

116 President's Perspective

Maribel Castro

118 Editorial

Gloria Meraz

**120 Customer Service is Not One Size Fits All:
 Using a Parameters Philosophy**

Jen Tucker

122 Library Building Blocks for Planning for the Future

Richard Wayne

CE Webinar Series

126 The eBook Revolution

Beverley Shirley, Danielle Cunniff Plumer, and Russlene Waukechon

**132 Have School Libraries Been Stamped with an Expiration
 Date? How Students See IT**

Marty Rossi

136 Faculty Librarian Collaborations at the University of Texas

136: Extracurricular Collaboration – Science Study Break Program
 Roxanne Bogucka

138: Curricular Collaboration – Information Literacy and the
 Core Freshmen Curriculum
 Michele Ostrow

**140: Collaborating for Texas Workskills Development:
 The Power of Libraries**

Alexis H. Sarkisian, Aera Yoon, Carolyn Brewer, and Adam Wright

142 Carnegie Libraries: The Jumpstart to Public Libraries in Texas

Lauren M. Geppert Jacobs

146 It Pays to Recycle Reads

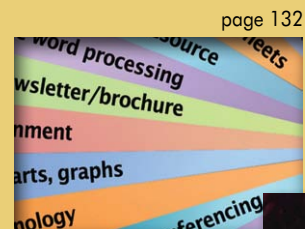
Mindy Reed

148 Texas Library Snapshot Day

150 Newsnotes

152 Annual Index

Mitzie Stewart



page 132



page 140



page 150



page 146



page 142

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Texas Library Journal Winter 2010 Advertisers

AASL	117
Baker & Taylor.....	Back Cover
Davidson Titles.....	127
Mansfield University.....	121
Sam Houston State University	119
Texas Woman's University SLIS	149
University of North Texas College of Information	115
University of Texas Press.....	IFC, 123, & 137

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The Value of a Professional Association



BY
MARIBEL
CASTRO

Over the years, I have often heard librarians who are avid TLA conference goers tell me that they do not see the point of becoming members of TLA. Comments have ranged from “All I get out of it is a journal four times a year” to “My employer will only pay for conference if I’m lucky, and I can’t afford it myself.” I am sure that many of you have heard these opinions, too. However, I do not prescribe to any of these excuses for not being a member of TLA. Let me tell you why.

My first TLA conference was in Houston. I had just accepted my first job as a middle school librarian and was doing my graduate work at the University of North Texas and learning my way through the job when a colleague asked me at a district meeting if I was going to attend the TLA conference. The problem for us that year was the conference fell on the week of TAKS (state testing), and I did not think that my principal would allow me to attend. But being new and naïve, I thought it was worth a try. My principal hesitated for a few seconds and said yes.

I was hooked after attending that first TLA conference, because I immediately understood the value of being a member. My TLA membership would help me to build proficiency as a librarian, help me develop leadership skills valuable in the workplace as well as in the library profession, and instruct me on the importance of advocacy for the profession in the political arena.

Proficiency: While my graduate work gave me a strong foundation for my practice as a librarian, it has been through my attendance at TLA conferences that I have truly developed proficiency. TLA conferences allowed me to tap into the immense knowledge of experienced librarians from all parts of our state about how to become better at what I do. I never had given much thought to setting goals for myself as a professional or for my program. I learned from other librarians that, as a new librarian, I was trying to do too much, too soon. Library colleagues at TLA conferences

taught me to build library programs from the ground up, always with a goal in mind. My foundation and proficiency as a librarian is strong thanks to the professional commitment of librarians attending TLA conferences who impart their experience, knowledge, and expertise.

Leadership: I became a leader slowly, by observing and learning from all of those who came before me. I always enjoyed reading the President’s Perspective in the *Texas Library Journal*, because each one of them had such a different style of leading. I volunteered and was appointed to serve on many committees and watched how each committee chair lead and handled the group’s charges. I soon realized that leadership was not a prescribed style, because leadership is different for everyone. I think of the countless librarians I have worked with over the years in my involvement in TLA and marvel at what impact their quiet (or loud), energetic, persuasive, or empathetic leadership has had on their communities and our association. Then there is TALL Texans, an opportunity for anyone of us in TLA to develop our leadership skills. Completing my first TALL Texans Leadership Development Institute this summer was an unforgettable experience, and I developed valuable skills while making friends for life.

Advocacy: Speaking up for the profession and our programs does not come easy to most of us. In fact, for a good number of us, we tend to run in the opposite direction (me being one of them at one point early in my career). However, I found my voice through the countless and continuous training sessions from TLA and through you, our members. Your passion for providing library services to our communities inspired me to speak up and speak loudly. This would never have happened were it not for the opportunity to share our stories over the years as we’ve struggled to secure our profession, funding, and programs. Now, I never miss an email, call, or opportunity to visit legislators when there is a piece of legislation from

government decision makers that will impact our profession.

Furthermore, our numbers hold much value and influence for stakeholders. We rally the forces when it comes to combating censorship, defending our library programs, and lobbying for funding. Our state association is the largest and strongest in the country. We are the example by which others follow. Candidates for ALA President make every effort to attend our conference, because many of us also value our membership to ALA.

The power of your participation influences TLA’s strategic plan. We are an association as strong as our members, and what a wonderful experience it was this summer to see it in action at Annual Assembly as we continued our lively discussion regarding TLA Districts...I anxiously await the outcome.

Pass it on: Every step along the way of my involvement in TLA there has been someone there to guide and advise me. I always felt that someone was holding my hand, and I will never be able to repay these people, my mentors, leaders, and friends. There was no incentive for anyone of them to help me. However, it was their commitment to the association and our profession to help along those who were coming behind them. The only way to repay them is by passing it on, and so many of us do it with our service, volunteerism, and dedication.

Of course, some might say that you get what you put in, but our association is more than that because we are not about one person; we are about moving forward collectively. I value this deeply, and that is why I invest my time and money in TLA and ALA...even in very lean years. ★

Justifying library budgets these days involves a creative blend of shrewd resource allocation and compelling value statements. Workforce development and career readiness are a looming priority in every city, county, and campus across the state. Not surprisingly, many libraries have crafted budgets that highlight the role of libraries in helping individuals prepare for, find, keep, and improve jobs.

We all know the statistics: in times of economic hardship, the public turns to libraries in droves. Use statistics across the county are up, and Texas is no exception. Employers are looking to schools, universities, and local governments to provide the resources and training that are needed to create and maintain a quality workforce.

Clearly, libraries are part of the equation for creating a strong economy. Newspaper headlines covering libraries over the past couple of years have emphasized the economic development component of library services. Making that very case is an important part of getting local and state leaders to see libraries beyond the “feel good” benefit that are often ascribed to libraries (often without little notice of the enormous tangible benefits libraries also yield). Fortunately, most libraries have caught on to the workforce and career readiness bandwagon. Of course, libraries have been offering these services for ages; but now, librarians are actively promoting this work and tying it into local priorities and needs.

But there is another area that remains largely untapped – a “market share” very close to our operations. We know that it is important to have others (i.e., non-librarians) advocate for library services. In fact, that strategy is essential for effective advocacy. However, we

must broaden our scope. How often do we forge defined partnerships within city and county government? Within schools and districts? Within higher educational institutions?

Libraries (and librarians) must become strategic partners with the people and departments also serving their community and sharing in the local – district or campus – budget allocation. We often lament that so much local funding tends to go to emergency services or science labs or any number of ventures. Let’s not lament; let’s build services and programs that are of value to those other service areas so that the library does not stand as a silo.

I’ll emphasize that, when I say “serving,” I don’t mean once-in-a-while stuff. I mean a systemic regime of service and deliverables. We need to target our city police departments, council member or commissioner offices, math departments, and principals and vice-principals, for instance, with the same commitment, planning, and energy as we do preschoolers, reluctant readers, job seekers, or any of our “target” groups.

If you know that supporting police services is a local priority, then offer police officers services (e.g., core of job advancement resources, information services, whatever you can provide). If a principal or superintendent says that providing teachers with professional development is a priority, offer special orientations on the professional development resources in the K-12 databases or develop special aids for teachers (such as technology tutorials built around specific assignments the teacher must work on). The possibilities

are endless and customizable – and the potential benefits are huge.

Also consider, are librarians acting as the information center for administrators? We often talk about the librarian as serving a chief information officer of sorts. How many actually live up to that potential? I know most librarians will happily meet requests from bosses or officials when asked. What we need is for librarians to be proactive and contact commissioners, city managers, principals, superintendants, and deans, for instance, and offer themselves as a personal resource. It should be standard practice for librarians to check with administrators on a scheduled basis to find out what they need to do to assist in the development or preparation for new programs, projects, and priorities.

By developing a strong framework of service for other departments and administrators, libraries are not only fulfilling their library mission to be a resource for everyone they serve; they are also fostering allies and creating value that relates broadly to all budget areas their bosses must weigh. By providing as much support to the overall entity, libraries establish broad value and credibility in helping their governing authority or administration meet its goals. In short, if you become relevant to your competition, you become a partner – and gain allies around and above you. ✪

Customer Service is Not One Size Fits All: Using a Parameters Philosophy

BY JEN TUCKER

“The librarian of today, and it will be true still more of the librarians of tomorrow, are not fiery dragons interposed between the people and the books. They are useful public servants, who manage libraries in the interest of the public.”

Sometimes, we treat customer service in libraries as a recent innovation, or worse, a passing fad. But the quotation above is from Sir William Osler in 1917. Yet the image of libraries and librarians remains closely linked to the disapproving guardian. Visualize Ella Allman as the scowling, spinster librarian in *Breakfast at Tiffany's*. Or, more recently, Carrie Fischer in *Scream 3*, who flatly refuses to help her patrons until she's offered an expensive bribe. Clearly, these portrayals are exaggerations of a stereotype, but make no mistake – the stereotype exists for a reason. If we want to transcend that negative cultural image, we have to make librarianship about service, not custodianship. And to do that, we must look at our own libraries and, even more tellingly, our behavior.

How do we build relationships with users? Can we go beyond just providing good service to providing superior service? Are our own practices turning patrons away? We need to stop hiding behind library policies and procedures and treat our customers as individuals rather than numbers. Library service should not and cannot be a one-size-fits-all proposition. Rather than focusing on sharply defined library policies, shift your focus to a “parameters philosophy.”

The simple truth is that we often create rigid operational practices to make our own jobs easier. By adhering to strict procedures, we put the burden on the customer to fit into our policies. Have you ever listened to library horror stories from the patron's point of view? *“The library wouldn't let me renew my books over the phone because they were one day overdue. My son couldn't use a computer because he didn't have his library card, and his project was due the next day.”* Once a librarian bragged to me about charging a patron for library materials after her house burned down. The issue wasn't recovering the cost of the items so much as punishing the customer, because the library books were overdue.

I'm not promoting a no rules, no consequences environment. Clearly, an organization requires structure and accountability in order to operate effectively. But we can allow for a certain amount of flexibility in our procedures. Rather than the black-and-white mentality that we seem to have embraced, let's create policies that have some elasticity. We want to have a positive response for each and every one of our customers that has a reasonable request. Or to borrow from Roger Fisher and William Ury, we want to get to yes. By using a parameters philosophy rather than hard and fast rules, we give ourselves enough elasticity to really work and build relationships with our users.

What does this principle really mean? We can approach a customer situation from an open frame of mind rather than a closed one. We want every customer to leave the library pleased with the service they received. So when a user wants to recheck an item past its renewal limit, go ahead. No library card, no problem – just use your driver's license. On a cell phone? Just reasonably limit disturbing other customers.

The naysayers of this approach always want to argue precedent. *If I do it for one user, then I have to do it for every user!* The answer is simple: No, you don't. It is the library's responsibility to balance the needs of one user against all users. If Customer A wants to check out an older book for a week longer than the normal check out, you can work with him. When Customer B asks to check out *The Girl with the Dragon Tattoo* for extra time, you might have to decline. Of course, it's important to explain the reason to the customer. *“Ma'am, we would like to, but there are currently 17 other borrowers waiting for that title.”* Most of the time, people appreciate a reason, or they might

just chalk up your “no” to an arbitrary rule or, even more alarming, unfriendliness.

To be successful, this attitude must be adopted by every staff member in the library. The direction should come from library management and trickle all the way down to the front line staff. Emphasize the main tenant of the parameters philosophy: every customer should be treated as an individual. Barbara Flynn, deputy director of library services for the San Francisco County Library, sums up this attitude best, *“Above all, remember that there’s no cookie cutter procedure. Every situation is different.”* Supervisors shouldn’t just create the parameters but should be exemplary models of this practice. Customer service should be an ongoing theme at staff meetings and trainings. Encourage discussion about how to improve current library procedures and give staff at all levels the opportunity to present new ideas and concepts.

It is imperative that front line workers have the authority to make decisions concerning customers. This approach will not work if a manager has to approve each variation from a typical policy. The desk staff has more interactions with customers than anyone else in the library – we should be using this to our advantage! By empowering them, we are giving staff the

opportunity to make decisions based on customer needs. Create a forum where staff can have a dialogue and learn from one another’s experiences. Your knowledge workers may be the biggest proponent of the parameters philosophy. After all, they are the ones that have to handle the unhappy and unsatisfied borrowers. If staff members have the tools to create positive interactions with customers, they will use them.

Executing changes on an organizational level is difficult. It requires a great deal of time, energy, and effort, but it is worth it! Customers will recognize and appreciate that library staff are willing to work with them. The parameters philosophy gives you the opportunity not just to satisfy customers but to build relationships with them. Happy users are more likely to return and to refer their friends. Providing outstanding customer service is the best way to recruit advocates for your library. No library has ever been shut down because they were giving the customer what they want. ★

Jen Tucker is the operations manager
for Southlake Public Library.

THREE LIBRARY BUILDING BLOCKS

for Planning for the Future

BY RICHARD WAYNE

Introduction

The challenges facing libraries of all types have been well documented in library publications, conferences, blogs, and conversations. At the University of Texas Southwestern Medical Center Library (UT Southwestern), we view these substantial challenges as a reality for now and for some time into the future. Our focus has shifted to how we can thrive in this environment; that is, how we can leverage the opportunities that are on the flip side of the challenges. As Walt Kelly (of Pogo cartoon fame) wrote “We are confronted with insurmountable opportunities.” How can we take advantage of the ever-growing need for timely high-quality information in a manner that fits our library, our host institution, and most importantly, our clients?

At UT Southwestern, we have developed a model over the past few years that we think will help us to navigate the challenges ahead. The essence of the model is demonstrated in this graphic:

MOVING OUR LIBRARY FORWARD INTELLIGENTLY



The model is based upon three essential building blocks:

1. Our library’s strategic plan, which is revised every two years.
2. The use of established project management principles. Closely related to project management is project portfolio management (PPM) or how we select and manage projects so that they align with our strategic plan.
3. The culture of assessment that we have cultivated over the past few years.

