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Nebraska LIBRARIES

May 2014, Vol. 2, No. 2

The Journal of the Nebraska Library Association



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Membership in NLA is open to any individual or institution interested in Nebraska libraries.

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Cover Photo Credit: The Common Soil Seed Library project at the Omaha Public Library. Photo by Emily Getzschman.

CONTENTS

Editor's Message	3
Omaha Public Library's Common Soil Seed Library <i>Emily Getzschman</i>	4
Google Glass in the Library <i>Jake Rundle</i>	9
Banding Together <i>Kim Gangwish, Sara Churchill, Stephanie Schrabel</i>	11
Connecting School & Public Libraries <i>Melody Kenney</i>	13
Random Acts of Kindness <i>Rebecca Brooks</i>	15
The Sociology of Knowledge, Technology, and the Library: HQ in the Stacks <i>Oliver B. Pollak</i>	17
Library Advocacy Day Speech <i>Sara Howard</i>	19
C&U	20
ITART	21
NMRT	22
PLTS	24
S&I	25
YART	26
My Own Personal Library	27
How I Roll	32
The Knee Bone's Connected to the . . .	34
Teens in the Library	35
Book Bites: Book Reviews (and More!)	37
Editorial Policy	38
Submission Policy	39
Picture This	40

EDITOR'S MESSAGE

Welcome readers to our May issue of *Nebraska Libraries*! Some may remember from the February issue that changes would be occurring to our publication, and starting this issue they are going to be unveiled.

The biggest change is that the journal is now being created with new software tools. This results in a better looking journal, but will result in some growing pains.

The journal has also created an editorial board. Besides myself, the other members include Jen Barnason, Sue Ann Gardner, Melody Kenney, Emily McIllece, Amy Wenzl, and Rachel Zill. What this means for everyone is that there are multiple points of contact one can approach with regard to writing for a future issue of *Nebraska Libraries*!

The editorial board is also busy working on a new version of our editorial policy and submissions guidelines. We aim to have these finalized next month. We currently also have an author guideline template we can pass along to anyone interested in writing. We understand that some potential writers out there might want to write for us but have no idea how to get started! The template is meant to make the job of writing submissions much easier for the author. and acts as a guideline to help you brainstorm and write wonderfully informative and entertaining pieces for our readers.

This month we have some excellent feature articles and columns from NLA's sections and round tables. These include a look at Omaha Public Library's Common Soil Seed program and some pieces about successful public and school library collaborations. We are also launching a new column this month called "My Own Personal Library," which looks at the private collection of a Nebraska librarian. Our first volunteer is UNL's Richie Graham who has an amazing graphic novel collection.

Our next issue will be in August with a fast approaching submission deadline of July 1st! The editorial board will begin soliciting authors shortly, but don't hesitate to contact me right now if you have an idea for the journal.

It will take some practice before we perfect the new look of the journal, but until then I'd love to hear what you think of the changes! Please email me at nlaeditor@nebraskalibraries.org.

Lindsey Tomsu
Editor, *Nebraska Libraries*

Omaha Public Library’s Common Soil Seed Library

Emily Getzschman

Omaha and Douglas County are home to a vibrant gardening community that continues to grow each year. The agricultural landscape is peppered with gardeners of all levels of expertise, working patches of land from their own backyards to shared, community gardens. Elizabeth Goodman is a member of the gardening community, and after returning to Omaha from Seed School in Tucson, Arizona, she wondered if there was a way to connect Omaha gardeners with the tools, education, and resources to help create a culture of abundance in our community.

“Omaha seemed like a great location to establish a seed saving program,” said Goodman. “It’s a community rich with agriculturally-minded and aware people.”

This idea eventually took root and found a home at Omaha Public Library (OPL), and is now recognized as the Common Soil Seed Library. Introduced in March 2013, Common Soil was the first of its kind in Omaha. The seed library is a place where gardeners from all experience levels can check out seeds to grow. Resulting saved seeds may be shared with the library for others to enjoy.

The process for checking out seeds is not unlike that of checking out a book, with a few exceptions. Library patrons may check out up to six seed packets at a time. Unlike a book, however, the seeds do not need to be returned, so there are no due dates, penalties, or fees for unreturned seeds. The process is all very simple for the patron, and the seed library is flourishing thanks to the hard work and dedication of OPL staff, passionate volunteers, and the philanthropic community.



The Common Soil Seed Library logo is included on packaging and promotional material. The logo includes OPL’s logo in its design to reinforce that the seed library is part of something bigger.

Background

The first seed library housed in a public library was established at the Gardiner Public Library in New York in 2003. It all started with a conversation between the Bay Area Seed Interchange Library (BASIL) founder Sascha DuBrul and librarian Ken Greene. Greene recognized a connection between the worlds of books and seeds, and proposed the idea to start including seeds in the library’s catalog. By 2010, seed libraries started sprouting up across the country.

Emily Getzschman is the marketing and media manager at Omaha Public Library. Prior to joining the library team in 2010, she was a director of communications and government relations for the American Red Cross. She holds a master’s degree in Journalism from the University of Nebraska-Lincoln. Learn more about Omaha Public Library at omahalibrary.org.

Building the Seed Library

The conversation that started OPL's Common Soil Seed Library occurred between Goodman and her neighbor and friend, Naomi Solomon, a library specialist at OPL. Could this model work at OPL? Solomon approached library administration with the idea and found them supportive. Fortunately, there were many good models of seed libraries around the country, but it was important to figure out how this collection and related programming would best work at OPL.

Some of the most immediate questions that needed to be answered included: Who needs to be involved in this project? Where will we keep this collection? How will we let people know about this project and what will we call it? Where will we get the seeds? How will it be packaged and displayed? How will we teach people how to use the seed library? Many more questions popped up along the way.

The first and most important step was establishing key players, roles, and communication. What started with just Goodman and Solomon quickly expanded to include library programming managers, a branch manager and staff, library collections and cataloging, marketing, fundraising, and volunteers. Together, this team established a plan for how to introduce Common Soil to the library and its community and worked through the steps required to help educate about its use and benefits.

OPL has 12 branch locations. The Benson branch (located at 6015 Binney Street, Omaha, Nebraska) was selected as the best site to house the new seed collection. The Benson branch is based in an area abundant with community gardens, clubs, and advocacy groups, many with previously existing library connections. The branch's proximity to this culture made it ideal for launching this new project.

Once the Benson branch was established as the location, the next step was to research the community and talk to people in the area. OPL wanted to know what things grew well in the area, and what kinds of seeds were worth procuring and encouraging others to grow. OPL also wanted to know what people thought about the idea of a seed library and seed saving. Would they use it? These conversations led OPL staff and volunteers to believe that this project would be supported and used by the community it served.



Seeds were originally labeled with both their Latin and common names. OPL now organizes seeds by common names to simplify the process for users.

OPL acquired its first seeds through donations from various community organizations and seed suppliers. Once the scope of the project became clearer, the Common Soil team worked with the Omaha Public Library Foundation to secure project funding and in-kind donations. Most of the seed donations were received in bulk, and it was up to the team to decide how the seeds would be packaged and inventoried in OPL's online catalog. Based on previous experience, Goodman noted that people often took more seeds than needed, and advised that seeds be split up and people given enough to both harvest seeds for saving and for growing food to eat. Often, the same plants cannot be used for both purposes.

The seeds were separated out into categories and labeled as “easy,” “medium,” or “hard,” based on the level of difficulty for seed saving. Seeds were placed in envelopes, which were labeled and bar coded. All of the seeds could be searched for in OPL’s catalog by their seed name or by searching “common soil.” A retired card catalog was resurrected from storage and restored to hold the envelopes of seeds.

The name for the seed library was conceived through a collaborative community effort. Staff, volunteers, and Benson community members were invited to a special brainstorming session to generate words that helped express what the seed library would mean to the community. Many ideas and combinations emerged. Ultimately, Common Soil was selected, along with a mission to provide a space where local gardeners, farmers, and library patrons could share open-pollinated seeds, as well as develop an awareness and gain information about gardening and seed saving. The Common Soil name provided a springboard for the library’s marketing department to create a new logo for the collection as well as support materials, including a brochure, signage, stickers, labels, program flyers, and donation and volunteer forms, all created with the Common Soil logo.

Common Soil was not the first seed library of its kind, but the education component attached to it was unique. The Common Soil team knew that in order for the collection to be successful and sustainable, they would need to help its users know how to best utilize this valuable resource. A slate of programs was designed that catered to users at different levels of experience and for different seasons. Furthermore, an online resource guide was developed to provide information from upcoming programs and workshops to tips for safe gardening and seed saving (<http://guides.omahalibrary.org/commonsoil>).

Some of the most frequently offered programs associated with Common Soil and their descriptions are listed below. Other specialized programs are offered less frequently and

include topics such as growing heirloom vegetables and rouging and selecting plants.

- **Planning Your Garden:** Learn about how to use borders and distance for isolation, and determine how much space you need to appropriate for a proper population size.
- **Seed Saving 101:** This course covers the cultural importance, national history, basic genetics, and foundational concepts of seed saving. All individuals using the Common Soil Seed Library are encouraged to take this course.
- **Putting Your Seedlings in the Ground:** Learn how to prepare your garden area for new seedlings and how to protect them. Composting, planting location, soil enrichment, and plant protection will be discussed.
- **Early Season Seed Saving:** Save your greens! Lettuce, arugula, and springtime radish readily bolt when our Nebraska heat spell comes. Take this course and be ready to gather your first crop's seeds.

Reflection

The Common Soil Seed Library was introduced to the public in March 2013 and the seed library has yielded many positive results in its first year. The number of people using the collection is up, evidenced by the increased number of seeds checked out each month. While seed circulation fluctuates with seasons, use of the seed library has not waned. There is also steady attendance at Common Soil programming, which is gaining popularity throughout the OPL system and are now offered at most of OPL’s 12 locations. Perhaps one of the most unexpected, but gratifying, results is that people in the gardening community are talking about Common Soil. Volunteer and staff outreach efforts and recognition from local media has created a buzz around the project that can only be described as organic.

“When Common Soil was first introduced, I had to really push it out to the gardening community and explain what it was,” said Goodman. “Now it seems that more people approach me to ask about it.”

