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Nebraska**LIBRARIES**

February 2016, Vol. 4, No. 1

The Journal of the Nebraska Library Association



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Nebraska Library Association
EDUCATE • ADVOCATE • INNOVATE

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EDITOR'S MESSAGE

Happy New Year and welcome to the February 2016 edition of *Nebraska Libraries*. Thanks to the former editor and a top notch editorial board, we have some exciting themes lined up for readers throughout the year. I am excited to serve as editor and to continue to develop this journal to meet the needs of library professionals throughout the state. We hope that this journal will support and inspire you in your day-to-day work.

This issue's theme is makerspaces. Perhaps you had the chance to peruse the makerspace at the NLA conference last October—I did. The quilling and calligraphy practice mats caught my attention. Denise Harden includes a full list of included items in her article “Making Space.”

Makerspaces take me back to my childhood, when I loved making things. My lap loom and potholder maker kept me busy for hours – which was no doubt a boon for my parents. Today's makerspaces are not just for kids. They go beyond the crafty to include the technological.

No Nebraska library demonstrates this more than this issue's featured library—Do Space. Do Space opened this fall at the corner of 72nd and Dodge in Omaha. It offers a variety of software for library users including the Adobe Design Suite, AutoCAD and a 3D printing lab. As Executive Director Rebecca Stavick discusses, access to this technology not only helps users develop skills that can give them an edge in the job market—it encourages innovation within the community.

With the rise of the maker movement, makerspaces are popping up in all sorts of unexpected places from hospitals to personal computers. In “Making Makers,” Christine Haeffner discusses makerspaces in the school library. A school library makerspace can help generate excitement about the library and teach students problem solving skills they will use throughout their lives. Read Jacqueline Mitchell's article to learn how Criss Library's Creative Production Lab engages its academic community with a green screen studio, audio booth and 3D printer. Creighton Cammerer reports on Council Bluffs Public Library's makerspace, which also favors technology and includes a digitation station and 3D printer. At Hastings Public Library, Erica Rogers engages youth and teens in maker activities without breaking the budget.

Thank you for reading and supporting *Nebraska Libraries*. Next month's theme will be community connections. If you have a story to share with your peers on this theme, please contact me at NLAeditor@nebraskalibraries.org.



Regards,

Willa Bitney-Garay
Editor, *Nebraska Libraries*

Featured Nebraska Library: Do Space

Rachel Kenny interviews Rebecca Stavick

For this edition, Nebraska Libraries sat down with Rebecca Stavick executive director of Do Space, a new technology focused library that opened recently in Omaha, Nebraska.

Do Space is a really unique concept. How did it all come about?

A few years ago, the former Omaha Public Library Director, Gary Wasdin, connected with the President of Heritage Services, Sue Morris. Heritage Services is a nonprofit that focuses on supporting high-impact community projects. The question they discussed was how do we get more technology into our community? This project exists to address a need in our community—not only in terms of a digital divide in our city of community members who don't have access to computers and the Internet, but also a divide in access to tech-related learning opportunities.

How is Do Space supported and staffed?

Do Space is supported by private donations. We are staffed by three types of staff: our technology staff, who help lead the computer area and 3D lab, and answer questions and provide support; our community learning staff, who plan and execute innovative learning experiences, events, and programs for everyone in the community; and membership clerks who take the lead on our information desk at the front of the building, and help our members with any general questions they may have. We also have a robust volunteer network who assist in a variety of ways—from answering tech questions one-on-one, to leading programs, to supporting the community here in the building by giving tours.



Do Space sits at the corner of 72nd and Dodge in Omaha, Nebraska, a spot formally occupied by Borders.

What are some of the offerings at Do Space?

Macs, PCs, accessibility stations, a wide variety of high-end software like the full Adobe Creative Suite, Solidworks, AutoCAD, and others. We've partnered with Omaha Public Library to ensure many of their online databases are available on our computers here at Do Space. We have both stationary workstations and open seating so members can utilize their own mobile devices, or check out a device at our tech desk. We also have a gigabit of bandwidth for our members.

Explain your equipment selection process. What influenced your decisions on type of equipment, brands, etc.?

It was important to us to ensure we had a high-tech space that included both Macs and PCs. Since we serve everyone—both basic and advanced users—we wanted to also ensure we have more advanced software so people can utilize that as a resource and take their skills to the next level.

How does Do Space target the unique needs of youth, seniors, and disabled patrons in the community?

It is our mission to serve everyone in the community—all ages, all levels of expertise. We have a Littles Lab program for preschoolers, Junior Makers club for middle-schoolers, and Teen Hackers club for teenagers—all of which utilize hands-on learning with technology. We've also launched a very successful Cyber Seniors group that meets each Wednesday. This is a group for seniors to learn about tech from other seniors, and we have several outstanding senior volunteers who lead the group.

