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Nebraska Libraries - Volume 3, Number 1 (February 2015)

NebraskaLIBRARIES

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Cover Photo Credit: Grand Island Public Library's Bear Cave during their annual Bear Fair. Photo by Celine Swan.

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EDITOR'S MESSAGE

Welcome, readers, to our February issue of *Nebraska Libraries*! Time has moved quickly as this marks the first issue in our third volume of publishing. As always, I would love to hear your comments about what you like, what you dislike, what you'd like to see in future issues, and more! Please email me your thoughts.

Starting this year we are trying out themed issues in which our feature articles will revolve around a selected topic relevant to libraries. For February our theme is "programming."

In this issue we have some excellent feature articles. For our Featured Library this month, Rachel Kenny spoke with Lori Brezina and Katy Brackett from Omaha Public Library's Saddlebrook Library.

We also have some excellent articles on therapy dogs and literacy programs, supporting career and technical programming in libraries, book bikes, teen programming, a Bear Fair, and board game programming in universities.

Of course, as always, our feature articles are joined by columns from our various sections and round tables.

Our May theme will be digitization, August small libraries, and November access topics. If you would like to submit an article for publication for our May issue the submission deadline is April 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.

Please email me at nlaeditor@nebraskalibraries.org.

Lindsey Tomsu
Editor, *Nebraska Libraries*

Featured Nebraska Library: Omaha Public Library's Saddlebrook Library

Rachel Kenny, Lori Brezina, & Katy Brackett

This month Rachel Kenny sat down and spoke with Lori Brezina and Katy Brackett, both with our Featured Library this month—Omaha Public Library's Saddlebrook Library, which is located at 14850 Laurel Avenue, Omaha, Nebraska 68116.

Saddlebrook Library is truly a unique facility that encompasses branch of the Omaha Public Library, an Omaha Public School, and Omaha Parks and Recreation. How do these three entities come together to develop integrated programming? What is your discovery process for new ideas?

Visit the library online at http://www.omahalibrary.org/saddlebrook-branch

[*Katy*] I sit down with the manager of the Community Center in the fall and we map out the entire coming year. We discuss what programs have not worked, how we want to revamp tried and true programming, and ideas we have come across to try. For 2015 we have a joint program scheduled for each month! As we get closer to each program, we discuss who is responsible for each aspect so (hopefully) nothing is forgotten.

For the school I work closely with the School Librarian, Mrs. Vinopal, as well as the Principal, Mr. Suing, to see how I can provide services to the students. Mrs. Vinopal invites me to programs she has with her students and she also attends many of our bookclubs. Mr. Suing allows me to be on the school announcements often so I can share programs, and he is always willing to work together on large projects.

The younger grades (prek-2) are invited once a month to attend storytime and costume character visits. For

Summer Reading Program the summer school participates in both the reading portion and in our large Wednesday programs. The Community Center allows us to use the gym for these large programs that can see upwards of 500 people depending on the presenter. Our end-of-summer challenge is different each year, but the school and community center participate with us. For example, in 2013 Mr. Suing rode a mechanical bull and in 2014 Mr. Nyguen (the Community Center Summer Manager) had pies thrown at him.

It is an amazing opportunity to be able to work together with other creative and talented people, and our resources pooled together provide wonderful programs for our patron base.

What have been a few of your most successful programs at Saddlebrook? Your least successful?

[Katy] Some of the most successful programs during the school year are our Interactive Movies that we began in Fall 2013. We provide props for the kids to use during the movie, and we sing and dance depending on the movie! Another successful program we began in Spring 2013 is our Toddler Time. It is a music and movement session where we sing and dance to many songs, use manipulatives (bells, scarves, bean bags, etc.), and sing one book. We have had to break this into two sessions to accommodate attendance. Another successful program that draws mostly tween boys is our Minecraft Club. We began in Fall 2013 with two sessions per month. We had such a demand for this program that we now meet weekly. Our least successful programs are those held in the evenings. We have tried storytime and craft times, but families seem to be too busy to attend as they have sports or school activities.

Just one view of the inside foyer of the library building. "Discover" leads to the library proper, while "Believe" leads to a meeting room.

Tell us a bit about the combined school and public library at Saddlebrook. How do these collections work together to serve the elementary school and the general public?

[Lori] For opening day Mrs. Vinopal ordered books that would support the curriculum of the school. The youth collection manager (which was me at the time) ordered materials to fill in what was missing. Mrs. Vinopal does have a budget that she orders for Saddlebrook School and she contacts JoAnn Prout, the current Youth Collection Manager, for new items she wants purchased. Omaha Public Library receives these, adds them to the collection, and bills Omaha Public Schools for them. All materials are labeled Omaha Public Library. The items purchased by OPS are specially coded in the catalog. We have a floating materials system at Omaha Public Library, but because of the coding on these books they always return to Saddlebrook. Before materials are transferred

to other locations because of space issues, Katy Brackett checks with Mrs. Vinopal to make sure that the materials are not currently needed for curriculum.

Your Summer Reading Program is the most hectic time of the year. Tell us a bit how your team plans for this event, with respect to the other entities in the building. Any advice for libraries facing the same level of foot traffic?

[Katy] The Summer Reading Program is a system-wide program, with early planning beginning in September the year prior. Once we get information about the theme, everyone at Saddlebrook who does programs will sit down and talk about what worked the year prior, what didn't, and ideas for the coming summer. Once we have our program ideas decided upon, we discuss with both the Community Center and Saddlebrook School about space needs as well as how they can participate. Keeping lines of communication completely open and letting everyone know as much in advance as possible is necessary. We must have the ability to be flexible and understand that each entity has their own busy programming schedules. Working at Saddlebrook, I have

designed to expand on educational opportunities, reduce UV light, reduce wear on membranes, and reduce temperature swings.

The public has responded favorably to the environmental aspect as well as the joint-use concept. Often the response is, "What a great idea! Combine things into one building. Everyone saves money!" Visitors from other cities inform us that they plan on sharing the idea of a joint-use facility with their city government.

How is the Saddlebrook Library adjusting to the changing needs of our patrons? What can we expect for the future of your library?

[Lori] As the population in the area continues to grow more resources are needed. Saddlebrook Public School was built with the intention of hosting K-4, but for the 2012-2013 school year Saddlebrook was a K-6 school while a new middle school, Aflonza W. Davis, was being constructed. Saddlebrook is still hosting fifth graders. The population of students is growing older and there is more need for programs and staff dedicated to middle school students. The staff working at Saddlebrook is weighed towards Youth Specialists and Youth Librarians to keep up with the number of young patrons and their needs. When evaluating programs, staff, and space for

An interior photo of the Saddlebrook Library's fiction section.

future needs, we keep an eye on statistics, types of materials that are being used, and attendance of programs. We adjust to the needs of the community. As attendance shifted from babies to toddlers, the number of lapsit programs was reduced and programs geared towards young children were increased. As time goes on, if we see another boom of babies in the area we will re-evaluate the needs of the public.

Is there anything else you feel our readers should know about your unique facility and the programs it offers?

An interior photo of the Saddlebrook Library's Young Adult fiction section.

[Lori and Katy] The Vision Statement of the Omaha Public Library is for Omaha to be "a vital and vibrant city, with Omaha Public Library as an essential catalyst, collaborator, and connector." If you want to make an impact, become a part of your community. Work on collaborating with other entities, even if they are not in your building, you can still share resources and knowledge. The programs we offer are often times collaborative. We share ideas, staff, knowledge, resources, and time. And we also get to share in the success of the programs that are offered! The best piece of advice is to be flexible and open to new ideas. Just because you may be doing something in your space right now, doesn't mean it's the only or best way to achieve your goal.

Lori Brezina (left) is the Branch Manager of Saddlebrook Branch, Omaha Public Library System. She has worked with OPL since 1988 in various jobs, beginning with Library Aide, Library Specialist, Youth Librarian, Youth Collection Manager, and, finally, Branch Manager. She completed her undergraduate degree in Education in 1992 from University of Nebraska-Omaha and her Master's of Library Science in 2006 from the University of Missouri-Columbia. Lori has two boys (one even old enough to be married!) and is well on her way to becoming the Library Cat Lady with her startup crew of Moxie and Simon.

Katy Brackett (right) is the Youth Services Librarian of Saddlebrook Branch, Omaha Public Library System. She has worked with OPL since 2006 in various roles, including Library Aide, Library Specialist, and Youth Librarian. She completed her undergraduate degree in Library Science in 2006 from University of Nebraska-Omaha and her Master's of Library Science in 2009 from the University of Missouri-Columbia. Katy has a wonderful husband, four kiddos, and two dogs, Princess Yoda and Chewbacca.