Those who have worked on the project have made modifications along the way, and learned some valuable lessons for moving the project into the future. These include:

- Communication among team members is pivotal. The Common Soil Seed Library permeated the entire OPL system and also required collaboration with advisors and partners outside of the library. Establishing roles and best practices for sharing information about the project was important. It was not always clear who should be responsible for what, especially when new issues or questions emerged. In order to make sure that all aspects of the project were covered, but not duplicated, communication lines between team members were open and communication took place largely through email, phone calls, team meetings, and an employee intranet group.
- Seeds were originally labeled with Latin and common names. It soon became clear that the Latin names were confusing or overwhelming to patrons. Moving forward, seed packets are labeled with their common names and varieties.
- Though Common Soil strived to provide programs for all levels of expertise, it became clear early on that many people were interested in the most basic programs. They didn't have the educational foundation to understand the advanced level programs. More of these types of programs are being offered on a regular basis.
- Seed saving requires careful planning and control. The idea around a seed library is that patrons will save seeds and donate them back to the library, helping to make the program self-sustaining. However, it is difficult to determine that donated seeds from patrons

are pure, meaning they have not been crossbred with other types of seeds. Therefore, while it is important to OPL to teach the skill of seed saving, checking out patron-donated seeds to other patrons cannot be done without a disclaimer or warning that the seed may be a hybrid.

- When individuals buy seeds at their local gardening center or home store, the seeds come in packages with instructions on how to best grow those seeds. Common Soil seeds are packaged without those details and there was a soon a demand for further instruction. Common Soil staff compiled basic instructions for distribution with the seeds, along with pictures and what people can expect.
- At the onset of the Common Soil Seed Library, OPL accepted seed donations of all kinds. Experience has shown that some of the donated seeds accepted weren't the best for growing in the local environment or agriculture. Going forward, Common Soil would like to work with the Omaha Public Library Foundation to secure funds to buying specific types of seeds that will flourish locally, rather than taking whatever gets donated.
- It helps to have someone on the team with a passion for seeds and gardening. OPL was fortunate to have help and expertise from outside of the organization to help launch the seed library. Internally, no one assigned to the project had a background in gardening or knew much about seeds. Staff has taken it upon themselves to learn more about seeds and seed saving and, for some, it has become a passion. When it comes to seeds, there is a lot of information to process. It certainly helps when those involved with the project know how to navigate the landscape of the subject, have experience with the topic, and can share their enthusiasm with the community.

OPL is hopeful that the Common Soil program will continue to grow, and we have some goals to help make that happen. These include:

- Offer a seed inventory at other OPL locations.
- Seek heirloom seed donations to help make the program more self-sustaining. These will include sought-after seed types that do well year after year. This will help the community feel essential to the success of the program.
- Determine which seeds are worth adding to the collection in smaller quantities.
- Work on education and outreach to area garden clubs. Teach them how to teach others.

Conclusion

Libraries interested in starting a seed library can reference many highly successful models from across the country. The project should reflect the wants and needs of the community it serves, both in its collection and education. Communication internally and with the community is essential to the success of the project. Furthermore, it's important to be flexible and let the seed library find its own way. It may not turn out exactly the way one envisioned (much like a garden), but it may result in something even better. Be willing to make changes along the way to best serve the community.

General References

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Jacob Hauser browses through the Common Soil Seed Library catalog for sunflower seeds.

Google Glass in the Library

Jake Rundle

Just before Christmas, a very special package was delivered to the Hastings Public Library. Inside was the latest in personal computing technology: Google's Glass. Glass, debuting in early 2013 for developers and "explorers", is a wearable computing device that is Internet capable and designed to be your hands-free computer. Right now, Glass is available by invite only and costs \$1,500, but Google hopes to debut a consumer version in the coming year. To apply for your own pair of Glass, you can learn more by going to <http://www.google.com/glass/start/how-to-get-one/>.

The rationale behind purchasing a pair of Google Glass for the library was two-fold. First, it was an opportunity to put some very expensive technology into the hands of an entire community. That opportunity alone has been very exciting. The Glass has been put on the faces of people as old as 70 and people as young as 5. Surprisingly, the reaction is nearly identical. First, they give a little start when the display appears in their vision (since Glass projects off a mirror and "into" your vision, giving the appearance of a hologram about one foot away from your face) and then say something along the lines of, "Whoa....cool." The second reason we purchased Glass was as a means of changing the conversation about libraries and library services. The community collective consciousness is that libraries are for children and people who like books. When I talk with high school students, college students, and even people my own age, they ask me what they need books for. Glass gave the Hastings Public Library the opportunity to shape the conversation about libraries around technology, access, and community service.

The community had an opportunity to experience this new tech in a couple of different ways. Prior to our first #GlassExplorer program at the library, we made a media blitz. I went on two local TV morning shows to talk about



Jake Rundle modelling the Google Glass.

the upcoming event and show a television audience what the Glass could do. This was to ensure that our first event would have some people in attendance. The event itself was more of a show and tell and play type of atmosphere. People got to ask questions, try on the Glass, and experiment with the different capabilities. Following the first event, we went back to the TV morning show and had an entire morning of Google Glass. The meteorologist gave a tour of the studio in a Google Hangout and the morning anchors each took a turn wearing the Glass throughout the broadcast, in addition to talking with me about some of the features of the Glass that were useful in the everyday world.

Jake Rundle is the Collections Librarian at Hastings Public Library. If you would like him to bring the Google Glass to your community, email him at jrundle@hastings.lib.ne.us.

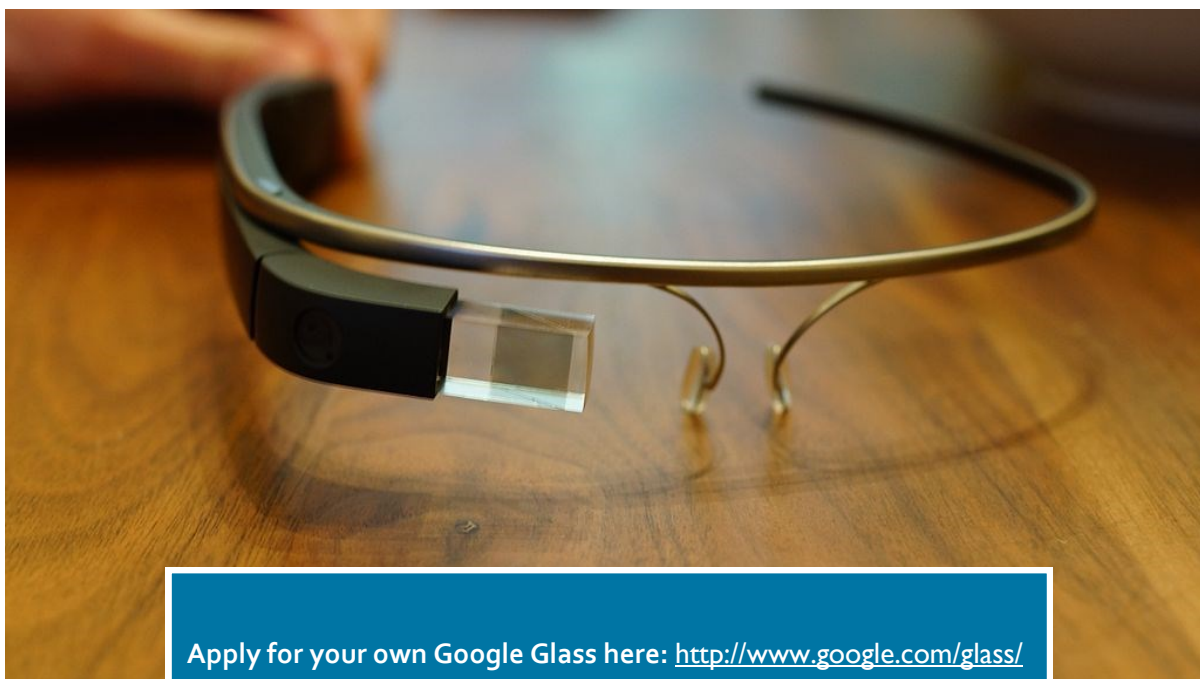
FEATURE

Additionally, we have been taking the Glass to as many schools as possible so that students and teachers can get their hands on the technology that will more than likely shape their future. I started by taking the Glass to the local high school, but soon found a more excited audience at the middle school. I had an opportunity to show every sixth, seventh, and eighth grader in the Hastings Public School district the capabilities of Google Glass. Additionally, I spent a day showing off the Glass to the kindergarten through sixth graders at Harvard Elementary School as well as presentations to the Hastings Noon Sertoma Club, NCompassLive through the Nebraska Library Commission, and groups of teachers through the Educational Service Unit out of Hastings.

Google Glass is a marvelous piece of new technology that will definitely be making its way into households in the coming years. Libraries around the country are getting on board to ensure that when patrons have questions, we'll have answers. Just like we've always done.



Amazed by Google Glass!



Apply for your own Google Glass here: <http://www.google.com/glass/start/how-to-get-one/>.

Banding Together: A Look Back at Collaboration Between Public and School Libraries

Kim Gangwish, Sara Churchill, Stephanie Schnabel

A recent article by O'Connor and Mulvaney (2014) begins with a discussion of the American Library Association's (ALA) decreasing membership numbers. One of the reasons the authors indicate for this decline is "a lack of unity across librarianship" (para. 1). They argue that ALA should be the leader in bringing together academic, public, and school libraries to strengthen each profession. In Nebraska, the Nebraska Library Association (NLA) and the Nebraska School Librarians Association (NSLA), formerly the Nebraska Educational Media Association (NEMA), have worked together successfully in the past. In order to enhance and build library services across the state and avoid the lack of unity occurring in other areas of the county, the professional library organizations in the Nebraska need to be proactive in maintaining and developing strategies to build and strengthen these bridges across the state.

Nationally, public libraries and school libraries share a rich history. Historically, public libraries were the providers of books and information services to the community. However, as the education landscape changed, there was a need to direct these services to the school community. In the initial phase of implementation, school libraries were an extension of public library services, therefore controlled by public librarians. As the needs of public schools changed, there was a movement by the National Education Association (NEA) and ALA to shift control of school libraries into the hands of the educators. There was recognition by ALA that the nature of school library work differed from that of other libraries and therefore a need existed for a separate organization to meet the specific goals of school librarians (Pond, 1976). This was reflected in ALA itself as the American Association of School Librarians (AASL) achieved section status within the organization.

Even though this was a necessary move, it came at a cost. The relationship between public libraries and school libraries began to deteriorate over time (Pond, 1982). Dr. Dale Vande Haar, Commissioner of the Iowa Commission of Libraries, believes that the division of funds between public libraries and school districts may have necessitated a separation of the two services based on customer needs (personal communication, January 29, 2014). This distance is reflected to some extent in the current issues that ALA faces and the various branches of librarianship face. As O'Connor and Mulvaney (2014) state:

Kim Gangwish is the school librarian at Bellevue West High School in Bellevue, NE. She currently serves as Executive Secretary for NSLA. Kim is pursuing an Ed.D. in Educational Leadership with an emphasis on school libraries through the University of Nebraska Omaha.

Sara Churchill is the school librarian at Arbor Park Intermediate School in Blair, NE. She is a former adjunct instructor for the Library Science department in the College of Education at the University of Nebraska Omaha. Sara is pursuing an Ed.D. in Educational Leadership with an emphasis on school libraries through the University of Nebraska Omaha.