This article will address how we have embraced these three main building blocks at UT Southwestern. The sections below will briefly describe how each building block evolved and has been applied at UT Southwestern.

The Strategic Plan: What Do We Want To Accomplish?

The essence of strategic planning can be demonstrated by using a brief passage from a story that is probably familiar to you.

“Would you tell me, please, which way I ought to go from here?”
“That depends a good deal on where you want to get to,” said the Cat.
“I don’t much care where –” said Alice.
“Then it doesn’t matter which way you go,” said the Cat.
“– so long as I get somewhere,” Alice added as an explanation.
“Oh, you’re sure to do that,” said the Cat, “if you only walk long enough.”¹

Indeed! We can bobble along in the current like a message in a bottle with no idea whether it will land anywhere or if anyone will read it. Or we can proactively build a library that is designed for a customized purpose and chart a course that is uniquely suited to our customers.

There are numerous ways to develop and administer a strategic plan. Joseph Matthews provides a good introduction to strategic planning in his book *Strategic Planning and Management for Library Managers*.² An excellent article on visioning is “Building Your Company’s Vision” by Collins and Porras.³ One caveat, though, before you begin your research in this area: different authors use somewhat different terminology and definitions for many strategic planning words and phrases. The words “goals,” “objectives,” and “strategies” for example are often used in different ways by different authors. What’s important is not to get hung up on a particular definition but to make sure that everyone in *your* environment is defining and using the terms consistently.

At UT Southwestern we have settled upon five main components for our strategic plan:

1. The vision statement is a bold declaration about our ideal future.
2. Themes are major environmental and industry factors that have a strong influence in the present and near-future (up to five years or so).
3. Goals are specific statements of what we would like to accomplish in the next two years.
4. Objectives specify the work that needs to be done over one or more fiscal quarters.
5. Input from customers and staff to keep the plan on target.

Three years ago, our strategic planning methodology was managed by numerous Word documents and a related

document repository. Since then, we have developed a sophisticated intranet (StaffWeb) to power the strategic plan as well as many operations of the library. Refer to the screenshot at right from the strategic planning portion of this intranet.

What's next for strategic planning in our library? Our institution has a relatively new president and several new initiatives. As those initiatives develop, we will need to make sure that our strategic plan is tightly aligned with the greater evolving plans of the university.

Project Management & Project Portfolio Management: How Will We Get It Done?

The second building block is project management. An allied concept is project portfolio management (PPM), which applies discipline to the selection and prioritization of projects as well as to the overall management of projects. Projects should only be pursued that add the most value toward the library's vision. And sometimes, projects need to be abandoned after they are started. If it turns out that the investment will far exceed the value, then a project is a prime candidate for termination.

“Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.”⁴ We realized that we needed to improve the average project management skills throughout our library after receiving a Texas Infrastructure Fund (TIF) grant in 2001. The grant enabled us to pursue a number of hi-tech sophisticated projects that significantly helped both customers and staff. But the management of each project entailed knowledge and skills that were not in adequate supply at that time.

We took a customized approach to increasing project management skills throughout our library. A pre-existing, locally available course would not address the unique requirements of our library and our projects. The Staff Project Management Series was developed in-house and is now in its third iteration. In the first iteration, library senior staff taught specific modules of project management to all students and also mentored a student using a real library project. In the second iteration, (different) students attended a local one-day project management workshop and were once again mentored by a senior library staffer on a real library project. We are now in the middle of the third iteration, and while the first two methods worked, we thought that we could improve the series even further. The current series is loosely based upon the book *Project Management Jumpstart* by Kim Heldman.⁵ Instead of using real library projects, we use case studies and numerous library examples over a six-month period.

Since the Staff Project Management Series began, we think that the project management skills of our staff have increased

dramatically. We now have numerous staff members who can participate and lead a hi-tech, advanced project.

What's next for project management and project portfolio management? We would like to focus on improving our project portfolio management (PPM) capabilities. We see this as the natural next step to build an even more effective organization.

Assessment: How Are We Doing?

Assessment is the final building block in our model. By 2004, terms such as outcome measurement and outcome-based evaluation were appearing with increasing rapidity in library circles. One of the early resources that we discovered was “Perspectives on Outcome Based Evaluation for Libraries and Museums”⁶ available from imls.gov. Perhaps you even attended (along with the author) the Texas State Library and Archives Commission (TSLAC) teleconference titled “Advocacy Is Not Enough: Using Evidence-Based Outcome Measures to Demonstrate Library Impact” in 2005?

By the end of 2004, we were introducing outcome measurement and similar terms to our staff in quarterly planning meetings. In 2006, we decided that we were serious enough about assessment to hire full-time staff dedicated to assessment. Increasingly, evaluation and assessment have become a part of most facets of our library planning and operations.

One of the biggest challenges to developing a culture of assessment in a library is to convince the entire staff of its value. The library leadership must continuously advocate and model assessment concepts. Assessment can add another “to do” for busy staff persons. However, the culture of the library needs to fully embrace an entire suite of assessment activities or the endeavor will not succeed.

A basic element of our assessment activities is the Key Performance Indicator (KPI). KPIs or PIs are quantifiable measurements that reflect the critical success factors for individual objectives, library departments, and the entire strategic plan.

An important component of our assessment activities is how we have embedded assessment within strategic planning objectives.

A valuable resource for developing program evaluation in your library is the “W.K. Kellogg Foundation Logic Model Development Guide.”⁷ A logic model offers “a way to show the links between program activities and services, the results they produce, and how the results (outcomes) will be evaluated.”⁸

What’s next for assessment in our library? Our regular LibQUAL+® survey results have become an integral part of our ongoing decision-making. The results provide useful and actionable information. One future evaluation and assessment project will be to supplement LibQUAL+® data with client input in specific areas such as findability.

We recently made an important adjustment to our strategic planning and assessment components. We realized that we were not giving finished goals, objectives, and the entire strategic plan due diligence in the very final steps. That made it difficult to completely evaluate their degree of success. We have changed our processes and systems to more carefully focus on these final important steps. For example, the objective owner reviews the completed objective in conjunction with the director and deputy director to ensure that all final steps are fully completed.

Tying It All Together

Each of the three building blocks must work symbiotically with the other two. Just having a great strategic plan is not sufficient. The library needs to select and perform the projects related to moving forward with coordination and efficiency. And it needs to assess the components and totality of the planning results to understand the level of success.

It’s similar with the other two components. You can’t just excel at project management. You may be doing things well, but are you doing the right things? You can’t just excel at evaluation and assessment. You also need to know where you’re going and be competent at getting there.

After consideration and refinement, we have developed a three-pronged model that we think works well for our library. Yogi Berra said, “If you don’t know where you’re going, how are you gonna’ know when you get there?” Our model is used as a guide to help us know where we are going, how to get there, and to measure our progress.

Each of the three building blocks has developed incrementally and will continue to evolve. Incremental changes give the staff (and leaders) ample time to learn and to prepare for the changes. It also makes it easier to undo changes that do not work. Our model is not set in stone. The next strategic

Status	Title	Strategic Goals	Performance Indicator(s)	Performance Indicator(s) Results
Continuing	LibQUAL+ Lite - The 2010 Results Notebook and Survey Comments	NEW (3) Understanding and integration professional development program.	<p>PI1: Data presented at the for your information sessions (FYIs) will be in an easy-to-understand, visually appealing format and accessible to all staff via StaffWeb.</p> <p>PI2: All survey comments will be coded using the 2007 codes, analyzed, and distributed to library groups by mid-July.</p> <p>PI3: A report of findings will be available on the Library’s website by the end of Sept.</p> <p>PI4: Provide survey analysis to Library staff to facilitate the development of strategic planning objectives (SPOs) that directly relate to survey findings.</p>	<p>PI1. Evaluation and assessment results added to Professional Development site workspace related to the initial FYI.</p> <p>RE PI4: Kay presented an idea for an outcome indicator to Richard 6/29 and he agreed to be a resource on this SPO. He is developing a SPO that will address the newly added PI4.</p> <p>RE PI4: Additional findings related to ‘findability’ provided to Matt and Richard. Some of the findings relevant to current projects and Goal 1(the upcoming focus group sessions).</p>
	Another screen shot from StaffWeb			

planning cycle begins in less than a year. It is likely that important parts of our approach will change before that time.

These are turbulent and exciting times for libraries of all types. You cannot be aware of library news without hearing about hour reductions, branch closings, and budget cuts almost every week. Some of us could probably do quite well by subsisting on the goodwill that we have built up over many years. But we can and must do better than that – much better. We can look for signs and signals for future success. We can steer ourselves in those directions. Indeed, we can thrive!

Richard Wayne (Richard.wayne@utsouthwestern.edu) is the assistant director for strategic planning at UT Southwestern Medical Center Library. He welcomes your thoughts on these topics.

Notes

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The eBook REVOLUTION

BY BEVERLEY SHIRLEY,
DANIELLE CUNNIFF PLUMER, AND RUSSELENE WAUKECHON

In 1971, Michael Hart had the idea of a universal library in electronic form, consisting of classic literature and other out-of-copyright books, presented in a simple, timeless format: plain text. The result was Project Gutenberg, which now offers over 33,000 books for free in a variety of formats.¹

In 2004, Larry Page and Sergey Brin announced that they were partnering with libraries as well as publishers to make “the incredible breadth of information that librarians so lovingly organize searchable online.”² The result was Google Books, which at the time of this writing includes over 15 million books³ in multiple languages and which has resulted in lawsuits and copyright challenges that have the potential to alter our current models of book publishing, selling, and lending in fundamental ways.

Somewhere in between are Amazon.com, Apple, Barnes & Noble, OpenLibrary, OverDrive, Safari, and Sony, as well as hundreds of other publishers and distributors of ebooks and ebook reader devices. The mass market popularity of ebooks is undeniable: in the first quarter of 2010, consumers spent over \$91 million on ebooks,⁴ and Amazon.com reported in the second quarter of 2010 that they had sold 143 ebooks for every 100 hardcover books sold through their site.⁵

As consumer interest in ebooks grows, libraries are feeling pressure to provide ebooks. Patrons hope that ebooks will reduce the wait for the latest best-seller or that ebooks will give them an alternative to bulky large-print books. Students and faculty want immediate, 24/7 access to research materials. Administrators hope to improve the currency of textbooks in a rapidly-changing world. But the decision to invest in ebooks is not trivial, and there are many factors that librarians must consider before launching an ebook lending program.

eBook Basics

The players

A lot of the current consumer interest in ebooks is driven by advertising campaigns for e-reader devices. Amazon.com first introduced its Kindle in 2007, and in 2008 Oprah Winfrey declared it her “favorite new gadget.”⁶ The reader featured “electronic paper,” a technology developed by the E Ink Corporation and used in other similar devices, including the Sony Reader (first introduced in 2006) and the Barnes & Noble Nook (introduced in 2009). This technology, which

minimizes eyestrain caused by backlighting and maximizes battery life, coupled with new document formats that allows text sizes and fonts to be changed by the reader, appeals even to traditional book lovers like Winfrey.

Newer versions of these devices have been introduced, but much of the latest demand has been for slate computing devices like Apple’s iPad, which typically use touch-sensitive backlit screens rather than the electronic paper used by dedicated e-readers. Slate computers offer more flexibility in terms of use, as they typically are fully functional (if lightweight) computers capable of browsing the Internet, playing music, and viewing downloaded movies and other content. They also have color displays, which are not yet available for electronic paper. Apple sold 4.2 million iPads in the fourth quarter of 2010,⁷ and other manufacturers are planning to have slate computers built on the Android, WebOS, and Windows 7 platforms available by Christmas 2010.

An ebook reader certification program, launched by OverDrive, is endeavoring to set library-use standards for ebook readers. In summer 2010, the Chief Officers of State Library Agencies (COSLA) released a report on *ebook Feasibility Study for Public Libraries*. This report suggests there are many areas in which a certification process of this type could improve devices for library use, such as tackling the issue of device battery life.⁸

The formats

ePUB. PDF. MOBI. AZW. It seems like every ebook reader uses a different format! Most readers can display simple text documents and documents saved as a PDF, though these may need to be converted to the player’s native format first. eBooks purchased from Amazon.com’s Kindle store, however, will not open on a Nook from Barnes & Noble, and vice versa. One advantage of the newer slate computer devices is that they allow applications from multiple content providers to be run on the same device, avoiding some of the issues associated with format lock-in. While it is possible to convert files from one format to another, it usually requires specialized knowledge and software.⁹

Different formats provide different types of access to the text. Standard PDF, for example, preserves the look and feel of documents but does not allow the text to be resized. In 2009, Adobe Systems announced a new system, the Adobe Reader Mobile engine, that enables a “reflowable PDF” to improve accessibility.¹⁰ Other formats offer additional features such as text-to-speech, although Amazon.com and others have limited access to some of these features at the request of rightsholders. The ePUB format, which became the official standard of the International Digital Publishing Forum (IDPF) in 2007, is considered to be the least proprietary format, and it is supported by nearly all players except the Kindle. The DAISY

DT format can be embedded in ePUB to enable text-to-speech, as the Internet Archive has done for a collection of over one million titles, in cooperation with the Library of Congress' National Library Service for the Blind and Physically Handicapped (NLS).¹¹

The licenses

Digital formats make publishers nervous. The Recording Industry Association of America became notorious for prosecuting music "pirates" who distributed copyrighted material over peer-to-peer networks. Book publishers and authors are worried that their industry could be impacted in a similar way; J. K. Rowling, author of the *Harry Potter* series, is only now willing to consider electronic publication of her novels, most of which were pirated by book scanners within days of their print publication.¹² The solution, according to the publishing industry, is DRM, which stands for Digital Rights Management. As the flow chart on page 130 shows, ebooks with DRM cannot be opened except on a compatible device authorized by the person who purchased the book. Even the comparatively "open" ePUB format can be locked; some titles in the Internet Archive's collection, for example, require a "key" provided by the NLS to eligible applicants. Because the DRM systems used by various distributors are not compatible, works purchased from different sources may not all be playable on the same device, even if they all use the same format.

In addition, most distributors of electronic books require that users accept restrictive licensing terms, often in the form of a click-through license agreement, or EULA. The terms in these agreements are generally not friendly to libraries; for example, the Amazon Kindle License Agreement states:

Unless specifically indicated otherwise, you may not sell, rent, lease, distribute, broadcast, sublicense or otherwise assign any rights to the Digital Content or any portion of it to any third party, and you may not remove any proprietary notices or labels on the Digital Content. In addition, you may not, and you will not encourage, assist or authorize any other person to, bypass, modify, defeat or circumvent security features that protect the Digital Content.¹³

Because contract law, including license agreements, usually takes precedence over copyright law, these license agreements are legally enforceable even for public domain ebooks.

eBooks in Libraries

Although ebooks marketed to consumers may not be appropriate for libraries, a number of distributors are working to increase library access to newer technologies. TexShare entered into its first ebook deal in 2000 when we signed on with netLibrary for a beginning collection of 5,000 ebook titles. Over the next few years, we generated a purchasing profile for and built a substantial collection of over 28,000 titles – including everything from how-to books for computer

software to works of literary criticism. The collection includes titles in history and business and engineering. We purchased romances and Westerns and we have a whole (now dated) collection of the “Dummies” books and of popular legal material. Unfortunately, netLibrary’s policies regarding consortial purchase subsequently changed, with the result that the TexShare collection has been stagnant (though always available) since 2005.