Rachel Zill is a Library Assistant at Clarkson College and at Baird Holm LLP. She is interning at the Union Pacific Railroad Museum while completing her Master's in Library Science from the University of Missouri-Columbia.

Congratulations to the Following 2014 NLA Award Recipients

Presidential Awards of Excellence – Dr. Becky Pasco and Kathy Tooker
College & University Section Distinguished Service Award – Ruth Carlock, York College
Paraprofessional Section Paraprofessional of the Year – Megan Boggs, Seward Public Library
PLTS Excalibur Award for Outstanding Public Librarian – Brenda Ealey, Lincoln City Libraries
PLTS Advocacy Award – Delma Brester, Howells
SCYP Mad Hatter Award – Dee Huff, Ralston Baright Library
NMRT/Houchen Binder Beginning Professional Award – Cherese Mcknight, Omaha Public
NMRT Mentor of the Year Award – Michael Straatmann, University of Nebraska-Lincoln Libraries
Sandra Herzinger Award for Technical Services Advocacy – Sandra Herzinger
MPLA Leadership Program – Tina Walker, Holli Duggan, Jayne Germer, Jake Rundle

Congratulations to Karen Pietsch, Nebraska's 2015 ALA Emerging Leader!

More information about the Emerging Leader program is available at http://www.ala.org/news/press-releases/2014/11/class-2015-emerging-leaders-announced.

# Therapy Dogs Have a Pawsitive Impact on Children's Reading Progress

Alice Boeckman

Question: What do an adult woman with physical and mental handicaps, an 8-year-old boy, and a 3½-year-old girl all have in common? The answer? They all have a desire to read and a need for a place to practice their reading skills! The Bellevue Public Library provides an opportunity for these patrons, and many others like them, to engage in a reading activity that is fun, positive, and enriching.

A patron who owned a certified therapy dog approached me in March of 2005 and asked if our library would be interested in starting a reading program that would use therapy dogs. While I had heard about such programs, I had no working knowledge on the subject. I began researching the topic and soon learned that Keene Memorial Library in Fremont was having success with a similar program. Internet searches yielded articles written about "reading dog" programs at the San Diego County Library, the Salt Lake City Public Library, Birmingham Public Library, and others, as well as in a number of school classrooms across the country. Multiple studies provided evidence that the presence of therapy dogs can positively affect children's reading experiences. Among the recognized benefits:

- Children don't feel as intimidated, knowing the dog will not judge or point out mistakes
- The process of petting a dog can reduce stress, anxiety, and blood pressure
- Children gain confidence and motivation to improve their reading skills
- Positive interactions with a dog may help a child develop a positive attitude toward reading

After compiling information on the "what" and "why" of the program, I approached our library director with
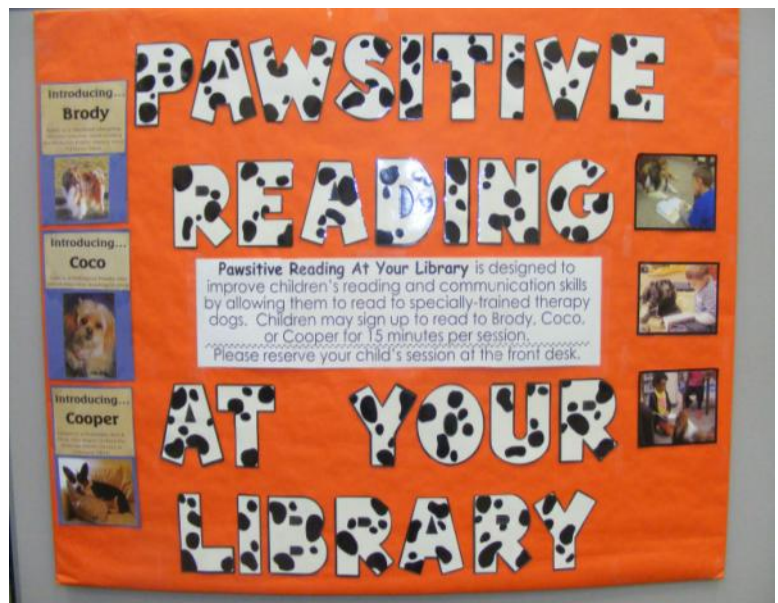
One of the library's signs that advertises Pawsitive Reading. The sign gives a short description of the program, along with photos and captions about the featured dogs that participants can read

enough gathered facts and anecdotes to make a case for starting a program at BPL. The patron who had contacted me was asked to sit in on a meeting with the director and me as we tossed around ideas, suggestions, and concerns. We decided on offering four 15-minute time slots per dog, and to limit the dog's visits to once a month. The next several weeks were spent deciding on a name for our program (we came up with Pawsitive Reading) and designing posters, sign-up sheets, bookmarks, and other forms of publicity. Signs were made that introduced our first Pawsitive Reading dog, Max, and pointed out some of the benefits of the program. We also made a point of advertising that Max was trained through a reputable certification program and that we had the certificate on file. This served two purposes: It reassured participants that the dog had been deemed "safe" around children and it helped to eliminate

some of the obvious questions from patrons ("Oooo! I bet my dog could do this. How hard can it be? Can I just bring in my dog? He *almost never* bites." Yikes!).

A typical visit from a Pawsitive Reading dog looks like this: The dog and owner come into the library on their scheduled day, stop at the circulation desk to check in with staff, and pick up their packet of materials. This includes a book bag with 8-10 beginner reader books chosen from our collection, a schedule showing the children's names and time slots, attendance cards, bookmarks, and other freebies. The volunteer and her dog find a quiet place in the children's area where they sit down on the floor (or the owner sits on a chair). A few years ago we purchased several dog beds which have been well-received by the dogs and our readers. When the first child arrives, the volunteer confirms the child's name, engages in small talk, and introduces the dog, if needed. The child is then free to read his/her own book or one chosen from the book bag. The volunteer offers encouragement and help when requested, but does not act as a teacher or evaluator. While most of our participants tend to be emerging readers who struggle to some degree, we also have fluent readers who sign up just for the fun of getting to read aloud to a dog! Their enthusiasm can be some of the best publicity we provide, as other children see them obviously having fun and enjoying success at reading aloud. We also welcome

A young reader spends some quality time reading with Coco.

non-readers who like to tell their own story as they flip through the pages of a picture book. We view this as a valuable opportunity to plant the seeds of reading enjoyment in these young minds. When the 15-minute slot is over, the next child is usually milling somewhere nearby and is called to come over and begin their session.

The program has run fairly smoothly over the years. We have found that it is important to contact each participant's family a few days beforehand to confirm their appointment. While I don't like coddling parents by reminding them of something for which they should be responsible, we also value the contribution of our volunteers and want to honor them by not making them wait around for no-shows.

During the first few years we provided specially-designed bookmarks that featured a photo of the dogs. These were given to the dog owners to hand out to their young readers. To streamline things, we now purchase dog-themed bookmarks as well as pencil toppers, wrist bands, and other small prizes that reflect the dog theme.

A young girl is introduced to Pepper, one of the many dogs participating in Pawsitive Reading.

The volunteers use the attendance cards to note the month and year of that day's visit. We reward our young readers with a free plush dog after three visits and a free book of their choice after completing six visits.

We have been fortunate in that we have never had to go searching for trained dogs. All our Pawsitive Reading dog owners joined our program after hearing about Pawsitive Reading and approaching us about volunteering! After our first event with Max, we soon added Kramer. Since then, our program has always featured between two and five dogs. As might be expected, we have had to say goodbye to several of our therapy dogs over the years. When we get word that a dog has died, or in one case retired, we make sure to let children and parents know by making a sign to post in the children's area as well as in the sign-up book.

While we occasionally see minor ebbs in its popularity and attendance, this program continues to be a mainstay of our monthly programming calendar. There are always new families joining the library who want to learn more about the program. We also see many youngsters who, after watching big brother or big sister take part, are now old enough to take their turn reading to a dog!

There are several topics that haven't been covered here, such as finding local groups that provide training and certification, questions to ask before starting a reading dog program, methods of evaluating your program, identifying your target audience, and retaining volunteers. An Internet search will yield an abundance of resources on these and other topics. Feel free to contact me if you would like additional information and insights.

For Further Reading

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An example of some of the small prizes that readers receive when they have read to a dog for a certain number of visits.

*Go to http://www.ala.org and search for "therapy dogs" for a number of informative articles including the Inklebarger article.