Stephanie Schnabel is the school librarian at Monroe Middle School in Omaha, NE. She is currently working towards an Ed.D. in Educational Leadership with an emphasis on school libraries through the University of Nebraska Omaha.

Moreover, as librarians are rethinking what their libraries are about, the answers they come up with often look different from library to library. Today, public librarians embark on innovation with Maker spaces [sic], while academic librarians confront the reality of teaching information literacy to more students than ever before. School librarians, if they are lucky enough to survive budget cuts, are increasingly focused on Common Core curricular issues and the classroom.

Historically, Nebraska has been able to generally avoid this division that is occurring in other areas of the country. Collaboration between NSLA and NLA can be traced back to 1985 when the two groups worked together to provide a joint conference (NEMA, n.d.). Laura Pietsch, Director of Library Services for the Omaha Public School District, believes more collaboration began to take place in the state because, at that time, collaboration between public and school libraries was being discussed on the national level as well (personal communication, February 5, 2014). Judy Henning, Director of Library Services for Kearney Public Schools, is of the thought that the two groups realized they could do more when they worked together (personal communication, February 4, 2014). In 1988, according to NSLA board meeting minutes, a merger of the two organizations was even considered. However, it was abandoned in 1989 with the redirect to focus their efforts on “cooperative activities between the two organizations” (NEMA, n.d.).

Collaborative efforts between professional library associations can only strengthen the services libraries provide to patrons. Even though there may be some drifting on the national level, Nebraska should continue the partnership between associations with the goal of building up libraries, librarians, and services in the state. NLA and NSLA are in a prime position to be proactive in maintaining and/or establishing bridges between academic, public, and school libraries. These efforts do not need to be solely focused on a joint conference. Other

opportunities for collaborative partnership need to be actively sought by librarians at all institutions.

As libraries look toward the future, they must remember that all types of libraries share common values, such as open access to information, diversity, intellectual freedom, and privacy (O'Connor & Mulvaney, 2014). More collaborative efforts between these libraries can only strengthen the value of libraries overall. Public libraries are very forward thinking about digital/alternative learning and school libraries should align themselves with public libraries to “help empower students, staff, and the community” (K. Pietsch, personal communication, February 5, 2014). The professional library organizations in Nebraska have an opportunity to avoid the separation between public and school libraries that can be seen on the national level. In working together, locally and statewide, we can be advocates for each other and the library profession as a whole. In an economic era where libraries are increasingly being seen as non-essential, it is more important than ever that public, school, and academic libraries and librarians present a united front. What steps can you take to build that bridge?

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Connecting School and Public Libraries to Serve a Community

Melody Kenney with Liz Wysong Hoffart

One of Liz Wysong Hoffart's fondest childhood memories was to ride her bicycle in the company of her twin sister to their local public library, the Bethany branch of Lincoln City Libraries in Lincoln, Nebraska. Disappointed when it was time to leave, Liz would check out so many books to carry home in her backpack that she would have to walk her bike up the hill all the way home.

Little did she know that her love for this library as a young girl would lead her to a career as a school librarian in the same neighborhood where she grew up. Her same love for her local library would be the foundation for a future partnership with the Bethany branch.

Years later, while attending the reference and resources graduate class at the University of Nebraska at Omaha, Liz's professor encouraged students to contact their public librarians in order to build a meaningful partnership and seek ways to better serve their local community. At the time Liz was a third grade teacher at Kahoa Elementary School where each year she would ask her students if they had a library card and regularly only about one third of the students responded that they did. Many of her students were unaware that there was a local branch library only about a mile away from their school. Liz's inspiration to meet her professor's challenge was born.

When asked what her objective for this project was, Liz stated that she wanted "to have students and families see how close the library is to Kahoa and how fun libraries are." She contacted Karrie Simpson, children's librarian at the Bethany and Anderson branches, and they began brainstorming to discover what they could do to increase their collaborative work within the school neighborhood. Planning for a family night at Bethany evolved.



Jack is just one of many visitors who gave Family Night a big thumbs up!

Liz first received approval from her principal to host a family night at the Bethany Library and Karrie received approval to have the library open in the evening for the event. They then set the date for their family night and Liz recruited 15 Kahoa staff to help by promoting books with parents and students during the event. Karrie agreed to set up literacy activity centers and provide treats while Liz created flyers that included a library signup form that were to be distributed to Kahoa families.

Melody Kenney is the Library Media Coach and Integration Specialist for Lincoln Public Schools. She says she has the best job in the world because she gets to work with librarians every day.

FEATURE

Another hurdle to overcome was the limited parking available at Bethany. Liz contacted her school's physical education teacher, Eric Vacek, to discuss adding a wellness component to the family night in which they would encourage families to walk, skateboard, or ride bicycles to the library for the event. The P.E. teacher agreed that this would be a good way to connect wellness with literacy. He agreed to promote the event in his classes while Liz promoted it in the library and with brief visits to each classroom. Communication with families regarding the event appeared on the Parent Teacher Organization's Facebook page and in the school newsletter.

Of course Nebraska weather infrequently cooperates even with the best made plans, and on a cold March 31st evening Kahoia and Bethany hosted their family night at the library. Few walked but many attended. The statistics for the event proved its success. Totals show that 116 family members attended, 11 teachers and staff members helped, and 21 new library cards were issued to students including three complete families that all received their library cards for the first time during the event. Liz reports, "Awesome event. It was a packed house from 6:01 p.m. until 7:28 p.m." This big stack of books and a smile confirms a successful event.

KAHOA SCHOOL @ BETHANY BRANCH LIBRARY OPEN HOUSE

MONDAY, MARCH 31ST 6-7:30PM

STUDENTS
CAN GET
THEIR VERY
OWN LIBRARY
CARD--- FILL
OUT ATTACHED
FORM.

BECOME
FAMILIAR WITH
THE CHILDREN'S
SECTION IN OUR
NEIGHBORHOOD
LIBRARY.

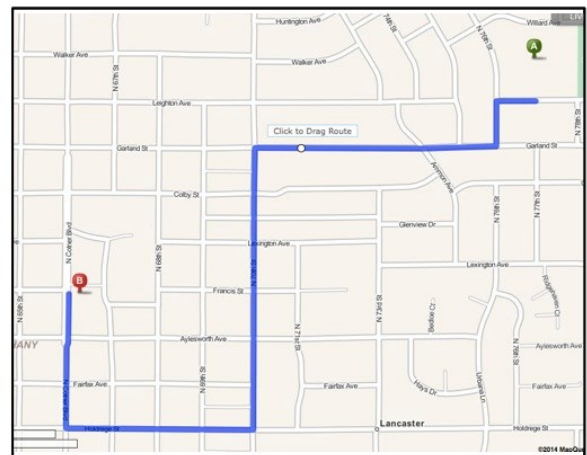
WALK,
SKATEBOARD,
OR BIKE TO
THE LIBRARY
AS A FAMILY!
SEE BACK OF THIS
SHEET FOR MAP.



THIS LIBRARY IS 1 MILE FROM KAHOA!

15 OR MORE TEACHERS AND STAFF
MEMBERS WILL BE AT THIS LIBRARY
THROUGHOUT THE EVENING TO MAKE
BOOK RECOMMENDATIONS, DO
LITERACY ACTIVITIES AND TO
PROMOTE READING!

Be Active!



BETHANY BRANCH LIBRARY, 1810 N COTNER BLVD

CUT OUT AND PUT IN THE BOX AT THE EVENT.

IF YOU WALKED, BIKED OR SKATEBOARDED TO THE LIBRARY.... ENTER YOUR NAME IN
OUR "BE AN ACTIVE STUDENT" DRAWING!

STUDENT'S NAME: _____

TEACHER'S NAME: _____

I WENT TO THE LIBRARY FOR KAHOA SCHOOL @ BETHANY LIBRARY OPEN HOUSE BY:

RIDING MY BIKE WALKING OTHER: _____

First page of the flyer for Bethany Branch's open house Family Night.

Second page of the flyer for the Bethany Branch's open house Family Night.

Random Acts of Kindness: Giving Trees

Rebecca Brooks

“Paying it forward” isn’t a new concept. You hear about coffee shops letting you pay for someone else’s coffee or people being surprised by a gift of a full tank of gas for their car. It happens in the drive-thrus for fast food chains. But how often are random acts of kindness led by a public library? Many libraries, mine included, participate in a “Food for Fines” program to help stock food pantries while easing patrons’ fines. This generous program is wonderful PR, and a great way to support our community. However, could we take this idea further? Here at the Gretna Public Library (Gretna, Nebraska) we tried.

A month before “Random Acts of Kindness Week” occurred, my director, Krissy Nelson, and I sat down to try and figure out how we could participate in a different way. We knew that we wanted this program to help patrons financially, but in a way that wouldn’t violate privacy and would also be random in the sense that patrons could help each other without the library having to give out personal information. Eventually, we decided to focus on lost items in the collection. An added bonus was that it wouldn’t hurt our “Food for Fines” program which is only concerned with overdue fines. We thought we could pattern the program after the “angel trees” you see throughout the holiday season. What better way to remind people to be generous than evoking Shel Silverstein’s *The Giving Tree*?

Mary Rist, our most artistic staff member, created two beautiful Giving Trees for us to have at each of our buildings. She also transformed our boring yellow money funnels into adorable trees in which patrons could put spare change. We hoped to take the funnel money and pool it to help clear even more fines. We put up signs explaining what was happening and spread the word on social media.



The Giving Tree money funnels designed by Mary Rist.

Before we opened on the Monday of “Random Acts of Kindness Week” (February 9—15), we had tacked up paper apples that held both an image and price for each lost item. We also had posted new signs that explained how the process worked. A patron would pick an item and take the item’s apple up to the circulation desk. After s/he had paid for the lost item, then s/he had the option to either write his/her name on a green construction paper leaf or we would write “anonymous.” We would then put that leaf up in place of the apple.

Rebecca Brooks is the Assistant Library Director and Creative Director at the Gretna Public Library. She has a BA in English Literature from Wichita State University and hopes to begin pursuing a MLS very soon. When not at the library, she blogs (hafuboti.com), crafts, watches too much TV, and runs her own Etsy shop.

The Sociology of Knowledge, Technology, and the Library: HQ in the Stacks

Oliver B. Pollak

Research ideas emerge from curiosity, conversation without a bottle of wine, news reports, a painting, juxtaposition, experience, and contemplating the significance of the quotidian and the mundane. The *New York Times Book Review*, *New Yorker*, and *New York Review of Books* may spark a developing thread. The library may be the germ of the idea, the new book shelf, trolling the shelves, finding a government document. The library and its electronic tentacles help perfect the story, and it becomes the ultimate home of the finished product.