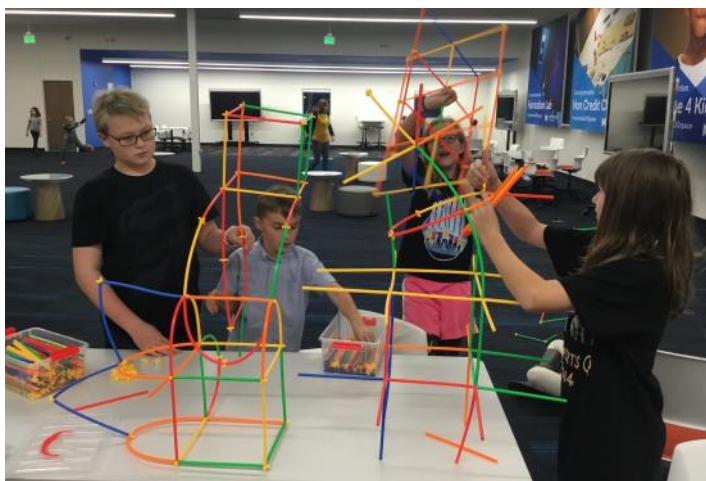
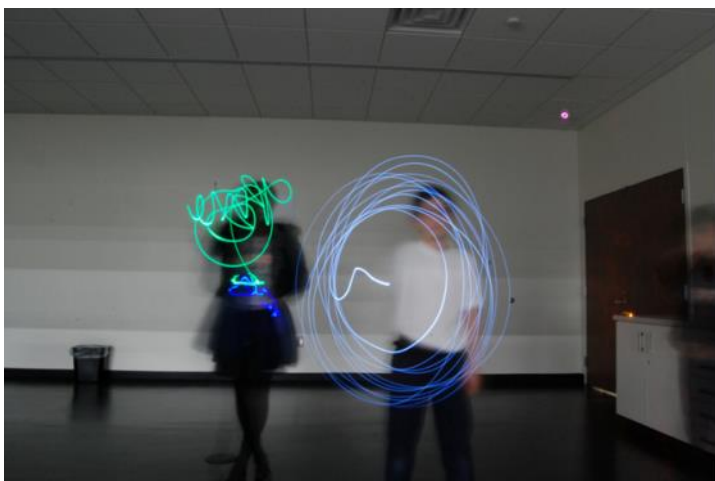
In addition, we've formed a partnership with Outlook Nebraska, who serves people who have low vision or blindness. Outlook Nebraska introduces members to new kinds of technology to increase accessibility. Also, we recognize the power technology has in helping people communicate, so we also offer an iPad to check out within the building that's loaded with communication apps. We brought this together with the awesome folks over at Munroe-Meyer Institute.



Felicity reads to young patrons in the Littles Lab at one of Do Space's technology-enhanced story times.

What community organizations does Do Space partner with, and how do these partnerships support the mission of Do Space?

We have a partnership with Imagine Science, which is a local project to bring STEM learning to kids from all over the city. They have helped us bring kids into the space who might not have otherwise known about the project.



Teens participate in body motion drawing (left) and the Junior Makers club (right) at Do Space.

We also have ongoing partnerships with local schools, as well as Omaha Public Library. OPL will begin offering their already successful kids' story times at Do Space, but rather than a traditional story time, these programs will always have a tech twist to support STEM principles. There has been a huge recent trend in public spaces for creation.

What is the importance of providing these services in our community?

So many people learn by doing. It's important to have flexible community lab space to ensure community members have a place where they can do some hands-on learning, and also to learn from other people. With the rise of the maker movement, building with hardware and making physical objects has become more and more commonplace. 3D printing especially is a particularly disruptive technology, and it helps the community and the economy to support members in their quest to develop these skills, since it will make them more

valuable in the job market. But even more than that, fostering a mindset of tinkering, making, and hacking helps people to think outside the box and innovate quickly.

What advice can you give to libraries across Nebraska interested in starting a makerspace?

Think first about what you want to accomplish, and if it makes sense for your community. Also think long-term about replacing equipment over time and keeping your staff trained. Setting up a makerspace isn't that difficult—but keeping it fresh and innovative over time won't be easy because of the rate at which technology changes. Also reach out to others who have done it before—Join our #MakeNebraska channel in our Slack community to troubleshoot and ask questions. Slack is our free online Do Space community... think of it as a digital extension of our physical building. It's free and open to everyone. Email hello@dospace.org to request an invite.



Left and Above: Computer lab and workstations at Do Space.
Photos courtesy of HDR Architecture, Inc.
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What can we look forward to for the future of Do Space?

Do Space will change as technology changes, and I can assure you we've got a thousand ideas on how we can keep our members engaged and learning new things. Stay tuned!

Before assuming the role of Executive Director of Do Space, Stavick earned a MLIS at San Jose State University,



and worked for nearly five years in the Omaha Public Library system. At OPL, she worked in staff and leadership development, and as the library liaison for the technology and startup communities in Omaha. Stavick also co-founded Open Nebraska, a local

organization focused on civic application development, open data advocacy, and technology education. She served as the Code for America captain for Omaha and acts as a community representative for the Digital Public Library of America.

Check It Out!

Makerspace Resources from the Nebraska Library Commission

[Makerspaces](#), by Samantha Roslund and Emily Puckett Rodgers,
HM74I .R67 2014, 2 copies

[Makerspaces in Libraries](#), by Theresa Willingham and Jeroen DeBoer,
Z716.33 .W55 2015

[Makerspaces: Top Trailblazing Projects](#), by Caitlin A. Bagley,
Z716.33 .B34 2014

[Rapid Fabrication/Makerspace Services](#), SPEC Kit 348 by Dr. Micah Altman,
Matthew Bernhardt, Lisa Horowitz, Wenqing Lu, and Randi Shapiro, Massachusetts
Institute of Technology, Z716.33 .A48 2015

As always, please contact the [Information Services Team](#) if you'd like
to check out any of these titles

**To search the Nebraska Library Commission Catalog
for makerspaces, technology, go to:**

<http://nlc.nebraska.gov/opac>

Making Makers

Christine Haeffner

Our school library programs are thriving and growing in all sorts of new and exciting ways. School libraries are supporting a variety of different types of literacy, challenging students to think critically, creating opportunities for both rigorous research and personal pursuits of learning, and serving as safe, welcoming spaces for students to whom libraries have become their havens for connecting with adults who care, hanging out with friends, and expanding their worlds in creative and meaningful ways. By reaching out and connecting with students in more creative ways than ever before, school libraries are redefining the different kinds of learning happening in their spaces and igniting a resurgence of excitement about the school library.