Here are a few questions that may help you avoid problems as you consider whether to add ebooks to your collection:

Selecting and purchasing ebooks

- Is the ebook portable? A recent survey showed that 80% of consumers were willing to purchase e-readers priced at under \$250.¹⁴ The 2010 Horizon report includes both mobile computing and ebooks in its list of important technologies to watch, stating “The convenience of carrying an entire library in a purse, pocket, or book bag appeals to readers who find time for a few pages in between appointments or while commuting.”¹⁵ Most ebook purchases should fit the consumer’s desire for portability.
- How is content added to the collection? Some distributors only support title-by-title selection, similar to the systems available to consumers. Other distributors market collections of ebooks divided into subject packages. Hybrid models may allow you to select titles from within packages. You may also elect to put some ebooks on standing order as you do for print titles, and you may also be able to work out an e-approval plan.
- Do you want patrons to be able to drive purchasing decisions? The ability to easily measure usage in a digital environment coupled with the fluidity of the digital format has led to the growth of patron-driven purchase plans. Many distributors allow end-users to download “trial” versions of ebooks, with an automated purchase triggered after a certain number of pages have been read. These plans rely on the library having a credit card number on file or a balance in a designated spending account. Once the library’s budget is exhausted or the maximum amount has been charged in a designated period, no other patrons will be allowed to purchase items. For some libraries, this is the perfect way to purchase what users want with minimal guesswork. Even when automated purchasing is disabled, libraries get to “test drive” ebooks prior to purchase to see what ones get used the most. The down side is that such plans reflect a “live for the moment” approach and don’t leave much room for librarian discretion or expertise.
- Will you own the ebook? Or just subscribe to it? The licensed content model is one that many people have a hard time grasping – the electronic content that you “purchased” isn’t really yours at all. Instead, you probably only own a license to use the content in certain approved ways. Many providers of ebooks for libraries don’t even

provide a perpetual license; instead, libraries may have to pay an annual subscription fee to continue access to a given title, or you might have to accept a “pay per view” model in which you pay a small fee each time an ebook is used. Some distributors might be willing to negotiate with you so that once you’ve paid for a certain number of uses you have the opportunity to purchase a longer license – a “lease to own” type of arrangement. Regardless of the purchase model, forget altogether about reselling ebooks. You can’t put ebooks that you no longer want into the annual book sale. Your license won’t allow it.

- Of course, there’s always the possibility that your book seller of choice won’t even answer your telephone calls. While publishers are rushing to make their inventories available in digital format, the library market is not necessarily of interest to them. And many won’t sell to libraries. A list of some that do is provided here for your reference.

Finding the ebooks in your collection

- How will your patrons discover what ebooks are in your collection? Are you looking to supply one-stop shopping through your library catalog? Not all ebooks come with MARC records, and those that are available are of mixed quality. Filling in the gaps can be labor intensive.
- Do your patrons need full-text searching of the electronic books? If so, you’ll need to consider the providing access to the ebook provider’s interface, which usually allows full-text searching similar to Google Books or Amazon.com. Of course, if you decide to use these full-text interfaces, you may be asking your patrons to learn how to use multiple ebook websites, probably in addition to your library catalog. Federated search tools may solve this problem, but these can be expensive and may only be compatible with certain ebook formats or providers.

Reading ebooks

Determining how your library customers will be able to read and interact with ebooks is probably the most important decision you will make. How versatile will your ebook collection be? Will the ebooks in your collection only be available while you are connected to the Web or can they be downloaded? If the ebooks can be downloaded, with what devices are they compatible? Will the library check out ebook readers or rely on users to have their own? Can more than one person use the ebook at the same time, or are you limited to a “one person at a time” model? Can you share ebook content with other libraries through ILL? Do you get to see ebooks in full color or does the ebook reader display black and white only? Are you looking at a scanned replica of the actual book or just at text? How does the reader navigate through the ebooks? Can parts of the ebook be printed? Can parts be copied into articles or papers? Can the user make and save

annotations? Do you get to see the pages turn when you ask for the next page? Do you care?

The Future of Libraries and eBooks

There are still many unanswered questions about how libraries can meet the public's demand for eBooks. Just knowing what these questions are is a big step forward. Another important step is recognizing that libraries don't have to tackle these issues alone.

The role of consortia

Library consortia are already addressing many of the challenges of eBook purchases and access and promise to be key players into the future. At the most basic level, libraries are benefiting from discounted eBook pricing that consortia provide. By taking advantage of consortial deals, libraries can realize cost savings on shared eBook collections, shared eBook

platforms, or individual institutional purchases. The TexShare NetLibrary collection is an example of a shared eBook collection. TexSelect options from Stat!Ref and Britannica represent discounted subscription prices for eBooks. TexShare partners, Amigos Library Services and Statewide California Electronic Library Consortium (SCELC) offer additional opportunities for Texas libraries to purchase eBooks at discounted prices.

Consortia can also help libraries with the tricky issues of copyright and DRM restrictions. Individual libraries have had limited success taking on these issues by themselves. Consortia can facilitate open meetings of publishers, librarians, and authors to discuss copyright and the roles of the library.¹⁶ Consortia can enter into serious negotiations on these issues on behalf of libraries, with the goal of reaching an understanding that is fair to libraries and library users while

eBook Sources and Vendors for Libraries

Interested in purchasing eBooks for your library? The market for eBooks is growing and your options for selecting just the right eBook package for your library continue to expand. You can purchase eBooks using the traditional acquisition system you've used to purchase monographs in the past or you can purchase eBooks directly from the publisher.

Note: vendors have products that cross markets. Explore the products from each vendor. Vendors may have resources in many different categories (i.e., special, public, academic, and K12 libraries).

Suggested eBook publishers/aggregators for public libraries:

Gale Virtual Reference Library <http://www.gale.cengage.com/gvrl/>

- NetLibrary <http://www.netlibrary.com/>
- OverDrive <http://www.OverDrive.com/>
- Myilibrary <http://www.myilibrary.com/>
- ABC CLIO <http://www.abc-clio.com/>
- Greenwood <http://www.greenwood.com/>
- Tumblebooks <http://www.tumblebooks.com/>
- Ebrary <http://www.ebrary.com/corp/>

Suggested eBook publishers/aggregators for academic/K12 libraries:

In addition to the products listed above explore the following resources:

- Springer <http://www.springerlink.com/>
- Wiley <http://www.wiley.com/WileyCDA/>

- Elsevier <http://www.elsevier.com>
- Safari Books Online <http://www.safaribooksonline.com>
- Knovel <http://why.knovel.com/>
- Oxford University Press (OUP) <http://www.oup.com/us/>
- EBL (Ebook Library) <http://www.ebllib.com/>
- Stat!Ref <http://www.statref.com/>

Acquisition ordering systems:

- Swets Swetswise <https://www.swetswise.com>
- Coutts's Oasis <http://www.couttsoasis.com/>
- YBP's GOBI www.gobi3.com
- Blackwell's Online Bookshop <http://bookshop.blackwell.co.uk/jsp/welcome.jsp>
- Baker and Taylor's Title Source 3 <http://www.btol.com/>

Free online eBooks:

Internet Archive Text Archive <http://www.archive.org/details/texts>

- Project Gutenberg <http://www.gutenberg.org>
- Bartleby <http://www.bartleby.com/>

Many free online eBooks can also be found by searching the Library of Texas (www.libraryoftexas.org) and Texas Heritage Online (www.texasheritageonline.org), which are supported by the Texas State Library and Archives Commission.

Free audiobooks:

- Librivox <http://librivox.org/>

recognizing the rights of authors and acknowledging the fiscal concerns of publishers.

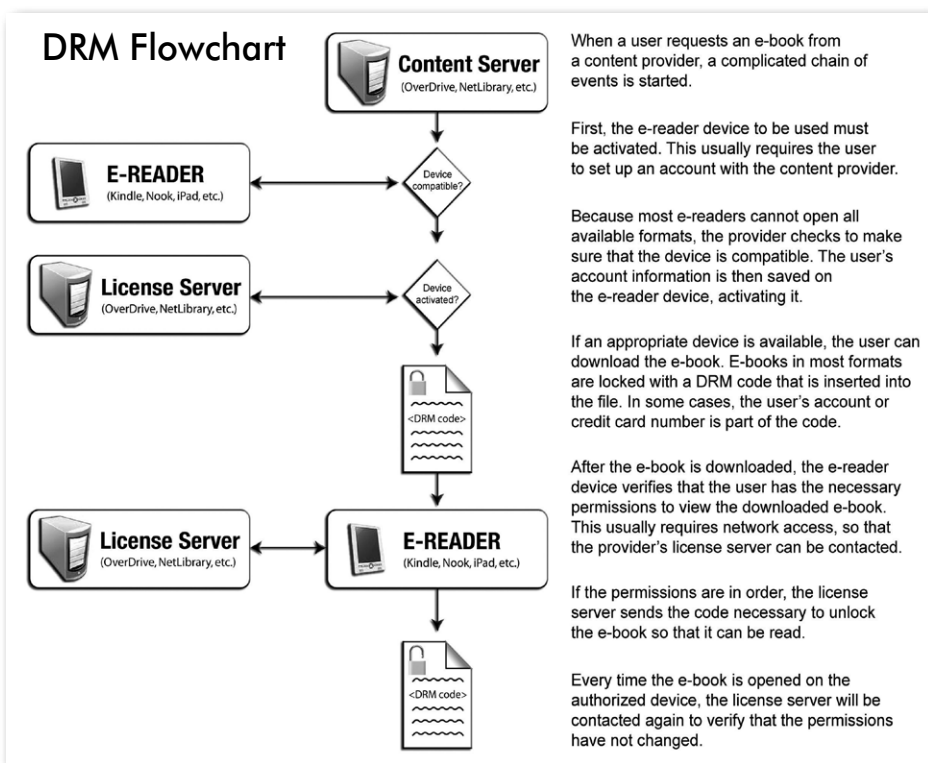
There are many concrete examples of how consortia can assist libraries build their ebook collections. We sent a query to our colleagues in the International Coalition of Library Consortia (ICOLC), asking them what innovative services they are exploring.

- According to executive director Tracy Thompson-Przylucki, NELLCO, an international consortium of law libraries, is in process of negotiating with EBL for a package of jointly-owned ebooks for which MARC records can be loaded into their Universal Search Solution (discovery) tool. This would provide consortium members a single point of discovery and access for ebooks.
- Roy Ziegler, associate director of Florida State University Libraries, reports that Florida academic libraries are exploring a statewide ebook collection. They envision getting content from multiple vendors, but one vendor would be able to provide a database that documents ordering history at the statewide level and for individual institutions. Through this arrangement, all institutions would be able to build their print and ebook collections through a single interface enabling them to dynamically and collaboratively build shareable collections.
- The Colorado Alliance of Research Libraries has negotiated interlibrary loan rights for Springer ebooks. According to associate director George Machovec, CARL has loaded MARC records for the ebooks into their union catalog, Prosector. If a library wants to borrow one of these ebooks, it can be requested through the Prosector system. The “owning” library logs into Springer, downloads the PDF chapters and then sends them to the requesting library so they can forward the link to their patron. The patron then gets a Prosector branded email with a link to the ebook.
- SCELC is piloting a service with one vendor to establish a patron-informed electronic book purchasing program, allowing an institution to use usage statistics to make effective collection development decisions. According to James Wisner, assistant director of SCELC, institutions “deposit” money with the vendor for one year and choose a subject collection to access for that period of time. Every ebook from that collection is available for that time. At the end of the year, the institution will have gathered 12 months of usage data and can use the money “deposited” into the account to buy the titles it chooses at a 10% discount off of list price.

New opportunities for libraries

Libraries, faced with shrinking book budgets, are making hard acquisitions decisions. The availability of free electronic editions of public domain materials through initiatives such as Project Gutenberg, the Internet Archives’ Open Library, Google Books, and others, provides libraries with electronic alternatives to worn-out or lost print editions of classics. Digitization can also provide access to materials that have been out of print or were too fragile to be used by the public. Many government entities, including the Texas State Library and Archives Commission and the U.S. Government Printing Office, are researching ways to increase digitization of government publications as a way to reduce pressures on our regional depository programs. The University of North Texas’ Libraries in one of the leaders in the state for this type of digitization, and other academic libraries are also digitizing government publications.

eBooks also provide opportunities for a library to expand the content it offers into areas that may have a “niche” audience but that have never warranted the purchase of a print-based collection. Genealogists in particular are interested in having online access to family history works, such as those included in the HeritageQuest books collection. The Houston Public Library’s Clayton Center for Genealogical Research has digitized a large collection of family history books in partnership with the Church of Jesus Christ of Latter-day Saints and has made these books available through the Brigham Young University Harold B. Lee Library’s Family History Archives.¹⁷



Participants in the COSLA *eBook Feasibility Study* observed that the digital environment has led to a flood of self-published works. Libraries could lead their communities in encouraging and recognizing local authors who have not been picked up by traditional publishers.¹⁸ Of course, the traditional publishing model may very well change as electronic publication becomes more common and “print on demand” technology eliminates the need for large print runs and managed inventory. Some analysts believe that the publishing industry, which has historically had lower profit margins than music, broadcasting, or movies, is unlikely to survive the transition to digital.

If ebook formats continue to grow in popularity and replace printed books, librarians could find shelf space opening up. The COSLA report suggests that libraries could convert this space into open areas that can be used to host community events and sponsor workshops on topics of community interest.¹⁹ This is not to say that libraries won't always be a place for books. Our special collections will preserve the products of the past while our circulation systems adapt to newer formats and our reference and metadata specialists continue to assist our patrons with finding what they need. Michael Hart, Larry Page, and Sergey Brin did not envision a future without libraries and librarians. Why should we?

Downloadable content is the hot topic in libraries. While libraries are already providing many downloadable resources, publishing and copyright issues loom large – and potentially limiting for libraries of all types. Be sure to register for a follow-up webinar by Shirley, Plumer, and Waukechon on January 18, 2011. Learn more about ebooks, the current market, opportunities, challenges, and the library arena. The free webinar will be held at 2 pm CST. CE credit will be offered. For more information and to register, go to www.txla.org/ce. This webinar is part of TLA's Strategic Initiative Series.