In 1974, University of Nebraska at Omaha (UNO) history professor Dale Gaeddert gave me a tour of the library in the Eppley Building. I was not so much impressed having been to the British Library, France's Bibliothèque Nationale, the Library of Congress, and the New York Public Library. Moreover, UNO kept the journals separate from the book collection, which, then and now, seemed to make little sense to me.

For about 100 years researchers relied on three by five cards in wooden catalog trays. Coming from the University of California at Los Angeles (UCLA), I realized UCLA's drawers dwarfed UNO's. In 1991, UNO went electronic with Genisys (a name coined in a contest), and Omaha's access to print material, via interlibrary loan, OCLC, and WorldCat became almost as great as UCLA's.

UNO hired me to teach English and British Empire and African history, with some constitutional and Southeast Asian options. The introduction during the early 1980s of the mandatory undergraduate world history requirement changed the department repertoire.

I started teaching historical research, a required course for history majors, in 1979. Each class attended a library

presentation by reference librarians Jim Sweetland, Peter Herson, Carol Larsen, and, since 2001, Jim Shaw. The cavalcade started with two heavily laden library book trucks, including the *Monthly Catalog of U.S. Government Publications* and other finding aids. Hands-on instruction shifted inexorably to fingers-on keyboard searching for online resources. Old skills still have a place.

Every semester the library session introduced me to new bells and whistles. Online research blossomed into full-text access, including the Congressional Serial Set, FirstSearch, Harpers Online, Hathi Trust, the Oxford English Dictionary, JSTOR, Early English Books on Line, WestLaw, LexisNexis, Nebraska Public Documents, and Early American Newspapers. WorldCat supplanted the multi-volume green hardbound, oh-so-heavy Mansell's *National Union Catalog of Pre-1956 Imprints*.

Microfilm, the godsend for isolated libraries, is being replaced by online data such as the *Omaha World-Herald*, now searchable from 1886. Electronic efficiency reduces laborious use of the printed annual *New York Times* and quarterly *Palmer's Index to the London Times*. The end of improvement is not in sight. Readex, ProQuest, Gale, EBSCO, and Google Books make money from transforming printed books, documents, journals, and newspapers into online resources. Since retiring in 2012, I

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have made effective use of newspaperarchive.com, genealogybank.com, and newspaper.com to which the library does not subscribe.

At 5:45 p.m. on Tuesday, January 24, 2012, 15 minutes prior to Jim Shaw's historical research library presentation, I had to check some facts on the Austrian artist Friedenreich Hundertwasser and Jewish Christian intermarriage in Nazi Austria. The Library of Congress classified the subject as HQ1332. Wow, there were 22 books on intermarriage on the shelf (the University of Nebraska at Lincoln has 43 volumes). A few days earlier the *New York Times* carried a story of *Loving v. Virginia* (when in 1967 the U.S. Supreme Court declared Virginia's anti-miscegenation law unconstitutional).

Enter frisson—I got that old inspiring feeling, “There's a story in here somewhere,” and “One Thing Leads to Another.”

The Library of Congress (LC) classification subsection HQ covers the family, marriage, and women with 1031 focused on mixed, intermarriage, and interfaith marriage; 1032 intercountry and same-sex marriage; and 1034 bisexuality in marriage. UNO's book titles included the terms intermarriage, interracial, multiracial, cross-cultural, mixed, intercultural, interfaith, inter-communal, and interethnic. “Intermarriage” in Innovative Interface's Classic Catalog and Encore revealed 56 titles in LC classifications B, D, E, F, H, J, and P, which contains Rudyard Kipling's revelatory *Without Benefit of Clergy*.

Six titles published between 1961 and 2008 related to Jews marrying Christians. In the early 20th century Jewish intermarriage meant marriage between German reform and eastern European orthodox denominations, between which differences in language, food preparation, religious observance, children's religious education, and relations with in-laws loomed large. By the mid-20th century, intermarriage meant between Christians and Jews which

raised the specter of conversion and celebrating Easter or Passover, Christmas or Hanukah, or both.

Nine titles published between 1995 and 2010 focused on interracial marriage in America. The terms Colored, Negro, African American, black, Caucasian, white, and miscegenation reminded me of the late University of Nebraska Medical Center (UNMC) professor of medical humanities Dr. Walter Freidlander's unpublished manuscript on pseudoscientific fallacies about race and blood transfusions.

Nine titles published between 2002 and 2011 focused on same sex, same gender, and gay marriage, a super heated subject among same sex couples that want to marry, religious leaders, politicians, judges, referendums, and constitutional amendment advocates. It has long been a subject in fiction, memoir, autobiography, and biography.

North Carolina's May 2012 election increased the roster of states rejecting same sex marriage and civil unions. President Obama stated he is in favor of legalizing same sex marriage, which is a stronger statement than he “has no objection to it.” How the issue will fare in state by state legislatures, governors' offices, and the courts is problematic. The U.S. Supreme Court may mince, parse, distinguish, overrule, confirm, set aside, or return to the lower courts. They will be right only because they are last, maybe.

Confronted with this turmoil, watershed and sea change, and expanded marriage possibilities, the library shelves and LC classifications will accordingly accommodate and expand.

Library Advocacy Day Speech

Senator Sara Howard

Senator Sara Howard gave the following speech on the importance of libraries at Nebraska's National Library Advocacy Day on February 5, 2014.

Good afternoon. Thank you for inviting me to speak at Library Advocacy Day. My name is Sara Howard and I am a State Senator from District 9 in Midtown Omaha.

I was elected in 2012 and since then I have learned that being a state senator is all about sacrifice. You give up hobbies, a social life, and time with your family. Heck, my cats barely recognize me when I come home at night! But what I realized during my first session, and that has been reinforced in my second, is that I have yet to give up my library. The only downside is that since January I've actually racked up some fines!

It is an honor to be here with the staff and volunteers of my favorite places in our state: libraries. You are the backbone of our communities, and I don't say that as political rhetoric because I actually live it.

I am the kid who took arts and crafts and dance lessons at my local library. I discovered Shel Silverstein and Goosebumps on a carpeted corner of the children's section. Later, I read to

other kids at my library for high school service hours. All the while working my way through Austen and Updike, Wharton, and Williams. My library taught me about adventure and worlds outside of Omaha as well as more mundane things like CPR and how to be a good babysitter.

To this day, I am an unabashed library user. And I have to admit, I'm not monogamous. I visit Karen at the South Omaha library because it's close to work, I go to the Willa Cather Library on my way home from work—and because they have a great movie selection! And I go to AV Sorensen when I really need good ice cream in Dundee—which is pretty often.

But libraries taught me more than just how to declutter and babysit. A few years ago my sister passed away. Because I am an avid reader, my first action was to go to the library and check out *Grieving for Dummies* (which is a real book), *The Year of Magical Thinking*, and *On Death and Dying*. The library helped me find a new normal after we lost Carrie, and I would have been lost without it.

I want you all to know that for me the work of libraries, librarians, and their volunteers—this work is bigger and more impactful than you could ever imagine. And not just because you impacted all the kids I ever babysat for



with my excellent CPR training, you helped me find new life after an enormous loss. I am continually impressed by your willingness to help everyday people find inspiration. Because that's what my folks do at my libraries, and I know that's what you do at yours.

Thank you so much for coming to Lincoln and thank you for giving me the opportunity to say how much I appreciate all you do.

Sara Howard was born and raised in District 9, She was elected to serve in the Nebraska Legislature representing District 9 on November 6, 2012.

Editor's Note: Thanks is also given to Ken Winston for submitting a copy of Howard's speech to Nebraska Libraries.

C&U — College & Universities Section:

Resources for Designing Online Learning Tools

Holli Dugan

Learning tools made for library instruction (or training) need to be engaging and easily accessible by both librarians and patrons. The following resources are just a few examples of free or open-source software that are available for creating digital learning tools for audiences in both public and academic libraries.

Popplet (<http://popplet.com/>) is an app for the iPad, as well as freely available online. It is a concept mapping tool which allows students to see relationships between ideas or facts or to brainstorm ideas. CmapTools (<http://cmap.ihmc.us/>) is a more powerful tool which creates more detailed maps, including linking phrases that can be added between the concept “nodes.” Popplet is much easier to use and share, but is fairly simple. CmapTools can be downloaded for free and allows users to construct much more thorough knowledge models, but does require a higher learning curve than Popplet.

Glogster (<http://www.glogster.com/>) users create graphic blogs or interactive “posters” which can be used for various interactive lessons. These blogs can incorporate images, audio and video files, and text on a single poster. As a social network, instructors and students can easily share their posters between each other, as well as embedding them elsewhere or sharing through other social media sites.

Most presentations or slideshows created seem to default to PowerPoint. While PowerPoint may have its place, there really are more useful and exciting tools out there. Prezi (<https://prezi.com/>) is one such tool that breaks out of the linear confines of PowerPoint. Prezi uses movement and zooming slides to highlight ideas and to create more visually engaging presentations. (Although, be careful. Too

many spinning transitions may cause motion sickness for some viewers.) Prezi does offer free educational accounts as well as options for public presentations.

Screencasting tools can be used to easily teach or guide patrons through a potentially difficult subject, such as locating or searching through online databases or loading ebooks onto a reader. The user can go back to these videos (or screenshots) whenever needed and learn at their own pace. Jing is one screencasting program which I have found to be useful and is quite easy to use. Jing allows five-minute recordings from your desktop screen (PC or Mac). Editing of videos is limited, but uploading and sharing is simple.

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ITART —

Information Technology & Access Round Table

Lisa Voss (with thanks to Becky Wymer, Christa Burns, and Rebecca Stavick)

Are you tech-savvy? Then there's a good chance you're also library-savvy.

One issue that consistently comes up in any discussion of the future of libraries is the balance between conventional library use and the use of personal electronic devices. How big of an impact do e-readers, tablet computers, and smart phones have on library use patterns? Or, to address the biggest fear of many information professionals, are digital gadgets rendering libraries obsolete?

Given these concerns, a recent study by the Pew Center's Internet Project may surprise, and reassure, librarians and library lovers everywhere that somebody out there still needs us. The Pew researchers spent three years on this project "charting the present role libraries play in Americans' lives and communities" (Zickurh, et. al. 2014). They discovered that, despite fears that the growing availability of e-readers and ever-more portable digital devices, libraries still matter in peoples' lives. In fact, to quote a summary of the report found on the PBS News Hour blog, "[t]echnology users are generally library users" (Shirvell, 2014).

The entire study is fascinating, and worth a read, but if you just want the highlights the PBS post is a good synopsis. I won't give away all their findings, but the upshot of their research is that we library folk have much to be optimistic about regarding our future. While we will never see the e-reader genie forced back into the bottle, it appears that readers want choices in the way they access material. Print books can exist next to downloadables, and smart phone users still need guidance from their friendly, neighborhood librarian. According to one of the study's authors, "[e]ven some of the most self-sufficient information consumers in our sample find that libraries and librarians can be part of

their networks when they have problems to solve or decisions to make" (Shirvell, 2014).