I started working at the Bellevue Public Library as a shelver in 1997, and then moved into the position of Children's Librarian's Assistant in 1998. I am starting my 12th year as the Children's Librarian. I was a confirmed "cat person" until our youngest daughter received a puppy for her birthday from her high school boyfriend. Fortunately, it all worked out well. In the end, she "passed" on the boyfriend but kept the puppy, introducing me to the wonderful world of dogs! My husband and I now have our own little guy, a 6-pound Chihuahua named Henry. Being rescued from a hording house and having some trust issues, Henry probably will never be a Pawsitive Reading dog. However, Henry has proven to be all the therapy this librarian needs. You can reach me at: Alice.boeckman@bellevue.net

Supporting Career and Technical Programming in Libraries

Krystin Mavity

I worked for a time at the Corcoran State Prison (Corcoran, California), and when the new computerized GED was announced many of the inmates expressed a certain amount of fear. Fear over the difficulty of the test, fear over this new format, and fear of the unfamiliarity of computers in general. I have seen this same fear in public libraries—patrons who are afraid of doing online catalog searches, fear of the Internet, and fear of applying for jobs online because they don't understand computers. While most of the Millennials and other younger generations will have had some form of mandatory computer instruction in school, this is not always the case and, especially with older patrons, a complete unfamiliarity with technology is still not uncommon.

Whether you need resources for school, work, or play the library has the information, or someone who can help you find it. One of the things that have become more important to library users in recent years is job resources. Finding openings, writing resumes, or figuring out just what the heck you are supposed to wear to those interviews that happen at the corner table in Starbucks—people look to the library for help. Before you can do any of this, though, you need to know just what kind of job to look for and you need the skills to do so competitively. I've seen ads for cashiers that require a bachelor's degree, so what happens when you can't afford to go to college . . . or just don't want to?

Career and Technical Education, or CTE, is a career-oriented program of 16 pathways that teaches how the core subjects, like math, science, and writing, are used in real-life situations to prepare individuals for both college and career (Nebraska Department of Education [NDE], 2014). In a school setting CTE has a 90.18% graduation rate compared to the national average of 74.9%, and can

prove lucrative as well; according to the Association for Career & Technical Education (2014) not only does a person with a CTE associate's degree out-earn a humanities associate's holder by $4,000 to $19,000 per year but 27% of CTE students with only a license or certification out-earn the average bachelor's degree holder. This is good news for those who aren't college bound.

While libraries are most often associated with academic learning and college readiness, CTE programs can be another option for patrons seeking to improve their career prospects and prepare for H3 (high demand, high skill, high wage) careers in fields such as STEM, marketing, agriculture, communications, or health and human services. CTE is often designed for teenagers with high school curricula, but it is also used for adult learners in many community colleges, which makes it an excellent outreach opportunity for libraries.

The question, then, is how exactly to support CTE programming in the library. The next most likely step beyond the programs we already have in place would be more targeted career development. While the discussion for this could go on endlessly, some suggestions could be:

- *Career Aptitude Software*
  Career aptitude software, such as Career Information Systems (CIS), can help patrons identify their skills and potential career paths to pursue. Many high schools provide this type of testing for students but a free source for adults to seek on their own within the library could prove helpful (Dexter, 2014).

- *Online Certifications/Study Materials*

  While creating a linear program that leads to certification may not be feasible, setting up computers with the needed testing certainly could be. This could be having the certification exam on hand through partnerships with organizations such as Brainbench, having review materials and/or practice tests, and/or partnering with organizations to have online training available (Christensen, 2014).

- *Mobile Counseling and Guidance Centers*

  In 1971, a pilot program in Oklahoma funded by a federal grant introduced mobile counseling and guidance centers in seven counties that became so popular they extended it to more than14 counties (Arrington, 2014). These could be introduced as part of bookmobiles, their own mobiles, travel kits taken with outreach staff, or kits available for lending.

- *Guest Speaker Events*

  Probably the easiest to do in any size library, guest speakers can provide insight into the many facets of career development from choosing a path (college or career), how to search and apply for jobs, discovering careers, learning about certifications, learning about successful work habits, and how to switch careers or retire when the time comes.

In his State of the Union address President Obama emphasized the importance of access to higher quality education, including redesigning high schools and partnering with colleges and employers to provide a more real-world experience to lead towards jobs and careers. By helping to stress that you don't need a traditional four-year degree to be successful libraries can take part in bringing CTE to their community. Libraries are in a unique position to help as they see some of the widest ranges of patrons and offer services that other facilities can't. We already have the groundwork laid for

CTE programming in programs such as computer and Internet skills, languages, GED prep, nutrition, and health in Nebraska libraries so career development is a natural next step.

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Krystin is a recent MLIS graduate from the San Jose State University School of Information and is currently pursuing a Master of Education in Career and Technology Education Leadership at Concordia University. She works for the Omaha Police Department and lives in Bellevue with her husband and two cats.

Omaha Public Library Embraces Pedal Power to Reach Community

Emily Getzschman

Omaha Public Library (OPL) is comprised of 12 locations throughout Omaha and Douglas County, more than 200 employees, over a million items in its collection, and so much more. Despite being one of the most visited institutions in the state with more than 2.3 million library visits each year, and membership of almost 310,000 cardholders, OPL is keenly aware that there are still people in its community who are unaware of everything the library has to offer.

Because OPL is committed to serving its residents with needed library services, not only are individuals and families invited into their neighborhood branches, but OPL will also meet people where they are in the community through the use of its new Book Bike.

The Book Bike is a twist on the traditional bookmobile that many people may know. It's a custom-built bicycle designed to help OPL deliver books, information, library cards, and more to its community. The bike has a trailer stocked with books to borrow and give away at special neighborhood events, such as street fairs, parades, festivals, parks, and outdoor concerts. Cycling staff also have a tablet that will allow them to sign people up for library cards and demonstrate how to download free eBooks from the library's website (omahalibrary.org) to their personal eReader device. Furthermore, the bike is equipped with mobile Wi-Fi, allowing those nearby to connect with a free, secure signal.

Background

OPL is certainly not the first library to utilize a bicycle to help in its community outreach efforts. OPL's Innovation Coordinators, a team of library employees dedicated to advancing the library's mission through cultivation of

Omaha Public Library's Book Bike.

ideas, suggestions, and creative solutions, first discussed the possibility of a bicycle as an outreach tool in early 2013. They had seen other communities integrate bicycles into their outreach efforts and wondered if the same concept could work in Omaha. Jason Goossen, OPL's IT Service Manager, was especially interested in the idea because he enjoys biking. When his term ended with the Innovation Coordinator team, he decided to adopt the project on his own.

Goossen knew he needed help to advance the project, and sought a green light from OPL Executive Director, Gary Wasdin. Wasdin was enthused about the project from the start and looked for funding sources to make the project possible. Next, Goossen formed a group of library employees, including programming and outreach staff, to consult about how the bicycle could be used in the Omaha area. He posed questions about where the

bike could best be utilized and where library visibility and services were especially needed. When it became clear that a Book Bike would be useful, and funding was secured through a private donation to the Omaha Public Library Foundation, Goossen moved forward with the project.

What We Did and Why

Not knowing exactly where to begin, Goossen started researching other library systems that used book bikes in the country, as well as information about cargo bikes in general. After learning how the bike would need to function and what OPL would like it to represent, Goossen approached Omaha Bicycle Co. (OBC) with his idea. Not only is OBC a local company, but it has a solid reputation for designing and building custom-made pieces. Together, OPL and OBC selected a Surly brand "Big Dummy" cargo bike for the project. One of the

A close up of the mobile library's window with its specially designed decals.

Some patrons browsing the Book Bike's collection while it is out and about town.

advantages of this model is that it can be easily accessorized for the bike's hauling needs. Some of the bike's special features are focused on safety, such as upgraded tires and breaks, lights, and even a turn signal!

The next step was designing a trailer that could be hitched to the bicycle that could hold and transport library books, supplies, and information. Goossen took a rough sketch to Nebraska Welding, Ltd. The company's use of computer aided design (CAD) systems to create drawings of the trailer was especially helpful. Once the trailer was complete, Goossen worked with City of Omaha facilities maintenance employees to install doors and locks on the trailer.

Goossen turned to OPL's marketing department to brand the bicycle and trailer as another OPL location. Using OPL's approved colors and fonts, the bike was painted and decaled with OPL's website. The trailer was wrapped with a colorful custom design intended to represent services that can be acquired through the Book Bike.

Once all of the finishing touches were put on the bike, it was time to introduce it to the community. The bike made its first appearance in August 2014 at a company picnic. The company had provided most of the project's funding and the picnic gave OPL a good opportunity to test the bike's capabilities at a smaller scale event. The library lent its first books through the Book Bike at that event, and days later, the bike hit the media circuit. The Book Bike had been teased out through OPL's social media channels, specifically Twitter and Instagram, and rolled into KMTV's television studio for a live interview with Goossen and Marketing Manager Emily Getzschman on *The Morning Blend*. Soon thereafter, the bike was featured on WOWT and in the *Omaha World-Herald*. The story was picked up nationwide and the reaction was overwhelmingly positive.