One exciting initiative is the introduction of makerspaces in our school libraries. A makerspace is an opportunity for students to create, explore, and invent. They involve a variety of materials that encourage experimentation and tinkering with new ideas and skills. They can include high-tech resources like robotics and fancy circuitry, and low-tech materials such as fabric remnants and cardboard boxes. The “stuff” is not the most important aspect of a makerspace. The truly important quality of makerspace is that they give students opportunities to apply digital and hands-on skills to solve problems and create things that matter to the individual on a personal level. Makerspaces encourage students to think like creators rather than the typical consumer.

Last winter my 16-year-old son hauled a broken-down Honda scooter into my kitchen. It lived there for about three frigidly cold weeks while he was taking it apart. It was pulled out of a dumpster, and even though it didn’t have spark and wouldn’t run, he was pretty sure he could get it going. So he took apart and cleaned the carburetor. He fussed with fuel lines. He’d make progress



Students explore the concepts of electrical currents and circuitry while using the Snap Circuits makerspace kit.

on one end and get jammed up on another. He went online and researched Honda scooter repair manuals. He ended up switching out a simple, inexpensive part. That scooter was running three weeks later—in my kitchen!

My son is a maker. He spent days and days building with K’nex and LEGO blocks when he was little. He created tool belts and contraptions out of cardboard boxes and duct tape. When he smashed the screen on his iPod, he found a YouTube video that showed him how to replace it himself. No one taught him how to do any of those things.... he simply followed the path where his curiosity led him, and was lucky enough to have the means and opportunity to do so. That’s what we want for our students in our schools, and that’s why makerspaces are important.

We value makerspaces because of the significant ways they can impact our learners:

- Makerspaces inspire deeper learning and lead to better thinking through better questioning. Curiosity is a powerful tool when it comes to learning. Makerspaces push students toward constructing and formulating their own understanding, powered by meaningful questions and experiential learning.
- Making grows enthusiasm about learning. Give a kid a worksheet, and they may fill in the blanks and master the concept, but will their eyes light up when they talk about it at the dinner table? But give a kid a challenge—offer them the chance to work with their peers, throw in a sense of competition or adventure, and see what happens! We frequently talk about instilling a passion for lifelong learning in education. Makerspaces are a very real way to make that happen.



Students naturally practice communication, collaboration, and problem solving skills while engaging with makerspaces.



Our makerspaces are assembled into simple kits that can easily travel from library to library.

- Makerspaces increase student confidence. The maker movement itself is all about growth as a mindset. Failure is expected, accepted, and sometimes even encouraged. Making is about the process rather than the product, and all students are given the chance to make their own decisions and build independence. Often, it's students who become the experts in the room, giving some of our kids the rare opportunity to take on the role of teacher to both their classmates and their teachers.
- Makerspaces provide natural opportunities to collaborate. Making is a social activity, and kids are social creatures. We know collaborative skills are essential to the success of our students as they head out into the world, but teaching kids how to be collaborative doesn't always happen in a traditional classroom. Kids can only learn how to collaborate by collaborating. While making, students get to practice how to effectively communicate their ideas, how to listen with focus, and how to respond to opposing ideas and expectations. It's a very authentic way for students to learn these critical life skills.

- Makerspaces teach kids to tinker, hack, and customize. Some kids have been makers their whole lives, but others have never had the chance to discover the joy and excitement in creating. Tinkering and hacking gets kids thinking about problems and the many possible solutions. It teaches them how to hypothesize and test their theories. It challenges them to observe carefully and to imagine different outcomes. Encouraging our students to tinker and hack is gifting them with a sense of empowerment that traditional learning can't always provide.
- Makerspaces help students develop resilience, determination, and grit. Making gives students a chance to look carefully at a problem, to research ways to solve that problem, and to try something and fail, only to redesign and try again. When making, students will stick with a problem and work it over and over until they're satisfied. This doesn't come naturally to every kid, and it's that sense of grit that we can use to develop resiliency in other avenues of their lives.

But why libraries? Libraries have always been in the business of connecting students to learning. When we



Picture books are a great way to engage learning and inspire inquiry through making.

think about our library programs, our school libraries are the spaces where:

- Students come to engage as a learning community.
- Questions of all kinds are asked and answered.
- Learners come to construct their knowledge and understanding.
- New learning and exploration is encouraged.
- Our students are challenged to think critically to form their own ideas and opinions.

Makerspaces open the library to students who want to discover, use, and share information beyond book discussions or research projects. Makerspaces are simply another means to engage learners.

In Lincoln Public Schools, our makerspace initiative began with an idea. We mulled the idea of makerspaces over in our heads, read stacks of professional journals, and talked it over with colleagues all over the country. We pitched our ideas around and developed a plan. In this case, we decided to identify and purchase portable kits that could circulate throughout our libraries and provide an introductory maker experience. From our sphere of influence, we can't build or supply or even mandate makerspaces in our libraries, but we can give our librarians valuable experience with makerspaces that might in turn result in investments at the building level. Our hope is to spark excitement and a commitment to the use of makerspaces.

So we did what good makers do —we took the leap. We sought out open-ended materials that would lend themselves to creative making, thinking, and learning; things like snap circuits and bridge-building sets, LEGO bricks and animation kits, simple machines and tiny little programmable robots. We created kits that could be circulated to our libraries, and then we began telling the makerspace story, teaching our librarians and administrators about the value and purpose of making.

We found librarians who were willing to leap with us and reinvent bits of their programs to support giving students the opportunity to design and create. It's been exciting to watch the different ways schools are building makerspaces into their teaching and learning.