So, cheer up all of you laboring in the library trenches! We may have competition like never before from a dizzying array of techno-gadgets, but we still have a role to play. Libraries matter to people in these United States, and the Pew study gives us a statistical picture of just how much we do.

In other news, ITART sponsored four sessions at October's Nebraska Library Association/Nebraska School Librarians Association joint conference in Kearney. We want to thank all our terrific presenters for their time and energy and attendees for showing up ready to learn:

- "Tinkers, Printers & Makers, A Marketplace in the Library" with Marcia Dority Baker, Michael Sauers and Gordon Wyant (Combined two-session attendance of 80)
- "20 Cool Tools for You and Your Library" with Christa Burns (attendance 110)
- "Engaging IT" with Michael Sauers, Amy Mather and Andrew Sherman (attendance 34)
- "Advancing Library Communication through Lync and Adobe Connect," with Terri Rickel (attendance 25)

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NMRT — New Members Round Table: Growing Professionally With NMRT

Matt Kovar

The New Members Round Table of the Nebraska Library Association offers the opportunity for those new to NLA and the library profession to become involved in the organization and connect with other members. The level of involvement in NMRT is up to each member. Our members have the opportunity to run for NMRT offices, serve on committees, help with conference programs, and attend our meetings throughout the year. The following paragraphs show what being involved in NMRT has meant to some of our members.

Matt Kovar - Technology Learning Center Coordinator, Kearney Public Library

My involvement with NMRT began in 2011 when I began my first full-time library job at the Kearney Public Library. I had worked in the library field during college, but I knew very little about NLA and the professional development opportunities available. I was encouraged to join NLA and NMRT by a number of my colleagues, and I attended my first conference in October of 2011. I attended the NMRT Speed Networking Breakfast and was encouraged to meet others who were new to the profession. I made many connections during that first conference who I have contacted numerous times to ask for advice, opinions, or just to chat. I immediately felt comfortable with collaborating with other NMRT members, as the group was friendly, open to new ideas, and from all different kinds of libraries.

My favorite part of being a member of NMRT is attending the meetings that we hold at different libraries around the state. This gives us the opportunity to see how libraries function in a variety of fields and locations. These visits also give members an opportunity to ask other librarians questions to help improve library services at their own

libraries. My time with NMRT has helped me gain experience in a leadership role while learning about how NLA helps promote libraries across the state. I would recommend becoming involved in NMRT to anyone new to NLA or the library profession.

Sarah Haack - Circulation Coordinator, Kearney Public Library

I joined NMRT in 2009 at the urge of a colleague who wanted me to run for Secretary of the group. I did serve as Secretary, and then as Vice Chair, Chair, and Past Chair. Joining NMRT helped me to become familiar with the structure of NLA, how it works, and what it does. It was a great way to introduce myself to the professional organization. It is also a wonderful way to gain experience in a leadership position as an officer. NMRT is also a great networking tool. I met many other professionals throughout the state and made many friends through the group. Through NMRT, I have also had the opportunity to tour and experience different library settings around the state, including the Houchen Bindery, the library at the State Penitentiary, the Nebraska State Library, and many others. I highly recommend NMRT as a place to start if you want to get involved in NLA and meet professionals around the state.

Aimee Owen - Reader Services Advisor for the Talking Books and Braille Service, Nebraska Library Commission

I originally got involved in the New Members Round Table while I was in library school, but not yet working in a library. There was a presentation by NMRT officers during one of my classes, and I won a membership to NLA through a drawing that day. Having very little library experience, I felt like NMRT would be a great way to get

to know what the Nebraska Library Association and librarianship in Nebraska were all about . . . and I was right!

The New Members Round Table has exposed me to librarians and libraries from all over the state—I've toured academic, school, public, and special libraries and met folks that work in every aspect of the library field. My participation in NMRT has given me better insight into the different opportunities that are out there that I can strive for during my career. My most memorable experience has been meeting one-on-one with a library director for an afternoon of job shadowing. I would highly recommend taking full advantage of your NMRT membership—it has a lot to offer!

Holli Duggan - Material Services Student Supervisor, University of Nebraska - Lincoln

I joined NLA when I started the Missouri [library school] program because a friend said it would be a good idea. I saw NMRT and joined because it was free. Hoping to get a little more involved with the library world (and maybe add something to my resume), I went to a couple meetings. These ended up being a great way to start meeting people without feeling like it was overly obvious I didn't know what I was doing. After a while, I finally started branching out and volunteered for other committees at work and for the annual conference. Being with other newer librarians reduced the intimidation factor when first starting out. It made it a bit more accessible and I felt like it was easy to get involved while I figured out what some of the bigger groups in NLA were all about.

If you would like more information on the benefits of joining NMRT, please check out our website at nebraskalibraries.org/NMRT/. You can find out more about our upcoming meetings and connect with other members by liking us on Facebook at <https://www.facebook.com/NMRTNebraska>.

PLTS — Public Library and Trustee Section: Reflections on PLA Conference

Evonne Edgington

I attended my first Public Library Association conference in Indianapolis in March. It was very good and much more intense than local conferences. There were a lot of people and this was a smaller conference than ALA, which I have never attended. I like the way the sessions were done, with breaks between the sessions rather than back to back. It was also great to go to an author luncheon with Craig Johnson, author of the Longmire books, and Lisa Unger, *New York Times* bestselling author of numerous mysteries. There were lots of sessions to choose from.

One of the best sessions that I would like to implement was titled, “Instant Recess: Get Moving at the Library.” The description was very eye-catching and made me curious: “We’re bringing recess back. Participants will dance, take part in a California snowball fight, and work together as part of a high-energy Instant Recess session led by a public health advocate, PE specialist, and public librarian.” This is the name of the program, “Instant Recess.” It was started in California. You can learn more at its website www.instantrecess.com. I like the header the website has at the top of its home page: “Sparking a Movement to Energize America: 10 Minutes at a Time.”

The session itself started with 10 minutes of exercise set to music. There was then a presentation about why exercise is important with data to support the idea. This was followed by more exercise and an explanation on how the program works for schools and libraries. This was followed by more exercise and helpful tips on how to use it in a library. Melissa McCollum, County Library Manager of the County of Los Angeles Public Library, talked about how they implemented this at their library. Every day at 3 p.m. they have the program. Different staff members take turns leading the program. The staff members have different types of routines that they like. The program is for any and all ages. Sometimes they have more children

and then may change the plan to accommodate that audience. The patrons look forward to the program and even ask for it. If it is nice outside, they do it out on the lawn.

This is also a great break for long meetings. I would like to see it implemented at our annual staff day as a break or to start the day and then do it after breaks and lunch. It does not take much room to do the routines. The room we were in was pretty full and we had enough room. It would also be great to do in a meeting to break up the meeting.

At the end, we took small shapes made from foam pool noodles and had a California snowball fight. This meant we threw the shapes at each other. They do not hurt and are easy to throw. The bad part is to find someone to pick them up after the fight.

I was really enthused about this program and would like to see it take hold in Nebraska. It is something that is easy to do and wouldn’t cost much.

I am really glad I attended the conference.

S&I — Special & Institutional Libraries: UNL's Confucius Institute: Celebrating Chinese Culture

Annette Parde

The Confucius Institute at the University of Nebraska-Lincoln (UNLCI) has a succinct but extensive mission – “to promote and teach Chinese language and culture in the Lincoln and the State of Nebraska” (2014). During S&I’s tour of UNLCI on March 14, 2014, Rachel Zeng, Executive Associate Director, highlighted the many programs offered under this objective.

The library, though perhaps one of the least known resources, was the catalyst for this tour. The small room was full of materials (e.g. books, films, CDs) to aid in fulfilling the institute’s mission. Chinese periodicals were also available for reading in the plush conference room. One could search for these items in the UNL Libraries’ catalog, and many could circulate although interlibrary loan is not possible at this time. (A quick encore.unl.edu search retrieved over 1,200 items with “Confucius Institute” as a location.)

The physical resources were merely the tip of the iceberg. The abundant program schedule included cooking, language, dance, calligraphy, and painting classes for adults and children. Most were held at UNL, but UNO and Bellevue University also hosted sessions. The semester-long courses ranged from \$50 to \$90 and had open enrollment. UNLCI also hosted Chinese speech competitions, led trips to China for students and educators, and partnered with several Nebraska public school districts to provide and/or support Chinese language teachers.

The Confucius Institute headquarters is in Beijing and overseen by Hanban, which is affiliated with the Chinese Ministry of Education. Hanban funds the materials, educational opportunities, and operating expenses of the Confucius Institute. Due to the close affiliation with the

Chinese government, some universities question the academic freedom allowed in the Institute. I have not asked UNL specifically about this, but the two articles cited below give good overviews of the different positions and experiences of universities throughout the country.

Nonetheless, UNLCI provides cross-cultural exchanges that otherwise would not exist to this numerous extent. It is an unintentional well-kept secret that could be useful to Nebraska’s libraries and communities.

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YART — Young Adult Round Table: Young Adult Buzz from YART

Rachelle McPhillips

Get a Good Grade

At the 2014 Public Library Association Conference in Indianapolis, Sara Ryan, Teen Services Specialist at the Multnomah County Library, and Sarah Flowers, past president of the Young Adult Library Services Association (YALSA), presented, "Getting Teen Services Out from Under the Radar." They briefly discussed competencies for library staff who serve young adults. These competencies were developed by YALSA and can be found at <http://www.ala.org/yalsa/guidelines/yacompetencies2010>.

The seven competencies are:

1. Leadership and Professionalism
2. Knowledge of Client Group
3. Communication, Marketing, & Outreach
4. Administration
5. Knowledge of Materials
6. Access to Information
7. Services

The rest of their presentation focused on YALSA's "Public Library Evaluation Tool." The tool is a rubric for serving young adults in the public library. Each of the seven competencies is included and is broken down into specific aspects of library planning, policy making, professional development, and patron services.

The tool is available at <http://www.ala.org/yalsa/guidelines/yacompetencies/evaltool>. The site makes it clear that, "The tool is not intended to be an evaluation of an individual teen services librarian." Instead, this is meant to look at how the entire library functions to serve teen users.

Colleagues I've spoken with express a hesitance to use the tool because they are not sure they want to know what they'll find. Remember, it's not meant to serve as the teen service staff's annual review. This tool will likely expose some weak areas, but it will also highlight the things that are going well, or at least well enough while those trouble spots get addressed!