It didn't take long before OPL started receiving requests for Book Bike appearances at local events. OPL Community Outreach Manager Linda Trout created a schedule for Book Bike appearances and worked to recruit cyclists and outreach staff to meet the demands. Some of the bike's first appearances in 2014 included Dundee Days, Benson's Tour de Garden, Child Saving Institute's Touch-A-Truck event, ARTsarben, and South Omaha Library's Hispanic Heritage Family Festival.

When inside, the Book Bike can multi-task. Here it is acting not only as advertising, but also as a book display.

Discussion/Reflection

Omaha Public Library is pleased with the project's outcome. According to Wasdin, the greatest benefits of the project have been increasing OPL's visibility in the community, being able to engage with new audiences in new ways, and being able to participate as an active member of the Omaha community. Goossen agrees and added that he's been encouraged by the reaction of the public and the opportunity to give away books during certain events. He mentioned that people take photos of the Book Bike whenever they see it. Oh, and the Book Bike is environmentally friendly, too!

The Book Bike does not come without certain challenges. Because of the size of the bike and trailer, it can be difficult to transport to locations that are too far to ride when carrying a trailer full of heavy books. Many community volunteers have stepped forth to help with manpower, but it's also necessary to have knowledge of library services and be able to access patron information.

Going forward, the Book Bike will be stationed at W. Dale Clark Main Library downtown, and OPL is looking into offering a second bike in 2015. The difference in the second bike is that it will be smaller and more easily transported for branch activities and events. There will

More patrons enjoying the Book Bike's mobile collection.

also be upgrades to the bike's technology, making it easier to apply for a library card and check out books onsite. One other change coming in 2015 is the introduction of bike jerseys that have been designed with artwork similar to the trailer so OPL cyclists will be easily identifiable to members of the public.

Conclusion

There are now many library book bikes across the country for interested libraries to use as a model for creating and introducing one in their own community. Some of the most important factors to be considered are goals, budget, and key players. While there will always be people in any large community who aren't aware of the role of their public library, the Book Bike provides a crucial opportunity to reach people in a neutral environment to share the many things that can be discovered, learned, and explored through the library, both virtually and in person. Think of the Book Bike as a traveling billboard for your library system. Though the initial investment of time and resources may seem overwhelming to some, the publicity and reach to large and small pockets of the community are priceless.

Further Reading

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Emily Getzschman and Jason Goossen promoting the Book Bike on *The Morning Blend*.

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Learn more about Omaha Public Library at omahalibrary.org.

The Grand Island Public Library's BEARY Great Tradition

Celine Swan

Every year we get "Beary" excited for our annual Bear Fair that takes place the last full week of January! You are probably wondering what exactly a Bear Fair is and why is it taking place in a library.

Well, it all began many years ago in 2004, back when our library was half the size it currently is. A couple of librarians and a group of nonprofits organized into a group, the Grand Island Literacy Coalition. At the time, I was the teen librarian and Merry von Seggern was the children's librarian.

The mission of our coalition was to promote literacy for children, adults, and families. We made children our top priority and were very "gung ho" to pool our resources to lead and unite the community in literacy efforts, with the library serving as the network and referral center.

Police Chief Lamken reads to children during Grand Island Public Library's 2015 Bear Fair.

Some of the events that we sponsored were outreach, such as the Books for Daycares Drive and Books for Kids in the Grand Island Public Schools Classrooms Drive. We came up with the idea to have a Bear Fair here at the library in January to get little ones in and get them excited about books and reading. We partnered with other organizations to get their information to parents, preschools, daycare providers, and other places. We wanted it to be a fun time. We knew that kids love their teddy bears, and they provide a sense of love and security when they hug and cuddle them.

So, the Bear Fair was born. Merry created a bunch of cute cardboard bears so that each station would have an attractive sign. We encouraged all little ones to bring their teddy bears and to be prepared to go through different stations, such as Healthy Bear where kids could have their bear looked over, weighed, and get a check-up. Bear Stories had special guest readers, such as the mayor, police chief, and other "beary" special dignitaries from our community. I fondly remember losing five pounds one week when I took on the challenge of doing Bear Aerobics with the kids each session!

Through the years, we have added dental and eye care specialists, the extension office, chiropractic care, car seat safety, and many other local organizations. Some have approached us about joining the fun and giving them an opportunity to talk to kids and their parents or caregivers about really important topics. The library is a less intrusive environment where parents feel comfortable being able to ask questions. It has been really fun watching some of the organizations network with each other too.

One important station to me is the fire safety area where firemen will don their fire gear complete with oxygen masks. It's fun to watch kids as they realize that these guys are real superheroes coming to save people, and not to be afraid of them and hide. They also learn, of course, not play with matches or lighters and to "stop, drop, and roll."

The Bear Fair really is an orchestration of a lot of hard work from our library staff and community people. Volunteers came from Kohl's, the Principal, YMCA, YWCA, Grand Island Police Department, Health and Human Services, American Red Cross, WIC, and other organizations. Teens from the high school, our Community Youth Council, and UNL young adults get involved. Retired volunteers, service clubs, and awesome library friends that volunteer for lots of our programs give their efforts too. We have lots of caring businesses that will volunteer their time and donations of bears. We appreciate everyone who helps.

I really look forward every year to seeing all the little cub faces, and I know they will take home a "Beary" cherished memory. Hopefully, they will learn something helpful that can make a difference in their lives, and we want them to come back and use the library—of course!

Bear Fair 2015 had more than 120 volunteers of which nearly 70 were teens. Pictured here is Northwest High School's Girls' Basketball Team.

Celine Swan is the Youth Services Librarian at the Grand Island Public Library. She has worked at the library for 15 years. She is in charge of children's and teen programs. She has been on the Community Youth Council, Literacy Council, Adult Basic Education, and Latino Youth Rally Boards. She is currently on the Roots and Shoots Board, Sixpence, and collaborates with the Multicultural Coalition. She writes a monthly library article for the Grand Island Daily Independent.

A number of attentive little "bears" listening to a story.

Cardboard Conundrum: Why a Small University Library has Grown a Monthly Board Game Night

Philip Hendrickson

On the second Saturday of every month, over fifty people gather at Concordia University's Link Library for six hours of playing board games and card games, sharing snacks, and making new friends. Video games are nowhere to be seen. Are these people Luddites who avoid all technology? What games do they play? Why do they travel up to an hour to attend this event? Finally, does this event really support the mission of an academic library? Let's consider these questions to learn why this event works.

Who Plays Board Games?

Monthly game nights at Concordia started in April 2013, and from the very start fewer than half of the attendees were Concordia students. While we often see one or two families with middle or high school children, the largest group of attendees is adults from the region—some traveling an hour or more each way. Many heard about our events through Board Game Geek (BGG), a massive online discussion community with over 400,000 members worldwide as of 2011. Whether in the 1990s or just recently, they all have discovered the joy of modern board games and the people who play them. (See testimonials of this culture in Lorien Green's documentary *Going Cardboard*.)

Hobby board game sales grew at a 20% rate in 2013 ("Another Strong", 2014), indicating a real surge in popularity. According to Jon Freeman, former neuroscientist, now owner of board game café The Brooklyn Strategist, "Adults who spend all day sitting in front of a computer want to spend time with people" (Schank, 2014). This agrees with Stewart Woods's extensive 2007 survey of users at Board Game Geek. Woods found that BGG members included 68% with undergraduate degrees and 10% with doctorates,

People of all ages and backgrounds come together at Concordia University's Link Library to play board games.

compared to the general U.S. populace with 28% and 1% respectively. Woods also found that 45% of BGG members work in the fields of IT, engineering, or education (Woods, 2012, pp. 121-125). Clearly, the board game hobby includes many who are highly educated–definitely not Luddites.

What Are These Games?

As you might expect, these educated board game hobbyists are not gathering to play *Sorry!*, *Clue*, or *Monopoly*. Instead, we see titles like *Splendor*, *Terra Mystica*, *The Resistance*, and *The Settlers of Catan*. It would require another full article to list all the games being played; the design and production of board games has experienced a renaissance in recent decades, with hundreds of new titles appearing annually.
The movement began in post-WWII Europe, in particular Germany, in the 1970s and 1980s. At that time, American toy companies were producing G.I. Joe and combat games like *Risk*, *Stratego*, and *Battleship* that celebrated our global military prowess. German parents,

having recently lost two world wars, wanted more peaceful, intellectual pastimes for their children (Woods, 2012, pp. 56-59). In 1978, a panel of independent game journalists (critics) created an annual award to recognize the best new game for German families, the *Spiel des Jahres* (boardgamegeektv , 2014). The award itself was non-monetary, but tenfold to hundredfold sales increases for the winners gave game designers and publishers significant incentive to develop innovative and engaging games (Woods, 2012, p. 50). Over the next decades, these new German-style games gained popularity across the continent and around the world.