We currently have 42 makerspace kits that circulate throughout the district. What's more exciting are the examples cropping up all over our district of library programs that are integrating making into their everyday business. At Park Middle School students come to the library during lunch recess to spend time designing and creating. Our librarian at Belmont Elementary School has built time for exploring and inventing into her daily lessons. The library team at East High School has even involved staff in learning through making during staff meetings. We are seeing kids unearth talents they never knew they had. We are seeing quiet kids become animated, and disengaged students suddenly very interested. We are tapping into a source of learning that has been underused in our educational system. And it's exciting work!

A common misconception is that our makerspaces are just for elementary students. This couldn't be farther from the truth. We believe our makerspace kits can be used powerfully at all grade levels. Again—it's not about the materials, it's about the thinking that is prompted by the materials. Throw a bucket of blocks on a table, and tenth graders may roll their eyes. But challenge the same tenth graders to design or compete or create with those same blocks, and the learning transcends the materials. It's all about the questions we ask and the way we frame the learning.

Lincoln Public Schools was recently recognized by the White House for our support of the national maker movement. This was President Obama's message:

"Last year, at the first-ever White House Maker Faire, I called on leaders around our Nation to join in sparking a grassroots renaissance in American making and manufacturing. Since then, more than 100 cities have stepped up, taking action to increase access to the tools

and support that help today's dreamers solve pressing local and global problems, launch their own businesses, and create vibrant communities. By making it easier for students to learn 21st-century design and fabrication skills and by broadening opportunities for making in communities across our country, we can unleash a new era of jobs and entrepreneurialism in manufacturing, transform industries, and usher the products of tomorrow to markets today. As the maker movement grows, I continue to call on all Americans to help unlock the potential of our Nation and ensure these opportunities reach all our young people, regardless of who they are or where they come from" (Obama, 2015).

In Lincoln Public Schools, we accepted that challenge. Our hope is to move our passion for teaching and learning even further through the makerspace initiative. Our libraries have always been about learning, and as our school library programs continue to evolve to prepare our students to be college and career ready, we welcome all the different ways we can encourage dreaming, wondering, and making in our schools.

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Christine Haeffner is the Coordinator of Library Media Services for Lincoln Public Schools.

Hastings Public Library Makerspace

Erica Rogers

What is a makerspace? To put it simply, it is a space where you make things. Most of the time, people associate a makerspace with advanced technology like 3D printers and robotics, but that's only a fraction of the world of makerspaces. I am an outside-the-box thinker, and I feel that as a society we are very inside-the-box. We follow a program, we read the instructions and if we can't figure it out, we Google it. Sometimes in life, you have to just figure it out. We have to play around with a project until we find what works the best and learn from it to achieve the best results. In my opinion, that's the foundation of a makerspace.

I am the library assistant in charge of teen programming at the Hastings Public Library. When I applied for this job, our teen programming was limited. They had programs every so often in the evenings but that was about it. I've been working with kids at a variety of levels in the school system most of my adult life and one of the many things I've learned is that kids get bored easily and are often looking for something to do. When it comes to teens, they are at a fickle age where nothing is cool enough and the oddest things will keep them happy. You give them some duct tape and see what they come up with; it might be anything from something practical like a wallet to making patterns on a notebook that look like unicorns.

Passive programming is something that I've been working on for the last year, and it's been fairly successful. They love having things to do without having to talk to an adult, or be supervised on every last detail. A big part of this programming is focused on the different makerspaces I set up throughout the year. I usually have a theme, but it's pretty open to interpretation.



The makerspace area of the Hastings Public Library in Hastings, Nebraska.

My very first makerspace was ornament building last Christmas. There are a lot of ideas out there on how to make ornaments and I thought, why limit it? I bought small containers and filled them with random craft supplies we had laying around: pipe cleaners, popsicle sticks, cotton balls, bells, buttons, tissue paper, and so on. I also added some new things like different kinds of plastic bulbs and t-shirt paint to make it a little easier. Then I simply put all of these containers under a Christmas tree with a sign explaining the idea. They loved it, and I got a lot of ornaments to fill the tree, plus they had the option to take the ornaments home as well. It was a fun, inexpensive project that left me wondering what else I could put out for them to do.

This might sound like an expensive project to get started, but it really wasn't bad. I reuse the containers every time;

I will pick them up a few at a time throughout the year so it doesn't seem so daunting. The craft supplies can be anything. It can be a little pricey if you go and buy brand new pom-poms and pipe cleaners every time, but if you are thrifty, you can buy them on sale during the summer. Garage sales are great for acquiring old craft supplies. If all else fails, using things you already have is a good way to clean house and get rid of stuff. One thing I've discovered that is a great resource is old books. If they are beyond repair and going into the recycling bin... tear off the cover and save the pages. Kids love making things with book pages.

As we have continued with different types of themes for the makerspace, it's been a great experience watching the things they come up with. This summer, to support our local heroes, we put out a pet toy makerspace. I found some simple toys they could make for dogs and cats out of old t-shirts, tennis balls and yarn. We talked with our local Goodwill and they sold us a bag of old shirts they would otherwise use for cleaning for only \$2 a bag. A local girls' tennis coach donated all of the tennis balls for free so it was an inexpensive event. As the teens made the toys, they had the choice to donate them to a



Erica donating the pet toys, made in the makerspace, to a local shelter.

local pet shelter or take them home for their pets. We ended up with enough to donate to two different shelters. This project did provide instructions on how to make the toys, but it still required the teens to do it themselves by following instructions without the help of an adult. They had a great time doing it, and it was a worthy cause.