Even if you don't apply the entire evaluation tool to your library, it could be a great resource when you need to advocate for young adult services. YALSA provides fact

sheets for administrators, patrons, community members, trustees, and more. If you decide to use the evaluation tool now, in any way, and would like to be a part of an ongoing conversation (a "support group," I suppose,) email me at rachelle.mcphillips@gmail.com.

Join the Conversation

Earlier this year, Karen Jensen from <http://www.teenlibrariantoolbox.com> invited three authors to participate in a virtual panel to talk about consent and sexual violence in young adult culture. That first Google Hangout kicked off the #SVYALit Project. The goal of the project is to raise awareness of sexual violence in the lives of teens and equip educators to discuss these issues. Read more about the project at the link above and review the schedule for upcoming Hangouts.

Have Some Fun!

Need a break after all of that? Check out a new personal learning network devoted to YA literature at <http://yalovechat.wikispaces.com>. This is a group of librarians who chat about YA lit in a different genre every first and third Thursday of the month at 7 p.m. on Twitter. Join these half-hour discussions by searching and using the hashtag #yalove. These chats are archived on [Storify.com](http://storify.com) for later viewing. This is a fun way to connect with other librarians and learn more about YA lit.

Lead the Way

If you've been considering getting more involved in your state's professional organization, why not join YART? Librarians who serve young adults get to be advocates, explore serious issues, play games, and make cool crafts. It's an exciting area of library service that is rewarding and fun. Want to have a direct impact on young adult library service in Nebraska? We are currently seeking nominees for positions on the executive board. Send your photo and bio to nlayart@gmail.com by May 27.

My Own Personal Library: Richie Graham, Graphic Novel Connoisseur

Lindsey Tomsu

Welcome to a brand new column, “My Own Personal Library.” Most people that work in libraries love books, so why not take an opportunity to showcase the private collections of various Nebraska library professionals? Our first profile is of Richie Graham, the Media Services Librarian and Associate Professor at the University of Nebraska at Lincoln. I had heard from some other librarians how he was a big comic book fan and had a pretty impressive collection so I sought him out to be featured this month.



One of Richie’s favorite comic book covers featuring a librarian!

LT: When did you first get into graphic novels?

RG: Way back in my teens. My first graphic novel was either *Doctor Strange: Into Shamballa* or Robert Asprin and Lynn Abbey’s *Thieves’ World Graphics*. Both came out in 1986 at a time when I started to have a little more money to spend at Dragon’s Lair in Omaha and when my tastes were spreading beyond superhero fare. Speaking of Dragon’s Lair, RIP! (Editor’s Note: The original Dragon’s Lair store, located on Blondo Street, unfortunately burned down in a fire in late February.) The Doctor Strange graphic novel was appealing because he was a favorite character at the time and because Dan Green’s painted artwork was captivating. The story was pretty complex and abstract, almost poetic, which seemed to legitimize the comic but also “pushed” me into lengthier/intricate narratives. *Thieves’ World* was alluring because it contained none of the happy endings found in the mostly sanitized superhero comic, and the occasional “mature” content scene didn’t hurt either.

LT: What is exciting you about graphic novels currently?

RG: As a scholar, I’m excited that many people are investigating how comics can teach and are documenting and reprinting many marginalized or forgotten artists’ collections. This is slowly eroding the cultural stigma some folks still attach to “funny books.” Of course, the growing presence of graphic novel collections in libraries and the many communities they support is also very heartening.

LT: How big is your collection and how long have you been collecting? Do you also collect other comic-orientated goodies (action figures, etc.)? If so, what?

RG: So, my original comic book collection is roughly three long boxes (around 800 issues), and these are the comics I collected as a teen/young adult during the 1980s and early 1990s. I have about 300 graphic novel/trade paperback/book-length or folio-sized comics and another 300 comic books I use just for my research. I'm a sucker for some of the commercial aspects of my favorite characters, but also mindful that I'm an adult so that means my various statues/busts/action figures/toys only take up one shelf. While I personally try to minimize some of those goodies, I must admit that it doesn't stop me from showering my two boys with comic-related ephemera! A recent trip to the Ohio State University resulted in me bringing back stuffed Bone characters for them.

LT: *What is your most prized possession in your collection? Anything fancy?*

RG: The collecting craze and variant cover madness that saturated the comic book market in the 1990s has made sure anything I prize is based on sentimental or emotional attachment. I'm completely ignorant of the financial value of my stuff. So with that in mind, the Sunday Press Books' collection of Winsor McCay's *Little Nemo in Slumberland (So Many Pleasant Sundays)* is a majestic book. It reprints, in full color and original size (16x21), the Sunday strips that ran from 1905 to 1910 and is a beautiful object to gaze upon. I have an early issue of *RAW* magazine that contains an early excerpt/comic book of what later became the Pulitzer Prize-winning graphic novel, *Maus*. Since I mentioned Pulitzer Prize winners, I should point out that I have an older, locally-produced comic book from the 1970s that contains a cartoon by Ted Kooser, mocking the University of Nebraska's sports-culture.

LT: *What is your favorite graphic novel (or comic book) of all time?*

RG: Ufda! It's hard to pick just one, since so many graphic novels appeal to me on various levels. But to me, a classic

is the first collection of Flaming Carrot comics, *Man of Mystery*. The level of absurdity and the bizarre humor it contains is pure genius. I'm awfully tempted to name others and why they are important, but I'll stick with FC for now.

LT: *Got to ask this question of all comic fans: Batman or Superman?*

RG: Though I'm primarily what you'd consider "a Marvel guy," I'll pick the Dark Knight.

LT: *So, moving on to graphic novels in the library. Why do you think graphic novels are important collections for a library?*

RG: Comics and graphic novels are important because they scaffold literacy and attract immediate interest and involvement from various communities. I realize that the adult nature of some titles and the fears of patron complaints regarding their content may cause some hesitation or consternation for librarians. Additionally, teens or other groups that are associated with Japanese comics may seem strange or even offensive and could be viewed as possibly disruptive. However, I believe these concerns are not "deal breakers"—the popularity of these materials can be used to "bait" current and new patrons into the library and can contribute to the cultivation of future library patrons.

LT: *How do you reply to a patron who says, "These are just comics for kids"?*

RG: "Dad?" But seriously, historically comics were originally drawn and written for adults and, regardless of the publisher's intended audience, comics are for everyone—emerging readers, non-native speakers, adults, teens, and children. *Maus* won the Pulitzer, American Born Chinese has won the Booker, and *Jimmy Corrigan, the*

the Smartest Kid on Earth won the Guardian First Book Award. None of these awards are handed out to children's literature and show that comics are a sophisticated medium.

LT: *What are the top five tips you would give a library that hasn't started a graphic novel collection but wants to (and, of course, doesn't have much funds for one)?*

RG: ALA provides numerous tips on starting a collection (<http://www.ala.org/alsc/compubs/booklists/grphcnvls>), as well as various title lists with which to start. There is also a grant for libraries wishing to initiate or highlight a graphic novel collection (<http://www.ala.org/gamert/will-eisner-graphic-novel-grants-libraries>). Librarians such as Robert Weiner and Gene Kannenberg have published books and collections of essays on some of the best practices available for libraries. Robin Brenner and Katherine Kan have many online resources available as well. But my take would include:

- Decide on which titles and types to include as part of your collection development. Become familiar with the many review sites available to help guide purchases and see how they fit your audience/user needs. You may need to survey your patrons or learn about foto-novellas, bandes dessinées, or other cultural versions of the comic book that may be relevant to your patrons.
- Explore the many ways libraries can acquire graphic novels. Brodart, Baker and Taylor, even a local comic book store can help with acquisitions.
- Be prepared for challenges. Inevitably, someone will have to explain to a patron why certain materials are bought and collected. The Comic Book Legal Defense Fund has many resources available for these types of situations.

LT: *What are the top ten graphic novels every library should have in its collection?*

RG: In no particular order and neglecting many others:

1. *Maus* by Art Spiegelman
2. *Jimmy Corrigan: The Smartest Kid on Earth* by Chris Ware
3. *Fun Home: A Family Tragicomic* by Alison Bechdel
4. *Blankets* by Craig Thompson
5. *A Contract with God* by Will Eisner
6. *American Born Chinese* by Gene Luen Tang
7. *Bone* by Jeff Smith
8. *Stuck Rubber Baby* by Howard Cruse
9. *The Sandman* by Neil Gaiman
10. *Persepolis* by Marjane Satrapi

LT: *What are the top five comic book characters that every library should have something of in their collection?*

RG: Charlie Brown and company, Calvin and Hobbes (Bill Watterson), Wonder Woman, the Bone brothers (Jeff Smith), and Spider Man.

LT: *We can't talk about graphic novels without talking about their Japanese equivalent. How do you explain the difference between comic book, graphic novel, manga, and anime to a patron?*

RG: Graphic novel is a pretentious term to describe and/or legitimize lengthier comics. Comic books, for most people, tend to be 32-page, stapled superhero stories, though they can be of any genre. Manga and anime are generally used to describe comic books (manga) and animated films (anime) from Japan. Many manga end up as anime—it may be a good idea to coordinate purchases between book and video librarians for series available in both formats. Be aware that the manga and anime versions of a story may also have different titles!

LT: What would you say to a library that is weary of investing in some manga series because of the large volume counts some series have?

RG: I feel your pain. UN-L Libraries specifically does not collect manga series unless it's short/finite, resulting in an incredibly small amount of those types of materials. It's one of the many things a library needs to consider when collecting various series. In addition to the fact that many seem to go on forever, many manga series are a serialization of a single story, so for this reason you may want to purchase extra copies especially of volume one. It may be tempting with a small collection to place all the anime or manga in a single section; however, given the diversity of genres and age appropriate content this could be problematic.

LT: What are the top ten manga series every library should have on its shelves right now?

RG: As a non-fan, I'll list the titles I'm familiar with (since that means they had to be noteworthy to penetrate my little bubble). I would recommend trying to avoid using popularity as the sole criteria in making choices. Like in other areas librarians collect for, look at story quality, the level of cultural details, and other creative elements. There are many review sites from which to glean this information. My recommendations are the following:

- *Ranma ½* by Rumiko Takahashi
- *Attack on Titan* by Hajime Isayama
- *Death Note* by Tsugumi Ohba
- *Ghost in the Shell* by Masamune Shirow
- *Banana Fish* by Akimi Yoshida
- *Fullmetal Alchemist* by Hiromu Arakawa
- *Sailor Moon* by Naoko Takeuchi
- *Vampire Hunter D* by Hideyuki Kikuchi
- *Naruto* by Masashi Kishimoto
- *Bleach* by Tite Kubo



Just one of Richie's bookcases full of graphic novels.



A panoramic shot of Richie's office with lots of graphic novels and other comic paraphernalia.

LT: Any anime suggestions as well?