Based on this history, the newer style of strategy board games are often called Eurogames. They are also known as designer games, as the designer's name is displayed on the cover–like the author of a book. Unlike traditional American board games that are dominated by the luck of dice, spinners, or card draws, Eurogames tend to offer an information-rich environment in which players make open-ended decisions to guide the action. Scoring is often delayed until game end to keep all players engaged throughout. And just as the *Spiel des Jahres* founders hoped, designers continually create interesting new gameplay mechanisms and place them in a wide array of thematic settings (Mayer and Harris, 2010, pp. 4-10).

While European designers were producing simple, elegant (some would say "dry") games that relied on planning, efficienc,y and deduction, American hobby gamers battled in detailed historic simulation games or immersed themselves in the vivid fantasy worlds of role-playing and video games. These disparate gaming cultures eventually comingled, creating now a broad spectrum of designer games with varying depth of gameplay mechanisms and endless themes: as violent as global genocide (cf. *Tomorrow*) and passive as quilting (cf. *Quilt Show*). With hundreds upon hundreds of new games being published annually, there could literally be the right game for everyone (Woods, 2012, p. 56). These new games can be readily obtained in local hobby shops and via online retailers. So why do players drive many miles to attend Concordia's game night?

Have Cardboard, Will Travel

The rapid pace at which new games are appearing, coupled with the education level of many players, have led to a board game culture of constant teaching and learning. Hobbyists regularly acquire new games (often several at a time) and are always looking for new gaming partners. While video games are always face-to-screen, board games require face-to-face interaction. Most board gamers consider this human interaction a fundamental joy of the hobby. The recent rise of board game cafes, such as The Brooklyn Strategist, Snakes and Lattes (Toronto), Spielbound (Omaha), and others, indicates the hobby's growing popularity. However, adult board games are still not quite mainstream. So when hobbyists hear of public events where they can meet other players and share the experience of new games they take notice.

Library game nights at Concordia began when gatherings at the author's home grew too large for the available table space. This provided an established group of gamers ready to take advantage of the plentiful, large, well-lit tables at the library. As library director, the author had authority to open the building after hours and determine how to handle issues of food and age limits. Concordia is a "dry campus" so the question of alcohol was never considered. Food and drink, however, are essential for a long evening of mental exercise. Rather than burden the library budget, we announced a snack potluck and encouraged players to share. Response has been strong, with far more food and drink offerings than the library could supply. The library provides paper goods and coffee. The budget impact is low, and attendees love to share their favorite snack recipes.

Starting with a core of experienced gamers has been central to our success. The key to attracting new players is to offer a friendly learning experience. From his experiences with the general public, librarian Scott Nicholson notes that "most players would not attempt to read the rules and play a new board game without guidance" (Nicholson, 2010, p. 16). Successful game nights require teachers, and this core group of

experienced players fills the need voluntarily. It is part of the hobby culture.

Another key to game night success is scheduling. Our event is the second Saturday of every month, from 6 p.m. to midnight. Alliteration and a regular date make it easy to remember. The library closes at 5 p.m. on Saturdays, so this after-hours event can be noisy and spread onto all available tables without bothering library users. The six-hour length is deliberate. Many Eurogames play in 45 to 90 minutes; some are longer. While young families and new gamers might only play one or two games before leaving, avid hobbyists want to learn multiple new games and still have time to enjoy a favorite or two. For this core audience the extended hours and clean, well-lit facility make it worth the drive to gather monthly with friends old and new.

Does it Benefit the Library?

Briefly stated, our library's mission is to help people succeed. Game nights support this in several ways. First, these new games exercise skills in problem-solving, language, geography, math, and logic–all helpful skills. Game night also gives shy intellectuals a low-risk environment to build social and communication skills. The event draws visitors to the campus and encourages students to visit the library. It gives members of our small-town campus community a regular social event, and exposes people to a family-friendly, economical hobby that can last a lifetime. The university president and provost have both expressed appreciation for the event and indicated that it supports the broader university mission. As library director, the event provides a talking point with parents to demonstrate how we provide a welcoming, friendly, and supportive environment for students. In addition to all these points, game night is simply fun.

Have There Been Failures?

When we began adding Eurogames to the library collection, one goal was to engage the education faculty and students with the great potential for curricular uses

Gaming proves very popular at Concordia University's Library.

of these fun games in school classrooms. (Learn more via the *Games in Schools and Libraries* podcast.) While a few education students have enjoyed game nights, education faculty members so far have not responded to our invitations to attend, nor accepted our offers to present game/curriculum connections in a class or workshop setting.

Also, most of our library staff members have not yet attended game night. The event is a great chance to interact socially with students and gain their personal trust, which can lead to more opportunities to assist them in their academic pursuits. However, requiring staff to attend game night contradicts the spirit of the event, so it will remain voluntary.

Carrying On

Failures aside, Second Saturday Game Night has proven very popular, with steadily growing attendance. We continue to look for ways to leverage this event to increase its impact. At a recent game night a student was play-testing his own prototype game design with friends, while a mathematics professor gave a presentation explaining the math behind the popular family game *Spot*

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It. These activities could spark more connections to the student Math Club, or possibly lead to a multi-disciplinary course in the math, art, and sociological aspects of game design. We continue to seek ways to help people succeed, for that is our mission.

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Philip Hendrickson has been Director of Library Services at Concordia University Nebraska since 2008. An ex-programmer, he appreciates the unplugged, face-to-face interaction of strategy board games. When not in the library or gaming with family and friends, he enjoys disc golf and playing jazz drums.

Event Programming for Teens at Your Library

Melanie Webb

Young adult librarians are often faced with the challenge of coming up with interesting and inventive programs that will appeal to tweens and teens. The challenges of successful programming can seem overwhelming, from budget concerns to apathetic audiences, the numerous obstacles that arise from the inception of the idea to day of the program can scare off even the most seasoned veteran of librarianship. This article will hopefully qualm some of those fears, as well as giving you concrete tips on how to throw a successful event. The biggest key is to tap into something with current appeal. Luckily, Hollywood has helped on that front especially in 2014 with big budget productions of movies from books like Lois Lowry's *The Giver*, James Dashner's *Maze Runner*, Veronica Roth's *Divergent*, etc. Tying your programs to popular teen franchises such as these, as well as the DC and Marvel comic book movies, gives your event instant recognition and appeal.

My experience working with teens has given me additional insights into what motivates them. The most consistent factor I have found is **competition**. If competition is a component, the event is generally successful. There doesn't even have to be much of a "prize" for the winners; bragging rights and a little bit of candy usually suffices. Recently, I have drawn inspiration for developing competitive events from current TV shows and movies. One of my favorites is *The Amazing Race* where teams have to work together to solve clues and perform tasks (some physical, some mental, some pure luck). I have modified the format to work in a library setting.

Adaptability is now key. Depending on the ages of your participants, it is always a good idea to have challenges that can be modified on a moment's notice to either increase or decrease their difficulty levels. If the

task is too hard they will become frustrated, irritable, and tend to give up, leaving a bad impression and ensuring they won't attend another event. Conversely, if it is too easy they will get bored, disinterested, and again won't be inclined to return. It can be akin to walking a tightrope to get the right mix. That is why having multiple tasks—both physical and mental—is crucial. You can have some easy and a few hard tasks with the majority being somewhere in the middle. *Minute to Win It* style games work really well and are fairly inexpensive to run. Components (such as playing cards, plastic cups, ping pongs balls, etc.) can be reused in a multitude of games. Clever naming of games will win the library points with the participants by making the entire event more memorable. Examples of games played at a recent Halloween Lock-in are Zombie Broomball, Monster Munch, Renfield's Revenge, Witches' Stockings, Frankenstein's Walk, and Eyeball Bounce.

Teens can be reluctant to interact with peers they are unfamiliar with. In order to promote **interaction** and work around that obstacle we must establish a randomization of participation that promotes inclusion and camaraderie amongst the participants. An example of this was in an event developed around the release of the movie *The Hunger Games*. One of the first activities of the event was to be included in a Reaping where they drew numbers indicating what district they were from, thus placing them on a team. Then the team had to work together at both a trivia challenge (mental) as well as a Cornucopia Retrieval Race (physical and luck). We also supplemented the event with some training camp activities where participants learned about edible plants, tying knots, and camouflage (all concepts taken directly from the book). At the conclusion of the event we announced which team had done the best overall, as well as which had performed highest in the mental and

physical challenges. It was great to see teens who didn't know each other before the event having fun and depending on each other so quickly.