One thing we have learned over the last year is how to deal with more expensive supplies (scissors, glue, paint, etc.) running away. The first couple makerspaces we just trusted the kids and put them out with the rest of the supplies. We quickly learned that sometimes the more fun and expensive supplies walked out the door in the pockets of our teens. To solve this, we simply put them behind the desk with a barcode to check out. We were afraid this might deter some of them from asking for the supplies, but it hasn't seemed to. This way we can keep track of who has the materials, and how often they are used.

There are a lot of different ways to do a makerspace. Whether you have a large budget to buy a lot of fun supplies, or are on a budget and have to be a little thrifty, I highly recommend trying out a makerspace in your library. It's a great opportunity to help kids grow and expand their creativity, as well as simply providing them something to do after school. Any kind of craft activity you might have can be turned into a makerspace by putting out the supplies where the kids or teens have access to them. I've had a lot of fun with it, and it's definitely worth the effort.



Erica lives in Hastings, NE where she was born and raised. She went to college in Lincoln and graduated with a teaching degree in 2009. She has been the Teen Library Assistant for Hastings Public Library for two years, developing new and different

kinds of programming that has seen an increase in participation during that time. She enjoys finding ideas and figuring out how to adapt them to work in a library setting.

Council Bluffs Public Library's Adult Makerspace

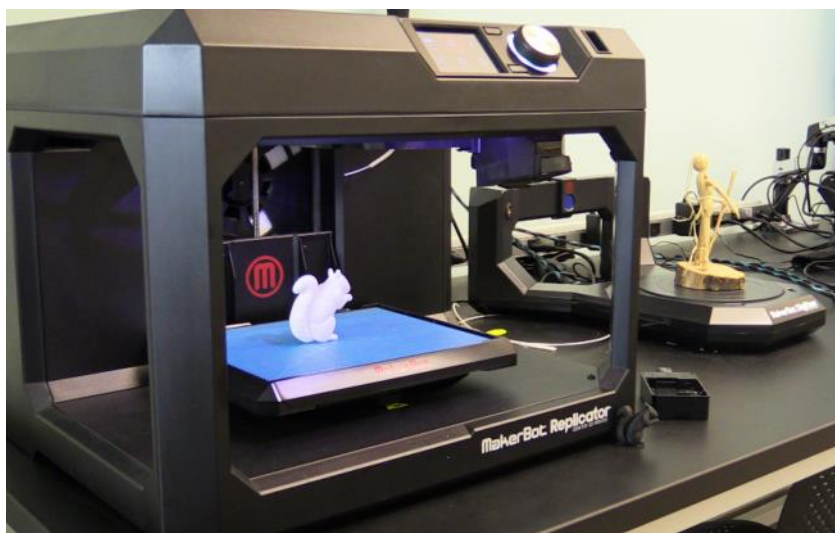
Creighton Cammerer

Since opening the doors of its new location in 1998, the Council Bluffs Public Library has embraced new trends and technology to give its patrons the best experience possible. Starting with a Gates Foundation computer lab in 1998 and followed by a modern young adult area known as “Teen Central,” the new makerspace is the most recent development at a library that prides itself in being on the “Leading Edge of Iowa.”

In 2014, the library received a grant from Google, which was matched by its Friends of the Library Foundation for the creation of the makerspace. Some significant modifications to the planned area needed to be made, including extra ventilation and assessments of the power supplies to the room. Power demands can be high, depending on the equipment included, but because the area had been a technology-based room since the library was designed, plenty of power and outlets were available for the new space.

The flashiest piece of equipment is easily the Makerbot Replicator 2 3D printer and the Makerbot Digitizer 3D scanner. A collection of sample printed items, ranging from the town's black squirrel mascot to jewelry to replacement finials for the library's lamps, sit beside it. Both professional and hobby-level 3D creation and editing software are available for patrons to use.

For more two-dimensional projects, a Silhouette Cameo cutter and an Officejet Pro printer fill the need nicely. The Silhouette Cameo cuts much more than paper; fabric, vinyl, magnet paper, chipboard, foam and more can all be incorporated into whatever craft project one desires. The Silhouette software makes it easy to designate cut lines on user-created content, as well as

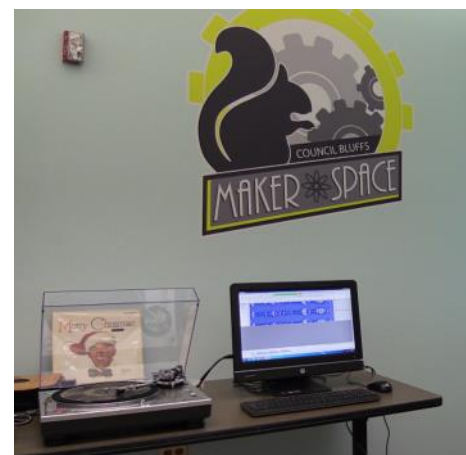
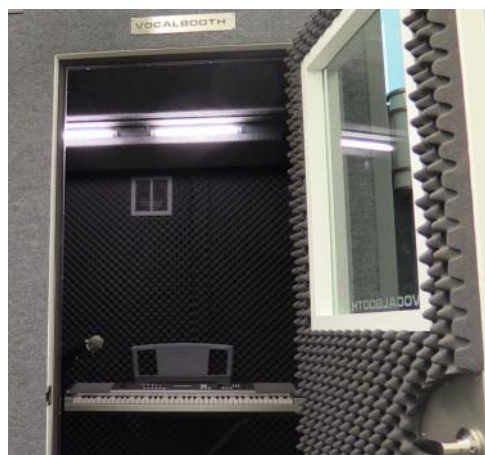
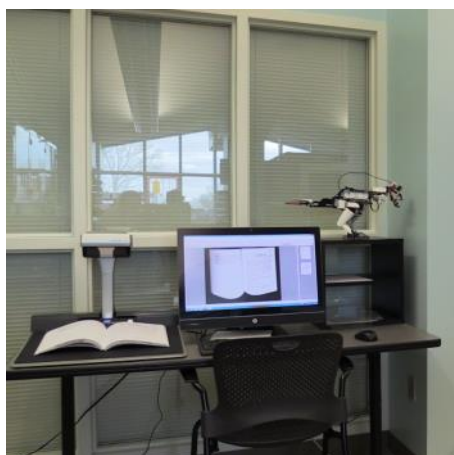


