Teachers and students looking for first-person accounts of Houston's history now have a new source: the Houston Oral History Project (HOHP). An initiative of the Houston Public Library, the HOHP provides access to Web-based resources that celebrate and preserve the history of the city through the stories and experiences of its residents. The oral histories added to HOHP include searchable transcripts for the collection and are included in the fully searchable online archive at www.houstonoralhistory.org.

The HOHP consists of several parts: The Mayor Bill White Collection, the Neighborhood Voices tapes, and the HMRC Oral Histories. Through the HOHP, the existing Oral History Collection at the Houston Public Library's Houston Metropolitan Research Center (HMRC) is being digitized, and new interviews are being added. The existing HMRC Oral Histories date back several decades (to the 1970s and 1980s) and were created under the direction of Louis Marchiafava. The HMRC collection contains interviews with artists, musicians, civil rights activists, politicians, and civic leaders who helped define the growth and history of the city.

New oral histories have been added to the project through two new collections: The Mayor Bill White Collection and the Neighborhood Voices tapes. Former Houston Mayor Bill White commissioned 100 initial interviews for The Mayor Bill White Collection, directing that it include well-known civic, political, business, and civic leaders as well as witnesses to the events that shaped our city. In addition, in the summer of 2008, the Houston Public Library invited citizens to visit library locations throughout the city to record their own brief recollections about life in Houston, creating The Neighborhood Voices tapes. The 56 completed video interviews include Houstonians from different parts of the city, sharing their stories on Houston and its history.

The HOHP is a collaborative effort among the City of Houston, the Houston Public Library, the Mayor's Office of Cultural Affairs, and the University of Houston (UH); the UH participation was directed by Joe Pratt, professor in the History Department. Outside funding came from a TexTreasures grant from the Texas State Library and Archives Commission, the Friends of the Texas Room, the Houston Public Library Foundation Cullinan Endowment, and the Houston Oral History Project for the digitization of the HMRC collection.

TBA WINNER!

The winner of the 2009-2010 Texas Bluebonnet Award is *Help Me Mr. Mutt*! This book won with 31,933 votes. In second place was *Martina the Beautiful Cockroach* with 19,791 votes; third place was *Alvin Ho* with 16,251.

The award will be presented to Janet Stevens and Susan Stevens Crummel at the popular Texas Bluebonnet Award luncheon on April 16 at TLA's annual conference in San Antonio. This is the second time this creative duo has claimed this children's choice award.

CONTINUING EDUCATION corner

TLA has a wealth of exciting CE opportunities for members over the coming months. Check out the great array of programming to help you learn at your desktop!

For pricing information and to register, go to: www.txla.org/CE/index.html. Please note that virtual "seating" is limited to the first 150 registrants. CE credit is available to webinar registrants. TLA is recognized CE provider by the State Board for Educator Certification and the Texas State Library and Archives Commission.

TLA STRATEGIC INITIATIVE SERIES

(Registration for this series is free to TLA members!)

Spring Quarter: Leadership!

Leadership in Today's Academic Libraries

Building on her discussion in the *Texas Library Journal,* Sullivan will address the following questions: 1) What does leadership mean in academic libraries today (for administrators, staff, and organizations)? 2) How can we build leadership development into work practices and how do we assess leadership/leadership development (including in staff reviews)? 3) Once we mature in our leadership abilities, what comes next? There will be a Q&A after each segment.

Presenter: Maureen Sullivan, ACRL Academic Librarian of the Year, Consultant

DATE: Monday, May 3, 2 pm (CST)

Are We Speaking the Same Language? Librarians, Principals, the School Library Program, and Taking the Lead"

Castro follows up on his article and addresses issue of how school librarians can build their relationship with principals and provide meaningful information to administrators that help build awareness about the library's value. He will also address how librarians can be indispensable to the learning environment.

Presenter: Joel Castro, Principal, East Early College High School in the Houston Independent School District

DATE: May 12, 3:30 pm (CST)

Serving Diverse Communities: A Case Study in Leadership Through Continuous Learning

Join Molly Raphael and Rita Jimenez as they talk about taking the leadership in serving diverse communities and detail many of the programs at the Multnomah County Library. A Q&A will follow the discussion.

Presenter: Molly Raphael, Retired Director of the Multnomah County Library (Portland, OR) and Rita Jimenez, MCL Director of Neighborhood Libraries

DATE:: May 24, 2 pm (CST)

PREMIUM WEBINAR SERIES

Management Essentials – This five-part series (you can register for one, several, or all of the components) offers an in-depth look at some of the toughest management areas for libraries. Nationally-recognized management trainer Julie Todaro covers the essentials of sound policy and best practices in these areas.