This brings us to the actual nuts and bolts of running such a program. As you can guess it takes a lot of pre-planning, as well as work the day of the event. If this is a one-librarian show, then the amount of activities is going to be limited, but it can still be done. However, if they are available, **volunteers** are a hot commodity at such a function. Volunteers can be stationed at each "task" to make sure it runs efficiently and to identify if it needs to be modified. They can also be in charge of the **hospitality** aspect by making sure all participants feel included and welcomed from the time they enter the library doors. If you have enough volunteers, I even encourage enlisting them to become participants in the games to help with teambuilding. This is an especially good task to give last minute volunteers who were not involved in the planning or set up of the event.

Throughout the article I have emphasized certain elements that are critical to successful development, planning and implementation: Competition, Adaptability, Interaction, Volunteers, and Hospitality. However, if you only remember one piece of information I hope that it is that I transitioned from referring to the activity as a "program" to instead calling it an "**event"**. Tweens and teens don't want to come to a "program". That sounds too much like school. But an "event" is something to be excited about, look forward to, and not to be missed.

Melanie Webb has been a Youth Services Specialist with Omaha Public Library for eight years. She received her MLS is from Florida State University. She currently resides in Papillion, Nebraska, with her husband and three children.

C&U — College & Universities Section

Billie Cotterman

One of the most important services at Hastings College Perkins Library is programming. There are several reasons why we feel that programming is important. First, programs–both educational and recreational–get students in the door and more familiar with the library. Programs allow us to engage with students and for students to familiarize themselves with the people who work in the library and the types of services that the library offers. Programming also educates the entire campus community–students, professors, and staff–about various topics like privacy. Last, programming allows the library to engage more completely in all aspects of college life. It helps to make the library an important part of the campus community.

At Perkins, we have decided to try some new programming mixed in with our usual programs (such as Banned Books Week and National Library Week). In the fall semester we had great success with an Edible Books contest and a Halloween celebration with costumes, food, indoor contests, and prizes.

Our spring semester promises to be even busier. On Friday, January 9, 2015, Perkins Library hosted out first Poker Party, co-sponsored with Hastings College Does Weekends. The game was Texas Hold 'Em, and the event was open to students, faculty, and staff. We asked players to sign up in advance and to indicate whether they were beginning, regular, or expert players, so we could group them with similar-level players. Hastings College Does Weekends generously donated money for both prizes and food. First prize was an Amazon Kindle HDX, second prize was the Amazon Kindle Paperwhite, and third prize was a $50 Amazon gift card. Players also got to snack on meat and cheese, chip and dip trays, and sodas.

For Valentine's Day, we are celebrating with a Cookies and Cards for VD (Valentine's Day) crafts event. We will give students the materials to both decorate cookies and create old timey Valentines for anyone whom they wish.

March is National Plaid Month (or so says Chase's Calendar of Events) so we are going to celebrate with a panel of "experts" on plaid and plaid-related goodies. Students, faculty, and staff are invited to celebrate National Plaid Month by wearing plaid, whether it is a shirt, scarf, or kilt.

This year's theme for National Library Week is "Unlimited Possibilities @ Your Library." We are going to celebrate our unlimited possibilities by holding a tabletop Olympics complete with poetry contest (because the ancient Greeks considered poetry an integral part of the Olympic Games). We are still in the planning stage, but I like the idea of students creating their own countries and competing as groups. Food and prizes will round out the celebration.

The penultimate event is Choose Privacy Week. We will have a speaker come talk to the campus about e-safety and later in the week a lunch workshop about the same topic. I spoke about our plans for this at the 2014 Nebraska Library Association Conference in South Sioux City, and if you want more details, my PowerPoint has been uploaded to the conference website.

Last on the Perkins Library agenda is Up Late at the Library. We had fantastic success with this event last semester, and we hope that the spring semester event will be just as well attended. Up Late at the Library is held on the Saturday before finals week, and the library stays open until 2 a.m. We tried out crafts for the first time in December, including making Christmas

ornaments, snow globes, and candy cane reindeer. We also provided soda, snacks, and a nacho bar.

This semester we are attempting to have one major event every month, and we have high hopes that they will be well attended. Our first Poker Party was very well attended with 68 students, faculty, and staff attending. Our student sponsor, HC Does Weekends, was so pleased with the turnout that they have offered continued funding for future Poker Parties, so long as we have them once a semester. This funding will buy more awesome prizes as well as food and drinks for the event.

Programming starts by listening to the patrons. We have several ways patrons can offer suggestions, including suggestion boxes and an online form on our website. We also looked at what other comparable libraries were doing, and we brainstormed ideas with colleagues. Polling patrons is another option to see what sort of programming they might be interested in. We did not do this, but we did send out a post-programming poll after our first Poker Party to see what attendees liked and did not like. Finally, we planned, planned, planned. There is no such thing as over-planning.

If you are interested in hearing any of the details or how any of these events went, I am always happy to hear from you. Best wishes for a prosperous New Year and an exciting spring semester.

Billie Cotterman has been the Technical Services Librarian at Hastings College since 2012. During her three years at the college, she has also taught computer tools, introduction to the liberal arts, and classical studies. She received her MA in classics from the University of Iowa in 2010 and her MA in library science from the University of Iowa in 2012.

PLTS—Public Library & Trustee Section: James Madison and Intellectual Freedom

Todd Schlechte

It is worth reading the new biography *James Madison: A Life Reconsidered* simply to gain a contextual understanding of the historical origins of our intellectual freedom guarantees. Madison may not be as well-known as George Washington, John Adams, or Thomas Jefferson. However, his determination and belief in intellectual freedom were key in the formation of protections in the early years of the United States.

James Madison is perhaps most famous for his partial authorship of *The Federalist Papers* and his diary of the proceedings of the Constitutional Convention. From these it becomes clear that Madison wanted a strong central government that would limit states' rights—the weakness of the federal government under the Articles of Confederation was simply not an option.

In contrast to his desire to limit states' rights, Madison tended to take personal rights for granted. He did not see any real need for a Bill of Rights other than as a political necessity. However, the constitution was not going to be ratified unless guarantees were made to a number of states that amendments would be considered, so Madison compromised by allowing states to recommend amendments. But Madison was no dummy; he made and kept his promise to introduce amendments in Congress in his own way. As Cheney notes, "He put aside those that would change the governmental framework the Constitution provided and concentrated on those aimed at securing rights" (2014, p. 193). He thus disappointed the anti-federalists in the House of Representatives, who had been hoping for amendments "to limit the government's powers" (p. 195). It took some time but Madison "almost single-handedly, formulated the amendments, insisted on their introduction, and pushed their passage through the

apathy of his friends and the obstructionism of his opponents" (p. 200).

Based on Madison's work on the first and fourth amendments, we are now at the point in the library world where we can say, "Intellectual freedom accords to all library users the right to seek and receive information on all subjects from all points of view without restriction and without having the subject of one's interest examined or scrutinized by others" (Office for Intellectual Freedom, American Library Association, 2010, p. 3).

In time, events transpired in such a way that Madison changed his ideological position somewhat and became identified not with the "Federalists," but with a new political party, the "Republicans" (the predecessors of today's Democrats), who took a more limited view of the powers of the federal government. Federalists engaged in what Madison saw as harmful overreach. Indeed, in order to silence criticism of the federal government, Congress passed, and President John Adams signed, the Alien and Sedition Acts (Cheney, 2014, p. 275).

It was dangerous to oppose the Alien and Sedition Acts. Since the courts were in the hands of the Federalists, Madison, along with Jefferson, wrote anonymously that the states had the right to "interpose" when the federal government acted unconstitutionally. They thereby created a conversation whereby federal intimidation and censorship were called into question and reversed.

Madison also deserves fame for his defense of the individual's right to any religious belief or lack thereof. He took on his state's (Virginia) propensity to stifle intellectual freedom in the area of religion. Baptists were

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the main beneficiary of his efforts at the time, and although he did not share their religious beliefs, leading Baptists became his friends and they in turn would help Madison politically.

A leading Baptist preacher of Madison's acquaintance, who converted hundreds to Christianity, had this to say:

> Should one sect be pampered above others? Should not government protect all kinds of people, of every species of religion, without showing the least partiality? Has not the world had enough proofs of the impolicy and cruelty of favoring a Jew more than a Pagan, Turk, or Christian; or a Christian more than either of them? Why should a man be proscribed, or any wife disgraced, for being a Jew, a Turk, a Pagan, or a Christian of any denomination . . . (Leland & Greene, 1845, pp. 215-216, quoted in part by Cheney)

Clearly this minister, thoroughly Christian, agreed whole-heartedly with Madison in his belief that intellectual freedom applied to the area of religion and values. It is hard to imagine someone working harder for intellectual freedom than Madison, but since working for intellectual freedom is practically part of the job description of librarians, we can follow his lead.