RG: Anything directed by Hayao Miyazaki or produced by Studio Ghibli is a good start. I would also recommend *Cowboy Bebop*, *Fullmetal Alchemist*, *Gintama*, *Steins: Gate*, *Akira*, and *Attack on Titan*.

LT: Anything else you would like to add for our readers?

RG: Increasingly, comics and graphic novels are drafted as supplements to curricula but many simply are just great stories. Many are more sophisticated and varied in content than the comics that preceded them (and that many of us

remember growing up) and enjoy a level of respect previously denied to this form of popular entertainment as they are now the subject of reviews, book-length surveys, museum exhibits, and academic study, as well as recipients of prestigious literary awards. I urge anyone with no current designs on collecting comics to rethink whatever may have prevented them in the past because graphic novels are one of the fastest growing categories in publishing and bookselling.

Want to share your own private library with readers of *Nebraska Libraries*? Please email the editor at nlaeditor@nebraskalibraries.org!

How I Roll

Emily McIllece

It is spring and to follow the march of renewal metaphors, I would like to introduce a new feature in *How I Roll*. While we will continue to welcome blog submissions, it is time to add another layer to this column. Just like any good book or article, there are blog posts that get our brains churning or strike an emotional chord and we want to discuss it but cannot always find the time or opportunity. Think of this column as the water cooler.

Beyond the Assignment: Information Literacy in a Nutshell

(Discussed central blog post: <http://designerlibrarian.wordpress.com/2014/03/11/the-information-literacy-threshold-concepts/>)

The Designer Librarian (Amanda Hovious) is a treat to read. It is all too easy to get bogged down by the weighted, theoretical language of information literacy and instructional design literature. Sometimes I become cynical and feel like these academic articles are removed from the Real World, where students want a quick answer and professors do not have time for “library lessons.” Then I read a DL post and some of the cynical fog dissipates.

For example, Hovious’ post regarding the Association of College & Research Libraries’ [ACRL] draft on the framework for information literacy for higher education addresses the two “necessary” characteristics of threshold concepts: transformative and integrative. She rephrases the concepts into something, I believe, students and educators can understand. We have a language divide between the Library World and the Real World. While we acknowledge it and wring our hands, I feel that sometimes our new definitions and terminology become overworked bread. The new definition for information literacy is a bit of a brick (ACRL, 2014, p. 4):

Information literacy combines a repertoire of abilities, practices, and dispositions focused on expanding one’s understanding of the information ecosystem, with the proficiencies of finding, using and analyzing information, scholarship, and data to answer questions, develop new ones, and create new knowledge, through ethical participation in communities of learning and scholarship.

Information literacy is complex, I get it, and the definition is meant to guide librarians, not entertain students. But in conversing this way, I wonder if we just keep re-stacking the wall between us and our students. In essence, information literacy is about the student thriving beyond the assignment. It is not about getting the “right” answer or completing an assignment to promptly forget about it. Of course, that is what most students want—the answer—so they can move on. How to get through to them, I wonder? How do we get them over the threshold?

Hovious tackles three concepts—scholarship is a conversation, research as inquiry, and format as process. “I like it,” she says of scholarship is a conversation, but then Hovious elaborates. Framing scholarship as a conversation, DL posits, helps students understand why these dense articles exist and how to read them and handle conflicting arguments. How? By bringing students into the conversation through debate and discussion and helping bridge the connection between their own discussions and academic articles.

The second concept, “Research as Inquiry,” is rewritten as “Research as Problem Solving.” Inquiry, DL says, is inherent in problem solving and scholarly research is all about problem solving. Problem solving is easily translatable between Real Life problem solving and scholarly problem solving. I often use Amazon shopping to help students understand Boolean searches, evaluating quality and bias, and trusting sources. Once they realize research skills do not live in a bubble, I hope they are more open to honing those skills in an academic setting.

“Format as process” is translated into “information as a tool.” This is much better. Students understand the idea of tools. Tools are things that help them achieve their goals. “Format” implies a rigid structure, but information morphs in fluid forms these days. Focusing on format as the tool, whether it’s Twitter or a New York Times article, opens the door to why and how information is transmitted through these different formats. DL suggests role playing activities, where students create media messages and choose a specific tool and strategy for spreading that message. This also has the added benefit of increasing students’ information literacy in the Real World.

Did reading this post deliver a great revelation? No, but it did anchor a few ideas in my head that require further exploration. I hope it gave you a few ideas, too.

References

Association of College & Research Libraries [ACRL]. (2014). *Framework for information literacy for higher education* [Draft]. Retrieved from <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/02/Framework-for-IL-for-HE-Draft-1-Part-1.pdf>

Each issue, readers are encouraged to share their favorite blogs in their blogrolls and RSS feeds. What do you look forward to reading over coffee or lunch? What blogger tickles your brain? Wish to submit your own blogroll recommendations? Email Emily at em.mcillece@gmail.com and include “How I 'Roll” in the subject line. Submissions should include links to recommended blogs, a brief description of what you enjoy about each blog, and a short, personal profile (if you wish).

The Knee Bone's Connected to the . . . The Answer is in Your Pocket! Mobile Resources from the National Library of Medicine

Marty Magee

Got a health question? You may have the answer in your pocket! The National Library of Medicine has ready resources for you in the form of apps (applications such as you would download to a smartphone or tablet) or mobile websites (websites designed to fit on smaller devices such as a smartphone). There's an increasing amount of information available because more cell phone owners are using their phones to seek information on the Internet. According to Duggan and Smith (2013), "Nearly two-thirds (63%) of cell phone owners now use their phone to go online" and "the proportion of cell owners who use their phone to go online has doubled since 2009."

Many of you are already familiar with MedlinePlus.gov and all it has to offer. Did you know there was a mobile site for it? And a handout, suitable for your patrons? Find it at: <http://www.nlm.nih.gov/medlineplus/training/trainers.html>

Some of the text includes:

- Wondering what the side effects are for your new prescription? Go to Mobile MedlinePlus (<http://m.medlineplus.gov>) while you're waiting for the pharmacist to fill your order!
- Mobile MedlinePlus is available in English and Spanish (<http://m.medlineplus.gov/spanish>) and includes a subset of content from the full website. It includes summaries for over 800 diseases, conditions, and wellness topics; the latest health news; an illustrated medical encyclopedia; and information on prescription and over-the-counter medications.
- For instance, you could visit the "Talking With Your Doctor" page on Mobile MedlinePlus to learn how to get the most out of your doctor's visit.

If you want to explore some additional apps and mobile websites, the following handout is two-sided, one side for apps and one side for mobile websites. It can be easily

printed for your library patrons. Find it at: <http://unmc.libguides.com/NLM>. Look for promotional materials and PowerPoints – Mobile Resources Handout.

Some favorite app listings are:

- **Health Hotlines** - Health Hotlines is a directory of organizations with toll-free telephone numbers. It is derived from DIRLINE, the National Library of Medicine's Directory of Information Resources Online. This database contains descriptions of almost 9,000 biomedical organizations and resources.
- **LactMed** - Need to know more about drugs and breastfeeding? LactMed can help. Find information about maternal and infant drug levels, possible effects on lactation and on breastfed infants, and alternative drugs to consider.
- **Wireless System for Emergency Responders (WISER)** - a downloadable application to assist emergency responders in hazardous materials incidents.

For a complete listing of the National Library of Medicine's Gallery of mobile apps and sites see: <http://www.nlm.nih.gov/mobile/>

And for any questions, please direct them to Marty Magee, Nebraska Coordinator for the National Network/Libraries of Medicine at mmagee@unmc.edu

Reference

Duggan, M. & Smith, A. (2013). Cell Internet use 2013. *Pew Internet Research Project*. Retrieved from <http://www.pewinternet.org/2013/09/16/cell-internet-use-2013/>

Teens in the Library: Teens on the Library Board? Say What?

Huyen-Yen Hoang

I first got involved with the La Vista Public Library in the summer of 2005. My first grade teacher had given all her students calendars of things we should do so we would not get bored over the long summer months. One day, the calendar said, “Register for the Summer Reading Program,” and, upon doing so, I was so intrigued I came back every year. I did not actively help out until the summer of 2010 when I discovered the newly developed teen program and eventually joined the Teen Advisory Board (TAB) the following November.

I am glad to be involved in such an active teen library program. However, I do understand that there are, unfortunately, some libraries out there in the world that either do not offer programs for teens or offer lackluster options because of lack of funds or a supposed lack of interest on the part of stereotypes that teens just do not care enough to visit their library. Due to this, I think it is important for libraries to offer services to my age group because libraries are open to more than just kids and adults—they are open for *everybody*. So if you are offering special services and programs for kids and adults, why not offer them for teens too? If you say that teens do not come to your library so why bother with programs maybe they are not coming because you do not have anything of apparent value to them. If there were things teens could do at the library, of course more would come to the library because not only would it be a safe, educational environment, it would also be a fun place to look forward to. A TAB is a wonderful example of a teen program because it allows teens the opportunity to be creative, imaginative, and have a sense of purpose while helping the community.

At the age of 15, I was the TAB representative appointed to sit on the library’s actual library board. Seeing that a spot had opened up and there was no teen representation,



Huyen-Yen Hoang, Vice President of the Teen Advisory Board (TAB) (left), shown here with Haley Christensen (TAB President) (right) cooperatively coloring during a meeting of the Random Club.

Lindsey Tomsu, our teen librarian, recommended me to the mayor. I filled out an application and two months later, I got a letter saying I was accepted onto the board (January 2013). To this day, I would say that I am lucky to have gotten a chance to be a member of my library’s board. It seems like a rare thing to hear of a teen being on a library board. Some people might wonder what would this accomplish? I think a teen should be on a library’s board for the same reason why I think there should be services for teens—because it is open for everybody. It doesn’t matter what age a person is as long as they are mature and care about the library. Their presence should accomplish just as much as everyone else. To me, I think having a teen on a library board sends the message that anybody, not

Huyen-Yen Hoang is a sophomore at Papillion-La Vista High School. She enjoys reading, Minecraft, and random things. She is most proud of being the creator of the Bacon Club at the library.

just teens, big, small, or in between, is capable of anything as long as they are mature, motivated, and willing to take action about things they care about.

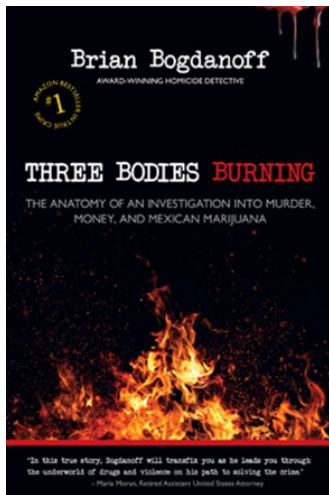
This past November, I was even more shocked when I was voted in as the new president of the library board. If it is a rare thing having teen representation it must be a world record to name a 16-year-old as the president! I have received a lot of positive feedback. I did not tell many people at first, so most people who found out were very surprised. Some of my friends did not even believe me until they read an article in the newspaper. However, I know there were some people out there probably thinking, “Why would they do such a thing?” I think, “Why not?” At the end of the day, titles do not matter—it is what you do that matters. Teens should be given the chance to be the president of a library’s board for the same reasons above. It only strengthens the message that teens can and will be passionate members of their community if only given the chance. I think a community that allows for teen representation on their library board sends out a message that they understand that teens matter, that teens are the future of the city, and that teens should be given a voice and not pushed aside because teens are considered by many as lazy or disrespectful.