A 3D model of a squirrel, part of the makerspaces logo, sits complete in the MakerBot Replicator among other maker projects.

providing hundreds of free and paid projects. The space also has a Designjet, large-format printer for banners and posters.

Perhaps the most popular area with patrons is the digitalization station. Patrons can bring in personal recordings in a variety of formats, including VHS, 8-track and vinyl records, and make digital files of the audio and video recordings. Family reunions and dance recitals take on new life after decades in the closet. For family photo albums, a Fujitsu SnapScan makes quick work of two pages at a time, and OCR software and facial recognition make pages searchable. After they are digitized, a 5-in-1 CD/DVD Duplicator burns five copies of the media at once, to hand out to family and friends.

High-end Apple computers with the full Adobe Creative Cloud give any patron the ability to be their own photographer. Patrons have come in with their children to use the green screen for hilarious Christmas cards, including one family transporting themselves to Tokyo in



The overhead book scanner (left), sound booth (center) and turntable station (right) at the Council Bluffs makerspace.

winter, with a cheerful Godzilla photobombing them. Also provided is a soundproof recording booth, microphones and a mixing board for budding musicians and podcasters.

Also included in the Makerspace is equipment for check-out. High end DSLR cameras, GoPro action cameras and a professional grade camcorder are all available for patrons to take home with them for five days at a time. Perhaps the most exciting adventure for one of the library's GoPro cameras so far was a zipline ride on the chest of a patron's son, but they attach securely to bicycle handlebars, helmets or anywhere else a creative adventurer might want to record from.

For the younger patrons who find their way in, the Makerspace has a full complement of LittleBits, as well as a supply of LEGO Mindstorms pieces. LittleBits are designed to teach basic wiring and circuitry without the need for welding skills. Pieces are magnetic, and can only fit together in a way that works electronically, and cards suggest simple projects such as adding a switch or a buzzer, and why each piece works the way it does. LEGO Mindstorms show how basic robotics work, with plenty of projects at both beginner and more advanced levels of proficiency.

Classes have generally been well-attended, with favorites including the Silhouette Cameo Christmas cards class and Christmas ornament design with the Makerbot. With

more equipment and more software to use, classes have become much more varied and have attracted patrons who have never come to a computer class at the library before.

Housed next to the computer lab on the second floor, the Council Bluffs Public Library Makerspace provides patrons with technology that most do not have access to at home. Aimed at adults, but with plenty to keep teens and grade schoolers busy as well, the hours pass quickly working on projects that would be unthinkable with just the supplies around the average home.



Creighton is the 'Computer Enthusiast' of the Council Bluffs Public Library. Between running computer classes for all levels of proficiency and assisting at the reference desk, he can often be found working on half a dozen projects in the new Makerspace. Recently, he's been working

extensively with patrons using the green screen, as well as with the basics of flash and 3-D animation. He lives in Council Bluffs with his two cats.

Making Space

Denise Harders

Makerspaces are making their way into all types of libraries. Academic, public, and school libraries are joining this trend to adapt to changes in what their communities want and need. Makerspaces represent those adaptations as society changes focus from the “consumption of knowledge to the co-creation and production of knowledge” (Enis, 2015, p. 24).

Librarians attending the 2015 NLA/NSLA Conference in Lincoln were given the opportunity to see a makerspace firsthand. The directors of the Nebraska Regional Library Systems collaborated to bring a variety of makerspace activities to the Exhibits Hall. The following list contains vendor information and approximate cost.

Calligraphy practice mats are intriguing to both children and adults. It is a fabric mat that is 28” x 18” with grid lines marked on it. Using only a Chinese character writing brush and a dish of water, participants are able to practice calligraphy and writing Chinese characters. The writing shows up black on the mat, but when it dries, it disappears. The mat will last for 10,000 times and it is hand washable. The mat and a brush sell on Amazon for \$11.

Coloring pages for adults have become very popular and it is easy to see why. This is a nearly-free addition to a makerspace. Books are available for purchase, but countless pages are free online. Provide crayons, fine-tipped markers, and/or colored pencils for a cost of \$1 - \$10. Adult coloring clubs have social, mental, and creative benefits. People are drawn to the club because, unlike a book club, no preparation is necessary and no particular skill is required, not even speaking English. The club provides an opportunity to meet new people in a

stress-free environment. Participants “unplug” from the screens in their lives and unwind (Marcotte, 2015, p. 18-19).

Crochet needles, project books and yarn are a traditional addition to a makerspace. Cross-stitch, knitting, needlepoint, sewing, and weaving are also popular activities. A needlework club can be a big hit. Anyone of any age working on any kind of needlework project is welcome. The only thing the library needs to provide is the space and maybe a coffee pot.

Decorated duct tape can be purchased in craft stores, home improvement stores and from Amazon for about \$5 per roll. Discounted combo packs are available as well. Kids (and adults) will make jewelry, bags, wallets, hair accessories and more. Once you have the tape, even the old-fashioned silver kind, scissors, a ruler, and some idea books are all that is needed to set up a duct tape makerspace that will encourage creativity.