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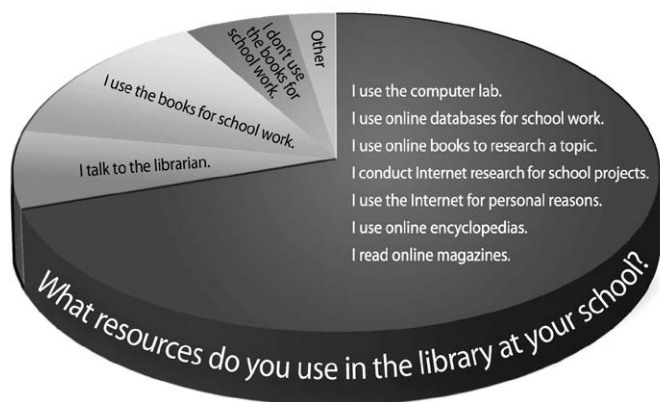
Have School Libraries Been Stamped with an Expiration Date?

How Students See IT

BY MARTY ROSSI

Speak Up is a research project conducted by Project Tomorrow (2010), a nonprofit organization that works to promote dialogue about educational issues with the purpose of ensuring student preparation to succeed in the world. Speak Up surveys have been conducted annually at a national level since 2003. In the fall of 2009, Project Tomorrow partnered with the Texas Library Association to include additional questions to the Speak Up 2009 survey meant to gather data specific to student use of school libraries. This pilot project, directed towards Texas students in grades 6 - 8, posed questions about library use as well as technology literacy and what kind of technology instruction they would like to receive in the classroom.

What resources do you use in the library at your school?



Responses to the Texas pilot Speak Up survey indicate student use of the library is affected by decisions regarding facilitation of access to and integration of digital tools and information. Not surprisingly, when asked about the resources they use most in the library, student responses predominantly involved online tools and Internet use. The overwhelming majority of responses indicate that students utilize the library's computer lab, online databases, online books to research a topic, conduct Internet research for school projects, use online encyclopedias, and read online magazines. Data indicate that access to and integration of technology is a clear motivator for learning. It stands to reason that school librarians' influence on the development of meaningful blending of technology into library program activities tied to the curriculum can have an impact on increased student engagement and learning.

Student perspectives regarding availability of technology and expertise in its use provide insight into the type of connections that librarians could make to effectively strengthen school library programs. Unfortunately, students don't necessarily see their schools, and thus, their libraries, as technological hubs for access to information.

Students were asked how often they used the technology available in their school. Responses show that only about 20% of students feel technology is available to them whenever they need it. Approximately the same number of students responded that they don't use technology very often at their school. Only 13% indicated they use the technology in the library or computer lab every week.

How often do you use the technology in your school?

The Speak Up 2009 survey also queried Texas middle school students on how they learn applications and concepts like how to use digital technology, create presentations, safely use the Internet, or develop websites. About 20% of respondents answered that they learned about these applications and concepts in the school library. Approximately the same number of students answered that these skills were taught in technology applications or technology literacy courses. Twenty-five percent responded that they learned about these applications through their parents or other family members. More than a third of students responding said they learned how to use these applications and develop these concepts on their own. Although librarians work to

make technology available in the library and may consider themselves experts in introducing and teaching responsible use and creative application of digital technologies for learning, survey responses indicate students do not generally look to school librarians for this type of guidance.

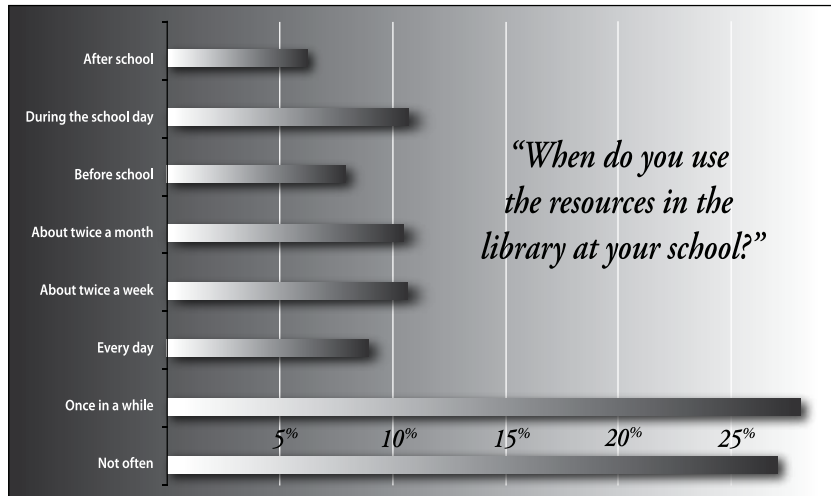
If the preceding information were not enough to cause concern about the lack of effective student use of library program resources, most



Kennedy, H. (2006). Obligatory Bad Self-Portrait. [Photograph]. Retrieved from <http://www.flickr.com/photos/moria/231425607/>

disconcerting are students' responses to the question of when they use the resources in the library at their school. A full 50% responded either not often or only once in a while. The remaining 50% of responses to this question were scattered somewhat equally across the remaining response choices: every day, about twice a week, about twice a month, before school, during the school day or after school.

This move away from student use of school resources is not restricted to school libraries. One of the conclusions stated in



the Speak Up 2009 National Findings Report (2010) indicates that “K-12 students are increasingly taking responsibility for their own learning, defining their own education path through alternative sources, and feeling not just a right but a responsibility for creating personalized learning experiences” (p. 2). When it comes to the creation of those learning experiences, school libraries, indeed schools in general, are competing with ever-growing and formidable substitutes in order to gain students' attention. According to the national findings (2010), students are

seeking out other students for collaborations, information sharing and tutoring via Facebook, taking online assessments and tests to evaluate their own status in the knowledge acquisition process on a particular topic, using cell phone applications for self-organization and increased productivity, taking online classes not for a grade but to learn more about subjects that interest them, accessing podcasts and videos to help in classes they are struggling in, and finding experts (including other students) to connect with online to exchange new ideas and explore content in a myriad of new ways (Project Tomorrow, p. 2).

Where do school libraries fit into these personalized learning experiences? Are school library resources easily accessible to students 24/7? Is the school library perceived as an information hub? Is the school library helping to facilitate the knowledge building process so students can learn about what interests them? Perceptions are influenced by what school community members see and feel when interacting with the library.

Discussion surrounding the relevance of libraries in the digital age is nothing new. Examples of library cutbacks brought on by budgetary constraints in a climate where information is seen as readily available for free on the Internet are easy to locate. More worrisome is the elimination of a school librarian position due to concluded irrelevance. A school district in Arizona implemented an innovative 21st Century learning initiative and conducted an exhaustive, thorough and penetrating district-wide analysis. It would be natural

to assume that such an initiative would serve to highlight school library program strengths. Unfortunately, the function of the school library was seen as simple material management, and the district eliminated the position of school librarian claiming it was no longer relevant to district learning goals.

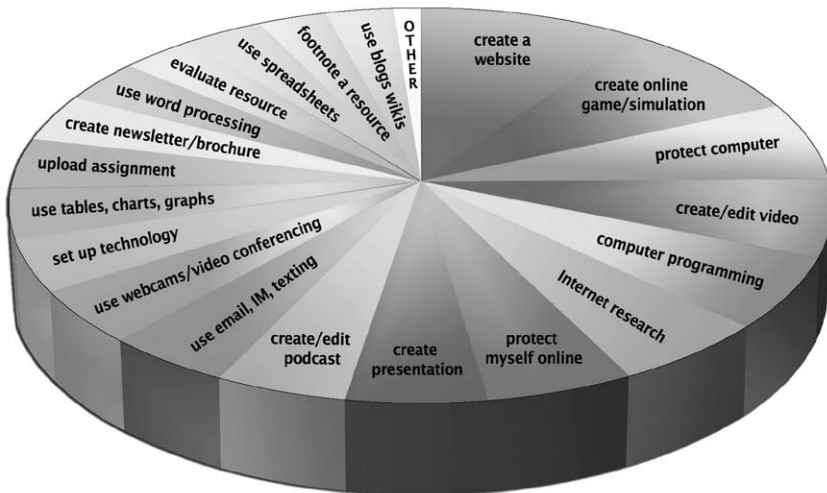
While printed materials and books in all formats are core attributes, libraries whose identities are defined *only* by the printed book have a limited shelf life (pun intended). Library programs are weakened if perceived as one dimensional. If all the printed materials in the school library were to suddenly disappear, how would the school librarian position be regarded by the school community? How do students, teachers, administrators, school board members, and parents describe the school library today?

The Texas pilot survey results could certainly be interpreted as indicators of a continuing erosion of the viability of school library programs in their present state. Just as easily, analysis of the survey results could encourage meaningful examination of current practice and spark more relevant future directions in school library program planning. Consider responses to the Speak Up pilot survey question that asks students if they could create the ideal technology class at their school, what would be the top five things they would like to learn in that class. Students showed a preference for learning about creating websites, building online games or simulations, learning how to protect their computers from viruses and spam, creating and editing videos, computer programming, and conducting Internet research. Students also expressed an interest in learning how to protect themselves online, create effective presentations, and build and edit podcasts. The variety of responses to this question is heartening as it indicates increased opportunity for educators to target material and make instructional connections to which students will likely respond.

If you could create the ideal technology class at your school...

In addition, although much has been made about the digital generation being born just knowing how to use technology, the nature of the survey responses indicate this notion paints students with too broad a brush. Through collaboration and integration tied to the curriculum, school librarians can help to create the learning opportunities students have identified

What would be the top five things students would like to learn in an ideal technology class?



and requested, infuse information literacy skills along the way, and help to guide students to their own desired learning outcomes of becoming more sophisticated, knowledgeable, and innovative website builders, game and simulation creators, video editors, and Internet researchers.

How might school librarians modify or amplify library activities and programs based on the pilot survey data? More importantly, how will school library programs be woven into the fabric of students' learning needs and interests?

Here are five suggestions for movement towards a multi-dimensional school library program:

1. Identify two or three manageable and attainable goals that support learning in the library.
 - This step is very important and serves as the foundation for your efforts and will provide grounding to your objectives when needed.
 - To help identify priorities among students and teachers at your district or campus, consider conducting a mini Speak Up style survey of your own. Brief surveys could be sent out to students and teachers. Consider an online survey tool for this purpose such as SurveyMonkey or Zoomerang.
2. Identify potential collaborators and start laying the groundwork.
 - Steadily and purposefully build positive relationships with colleagues.
 - Identify co-workers that share mutual learning goals for students; look for commonalities and begin approaching people with whom you know you can work.
 - Consider an online project management tool such as Manymoon to keep track of your interactions, schedule, and progress.

- How to create a website
- How to create an online game or simulation
- How to protect my computer from viruses and spam
- How to create and edit a video for a class project
- How to do computer programming
- How to do Internet research
- How to protect myself when I am online
- How to create an effective presentation
- How to create and edit a podcast for a class project
- How to use electronic communications tools such as email, IM, or text
- How to use webcams or video conferencing to talk with students in other schools
- How to set up technology and networks and do upgrades and maintenance
- How to use tables, charts, graphs, or pictures in a class project
- How to upload an assignment to our school portal or website
- How to create a newsletter or brochure for a class project
- How to use word processing software to complete class assignments
- How to evaluate the credibility of a resource that I found online
- How to use spreadsheets and database tools to complete class assignments
- How to footnote a resource that I found online in a report or presentation
- How to use collaboration tools such as blogs and wikis
- Other

3. Find tools to help.

- Experiment on yourself; integrate technology you wouldn't normally use into personal habits. Try a time management tool like Remember the Milk, keep track of ideas and notes using a tool like Evernote, or share ideas quickly with colleagues using a tool like Writeboard or Dabbleboard.
 - Think purposefully about how these tools could be integrated into instruction and/or collaboration with teachers and students.
 - Investigate devices like eReaders, smartphones, iPads. Visit stores where you can get some hands-on time to discover features and uses.
4. Set time in your schedule.
 - Make time and a concerted effort each day to address integration goals from step 1.
 - Even if it's just 15 minutes a day, it's time well spent.
 5. Focus on quality over quantity.
 - Document, document, document. Compile very brief reports on a monthly basis in order to consistently track progress and generate ideas. Consider recording video, taking pictures, collect examples of student work so you have visual examples of library activities and impact.
 - Measure and communicate success to your administration.

Although the pilot survey results may not directly reflect any individual reader's personal experiences, it is important to

remember the issues presented move beyond what occurs at one campus or district. Survey data surely include responses from students in districts with no school librarian in place or with less than vibrant library programs as well as from students experiencing successful and growing school libraries. Much can be learned from further examination of the survey data and thoughtful analysis and dialogue regarding the implications for the future of Texas school libraries. In a world where creative and innovative workers adept at problem solving are valued over those performing regular task accomplishment, are Texas school library programs providing the contact, environment and support needed to foster this type of learner? What strategies will be employed so Texas school libraries are perceived as multi-dimensional and, thereby, indispensable, welcoming, and nurturing places to learn?

Marty Rossi is a library services & media specialist at Education Service Center, Region 20 (San Antonio).

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Additional Resources

- SurveyMonkey; <http://www.surveymonkey.com/>
- Zoomerang; <http://www.zoomerang.com/>
- Manymoon; <https://www.manymoon.com>
- Remember the Milk; <http://rememberthemilk.com>
- Evernote; <http://www.evernote.com>
- Writeboard; <http://writeboard.com/>
- Dabbleboard; <http://www.dabbleboard.com/> ✪

Join Marty Rossi on February 24, 2011 for a webinar on how school librarians can integrate and leverage technology to improve the learning process. Learn more about the issues identified in the Speak Up Survey and what technology resources and tools are available to encourage connections with teachers and engage students. The webinar will be held at 3:30 pm CST. CE credit will be offered. For more information and to register, go to www.txla.org/ce. This webinar is part of TLA's Strategic Initiative Series.

STRATEGIC INITIATIVES SERIES: *Collaboration*

Faculty-Librarian Collaborations at the University of Texas

Opportunities for faculty-librarian collaboration can be difficult to find, especially in a large research university environment. This article describes two successful faculty-librarian collaborations at the University of Texas at Austin. The first program is an extracurricular library outreach and education series which highlights faculty research by using popular culture as a tool to engage students with science and science information resources. The second program is a curricular collaboration which incorporates fundamental information literacy skills into freshmen core courses on a class by class basis. In addition to supporting faculty instruction, this collaboration provides students with the basis for lifelong learning.

Faculty members already know the benefit of the libraries for their own research. These two programs allow faculty to demonstrate the benefit of libraries to their students. Additionally, these close collaborations with librarians often broaden faculty members' understanding of how librarians can support not only their research but also their teaching. As a result of collaborations thus far, the participating faculty are more likely to promote libraries to their colleagues and students.

Extracurricular Collaboration – *Science Study Break Program*

BY ROXANNE BOGUCKA

In the fall of 2006, the University of Texas Libraries began the Science Study Break program. The program is a faculty-librarian collaboration that gives faculty members a chance to interact with undergraduates and discuss research in a relaxed, informal setting.