What Does This Mean for Those of Us Working in Libraries?

1. Library administrators must work hard to ensure that all stakeholders, from library boards to city councils to staff, thoroughly understand the concept of intellectual freedom.
2. Library staff and supporters can keep raising awareness among the public of freedoms of thought and privacy through celebrations of Banned Books Week and Choose Privacy Week. Include programming on these topics. With this you can begin conversations—even contribute to "sparking a national conversation" (Office for Intellectual Freedom, American Library Association, 2014)
3. Create storytimes and events based around figures like James Madison, Thomas Jefferson, John Leland, and others, and talk about how they were American heroes who worked hard in and through government for our freedoms.
4. Teach classes on social media and include privacy issues.
5. Ensure library policies and practices conform to the ideals of intellectual freedom.
6. Refuse to let ourselves be deterred by those who believe, unlike Madison, that the government or any other entity has the power to take away even a portion of our constitutional protections.

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S&I—Special & Institutional Libraries Section:
A Sampling of Nebraska's Special Libraries,
History and Genealogy Edition

Carolyn Dow

SLA, the Special Library Association, uses the tagline "Connecting people and information" along with their logo. There is a focus on information and even research. While special libraries are found in government, corporations, and various organizations, the libraries exist to further the mission of the parent institutions, through research and information. But each library is as different as the institution it serves. In this column, I'll briefly overview of a few of these special libraries in Nebraska, looking at ones focusing on history and genealogy.

One of the large special libraries in Nebraska is the Library and Archives division of the Nebraska State Historical Society, located in downtown Lincoln. According to the website, the library and archives "safeguards the documentary heritage of Nebraska so that it can be used by all researchers" (Nebraska State Historical Society, 2009). You don't have to be a member of the Nebraska State Historical Society to use the collection, but you do need to register each day you use the library, and there are some fees for special services, such as photocopying.

Another historical society in Lincoln, the American Historical Society of Germans from Russia, "is dedicated to the discovery, collection, preservation and dissemination of information related to the history, cultural history and genealogy of the Germanic Settlers in the Russian Empire and their descendants," according to their website (American Historical Society of Germans from Russia, n.d.). AHSGR has a research library which is freely available to AHSGR members and to non-members for a fee. The website lists material that researchers can examine at the research library.

The Lincoln Lancaster County Genealogical Society's library is housed in the Ella Johnson Crandall Memorial Library on the Union College campus in Lincoln. This genealogical library is available to the public for research, with resources for those researching Nebraska ancestry, as well as ancestry in other states. The society's purpose is "to provide education and guidance in genealogical research, to stimulate and encourage an interest in genealogy and family history, and to promote the collection and preservation of records of historical and/or genealogical value" (Lincoln Lancaster County Genealogical Society, 2015).

The various Family History Centers in Nebraska are related to the Family History Library of the LDS Church in Salt Lake City. While the Family History Centers are run by Nebraska's LDS Church, the research materials are freely available to all Nebraska residents to help find their family origins and build their family tree. The collections included printed documents, microfilm, and online resources. These centers are located across the state in Alliance, Chadron, Grand Island, Hastings, Lincoln, Omaha, Papillion, and Scottsbluff.

Of course, historical and genealogical research is not limited to special libraries such as these. Public libraries and libraries in institutions of higher education are great places to start. But for a deeper collection focused on research materials, consider using some of Nebraska's special libraries.

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American Historical Society of Germans from Russia. (n.d.). *Mission statement* [Homepage]. Retrieved from http://ahsgr.org/index.htm

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Nebraska State Historical Society. (2009). *Library/Archives.* Retrieved from http://www.nebraskahistory.org/lib-arch/index.shtml

Carolyn Dow is the current chair of NLA's Special & Institutional Section, yet again. She's the original music librarian of the Polley Music Library of Lincoln City Libraries, having been hired to establish the collection and the music library's services quite some time ago. Carolyn is a member of the Music Library Association's Public Library Committee and is chair of the Public Libraries Branch of the International Association of Music Libraries. She is an active performing musician in the Lincoln community.

TSRT—Technical Services Round Table: Programming Ourselves for Openness

Melissa Moll

Last December, the cellist Yo-Yo Ma visited Lincoln, performing a concert to a sold-out crowd one evening and delivering a lecture the following night. He spoke of openness as a muscle that requires regular exercise and practice—openness that offers new pathways, partnerships, and perspectives for creatively solving the problems we face as individuals, institutions, and societies. How do we program ourselves and our libraries for openness? How do we make openness our default value?

As with many other areas of librarianship, technical services is experiencing significant, foundational shifts in our methods of operating and our ways of understanding the items, information, and individuals we work with each day. AACR2 gives way to RDA, print becomes electronic, new technologies offer new possibilities, and all the changes demand openness within systems, workflows, and people.

Here are three ways (among many!) to program yourself for openness.

Learn Something New

The move to RDA ushered in numerous opportunities to learn something new, and one of the joys of technical services is that there is always more to learn. So choose an unfamiliar RDA element to explore, take in a webinar on linked data, or block out 15 minutes in your daily calendar to finally read the book that's been languishing on your desk for months. Open yourself up to new knowledge.

Give Yourself Permission to View Old Problems in New Ways

In my life outside of the library, I am also an organist. One of the musicians I studied with had a habit of rarely offering a definitive opinion during a lesson. At first this

frustrated me to no end, but I came to appreciate his open perspective. I was forced to try things out, to determine why a particular twelve-note passage worked better as three groups of four instead of two groups of six or an unorthodox configuration of seven plus five. Nothing was off limits, which opened me up to new ways of seeing, hearing, playing, and solving the musical problems in front of me.

In his book *Six Thinking Hats,* Edward De Bono employs a similar technique to systematically consider an issue from multiple perspectives. Each hat represents a different style of thinking: white hats for a focus on information, red hats for gut reactions, black hats for possible flaws and weak points, yellow hats for benefits and positive value, green hats for creative solutions, and blue hats for process.

So the next time you are considering a new ILS, or indexing a new MARC field, or establishing a new workflow, try on the six hat colors by asking: What information do we have? What is our intuition telling us? What could go wrong? What could go right? Where are the innovative solutions? How can we set up the process to succeed?

Attend the Joint IFRT/TSRT Spring Meeting on March 6

Join the Intellectual Freedom and Technical Services Round Tables as we explore "EVOLUTION/ REVOLUTION in Privacy, Technical Services, & Libraries." This joint IFRT/TSRT Spring Meeting will be held on Friday, March 6, 2015, at Love Library at the University of Nebraska—Lincoln. Come exercise your openness muscles with a day-long exploration of gradual evolutions and sudden revolutions in the realms of privacy and technical services. Information about the spring meeting can be found on the TSRT website at http://nebraskalibraries.org/tsrt/conferences/spring-meeting/.

Openness is a learned skill, so get out there and start building up your skill set.

Reference

De Bono, E. (1985). *Six thinking hats*. Boston: Little, Brown.

Melissa Moll is a Catalog & Metadata Librarian at the University of Nebraska—Lincoln. She holds an MA in Library and Information Studies from UW—Madison and a DMA in Organ Performance and Pedagogy from the University of Iowa. In her free time, she enjoys trying on new hat colors.

The Knee Bone's Connected to the . . .
A "Recipe" for Programming Resources from the
National Library of Medicine

Marty Magee

Looking for a new "recipe" for programming on health resources? All it really requires is a meeting room, a computer with an Internet connection, a projector, a speaker, and some people to participate! The resources are all free!

First: Choose a Focus

- General knowledge on MedlinePlus and evaluating health information (available here: http://medlineplus.gov)
- For an audience such as seniors, try NIH Senior Health (available here: http://nihseniorhealth.gov)
- For an audience such as parents of home schooled children, look at K-12 Resources (available here: http://sis.nlm.nih.gov/outreach/k12.html)
- A disease or medical issue. Need a special focus for a particular month? Check out the calendar of National Health Observances from the Office of Disease Prevention and Health Promotion (available here: http://healthfinder.gov/nho/). You can print out a whole calendar year of noted observances. Along with the calendar are related ideas for promotion and sample announcements. What could be easier?