LEGO® building blocks are commonly found in makerspaces. LEGO® clubs are popular with the tween crowd. Books filled with projects can be bought or just turn the club members loose. There are a variety of sources for these well-known building sets, but the least expensive way to increase your stash is to ask for donations. Nearly everyone has a box in the attic, basement, or garage.

MaKey MaKey is a kit that turns everyday objects into touchpads and combines them with the Internet. It is easy to make a banana piano and other unique projects (Silver, 2015). The classic kit can be purchased directly from the official website or through Amazon for around \$50.

Quilling is an old craft that is coming back into popularity. Narrow strips of colored paper are curled around a fine-tipped tool (or a toothpick) and glued to paper to make decorative items or greeting cards. The quilling tool can be purchased at Hobby Lobby for \$3.99. Packs of paper strips in color groupings are available there for \$2.99. Pattern books are optional; there are many free design ideas on the Internet.

Squishy Circuits come in a kit with instructions for making both conductive play dough and insulating play dough. The tools in the kit allow children to create circuits and explore electronics using that dough (Thomas, 2015). The full kit is available from the Squishy Circuits Store webpage as well as Target, Barnes and Noble, and Amazon for around \$25. Individual components can be purchased separately.

Strawbees are an inexpensive, easy-to-use construction kit. The instruction booklet for beginners is online at the Strawbees website (Strawbees, 2015). After that, only imagination limits what can be built. Using cardboard, plain drinking straws and the plastic connectors called Strawbees, kids and adults develop creative and problem-solving skills. The Central Plains Library System purchased the dies to cut out the connectors from Accucut. The plastic is available from them as well for \$20 per 50 sheets. We will be glad to cut connectors or to loan the dies to any Nebraska library.

Zoob® is a building set that has five different styles of pieces “that snap together in 20 different ways. Kids can make connections that rotate, limbs that extend, axels that spin” (Alex Brands, 2015) and more. Sets come in many different sizes and price points ranging from \$20-\$120. They are available from Walmart, Amazon, and Toys”R”Us, in addition the Alex Brands website.

These items represent a small sampling of what can be included in a makerspace. Academic librarians may choose to provide a space where users can take things apart (Harris, 2015, p. 9). School librarians might encourage exploration and creativity through writing,

cooking, making films, or building a website (Abram, 2015, 10).

Start small and grow slowly. A makerspace can be a permanent area in your library or it may be a book cart with supplies than can be rolled into any classroom or it could be a group of carefully labeled plastic totes on shelves waiting for the afterschool crowd to arrive. The “space” part of makerspace is not the important part. Makerspaces are about your community’s culture, not specific rooms or equipment. Programs offer communities “a place to gather, share expertise, and work creatively and collaboratively, regardless of the tools involved” (Enis, 2015, p. 25).

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Denise earned an MLS from Texas Woman's University in 2010. She became the Director of the Republican Valley Library System in 2011. The Systems were reorganized in 2015 and

Denise is currently Co-Director of the Central Plains Library System. She is serving her second term on the State Advisory Council for Libraries. Denise likes to use the vegetables and fruit from her garden to make a variety of pickles and jelly. She especially enjoys spoiling her grandchildren.

Open Access, Open Borders: Networking with Colleagues across State Lines Conference

The College and University Section of the Nebraska Library Association is sponsoring a joint Spring Conference April 21-22, 2016 in Manhattan, Kansas with the Kansas Library Association College and University Libraries Section. The conference will be held at the Holiday Inn Manhattan at the Campus in Manhattan Kansas.

This is a chance for Nebraska academic librarians to present at an out of state venue with the possibility of publishing in the CULS peer reviewed proceedings. Opportunities exist for 50 minute presentations, 15 minute lightning rounds or poster sessions. The theme of the conference is "Open Access, Open Borders: Networking with Colleagues across State Lines". Any academic library related topic will be considered with special consideration given to those that connect to the theme.

A preconference is being planned that encompasses ALICE training and a panel of librarians who have witnessed campus emergency situations. The preconference will be held the afternoon of April 21st.

Please submit proposals to present at this conference:

[C&U/CULS Conference Presentation Proposals](#)

The application deadline is March 4, 2016 at 5pm.

Making Your Own Makerspace: Success of the UNO Criss Library's Creative Production Lab

Jacqueline Mitchell

At the University of Nebraska at Omaha's Criss Library, we have been fortunate to provide a unique, collaborative space to our academic community. The Creative Production Lab began in 2012 with a small space and three computers. We gradually added a green screen studio, audio booth, and 3D printer. In December of 2014, we migrated from our temporary space to a newly-constructed facility on our main level. The approximately 1,900 square foot space replaced a reference collection, which was evaluated and relocated to movable shelving on the lower level. We now feature several 3D printers, a 3D scanner, laser cutter, green screen studio, 10 Mac Pro computers, an audio booth, large format scanner and printer, and an interactive video wall within the space. We funded this through technology grants, as well as the general budget.

Since the move to the bigger space, patronage has increased three-fold. On our busiest day, we served 67 patrons, assisting them with software and services. Recently, we expanded our hours and hired a second full-time staff member, allowing us to stay open 80.5 hours per week. Our next venture is adding workshops for those interested in learning more about 3D printing and laser cutting. We also hope to conduct some summer programming as well. Our space has proven to be an asset to our university, both in the rise in usage and in the interest from faculty in how their students can utilize the space for future semesters.

We at Criss Library have heard from many area library staff members who want to get started with a makerspace, but do not know how to begin. Below are



A student uses the Criss Library's Creative Production Lab to record spooky sounds for UNO Theatre's production of *Dracula* last fall.

some of my recommendations for others looking to start a makerspace.