Here is the program description from the Science Study Break website:

Take a break from the books and join UT researchers for cookies, chips, and chat about popular movies and TV shows that deal with science topics.

Many viewers uncritically accept scientific information presented in movies or on TV. That may be good in the case of a medical organization broadening viewers' knowledge by using *entertainment-education* – for example, embedding information about breast cancer in the storyline of a telenovela. But that may be bad when “science” unconsciously absorbed from popular programming affects citizens' considerations of public policy issues.

In each program of this occasional series you'll hear faculty members discuss realms of scientific possibility, evaluate presentations of science in popular culture, or mercilessly mock bad science and worse screenwriting. You'll also sharpen your Bad Science Detector and discover library resources you can use to check the facts.

These one-hour evening programs occur twice in the fall semester and twice in the spring. Throughout the year, I keep an eye out for movies and TV shows with science, technology, engineering, or medical themes, creating a list of potential programs and the disciplines they touch on. Once I decide on the relevant disciplines for these shows, I use the University of Texas' departmental directories and the Experts' Guide to identify potential faculty members whom I could invite to be Science Study Break presenters.

Faculty members whom I have approached have all been intrigued by the program and receptive to the opportunity to use popular culture to teach. Most of those who've been invited to participate have accepted. The few who have declined have asked me to check back with them later, when they hope that their schedules will allow them to participate.

Each Science Study Break program takes three to four weeks of advance planning. Recognizing the time-crunch that faces most faculty members, I do as much pre-production as I can. Minimizing their prep time makes it easier for faculty members



Photo by Travis Willman

to agree to participate in extra-curricular programming. Once the movie or TV show has been agreed on, I acquire the DVDs and identify scenes that present some opportunity for scientific discussion. I prepare a spreadsheet that lists each scene, its starting and ending time codes, and the first and last lines or a description of the action. In our initial meeting, we discuss the scenes and the science possibilities, then I give the spreadsheet, along with the DVDs, to the presenter. After our introductory meeting, which can take an hour, we work on the program via email so faculty members don't have to schedule time for another face-to-face meeting.

Busy faculty members are relieved to hear that they do not need to be familiar with a show, or take the time to watch several episodes. They need only refer to the scenes on the spreadsheet, typically a total of 20 to 25 minutes of viewing, as the basis for their presentation. The presenters also tell me about particular aspects of their research and/or scientific concepts they would like to include in their presentations, so that I can locate additional scenes that address those concepts.

Another worksheet lists the suggested order of ceremonies. Each program alternates showing scenes from the movie or TV show with discussion by the presenter and questions from the audience. Faculty members use Powerpoint slide shows to illustrate their points. Most participants report that they have been able to incorporate some slides from existing classes and lectures, rather than having to spend a lot of time creating an entirely new presentation for their Science Study Break program. Some repurpose their Science Study Break presentations for use in their classes. Faculty members send me their presentations a day or so before the program date.

Each program also contains a short "library commercial" – a two-minute slide show about a UT libraries resource or service. I ask presenters about their preferred library resources, so that I can highlight appropriate databases or journals. Since most presenters' content cites some literature, it's usually easy to figure out what the topic of the library commercial will be. Faculty members also collaborate on the publicity for each program, announcing their participation via departmental email lists and student organization email lists, in the classroom, or via course management applications, and sometimes asking members of student organizations to put up flyers around campus.

The success of this extra-curricular program stems from the opportunity it offers faculty members to address engaged and lively student audiences. ☆

Curricular Collaboration - Information Literacy and the Core Freshmen Curriculum

BY MICHELE OSTROW

In 2006, the University of Texas at Austin began a long process of revising the core curriculum for undergraduates. The curriculum revision included institution of a common freshmen experience called a Signature Course, which in the fall of 2010 became a requirement for every freshman and transfer student their first year at the university. Information literacy is integrated into the Signature Course program, which has allowed the libraries to reach every freshman with instruction in basic research and information evaluation skills.



Signature Courses are taught by faculty from across the university on topics they propose. They come in two formats – seminars capped at 18 students and large lecture courses with active discussion sections led by specially trained teaching assistants. While the topics vary greatly, each course has six common elements.

1. All students must attend one of two university lectures and talk about them in class.
2. Each student must be introduced to at least one "gem" of the university, usually interpreted as the Ransom Center, the LBJ Library, the Blanton Museum, or the Benson Collection.
3. Students must make an oral presentation.
4. Students are assigned writing that includes significant revisions.
5. Information literacy is taught.
6. The course includes interdisciplinary and contemporary content.

The way the faculty address these requirements varies from class to class, and Undergraduate Studies (UGS), the school that oversees the Signature Courses program, supports this diversity of approaches.

When Library Instruction Services (LIS), the unit that has been working with lower division undergraduates for years to introduce baseline information literacy skills, heard that these

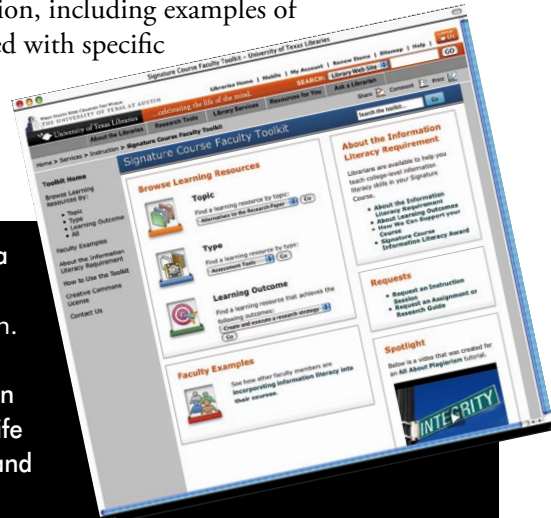
courses were being considered as part of the core curriculum, we jumped at the chance to be involved. Up until that point, there was no common course that every freshman took. While we had developed strong relationships with both the rhetoric and writing courses (UT's equivalent of freshmen composition) and Freshmen Seminars (pre-cursors to the Signature Courses), we knew that we weren't reaching every student and sometimes were reaching the same student twice. This program would provide us with the opportunity we'd never had before – to reach every student their first year at UT and provide them with fundamental information literacy skills they could build upon as they moved into their majors. In order to achieve our goal, we began lobbying the faculty committee charged with proposing the new core curriculum. Though we talked to quite a few of these faculty members and they all agreed that information literacy was important, they did not feel strongly enough about it to make it a requirement. After the plan came out of the committee and UT formed a new School of Undergraduate Studies with a new dean charged with implementing it, we knew we had one last chance. We secured a meeting with the dean and discussed the importance of information literacy. He had just received some poorly researched papers in his undergraduate class and could easily understand what we were saying about the importance of preparing students to find and evaluate information as a foundation for critical thinking throughout their lives. He told us information literacy would be a requirement and accepted our proposed learning outcomes. These outcomes, based on the Association of College and Research Libraries (ACRL) Information Literacy Standards, were written broadly enough to apply over time even as research tools change.

LIS' approach to information literacy integration is faculty collaboration. We contact each faculty member teaching a Signature Course individually to offer our services. Our resulting faculty collaboration takes many forms including:

- consultation with the faculty over time to help them build their course
- one-shot instruction sessions with course research guides tied to a specific assignment
- TA training to prepare them to teach course-integrated information literacy skills in the discussion sections
- exercises and assignments, with accompanying research guides, to teach information literacy learning outcomes in a way that supports the course content. For example, in one journalism class, we built an assignment and guide to help students find articles from three different types of newspapers and analyze how audience and cultural context impact news reporting.

We also encourage self-service through our Signature Course Faculty Toolkit, a collection of learning objects browseable by topic, type, and learning outcome. This toolkit also serves as a portal to all of the services LIS provides to the UGS courses. For more information, including examples of how LIS has worked with specific

courses, see www.lib.utexas.edu/signature courses. ✪



Roxanne Bogucka (roxanne.bogucka@austin.utexas.edu) is science instruction librarian at the Life Science Library, and **Michele Ostrow** (micheleo@austin.utexas.edu) is head of library instruction services.

Both are with The University of Texas Libraries.

Join Roxanne Bogucka and Michele Ostrow on January 29, 2011 for a webinar on academic faculty and librarian collaborations. Learn more about their ongoing projects and how they are working to embed library services and programming into courses throughout the university. Bogucka covers how to identify and work with faculty for extracurricular programming. She will also address how to find useable film and TV science, technology, engineering, and medical content for collaborative programming.

Ostrow will cover methods for collaborating with faculty to integrate information literacy into freshmen level courses and will discuss approaches that for getting information literacy written into curriculum at the department, school, or university level. The webinar will be held at 10 am CST. CE credit will be offered. For more information and to register, go to www.tsla.org/ce. This webinar is part of TLA's Strategic Initiative Series.

Collaborating for Texas Workskills Development: The Power of Libraries

BY ALEXIS H. SARKISIAN, AERA YOON, CAROLYN BREWER, AND ADAM WRIGHT

For those of you who are not familiar with the Texas Workskills Development in Libraries Program, TWDL, we give you a very hearty Texas welcome! For those of you who are familiar with TWDL, you know and understand the positive contribution that TWDL has begun to make for the citizens of Texas.

The difficult economic condition over the last couple of years has served as a key driver in policy-making at all levels of government and in practices and priorities with both the public and private sector. Unemployment has reached levels unseen in decades. Many Texans are out of work and in search of information and help. Libraries are particularly well-positioned to assist with the improvement of job skills, resumés, and job searching efforts. A group of Regional Library System leaders across the state knew that, by working together, they could create a framework to support libraries statewide in these efforts. They were also aware of funding that was available.

In the last legislative session, the Texas Library Association lobbied for funds to support Library System activities. As a result, the Texas State Library and Archives Commission (TSLAC) received an additional \$1.5 million to put towards the System program. To distribute these funds, the State Library created the System Negotiated Grant (SyNG) program. Systems could apply for grants to assist with their consulting and continuing education programs as well as request funds to underwrite new programs and services geared towards any of the following statewide priorities: family literacy, early childhood literacy, and workforce development.

As a result, The North Texas Regional Library System, in conjunction and cooperation with the Northeast Texas Library System, West Texas Library System, Houston Area Library System, Big Country Library System and Texas Trans-Pecos Library System, decided to collaborate and design a program geared towards assisting patrons with workforce development.

Working together, the systems began building Texas Workskills Development in Libraries (TWDL). The program, affectionately referred to as “Twiddle,” is designed to assist patrons in learning the skills necessary to find a job, get hired, and retain the job after hire. The team of system directors and staff created an integrated program of service delivery. The plan included: 1) researching, validating, and reviewing existing information associated with job search skills, 2) creating a website to function as a portal centerpiece for the validated information (www.twdl.org), 3) developing workshops for librarians to learn about tools available to assist patrons, 3) customizing workshops for patrons dealing with job skill development as well as job search skill



development, and 4) designing collateral outreach materials to help inform librarians and the public about TWDL.

As a result, for the past year, the participating library systems have been working diligently to enhance and build the workforce skills of Texas residents by assisting Texas library staff, management, and volunteers in gathering 21st century job training resources that can be easily accessed and offered to all Texans. Ultimately, these resources have supported Texans in elevating their standard of living through education and employment.

The cornerstone of service delivery for TWDL is the website, www.TWDL.org. Since the website was launched February 1, 2010, according to webmaster Paul Waak, the most recent statistics indicate that 5,588 unique people have visited the site 8,681 times for a total of 29,951 pages reviewed. The site is free and accessible to anyone. There is no requirement to have a library card. While some sites listed on www.twdl.org do require registration, no money is required to register for those sites.

In addition, at least one librarian has visited and reviewed each of the sites. By having these sites reviewed by a librarian, those who visit www.twdl.org are guaranteed to have a site that is valid, reliable, and accurate. So whether a person is a job seeker, or a librarian, he/she can be assured of the information that is being accessed on www.twdl.org.

A major component of TWDL service delivery is training. Workshops were scheduled by each of the participating systems, and after the first year, over 189 workshops took place with over 1542 people in attendance. Workshop content included resumé and cover letter writing, interviewing skills and how to look for a job. Each system customized the workshops to meet the needs of its member libraries often either using or referring to the content on the TWDL website.

Through the grant, mobile computer labs were purchased and taken by system trainers to individual libraries where training took place. This approach enabled a greater number of people to

be able to take advantage of the training. Once again the website provided the necessary link to the public by also including a calendar of workshop events taking place throughout the state. As TWDL moves into a second year, the site will once again serve as a calendar for all events taking place throughout the state with TWDL.


It is important to note that an outgrowth of the initial training sessions was a realization that a significant number of people did not have basic computer skills, so it became necessary early into the training process to include basic computer training either in the individual workshops or in additional workshops designed to meet that need.

“Our library system partners realized that computer training was an essential component in the training process,” said Adam Wright, TWDL program director. “As a result we are including a digital library skills training program as part of the TWDL offerings for this year,” he said.

Recently, a videotape was produced about the first year of the TWDL project. You can find the video on the TWDL website. Library directors, system directors, workshop leaders, and participants were interviewed. Key words used to describe TWDL include power, collaboration, simplicity, and effectiveness. Carolyn Davidson Brewer, assistant director at NTRLS, a workshop presenter, and major contributor to the content of the TWDL website, said:

Indeed there have been people who have found jobs through TWDL, but the real power of TWDL is the new found learning, energy, and commitment that attendees get from being in class with fellow job seekers. They are able to create a new job search path for themselves armed with 21st century skills and determination!

Along with the website and the training, TWDL is a collaborative project that works because all involved are committed to working together and keeping the lines of communication open. In addition to the project director, the team includes a part-time coordinator, Aera Yoon. With regular conference calls to focus on project details including the budget, the lines of communication have remained open and cooperative. Problems are solved, and the project functional implementation has been smooth; and most importantly, everyone is receiving the same information at the same time.



TWDL provides online application completion and links to self-paced tutorials



The current lab in Alpine, TX has only five computers for the public use.

Photos provided by Texas Trans Pecos Library System.

While the TWDL team is confident about what has been created and the message given in workshops, the real story is best obtained through testimonials. Many are featured in the video, including Tina Hager who is the director at Little Elm Public Library. She sums up her experience:

TWDL is a four letter word that should become one of the top resources used by library staff to assist people looking for work... As with many other libraries, we have been assisting job seekers for years but have seen a major increase in the need for assistance over the past two years... I have to confess, it took me a long time before I tried TWDL because our library and staff are going through the “not enough time, not enough staff, but busy as all get out” everyone faces. Though it took me a while before I was able to take the time to see what a wonderful resource TWDL is for our community. Once I tried it, I was hooked. Not a day goes by without my staff or me sharing the benefits of TWDL with those who need help!