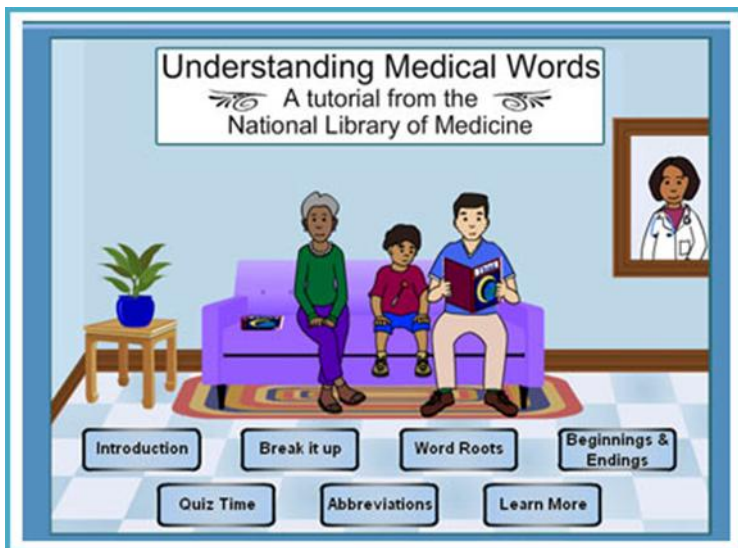**Second: Pick Some Resources—and Don't Make It Too Long**

- A MedlinePlus Tour—about eight minutes long— in English. Available here: http://www.nlm.nih.gov/medlineplus/tour/tour.html
- Or in Spanish—also about eight minutes long. Available here: http://www.nlm.nih.gov/medlineplus/spanish/tour/tour.html
- Evaluating Internet Health Information: A Tutorial from the National Library of Medicine—16 minutes. Available here: http://www.nlm.nih.gov/medlineplus/webeval/webeval.html
- Understanding Medical Words: A Tutorial from the National Library of Medicine. Try as a group exercise pronouncing words together! Available here: http://www.nlm.nih.gov/medlineplus/medicalwords/

View All Toolkits

- **January** – Cervical Health Awareness Month
- **February** – American Heart Month
- **February** – Teen Dating Violence Awareness Month
- **March** – Colorectal Cancer Awareness Month
- **April** – Alcohol Awareness Month
- **May** – National Physical Fitness and Sports Month
- **May** – Melanoma/Skin Cancer Detection and Prevention Month
- **June** – National Safety Month
- **August** – National Immunization Awareness Month
- **September** – National Childhood Obesity Awareness Month
- **September** – Fruits & Veggies – More Matters Month
- **October** – National Breast Cancer Awareness Month
- **November** – American Diabetes Month
- **December** – World AIDS Day

COLUMN

Four: Shake Well

Ask questions of your audience—and encourage them to do the same.

If you need more ideas, you can always contact the National Network/Libraries of Medicine, MidContinental Region at 1-800-338-7657!

Show an Interactive Health Tutorial—Pick one that applies to large audience, i.e., Hearing Loss. Available here: http://www.nlm.nih.gov/medlineplus/tutorial.html

If you're feeling a little more brave, try watching a surgery video—i.e., Knee Injury ACL Repair. Available here: http://www.nlm.nih.gov/medlineplus/surgeryvideos.html

Share a webinar. The National Network/Libraries of Medicine MidContinental Region shows webinars each month on different databases from the National Library of Medicine. Some of the good consumer health topics include Healthy Pets/Healthy People or Resources for K-12 Teachers and Librarians. Available here: http://nnlm.gov/mcr/services/updates/spotlightresources.html

Three: This is Optional: Add in a Speaker!

Check out Health Hotlines—Toll-Free Numbers from the National Library of Medicine. Available here: http://healthhotlines.nlm.nih.gov/. Further inquiry could lead you to a local resource for many not-for-profit associations.

Contact your local hospital, perhaps a nurse educator, to add to the program. Collaborate!

Marty Magee is a medical librarian with the National Network/Libraries of the Medicine, MidContinental Region. She is the Nebraska Coordinator and represents the six-state Mid-Continental Region as the Education Coordinator.

Her work experience includes teaching and training in both academic and business settings. Marty has a master's degree from the University of Missouri, School of Information Science and Library Technology, and a master's degree in administration from the Mendoza School of Business at the University of Notre Dame. Marty is based at, and serves on the faculty of the McGoogan Library of Medicine at the University of Nebraska Medical Center.

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Book Bites: Book Reviews (and More!)
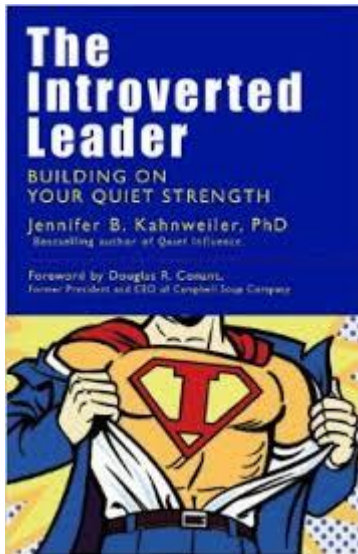
The Introverted Leader: Building on Your Quiet Strength
By Jennifer B. Kahnweiler
Berrett-Koehler Publishers, 2013 (New Edition)
ISBN: 978-1609942007
Paperback, $19.95

How many of us decided to pursue a career in librarianship because the library has always been our comfort spot as introverts? I bet there are many nodding their heads. As most of us have learned, however, being a librarian requires a good amount of extrovert qualities. The book, *The Introverted Leader: Building on Your Quiet Strength* (2013), is a great read for anyone looking to break away from the introvert label. The author has developed a game plan for readers called the "4 P's," which stands for preparation, presence, push, and practice.

This book should be a staple for anyone in the library field. As a librarian in training, I found the information covered to be very useful not only in my work in the classroom, but also my work in the library. Kahnweiler approaches the material in a very notable manner, stressing that to be successful an introvert does not need to become an extrovert; they simply need to learn to build on their strengths.

--Jessica O'Dowd, UNO Library Science Student

PLTS Announcement

"Who We Are, What We Do, Why It Matters: Why Nebraska Needs Libraries More Than Ever"

The Public Library and Trustee Section spring conferences are scheduled for 9:30 a.m. - 3 p.m. at:

- Alliance Public Library—April 22nd
- Kearney Public Library—April 23rd
- Columbus Public Library—April 24th

Valerie J. Gross, the nationally known and respected President and CEO of Howard County Library System, has agreed to speak on a variation of the topic "Libraries = Education." This approach transfers into increased community and/or institutional support for libraries when it is implemented properly. It involves changes in the vocabulary we use and the way that we present libraries. You will leave this presentation feeling empowered!

EDITORIAL POLICY

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 Responsibilities

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 responsibilities, 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 October 2014)

Who Can Submit

Nebraska Libraries publishes articles and creative content from authors actively involved in the library world within the State of Nebraska. If you are unsure whether or not your piece would fit with our publication, please query the editor at nlaeditor@nebraskalibraries.org.

Nebraska Libraries requires that all submissions be original contributions and that full disclosure of possible redundant publication must be made in the letter of submission.

Editor & Author Review

Authors are asked to review their edited submissions within one week of being sent the final Editor-approved draft. If the Editor does not hear back from the Author within that week, the submission will be published as the Editor deems fit in order to not stall publication.

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.

Please send all submissions in Word .doc or .rtf forms. Please no PDFs.

The submission of photos to accompany articles is encouraged. Please send all photos saved as high-quality JPEG files. Please send all photos and artwork as separate files not embedded in the Word document.

If your article has sidebars or any special items that need to be formatted a certain way, please clearly state this in the submission.

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 , and other queries and 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, including successful programs, collaborations, events, etc., at your library and how they are applicable to other Nebraska libraries
- Opinion pieces about hot topics in the library profession
- Short columns in each issue by members of the sections and round tables that highlight advantages conferred via section or roundtable participation, hot topics in the profession, or opinions
- New briefs—what has happened at your library or within your section/round table? Is there something notable upcoming?
- Member announcements (jobs, births, marriages, retirements, deaths, publications, etc.)
- Guest columns
- Spotlights on new NLA members
- Suggestions for future columns, article ideas, etc.
- 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 "Featured Libraries" column (a spotlight on a specific Nebraska library)
- Creative works—short stories, poems, art, etc.
- Reviews of books, software, online resources, library products, etc.
- White papers (not sought but will be considered for publication)

Recommended Article Lengths

- Feature Articles: 600—1800 words
- Opinion Pieces: 300—600 words
- News Briefs: 50 words or less
- Reviews: 100—200 words

Articles longer than the recommended length may still be considered; however, articles may be truncated in the published issue with a link to the full article on the *Nebraska Libraries* website provided.

OFFICE FIRST FLOOR

Picture This: Processing Materials at Omaha Public Library

Blanche Hammond, cataloger, and Mary Little, order department, process materials for Omaha Public Library in the first floor office located in the southeast corner of the old Main Library at 19th and Harney Streets. Although the photograph is not dated, it has been estimated that it is the early 1900s. *Nebraska Libraries* would like to thank Martha Grenzeback, Librarian at Omaha Public Library, for digging up this treasure!