Presenter: Julie Todaro, Dean of Library Services, Austin Community College

- April 28, 2 pm (CST) – ***Justifying Budgets in Good Times and Bad***
- May 11, 2 pm (CST) – ***Basic Supervision, Your First Experience as a Supervisor***
- May 17, 2 pm (CST) – ***Recruiting, Hiring, Coaching, and Firing***
- June 8, 2 pm (CST) – ***Measuring Employee and Volunteer Performance***
- June 15, 2 pm (CST) – ***Communication in the Workplace***

Getting a Handle on Copyright

This six-part series (you can register for one, several, or all of the components) covers general copyright principles, the application of current copyright laws in your library, addresses the use of various types of library materials and applicable copyright policies, and reviews the possible implication of social media, libraries, and copyright laws. The series components will be tailored for public and school libraries. A segment will be scheduled monthly beginning in May. The first installment will be on May 10, 2 pm: "Basic Copyright Issues." Check the TLA CE webpage for additional information.

Presenter: Gretchen McCord Hoffmann, Attorney at Law, Specialist in Copyright Matters

Digital Peeks: Book Trailers for Your Website

Naomi Bates offers this encore of her sold out TLA conference hands-on lab session. She'll cover creating engaging and exciting visual previews of some of the best titles in your collection. Learn how to become a digital media producer in a few easy steps and extend your reach to users outside the library. Sample videos will be available online for registrants to preview before the webinar.

Presenter: Naomi Bates, Northwest High School Library (Justin)

DATE: May 4, 3:30 pm (CST)

DISASTER RELIEF

The TLA Disaster Relief Committee was created to support libraries in the wake of natural disasters. Since its inception, the Committee has overseen the grant program made possible through the Disaster Relief Fund. Fundraisers for this effort have included art auctions and TLA calendars. Don't forget to purchase your raffle ticket and copy of the *Tattooed Ladies of TLA Calendar* at conference.

We need to replenish this account so that TLA can be positioned to offer support to libraries when the next disaster strikes. To date, the Association has made grants totaling over $68,000. To find about how to apply for grants and for resources, see the committee's webpage at: www.txla.org/groups/committees/relief/index.html.

Texas Heritage Digitization Initiative is now:

The board of directors for the Texas Heritage Digitization Initiative approved a name change to Texas Heritage Online (THO). The announcement was made at its annual meeting held on February 5th, 2010.

The vision and mission of Texas Heritage Online is to offer unified access to cultural heritage resources held by Texas institutions and to promote collaboration among these institutions by establishing common standards, sharing best practices, and facilitating cooperative funding to provide online access to cultural heritage resources. A federated Web search application of the same name is available at: www.texasheritageonline.org.

Celebrate!

El día de los niños/El día de los libros (Children's Day/Book Day), known as Día, is a celebration EVERY DAY of children, families, and reading that culminates each year on April 30. The celebration emphasizes the importance of advocating literacy for children of all linguistic and cultural backgrounds.

Check out these great resources!

American Library Association
www.ala.org/ala/mgrps/divs/alsc/initiatives/diadelosninos/index.cfm

Pat Mora's Website
www.patmora.com/dia/dia_history.htm

TSLAC *(Texas State Library & Archives Commission)*
http://www.tsl.state.tx.us/ld/projects/ninos/

TALL Texans Class of 2010

The newest class of TALL Texan has been selected. Participating in the Leadership Development Institute this summer are:

Stacy Cameron, District Librarian, Prosper ISD

Marnie Cushing, Librarian, Mesquite ISD

Joe Dobbs, Virtual Reference Coordinator, UT Austin

Eric Frierson, Reference & Instruction Librarian, UT Arlington

Libby Holtman, Library Manager, Plano Public Library System

Devery Johnson, Outreach Coordinator, Montgomery County Memorial Library System

Didi Morganti, Branch Manager, San Antonio Public Library

Sarah Naper, Government Documents Librarian, Texas State University

Amy Pittman-Hassett, Access Services Librarian, William T. Cozby Public Library, Coppell

Dede Rios, Director of Library Services, Bruce A. Garrett Medical Library, San Antonio

Cindy Rogers, PK-12 Librarian, IDEA Academy, Donna

Martha Rossi, Library Services & Media Specialist, Education Service Center 20, San Antonio

Roberto Salinas, Branch Manager, Dallas Public Library

Liz Sargent, Special Collections Librarian, Houston Public Library
Melanie Scales, Librarian, Spring Branch ISD, Houston

David Schuster, Library Technology Coordinator, Plano ISD

Edward Smith, Coordinator, Abilene Library Consortium

Carrye Syma, Social Sciences Librarian, Texas Tech University

Teresa Thiim, Youth Librarian, Fort Bend County Libraries

Laura Tull, Technical Services Librarian, Northeast Lakeview College

Margy Warner, Public Services Librarian, St. Edwards University

Craig Wheeler, Head of Reference Services, Texas A&M Commerce

Lydia Willms, Municipal Librarian, Carrollton Public Library

Dongxiao (Janine) Zhu, Senior Public Services Librarian, Plano Public Library System

Texas LIBRARY SNAPSHOT Day

ZOOMING IN ON YOU

Library Snapshot Day is a day you pick during a two-week period (April 26 through May 7) to gather and submit information about your library. It is a "snapshot" of a day in the life of your library. Library Snapshot Day provides a way for libraries of all types to show what happens in a single day. Texas is joining with many other states to host such an event. The purpose of Library Snapshot Day is to allow the statewide library community to gather similar data that we can use to promote libraries. Some of the information we'll collect includes:

- How many books are checked out?
- How many students, patrons, etc. come into the library?
- How many people receive help finding a job?
- Doing their taxes?
- Doing their homework/coursework?