TWDL is now in a second year with three more systems on board. We look forward to a very promising year. We ask that you visit the TWDL website and see for yourself the wide array of content, workshop listings, and PR materials that will help you promote TWDL in your libraries. Please visit, www.twdl.org. ★

Alexis H. Sarkisian is a marketing consultant, and Aera Yoon is project coordinator for Texas Workskills Development in Libraries. Adam Wright is executive director and Carolyn Brewer is assistant director; both are with the North Texas Regional Library System.

Join TWDL team members on February 22, 2011 for a webinar on this far-reaching program. Learn more about current and forthcoming training and resources, as well as discovering ways to market the library's role in workforce development. The webinar will be held at 2 pm CST. CE credit will be offered. For more information and to register, go to www.txla.org/ce. This webinar is part of TLA's Strategic Initiative Series.

CARNEGIE LIBRARIES:

The Jumpstart to Public Libraries in Texas

BY LAUREN M. GEPPERT JACOBS

Returning from a family trip to Big Bend National Park, I saw the familiar blue library sign in the town of Ballinger, and I just had to take a look at the local public library. When my husband and I drove up front, I was amazed that such an impressive building was in a small Texas town. I remembered learning about Carnegie libraries in library school, so I quickly recognized the structure before me. This building still functions as a public library, but it was closed on Sunday, so all we could do was peek in the windows and take photographs. When I got back to work in Arlington, I shared the picture, by email, with my fellow children's staff members. One of them later recalled that photograph, plus another one I sent after a foray to the Cleburne Carnegie. The 2009 Summer Reading Club theme that year was "Libraries: Deep in the Heart of Texas." This colleague said I should "do something" with that theme and my Carnegie pictures. By that time, I had driven to Carnegies in Gainesville and Palestine, and I photographed the historical marker in Fort Worth. I was hooked on these stately yet practical buildings and all that they stood for. I hunted for information and pictures of all 32 public Carnegie libraries. Eventually, I put my pictures and research into a Powerpoint presentation about these remarkable libraries, and I gave a Summer Reading Club program to adults at the Woodland West Branch of the Arlington Public Library.

After the program, I continued to scour the Internet and ask librarians, local historians, and genealogy experts for occasional help with understanding these libraries. I went on a few more trips to find libraries (Sherman and Tyler) or their former sites (Dallas, Brownwood, Clarksville, Sulphur Springs, and

CARNEGIE LIBRARIES OF TEXAS pictures, taken by Peter G. Jacobs, are listed here in alphabetical order with dates of grants. Most libraries took a year to build and some could not open until they had enough of a collection to serve the public.

Ballinger 1909: still in use as a public library. Renovations have made it viable.

Cleburne 1903: now open as The Layland Museum. Beaux-Arts style architecture.

Gainesville 1912: now the Butterfield Stage Playhouse.

Palestine 1912: rented out by city for events. Prairie-style architecture.

Pecos 1911: scanned photo; used by permission. Only Spanish-style Texas Carnegie.

Sherman 1912: now open as the Red River Historical Museum. Renovated as a Bicentennial project.

Tyler 1903: now the Smith County Historical Museum and Carnegie History Center. Only Carnegie in Texas added onto that still exists. Doubled size to 11, 000 sq. ft. Done as WPA project.

Vernon.) Fourteen buildings remain in their original locations, and four of those still function as libraries (Ballinger, Franklin, Jefferson, and Stamford). It took over a year to collect pictures from all the Texas Carnegie libraries.

It is sometimes hard to explain to non-librarians how thrilled I am to get pictures of old libraries or to get new tidbits of information about them. All my collected information has reinforced the "wow factor" of their architectural beauty and what these libraries mean to the citizens of Texas. Andrew Carnegie's widespread program of providing libraries to communities with few strings attached really was the catalyst for spreading public libraries throughout the English-speaking world, and in this case, especially Texas. Theodore Jones in *Carnegie Libraries Across America: A Public Legacy* mentions that there were only 400 libraries all over the U. S. in the 1890s. The first library school was established at Columbia University in 1884 (Bobinski, 1969). When Carnegie's philanthropic program with libraries began in 1898, there were only four public libraries in the Lone Star State (Houston, Galveston, El Paso, and San Antonio.) There were single-donor gift libraries in Waxahachie (Nicholas P. Sims), Wichita Falls (Joseph A. Kemp), and Galveston (Henry Rosenberg). By the end of the Carnegie program in Texas in 1915, there were 51 public libraries, 32 of which were Carnegies.

The turn of the century was an era filled with massive immigration, fiscally poor cities, health scares, and low educational achievement. There was no Corporate Income Tax, and a small but significant part of the U. S. population accumulated wealth in unprecedented amounts. The immigrants that came to the U.S. were both educated or laborers, but they all needed to acculturate. Cities became extremely conservative in their spending after losing money in



the Panic of 1893 and the ensuing depression. Flu epidemics and other public health problems claimed many thousands of lives and caused people to be wary of going to public places. Few people were educated beyond the eighth-grade level, so Andrew Carnegie's view of public libraries as universities for working men was not far-fetched. Immigrants, like Carnegie himself, came to libraries to learn about their new country and their children took advantage of storytimes to learn English and educate themselves. Eventually, ordinary citizens appreciated libraries as safe havens and their grand architecture became less intimidating.

Texas, in this same period, was a young state. It achieved statehood in 1845. The South was still recovering from the effects of the Civil War. A Texas law of 1874 "allowed any incorporated city to establish a free library and grant part of its revenues for the management and increase thereof" (Lee, 1959). By 1898, only Galveston, San Antonio and El Paso had taken advantage of that law. Texas had a large expanse of territory with no large highway system or widespread railroads and limited means of communication. At the turn of the century, very few municipalities had the support of libraries on the agenda.

When news of Carnegie's free library program spread to Texas, the female half of the population were the main movers and shakers. The Texas Federation of Women's Clubs took on building libraries as one of their goals. Women's clubs often started subscription libraries that relied on donations, untrained volunteer labor, and user fees. Subscription costs prevented many people from using these libraries so, clearly, improvements were necessary. In town after town, women's groups pushed through Carnegie Library applications. There were some notable exceptions to this trend, including a few

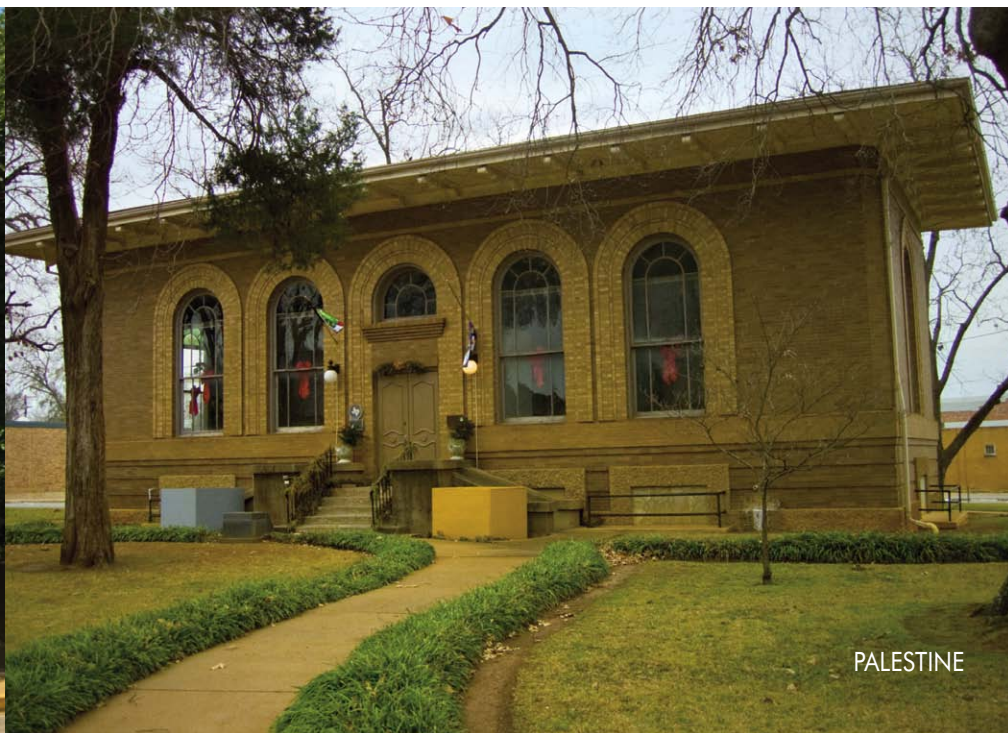
library associations and enterprising mayors, but at least 12 of the 32 Carnegie libraries were built at the insistence of women's groups. City councils and mayors had to become involved in the application process, and they did not always support the aims of the women's groups. The reasons for municipal reluctance or lack of city council support were downturns in the economy and insufficient understanding of the mission of public libraries. Libraries certainly were new to Texas culture and not well understood, but 32 were built in Texas and 14 remain even after more than 100 years.

Although Carnegie's program did not require trained librarians to run these libraries, professionals came from long distances (El Paso, Tyler) and others educated themselves (Gainesville, Fort Worth). Some libraries (e.g., Tyler) had strict training programs because the staff sought to be prepared to help their patrons. The surge of libraries throughout the U. S. helped spur on library education and library organizations. Professional organizations, such as the American Library Association, gave Carnegie and his secretary James Bertram (who managed most of the Carnegie library program) good advice to improve library architecture. When towns applied for a Carnegie library grant, a pamphlet of various building plans was included in the return packet. In Gainesville, Texas the XLI Women's Club was given free rein from the architect to design the interior of their Carnegie. There was no requirement to put Carnegie's name or his bust in these libraries. Carnegie and Bertram wanted the buildings to be practical and useful and not frigid museums to their benefactor. They heavily discouraged and even reprimanded towns if they included art galleries (Fort Worth and Dallas) or opera houses (Vernon) in their plans. Open shelving abounded in these libraries, allowing people to find and discover their own material. Eventually, Carnegie libraries had lively children's sections and well-attended storytimes. The

connection between these public libraries and education was solid. These buildings became sources of local pride.

The more townspeople became sentimentally attached to their libraries, the more likely they were to be proud of them and want to keep them. Although the largest and best-supported Texas Carnegies were in cities such as Houston, Fort Worth, and Dallas, more of the small town libraries still exist. Carnegie libraries were used for club meetings, as classrooms, and for scout meetings. Showers and weddings were held in their large spaces. Bandages were rolled for the war effort. Operas, plays, and lectures took place there, and even moving pictures were shown. The public libraries of Texas were not just treasure houses presented by rich patrons. They were public buildings there for the benefit of its citizens.

The life and career of Andrew Carnegie is well-documented. Carnegie was, no doubt,

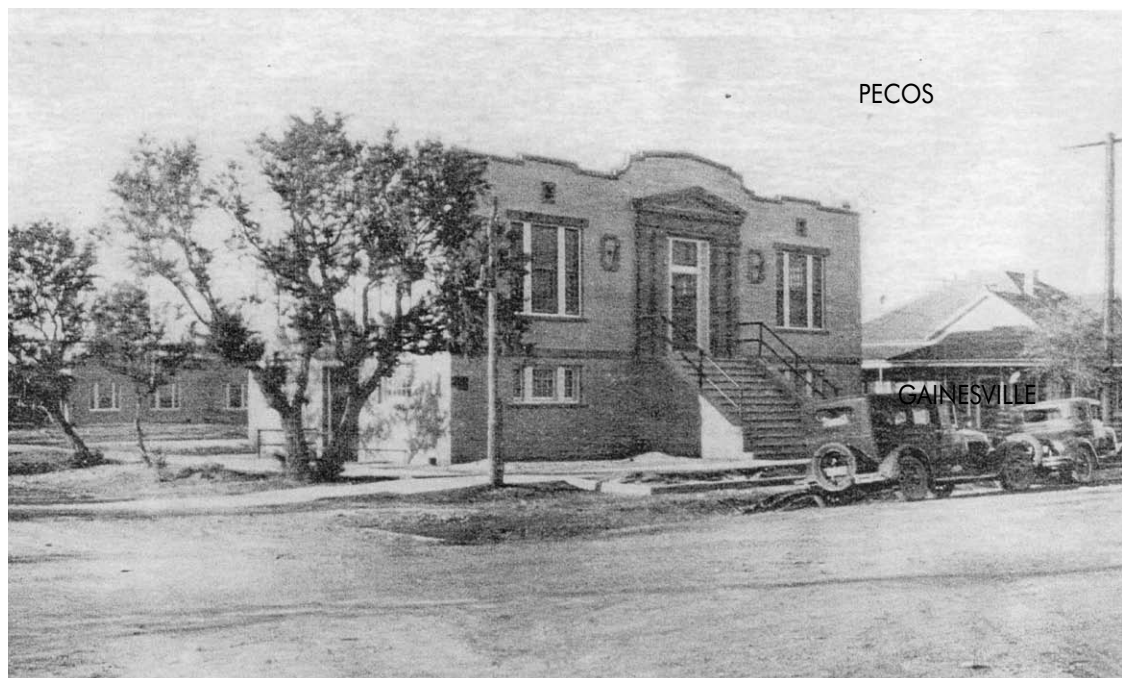


PALESTINE

the Bill Gates of his day – a self-made man with a business genius and the capacity for hard work. He had a complicated personality. He was ruthless in his quest to build a fabulous career as a railroad man, investor, and steel magnate. He had a rather severe personality, and yet he was a humanist, a peace activist, a new father at the age of 61, and he wanted to give back to the society that accepted him and let him rise to the top. Carnegie wrote two articles often known as the “Gospel of Wealth,” in which he espoused the idea that wealthy men should give back to America’s cultural institutions. Carnegie sold his steel interests to J. P. Morgan in 1901 with his personal share of the sale equaling \$300 million. Carnegie wanted to give all his money away, but there was no experience to fall back on to give away that much. At his death in 1919, Carnegie had given away 90% of his fortune. The remainder funded the Carnegie Foundation, which still does philanthropic work. Besides libraries, Carnegie provided funds to purchase church organs and build performance halls and city centers. Carnegie’s interest in libraries stemmed from an experience he had in his youth with a well-to-do Pittsburg man who lent out his books to poor bobbin boys on Sundays. Carnegie’s father started a small library, in Scotland, for the employees in his weaving business. Carnegie equated libraries to self-education.

After some starts and stops in his philanthropic free library program, Andrew Carnegie’s generosity reached many states and countries. Before the library program ended in 1919, the Carnegie Foundation built 1689 libraries in the United States.

BALLINGER: background image from page 142



It is estimated that 35 million people world-wide received library services from Carnegie institutions (Jones, 1997). Sidney Detzion thinks Carnegie’s program stimulated libraries “which might have rested long on a plateau, had it not been spurred on to greater heights” (Bobinski, 1969). A significant difference in Carnegie’s program to that of some of his fellow “robber barons” was the local stake embedded in the program.