So if you are a library out there that has a strong TAB presence in the library, I suggest you think about possibly getting a teen on your library board. Look into the rules behind it and see if it is possible. For example, our TAB president was going to be the person nominated to sit on the board but she does not reside in the city so I stepped up and took her place. How long are the terms for library board members? When is a vacancy going to open up? What is the application process? Who would you ask? Look at the teens that participate in your TAB. As long as they are passionate about the library and are willing to put in the time, they just need to do the hardest step—be brave and apply. They would not need any special skills, just the maturity to do what they are told to do and the creativity to bring forth new ideas to help the library.

I think that there are many benefits to having a teen on your city’s library board. First, the city receives just as much benefit as it does with any other qualified person being on the board because it is not just the teen that makes the board, but all the members of the board too. I think some slight benefits may be a younger perspective and a fresher mind. Secondly, the teen chosen gets to participate in a delightful once in a lifetime opportunity and gain experience from being on the library board. They also get the satisfaction of doing something helpful for the community.

Although it may seem like a big accomplishment having a teen on the library board—whether as a normal member or the president—I don’t think it is anything too extraordinary. The teen is just an ordinary person under special circumstances.

Book Bites: Book Reviews (and More!)



***Three Bodies Burning: The Anatomy of an Investigation into Murder, Money, and Mexican Marijuana* by Brian Bogdanoff**

1161 Press, 2010

Hardcover, \$19.95, ISBN: 978-0983129813

Brian Bogdanoff, a retired twenty-year veteran of the Omaha Police Department in both the narcotics and homicide units, details the biggest and most complex case of his career. His book tells the story of a triple murder which occurred in Omaha during spring 2005 and took over two years to solve and be brought to justice. Unlike the typical television crime drama that's wrapped up neatly in under an hour, this book really shows the amount of time and effort by a number of people that goes into a case of this magnitude. Although the outcome isn't a big surprise, it's a quick and intriguing story that definitely holds the reader's attention throughout. Not for the faint of heart,

the book does contain some graphic crime scene depictions, photos, and adult language. More information can be found at the book's website, <http://www.threebodiesburning.com>, or at the Facebook page of the same name. The author is available for speaking engagements or book club discussions. Contact information can be found there.

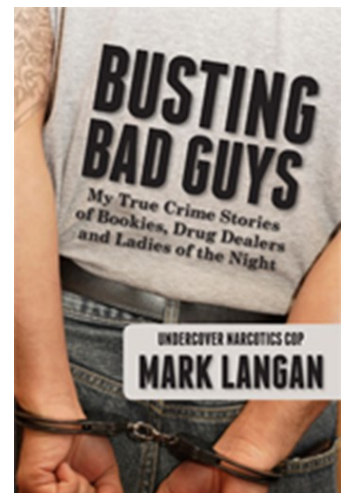
--Nicole Caskey – Resource Librarian, Clarkson College

***Busting Bad Guys: My True Crime Stories of Bookies, Drug Dealers, and Ladies of the Night* by Mark Langan**

1161 Press, 2014

Hardcover, \$19.95, ISBN: 978-0991311019

I first became aware of Mark Langan's new book in an email promoting a book signing as a Nebraska Humane Society (NHS) fundraiser. Although I was unable to attend the book signing, I was still very interested in the book which I purchased very inexpensively in Kindle format on Amazon. Mark Langan is a twenty-six-year veteran of the Omaha Police Department (OPD), now in "retirement" and serving as vice president of field operations for the Nebraska Humane Society. When he started working for the OPD in 1978 at age eighteen, he was the youngest police officer ever hired. His book is a quick and enjoyable read detailing his career from the patrol days through assignments in the burglary, vice, and narcotics units. Langan's book reads as if you're sitting across the booth from him at Leo's Diner in Benson, one of his favorite eating establishments, listening to his stories of days on the force. It's obvious that he loved being a police officer and now brings his law enforcement experience to the NHS where he helps investigate crimes involving animals. More information can be found at the website, <http://www.bustingbadguys.com>, or at the Facebook page of the same name. The author is available for interviews, speaking events, or book signings.



--Nicole Caskey – Resource Librarian, Clarkson College

EDITORIAL POLICY

(Updated May 2014)

Mission

Nebraska Libraries is the official journal of the Nebraska Library Association. It strives to inform its members and subscribers of NLA's activities and represent the broad scope of issues and news that affect all Nebraska libraries. To encourage the sharing of knowledge and inspiration throughout the state, *Nebraska Libraries* is an inclusive, flexible journal that publishes feature articles, editorials, news, and reports from anyone who cares about and is involved in the library world.

Content

Nebraska Libraries welcomes content from volunteer authors, including feature articles, news briefs, columns and opinion pieces, and photographs and artwork. Content is also provided by overseeing NLA Communications Committee members. The *Nebraska Libraries* Editor and the Communications Committee have the responsibility to publish accurate information regarding NLA and its activities and to provide a balanced spectrum of coverage for all Nebraska libraries and members. Content is accepted or rejected at the discretion of the Editorial Board and is subject to editing for clarity and grammar.

Editor's Rights

The Editor is responsible for each journal issue providing a balanced mixture of relevant and thoughtful articles and features on the interests, responsibilities, problems, and concerns of the varied library professionals throughout the state of Nebraska. The Editor is responsible for determining the strategic direction for the practitioner journal and developing editorial policies and submission standards, actively soliciting manuscripts from various library professionals, conducting manuscript revision and editing, and serving as a primary liaison with authors. By submitting an item to this publication, an Author is implicitly granting the Editor permission to make minor editorial changes, such as correcting grammar, punctuation and spelling, and making layout and formatting changes as needed to speed along the publication process.

Author's Rights

An Author agrees upon the stipulations of the Submission Policy when submitting an article to the Editor. Upon submitting works to the Editor, if revisions are needed the Author will receive a copyedited version of their work and be given a one-week deadline to contest or make any changes. If the Editor does not hear from the Author within that deadline the article, as per the Editor's rights, will be published as the Editor sees fit, or saved for a future issue, in order to speed along the publication process. Authors should explicitly note when a submission is a creative work, such as poem or story, where such changes would negatively impact the Author's intent.

The Author shall, without limitation, have the non-exclusive right to use, reproduce, distribute, and create derivative works, including update, perform, and display publicly, the article in electronic, digital, or print form in connection with the Author's teaching, conference presentations, lectures, other scholarly works, and for all of Author's academic and professional activities.

After a period of six (6) months from the date of publication of the article, the Author shall also have all the non-exclusive rights necessary to make, or to authorize others to make, the final published version of the article available in digital form over the Internet including, but not limited to, a website under the control of the Author or the Author's employer or through other digital repositories.

NLA Communications Committee Purpose

The NLA Communications Committee assists the Editor with the direction, publication, and distribution of *Nebraska Libraries* and ensures that the journal meets the needs of the Nebraska library community. The committee aids the Editor in developing *Nebraska Libraries'* policies and procedures, and its members contribute to the journal as well as solicit content from the broader library community.

Disclaimer

The statements, comments, or opinions expressed by *Nebraska Libraries* contributors are those of their respective authors and do not represent the views the Nebraska Library Association.

SUBMISSION POLICY

(Updated May 2014)

Who Can Submit

Nebraska Libraries will publish various articles, columns, and creative content from any authors actively involved in the library world—public libraries, school libraries, university and special libraries, museums, archives, students, volunteers, staff, etc. If you are unsure of whether or not your piece would fit with our publication, please query the editor at nlaeditor@nebraskalibraries.org.

Submission Guidelines

Nebraska Libraries will start publication as a quarterly practitioner's journal. If interest is high, bi-monthly publication could occur in the future. Submissions for quarterly issues are due as follows:

- February Issue = Due January 1
- May Issue = Due April 1
- August Issue = Due July 1
- November Issue = Due October 1

Any submissions received after a due date will be held and considered for the following issue. Submissions accepted but not published in the current issue may be published in a future issue with the author's permission.

Submission File Type: Please send all submissions in Word .doc or .rtf forms. Please no PDFs.

Word Count: There is no strict length minimum or maximum word count. We do recommend 1,500-2,500 words for feature articles and 500-1,500 for columns.

Photos: Please send all photos saved as separate high-quality JPEG files not embedded in the Word document and include detailed captions (either in the file name or as a note at the end of your submission).

Citations: *Nebraska Libraries* is a practitioner journal and not a peer-reviewed scholarly journal. Not all articles will require sources and citations; however, if citations are needed in your article the citation style used by *Nebraska Libraries* is APA.

Please send all articles, ideas for articles, and other queries and communications to the Editor at

nlaeditor@nebraskalibraries.org

Items Eligible for Publication

We are looking for the following items or columns but we are open to submissions of all kinds:

- Feature articles about anything library related
- Articles about what is going on at your library and how it affects Nebraska libraries (successful programs, collaborations, etc.)
- Short columns in each issue by members of the sections and round tables
- Spotlights on new NLA members
- Member announcements (jobs, births, marriages, retirements, deaths, publications, etc.)
- Suggestions for future columns, article ideas, etc.
- Opinion pieces about hot topics in the library profession
- Recommendations for the "How I 'Roll" column (recommended blogs)
- Recommendations for the "Beyond the Stacks" column (interviews with interesting people who work in libraries)
- Recommendations for the "My Own Private Library" column (share your book collection with NLA)
- Recommendations for the "What Makes Your Library Special?" column (a spotlight on a specific Nebraska library)
- Answers, comments, and potential questions for the "Question" column (favorite library moment, favorite book, etc.)
- Creative works—short stories, poems, art, etc.
- Book, movie, game, software, website, etc., reviews

Editor & Author Review

If revisions are needed, Authors are asked to review their edited submissions within one week of being sent a revised draft. If the Editor does not hear back from the Author within that week, the submission will be published as the Editor deems fit or saved for the following issue in order to not stall publication.



Picture This: Gene Eppley Library of the University of Omaha

Nebraska Libraries would like to thank Les Valentine, University Archivist, and Angela Kroeger, Archives and Special Collections Associate, from the UNO Criss Library Special Collections and Archives for digging up this treasured photo of the then University of Omaha's Gene Eppley Library in 1966. Check out those card catalogs!