This initiative provides an easy means to collect statistics, photos, and stories that will enable the library community to show the value of their libraries to decision-makers and increase public awareness. Remember, part of the key here is to keep data collection simple and consistent across libraries, across the state, and across the country.

In Texas, we hope to have another snapshot day in the fall closer to our state's legislative session. Data from this spring event can help library supporters at the local and state level during these trying budget times. This information will also be very helpful on the national scene as library supporters make the case for restoring federal funding to libraries. See article on page 32.

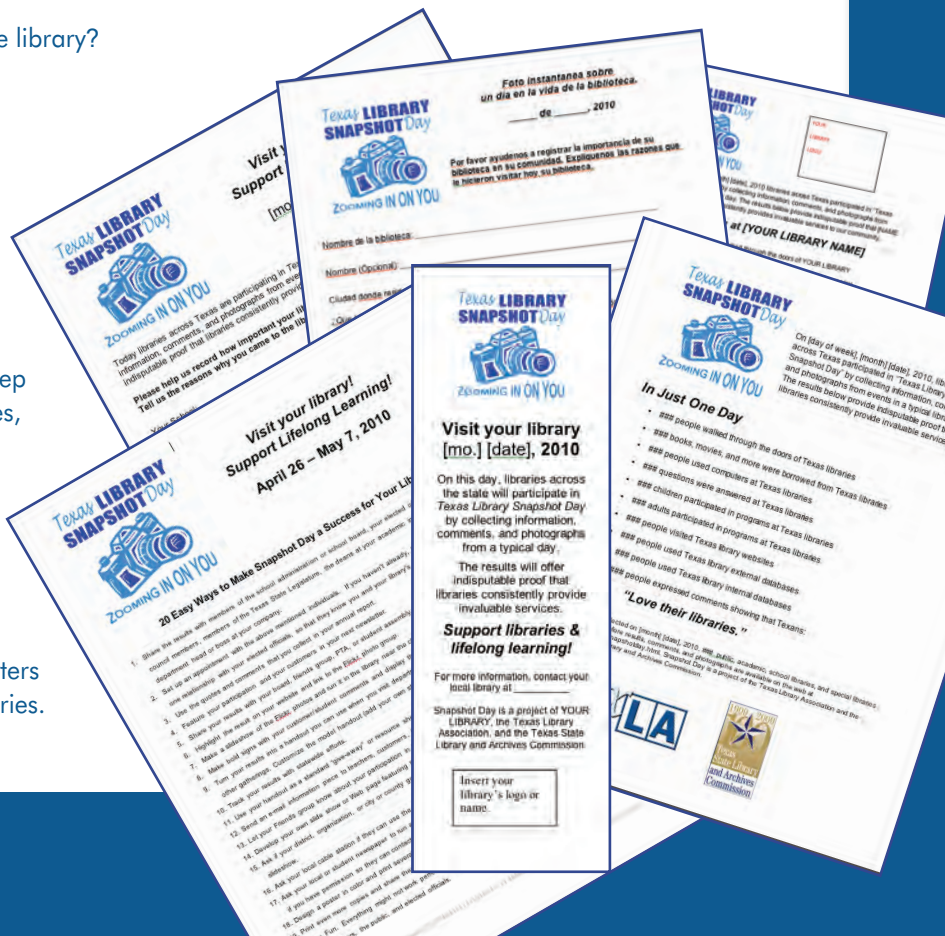
Texas Library Snapshot Day: Zooming in on You is presented in partnership between the Texas Library Association and the Texas State Library and Archives Commission.

How does Library Snapshot Day work?

- Pick a single day between April 26 through May 7, 2010. We are targeting Wednesday, April 28, but you can pick any single day during that two-week period.
- Promote that day to your community and/or students and faculty. Let them know you'll be "snapping" a shot of the library's activities that day. It's our way of asking patrons to say "cheese!"
- Collect data, stories, and photographs on that date.
- Upload that information to the Texas Library Snapshot Day Web form. Be sure to upload your information by May 17, 2010.

You can upload photos to the TLA flickr site.

We have set up a special website for this event:

www.Texaslibrarysnapshotday.org

You will upload your information through this site in an easy form. And, you will find a resource library of template press releases, photo and video release forms, bookmarks, summary sheets, tips for using the information to talk with elected officials, and patron input forms for public, school, special, and academic libraries.