The Carnegie Foundation’s money applied only to planning and building. Local governments had to provide support for these institutions by budgeting the equivalent of 10% of the value of the building every year. The cities had to provide the lot for the building and they had to pay for landscaping, furniture, maintenance, books, and salaries. Later, when some Carnegie library towns lost their libraries (Temple, Clarksville, Memphis,



Pittsburg) due to fire or budgetary failure, public libraries did not reappear for many years or reappeared smaller than the original Carnegie buildings. This is another proof that Carnegie's money gave a jumpstart to local public libraries, especially in communities with small populations. Some Texas towns later turned their systems into County libraries (Franklin, Gainesville, Pecos, Vernon, and Waco) thereby allowing them to serve even more people than covered by the original Carnegie libraries.

A total of \$649,000 in Carnegie Foundation money eventually flowed into Texas. The record of what Lone Star towns did or did not do to support their libraries is somewhat spotty. However, in most towns, the idea of having a public library took hold and has survived more than a century. These organizations were usually tied to municipal budgets. They were associated with education and entertainment, and people did and still do take pride in them. Andrew Carnegie's legacy lives on in the public libraries that he had a hand in forming.

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CLEBURNE

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SHERMAN



It Pays to Recycle Reads

BY MINDY REED

As librarians, the idea of destroying books conjures images of scenes from Ray Bradbury's Sci-fi classic, *Fahrenheit 451*. The reality for all of us, however, is that books and media take up space, and space, like funding, is hard to come by in most library systems.

For decades, libraries, often in conjunction with a friends group, have held annual or semi-annual book sales. A venue is rented or a parking lot is cordoned off, and books that have been stored in basements, closets, storage units, and even in librarians' offices are sorted, stacked, and offered for sale. Early bird shoppers line up in advance, hoping to find the choice titles, while bargain hunters wait until the final day when all you can fit in a bag or a box for one price is offered. The event is a carnival of bibliophiles – an adrenalin rush for book lovers. But when the book dust clears and the last over-stuffed cardboard box has been dragged across the floor, the tables are still laden with books and records and tapes. Now what?

In 2008, the Austin Public Library (APL) decided to try something different. Why not operate our own used bookstore? APL was aware that some libraries operate stores in their buildings. But that would require space allotment, something not available in the Austin system. Brenda Branch, director of the Austin Public Library, decided to go retail. John Gillum, facilities planning manager, secured the location, and Toni Lambert, assistant director, developed the operational model. Regional Manager Tom Moran won the "Name the Bookstore" contest, and in February 2009, Recycled Reads (ARR) opened to the public at 5335 Burnet Road.

However, the success of the operation depended on more than a location and weeded library materials. APL recognized the mission of Recycled Reads was twofold: a retail operation and a recycling operation worthy of Austin's designation as one of the 10 greenest cities in America. Our Mission Statement Reads:

Recycled Reads (ARR) is a used bookstore and book/media salvage operation for the Austin Public Library (APL) in Austin, Texas. It is the goal of Recycled Reads to recycle library and donated materials in an ecologically responsible way; to make materials no longer able to be circulated within APL available to book lovers and educators; and to obtain a reasonable market share in the local used bookstore industry through low price, a dominant selection of products, and a variety of outreach community programming in a relaxing, friendly environment that encourages browsing and reading.

To accomplish this mission, Recycled Reads was going to need to collaborate with a knowledgeable recycling service. At first we worked with Ecology Action of Texas, but as many in solid waste services will tell you, book and media recycling is not like paper or plastic, especially at the volume going through our store. As well as being a green city, Austin is a city of entrepreneurs and philanthropists, and APL found both in Books Beyond Borders.

Founded by Thomas Barker in 2003, the commercial arm of Books Beyond Borders sells books online to raise money for Project Schoolhouse, a 501(c)3 non-profit organization that builds schools in disadvantaged areas throughout Central America. Once material is determined to be unsuitable for check-out, sale by Recycled Reads, and sale by Books Beyond Borders, the material has outlived its usefulness. Since books cannot go into single stream recycling, Books Beyond Borders de-binds them and then shreds the paper. They partner with green recyclers who convert the material into building materials such as insulation.

Recycled Reads had a location, inventory, and a recycling partner; all it needed was staff. Ninety-eight percent of the staff at Recycled Reads is volunteer. A 40-hour per week bookstore manager and a 20-hour administrative assistant are employees of APL; the rest of the labor is provided by volunteers. Over 20 volunteers contribute over 500 hours per month to the bookstore, receiving and sorting library weeds and donations, stocking shelves, weeding shelves, ringing up sales transactions, writing our blog, and pricing our collectible items. Service groups from the National Charity League to the Boy Scouts as well as corporate employees fulfilling in-service days help us process the tens of thousands of books we receive every month.

Recycled Reads offers a wide range of books from just about every conceivable category including fiction, non-fiction, business, science, children's, hobbies, collecting – anything you can imagine. Our music selection includes CDs, vinyl records, and even cassettes. Audio books include books on CD and on

Photos provided by Austin Public Library



cassette tape (since many people still have cassette players in their cars). VHS and DVD resource materials are sold as well. Unique, rare, and expensive items are offered as collectible items and generate a higher price than the floor items.

The individual branches of the Austin Public Library also benefit from Recycled Reads. Each branch has an on-site sales table or bookshelf. Recycled Reads provides them inventory for not only ongoing sales but also seasonal book sales, such as holiday or back to school events. Second Chance Books, a collaboration between the Austin Public Library and Gardner Betts Juvenile Detention Center, provides books for youth to read for learning, pleasure, or personal growth. Librarians from APL are able to select materials from Recycled Reads to support that program.

Recycled Reads operates not only as a retail operation but also as a hybrid branch library. With the exception of issuing library cards, offering materials for free checkout, and having hard-wired computers, ARR offers all the other services available at branches (desirable materials, meeting room space, community programming, story time, Wi-Fi, and reference assistance). The public appreciates being able to purchase books at affordable prices: \$2 for most hardbacks, \$1 for most softback and paperback books, and 50 cents for most children's books). And they appreciate having a place to bring donations.

Recycled Reads is able to offer a large selection of materials because the inventory is salvage and donated materials, meaning our cost of goods sold is zero dollars. Two areas of operation, rent and salary, represent almost all of ARR's operating expenses. However, these expenses are offset by opportunity savings via ARR operations, which include recycling, warehousing, and transportation. These savings would be significant expenses that the APL and the City of Austin would have to otherwise absorb.

Recycled Reads benefits APL and City of Austin by providing a "second chance" alternative for obsolete material; a location for the public to donate books and media (especially items

that cannot go into single stream recycling); community programming and meeting spaces; and community outreach activities such as the Green City Fest, Austin Partners in Education (APIE), Green Living Expo, Earth Day, and the like. The single site operation is a bookstore and recycling center whose sales and services not only support Austin as a green city, but it also serves as a hybrid library and recycling center. When citizens call 3-1-1 in Austin and ask what to do with their unwanted books and media or where to donate books from an estate, they are told to bring them to Recycled Reads.

Recently, Recycled Reads ventured into book art as another way to utilize discarded books. Books are folded and shaped into sculptures, vases, and wall art. These items will also be offered for sale to the public. Periodically, we offer workshops in altered books and books art.

Through collaboration with recyclers, the public, and other City of Austin departments, the Austin Public Library is able to offer the community a unique alternative for book purchasing and recycling. While Recycled Reads has been open to the public for less than two years, our monthly sales and customer visits remain steady, surpassing most retail start-ups, especially since we are only open to the public 24 hours per week (Thursday-Sunday noon-6:00 p.m.). Our five-year business plan projects continued growth and revenue, especially as more and more residents of the City of Austin and surrounding areas learn about our operation. We believe that Recycled Reads can be the benchmark for other communities looking for responsible recycling alternatives and book and media sale options. Austin Public Library is willing to share what we have learned with other library systems. We encourage librarians to visit our website (www.cityofaustin.org/library), our blog (recycledreadsAustin.wordpress.com), or join us on Facebook. 🌟

Mindy Reed (Mindy.Reed@ci.austin.tx.us) is a librarian and bookstore manager for Recycle Reads at Austin Public Library.



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Texas LIBRARY SNAPSHOT Day



ZOOMING IN ON YOU

**During October, 746
libraries participated in
TLA's fall Texas Library
Snapshot Day.**

This event offers the library community an opportunity to document a day in the life of their library. From statistics about visitors and circulation to keeping track of why people come to the library, information gathered on Library Snapshot Day provides the public and decision-makers with a close-up lens to the daily contributions of Texas libraries.

This fall, about 10% of Texas libraries participated in the event. Libraries could select any single day in October and designate it as Library Snapshot Day. Many libraries sent out press releases and information to the public to inform them about Snapshot Day and invite them to stop by for programs, to check out a book, or just to say hello. Visit TLA's Snapshot Day Flickr site (www.flickr.com/groups/librarysnapshotday) to see the hundreds of photos uploaded during the event.

The responding libraries reported:

- 284,594 visited the library (at 10% of libraries – a statewide estimate for daily visits to libraries would be 2.8 million people visit Texas libraries daily)
- Over 70,000 people used computers in libraries (at 10% of all libraries – a statewide estimate of 700,000 people use computers in libraries every day)
- Over 303,861 items circulated (at 10% of all libraries – a statewide estimate of 3 million items checked out every day)
- Over 600,000 hits to library Web pages (at 10% of all libraries – a statewide estimate of 6 million Web hits to Texas libraries)

- 126,362 kids participated in library programs (at 10% of all libraries – a statewide estimate of 1.2 million kids attend library programs every day)
- 134,637 teens participated in library programs (at 10% of all libraries – a statewide estimate of 1.34 million teens attend library programs every day)
- Almost 10,700 adults participated in library programs (at 10% of all libraries – a statewide estimate of 107,000 adults attend library programs every day)

**WOW . . . you know a
lot about computers.**

Sample reference questions and topics from Snapshot Day

- I need assistance using the Internet and computers.
- When will you start your computer literacy classes for seniors?
- Help me find Alice and Wonderland.
- When is story time?
- How do I print?
- How do I use Noodletools and print notecards?
- Which database do I use for controversial issues?
- How do I access my email account to attach a document?
- I am doing some research on events in World War II and I would like to read through some of the firsthand accounts in your oral history transcripts collection.
- I am researching “wonder and exploration” for an English class and focusing on rites and ceremonies. Do you have something in Rare Books that I can look at?
- I recently visited Quitaque and loved it, but the history books don't say what happened to the Twilla Hotel. Was it previously the Quitaque Hotel or the Sportsman Lodge?
- I need help looking up criminal justice articles.
- I need government information about the city of Denton.
- I need help doing research.
- What time is the reworks tutorial?
- How do I find the side effects of the medication I am taking?
- Many questions and requests were noted for information about: early voting, citizenship requirements and study materials, auto repair, the national electrical code, dieting, and Christian children's movies.
- What is the Triangular Trade?
- Where can I find something about the Middle Passage?

Sampling of comments from library users:

- This library rocks!
- I love the resources the library provides for college students.
- It's good and serves its purpose well if you take advantage of the resources.
- Great library!
- Great service! Keep it up!
- You make our work possible. Thank you!
- The folks at the reference, circulation and checkout desks were extremely friendly and helpful.
- Great staff. Helpful.
- Very helpful with everything!
- It is well organized and there is offered help around almost every corner.
- Great resource; not sure what I would change.
- Sci Tech is brilliant!
- Nice library.
- The media library is super cool!
- The media library is the best place of all.
- Love the Media Library Collection.
- Willis Library has a variety of wonderful resources including humanities collections and rare materials. I was able to use the Rare Book room today and found what I needed thanks to another resource – Edward Hoyenski! Thanks so much.
- The UNT Library provides a wealth of tools and sources that help me conduct research that will further my education and career. The staff is helpful and as added tool.
- Wow...you know a lot about computers.
- Thanks for the book.
- You guys are cool !!!
- Love my library. Everything I need I can generally get at the library. Plus I get it for free. It is truly the place to go for a free education.
- I made a 100 on my AR test!!
- We love pre-school storytime!
- This library is awesome & the storytime is the best! All of my children have loved it! We have been coming for 8 yrs & many more to come! 🍀

Libraries Crossing Boundaries: Bibliotecas Cruzando Fronteras

Think live music, 6th Street, the technology capitol of the state, fabulous museums and restaurants, and a Rally at the Capitol for the history books! The Texas Library Association's annual conference will once again take place in Austin. The Live Music Capitol of the World (as the city modestly bills itself) will once again welcome about 8,000 of your friends and colleagues between April 12 and April 15, 2011.

This year's general session speakers include actress, advocate, and best-selling children's author Jamie Lee Curtis and *New York Times* best-selling author and humanitarian Greg Mortenson (co-founder of Pennies for Peace, a program to build schools in Pakistan and Afghanistan). Daniel Handler (a.k.a. Lemony Snicket) and Maira Kalman will close out conference on Friday, April 15. Authors Diane Mott Davidson, Richard Peck, and Jacqueline Winspear will be the opening luncheon speakers. Other speakers include epatient Dave Bronkhardt, Alan Sitomer, Ed Spicer, Lee LeFever, Jessamyn West, Steven Bell, and Megan Oakleaf.

Be sure to bring your favorite **RED** outfit to conference as once again library supporters join forces in support of libraries. We'll have drummers, elected officials, hundreds of signs, and – best of all – thousands of cheering library supporters speaking out for libraries. We will not be silent; we will not stand by; and we will not abandon our duty to speak out for the people and students we serve. Libraries are vital to our state,

Librarians rally on the Capitol grounds, April 2005.

Join colleagues on April 13 to rekindle the energy and interest of the 2005 Rally for Texas Libraries.



and Texas cannot be truly strong without state support for our libraries.

The conference will also afford countless other opportunities for networking and learning. With over 200 sessions and events, the 2011 conference will offer attendees a national-caliber conference inside of Texas. The conference schedule will be available on TLA's website by January 15, 2011.

Legislative Update

The 82nd Legislature convenes on January 11, 2011. This session, the state assembly will deal with a huge budget deficit (predictions now place the amount at about \$25 billion) and redistricting. The results of the November election have resulted in a near Republican super majority of the House with 99 Republicans. Senate membership will include 19 Republicans and 12 Democrats. A two-thirds vote (or 100 members in the House and 21 in the Senate) is needed to approve the budget, use of the state's Rainy Day Fund, and submission of constitutional proposals to the state's voters.

Given the membership ranks of both chambers and the fiscal outlook, state policy will more than likely involve implementation of a cut to state government operations. In preparation for the predicted shortfall for the 2012 and 2013 biennium, the state's Legislative Budget Board instructed agencies to submit budget requests for the upcoming two years showing a 5% and 10% cut from current operations (which have already been cut an

additional 5% in the current biennium). Acting on those budget reduction scenarios seems very likely.

The situation for library programs is particularly precarious. In addition to the 5% cuts sustained for the current biennium (which amounts to about \$2.047 million – most of which was taken from library programming – from the State Library budget; about \$126 million from the Texas Education Agency; and about \$439 million from higher education), the proposed 10% cut for next biennium may well affect all areas of library services and instruction.

At the 10% level, the Texas Education Agency (TEA) would need to cut about \$261 million. One of the areas highlighted for reductions is the Technology Allotment, which is the source of funds for the K-12 database program for school libraries. At this time, it is unclear whether a cut to that program would result in a reduction to the actual \$2.5 million TEA transfers to the State Library for support of that resource sharing initiative.

The State Library's total cut of state funds amounts to about \$3.880 million. However, if the state does make this cut, the State Library reported in its Legislative Appropriations Request (i.e., the official budget proposal submitted by the agency to the state) that a reduction in state support of library services would result in the agency unable to meet the full terms of the federal government's requirement of maintenance of state funding for eligibility of federal dollars. In short, if we lose state money, we will also lose an additional amount (up to \$2.9 million for just 2012 and 2013) of federal dollars. While all areas of the

agency will be subject to reduction at the 10% level, library programs by far will bear the brunt of the reductions (as library programs, including TexShare, Loan Star Libraries, and System grants) have the largest pool of funds not tied to staff at the state level.

Advocacy efforts from the library community are focused on protecting agency budgets and funding for library programs. Given the extraordinary budget situation – one which will certainly be spread across all areas of government services and operations, the challenge this session is large. More than ever before, we need the voice of library supporters to remind lawmakers that libraries provide essential services to schools, institutions of higher

education, and communities. In a session where lawmakers are looking for every possible place to cut, we must ensure their awareness of the impact of library services and the huge negative consequences of withdrawing support for a vital component of the state's educational and economic infrastructure.

We need library supporters to participate in this year's Legislative Day, which will be held on February 16. Registration is now open, and we need your passion and commitment for libraries. To learn more about Legislative Day and how to register, go to: www.txla.org/advocate. This year, Legislative Day will conclude with a reception at the newly-renovated State Library and a special presentation of the state's historical treasures will be

part of the festivities. There is no cost to participate, and everyone (members and non-members) is welcome. Please note that individual must make their own hotel arrangements. The discounted TLA rate at the Hyatt Regency will be available until January 20, 2011.

In preparation for the upcoming session, TLA hosted a webinar on advocacy issues on November 8, 2010. A link to the recording of the webinar, additional information about TLA's legislative initiatives for the coming session, and downloadable issue sheets are available at www.txla.org/advocate. Also, please note that TLA will also host "The Latest in Legislative News and Legislative Day 2011" on January 12. To register, go to: www.txla.org/register.

AWARDS

TLA depends on its members to identify individuals, organizations, and projects most worthy of recognition for having advanced the cause of Texas libraries. Every worthy librarian or project has the potential to win. Go to the TLA awards page to find information on available honors and recognition programs.

Comprehensive index:

www.txla.org/awards

Association Awards:

www.txla.org/tla-awards

Unit Awards:

www.txla.org/unit-awards

Association awards have a nomination submission deadline of January 15, 2011 and include:

TLA Scholarships, Grants, and Stipends

<http://www.txla.org/scholarships>

Many grants, stipends, and scholarships have not yet been awarded, although the deadlines are nearing. To apply for a TLA scholarship, grant or stipend, applicants need to complete the online application found on the TLA website.

Applicants must be TLA members to apply. Scholarship applicants must also

be accepted as a graduate student at a Texas ALA-Accredited Library Program.

Unit Scholarships, Grants, and Stipends

Check the unit awards page (www.txla.org/unit-awards) for a listing of funding and recognition opportunities. Many of the groups within TLA offer stipends to offset the cost of attending annual conference and awards to recognize outstanding achievement in specific areas of librarianship.

Corporate Partner Awards

Additional award monies are offered or administered in partnership with corporate and institutional sponsors. Has your library implemented a creative marketing project or promotion recently? If so, you might qualify for a **Highsmith Library Award**. Perhaps a **DEMCO Research Grant** can underwrite a project you have in mind, or a **Tocker Foundation Stipend** will make it possible for you to attend conference next spring. Visit www.txla.org/partner-awards for complete listings. ☪

TLA on Social Media

Library Snapshot Day was a huge success (see article page 148). Many libraries uploaded photos of Snapshot Day activities. Visit the TLA Flickr pool for terrific images of what's happening in libraries statewide! Go to: www.flickr.com/groups/librarysnapshotday.



From left: siblings sharing a book in Friendswood, UTSA students in the laptop area of their library, and preschoolers on a bookhunt in Laredo

Volume 86, 2010

<i>Issue</i>	<i>Page #S</i>
<i>Spring, 86:1</i>	<i>1-36</i>
<i>Summer, 86:2</i>	<i>37-74</i>
<i>Fall, 86:3</i>	<i>75-112</i>
<i>Winter, 86:4</i>	<i>113-152</i>

TLJ ANNUAL INDEX

COMPILED BY
MITZIE STEWART

Academic libraries 28-29, 52-54, 136, 138-139

Allen, Kelly 67

Alpine Public Library 68

American Civil Liberties Union of Texas 94-101

American Library Association 33

Anderson, Nancy 67 (pic)

Arlington Public Library 66, 70, 142-145

Augelli, John 66, 67 (pic)

Austin ISD - Mendez Middle School 67

Austin Public Library 69, 146-147

Awards, Grants, Scholarships, Stipends 34

Becker (Linda) TLA Annual Conference Stipend 67

Benefactor Award 66

Demco Research Award 67

Distinguished Service Award 66

District 3 Conference Stipend 68

Dobie (J. Frank) Awards 68

Edwards (Laura) Memorial Scholarship 67

Escue (Walter H.) Conference Stipend 67

Escue (Walter H.) Memorial Scholarship 67

Garrett Scholarship 67

Genealogy Round Table TLA Conference Stipend 67

Government Documents Round Table/Marcive Knowledge is Power 68

Highsmith Award 68

Janeway (Ray C.) Scholarship 67

Librarian of the Year 66

Libraries Change Communities 66

Library Instruction R T's Zimmerman Conference Stipend 68

Lifetime Achievement Award 66

Love Award 68

Marquis (Jeannette) Memorial MLS Scholarship 67

New Members Grant 68

New Members R T's Outstanding New Librarian Award 68

Outstanding Services to Libraries 66

Priddy Charitable Trust Conference Stipends 68

ProQuest Intellectual Freedom Award 67

Public Libraries Division Conference Stipend 68

Small Community R T/Biblionix Stipend 68

Tall Texans R T's TALL Award 69

Texas Bluebonnet Award 66

TLA Spectrum Scholar 67

TLA Summer School Scholarship 67

Tocker Stipend 68

Van Dusen-Tobin-Kaiser Scholarship 67

Vivian Greenfield Education Award 67

Wayne Williams Project of the Year 66

Woll Memorial Fund Grant 67

Young Adult R T/ Linworth Stipends 68

Ayala, Robert 66

Baker, Melissa 67 (pic)

Banned books 28-29, 94-101

Bara, Stephanie 68

Barber, Bonnie 68

Beesinger, Cheryl 68

Betham, Lisa 68

Betts, Walter 68 (pic)

Bogucka, Roxanne 136, 138

Book Cart Drill Team Competition 23

Book resale 146-147

Bowman, Kristin 68

Brewer, Carolyn 140-141

Buedtner, Joanne 68

Burleson ISD - Clinkscale Elementary School 69

Burton, Curtis 68

Bush, Laura 71, 108-109

Cahill, Maria 67

Camille, Damon 52-54

Carnegie libraries 142-145

Castro, Joel 20-21

Castro, Julián 30-31

Castro, Maribel 40, 72, 76, 116

Censorship 28-29, 94-101

Chambers County Library System (Anahuac) 24

Change 42

Christmas, Mary 66

City of Wolfforth Library 68

Cobb, Nicole 67

Collection development 76

Commerce Public Library 68

Communication 87-93

Continuing education 6

Copyright and Digital Rights 73, 112

Premium Webinar Series 35, 112

TLA Strategic Initiative Series 35, 112

Cooper, Sharon 67

Cope, Joyce 67 (pic)

Dahlstrom, Joe 28-29

Davis, Kristen 68

Denton Public Library 70

Development in Libraries Program 140-141

Dickinson ISD - Barber Middle School 72-73

Diversity Fair 23

Duncanville ISD - Duncanville High School Library 68

East Arlington Public Library 71

EBSCO Publishing 70

Electronic books 126-131

Emerson, Mary Ann 72

Employee orientation 52-54

Engle, Lea 68

Evans, Julie 82-86

Farmer, Sandra 66

Faust, Josey Lindsay 68

Federal funding for libraries 33

Flores, Renee 67 (pic)

Fort Worth ISD 48-49

Francis-Maldonado, Susan 67

Garvin, Virginia 68

Gilmore, Kathy 68

Gonzalez, Adreana 68

Gonzalez, Amy 67

Graham, Elizabeth 30-31

Grey, Carlyn 67 (pic)

Harris County Public Library 55-57

Hartfield, Lynn 68

Heath, Patrick 4

Hefner-Babb, Theresa 67

Hill, Valerie 8-10

Hilyer, Lee Andrew 87-90

Hoffman, Gretchen McCord 73

Houlihan, Kathleen 68

Houston ISD 20-21

Houston Public Library 34

Houston Oral History Project 69

Howard, Valerie 68

Humble, Todd J. 58-59

Hykel, Nancy 66 (pic)

Information literacy 63-65, 138-139

Intellectual freedom 28-29, 94-101

Jacobs, Lauren M. Geppert 142-145

Jefferson Carnegie Library 68

Jensen, Valerie 24

Jergensen, Jane 66

- Job skills training 140-141
- Johnson, Devery 67 (pic)
- K**ay, Linda W 67 (and pic)
- Klenke, Laura 68
- L**aBoon, Jennifer 48-49
- Lariat Reading List 22, 66
- Lawler, Sylvia 68
- Layera, Lisa 63-65
- Leadership 12-16, 17-19, 36, 112
- Lewisville ISD 8-10
- Libraries and education 78
- Libraries and faculty 136, 138
- Libraries and the economy 30-31
- Library Advocacy Day 33-34, 105
- Library budgets 90-93
- Library consultants 12-16
- Library design 4
- Library resource sharing 103
- Library service 80-81, 118, 120-121
To teenagers 24
- Library Snapshot Day 34-35, 44-47, 106, 148
- Library technology
E-books 126-31
Educational 48-49, 63-65, 82-86
Social networking 58-59
Top trends 58-59
Virtual worlds/Second Life 8-10
Web sites 55-57
Word processing and collaboration 60-62
- Lifelong learning 17-19
- Lillevig, Grace 55-57
- Longoria, Margaret F. 68
- M**ann, Susan 104-105
- Mayfield, Pattie 68
- McBurney, Susan M. 63-65
- McGeath, Kerry 80-81
- McNeill, Dale 90-93
- Meraz, Gloria 6, 42, 44-48, 78, 102-103, 118
- Metcalf, Rebekah 68
- Milstead, Bob 67 (pic)
- Montgomery County Memorial Library System (Conroe) 68
- Moreno, Joe 67
- Morris, Katy 68
- Mounce, Clara 66, 67 (pic)
- N**eff, Lois 68
- Newberry, Blair 71
- North Texas Regional Library System 140-141
- O**ral history 34
- Ostrow, Michele 138-139
- Overpeck, Julie 67
- P**arramore, Sarah 67
- Patriot Act reauthorization 33
- Pfledderer, Cynthia 80-81
- Pilgrim, Lisa 69
- Plumer, Danielle Cunniff 126-131
- Political action 33-34, 105
- Powell, Julie 22, 66
- Project management 122, 124-125
- Project Tomorrow 82-86, 132-135
- Public libraries 55-57
- Public relations 34-35, 44-47, 55-59, 106, 148
- Public speaking 87-90
- Q**uintela, Rosa 67
- R**amsay, Diane 68
- Raphael, Molly 17-19
- Reed, Mindy 146-147
- Rogers, Stacey 68
- Rooks, Dana 52-54
- Rossi, Marty 132-135
- Ruby Sessions Library 68
- S**alazar, Ramiro S 30-31
- Salerno, Chris 48
- San Antonio Public Library 30-31, 71
- Sarkisian, Alexis H 140-141
- School libraries 8-10, 20-21, 48-50, 63-65, 78, 82-86, 94-101, 107-108, 132-135
- School principals 20-21
- Shaw, Anita 67
- Shirley, Beverley 66, 67 (pic), 126-131
- Simon, Scott 22
- Slaggle, Lita 68
- Smith, Laurie 82-86
- South Texas College 70
- Southlake Public Library 80-81, 120-121
- Sparks, Roberta 30-31
- Speak Up National Research Project 82-86, 132-135
- Spokane Moms 63-65
- State funding for libraries 102-105, 150-151
- Stevens, Linda 55-57
- Sullivan, Maureen 12-16
- T**aylor-Hille, Kandy R. 68
- Telecommunications in libraries 33
- Test, Janis 66
- Texas Association of School Librarians 48
- Texas Book Festival 71, 108-109
Book grants 68
Literacy program grants 68
Reading Rock Stars 71
Technology initiative grants 68
- Texas Education Agency 32
- Texas Legislature 102-105, 150-151
- Texas Library Association 6, 40, 116
2010 Annual Conference 22-23, 66-68
2010 Annual Conference Exhibitors 24-26
2010 Annual Assembly 72
2010 District meetings 111
2011 Annual Conference 111, 150
2011 Legislative Day 105
Adult Services Round Table 22
Automation and Technology Round Table 58-59
Disaster Relief Committee 36, 73
TALL Texans 36, 112
TLA's Facebook page 73
Website and MyTLA 32, 72-73, 111
- Texas PTA 48, 107-108
- Texas State Library and Archives 70
Broadband Technologies Opportunity Program 33
Funding 32-33, 102-103
- Texas Tech University Health Sciences Center Library 70
- Texas Woman's University 48
- Texas Workskills 140-141
- Thompson, Tiffany 68
- Todaro, Julie 72
- Tomaselli, Deborah 70
- Tucker, Jan 120-121
- Turner, Colette 68
- U**niversity of Houston Libraries 52-54, 70, 87-90
- University of Texas Libraries 138-39
- University of Texas Southwestern Medical Center Library 122, 124-125
- V**andenbroek, Alicia 68
- Victoria College/University of Houston-Victoria Library 28-29
- Voyer, Bertha 68
- W**adsworth, Hanna 68
- Ward, Dora 68
- Ward, Kyle 107-8
- Waukechon, Russlene 126-131
- Wayne, Richard 122, 124-125
- Wear, Patrick 68
- Westbank Community Library District 70
- Wille, Scott 67
- Williams, Jerilyn A. 67 (pic)
- Wright, Adam 140-141
- Wu, Annie 52-54
- Y**ancey, Jessica 68
- Yoon, Aera 140-141 ☺