Do:

- **Know your audience.** You would not want the same technology for adults as you would children. You have to ask who you want to utilize the space most frequently. If that answer is 'everybody,' then you will need a well-rounded makerspace, with technologies for every age group.
- **Find out who is going to operate the space and fix problems.** This is a tough one, as hiring additional staff is not always an option. Unfortunately, there are no 3D printer repair technicians yet. Manufacturer warranties can be helpful, but it still takes time to troubleshoot problems and make repairs. You have to find someone willing to put in the time to make sure the space stays functional.

- **Research free software.** We all know budgets are one of the biggest concerns in starting a makerspace. Equipment is not cheap. Grants may be able to help, but costs can add up quick. We have found free or cheap 3D modeling, design, and audio/video editing software programs to help patrons begin their projects.
- **Track usage.** We track not only the services people use, but the questions people ask. This tells us a lot about what patrons find the most interesting and shows us the needs of our academic community.

Don't:

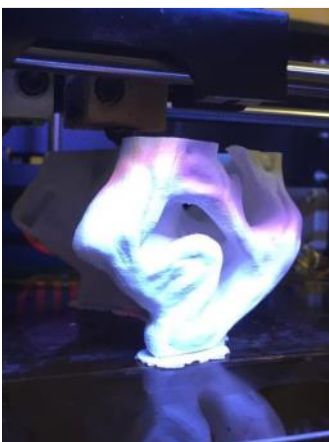
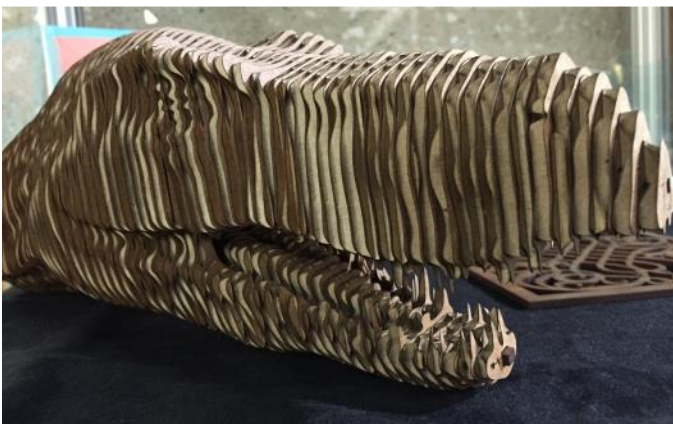
- **Buy things just because they look neat.** We are fortunate enough to witness amazing technologies in this day and age. As such, we may get caught up in looking for the “wow” factor. However, we need to think practically. We need to think about the things



Students show off their artistic side between classes with the Creative Production Lab's video wall.

that will have the greatest impact on our patrons. This means we may need to pass on certain technologies if they do not meet our end goals.

- **Buy the most expensive, thinking it will be the best.** Really do your research with companies. I think product reviews on technology websites are a good start, but I do not think they should be the only thing to consider when selecting your equipment. They use the machine a couple of times, but do not use it long-term. Check out forums and customer reviews to identify any recurring issues with the equipment. Keep in mind all technologies can have issues at some point, but research allows you to figure those out in advance and prevent more intensive problems.
- **Buy things because you have seen them at other makerspaces.** This goes back to knowing your audience. What works for other makerspaces might not work for yours. Touring other makerspaces will give you some great ideas, but keep in mind your current patrons and the patrons you would like to attract to your space.
- **Think of a makerspace as solely 3D printing.** I used to explain the Creative Production Lab as 75% multimedia, 25% makerspace. However, as the



A selection of the many maker projects completed at the Criss Library Creative Production Lab.

concept continues to grow, I have come to realize 'makerspace' in a much broader sense. Albeit fascinating and useful, 'making' is not restricted to robots, 3D technology, laser cutting, etc. It is not even restricted to technology in general. Thus, we can simplify a 'makerspace' to be the creation of something within a space. While I think it is beneficial to include elements of technology and multimedia, you can also have an area where patrons can unplug and work with wood and other crafts. A well-rounded space will attract diverse patrons.

This is not an exhaustive list, but I hope it helps you start thinking about the ways you can take a place and use it as a collaborative space for creation. As an institution dedicated to community engagement scholarship, we at the Criss Library are open to discussing the possibilities

of existing and future makerspaces with others. We would be happy to give tours, exchange ideas, and help brainstorm the ways we all can make our spaces the most successful and engaging for our patrons.



Jacqueline Mitchell has been the UNO Criss Library's Creative Production Lab Supervisor for just over two years. She graduated from UNO in 2010 with a B.S. in Communication and is now working toward her M.A. in the same field. Having no prior experience with

3D printing, it was a challenge to learn, but she is confident that if she can do it, anyone can! Feel free to contact her with questions at jskarda@unomaha.edu.

The ALA Emerging Leader for Nebraska chosen by the 2014/15 NLA Scholarship Committee is Harriet Wintermute!

Harriet Wintermute is a Catalog and Metadata Librarian at the University of Nebraska-Lincoln. Before moving to NE, she worked at Florida Agricultural and Mechanical University while completing a Post Master's Certificate in Digital Archives and Records Management from San Jose State University. Harriet has also worked at the University of Illinois, Urbana-Champaign, where she graduated with a MLIS and a Graduate Certificate in Special Collections. In her free time, she squeezes in as much knitting, reading, and TV/movies as she can. Interestingly, it was knitting and the online fiber arts community, Ravelry.com, and not her love for reading that inspired Harriet to go into librarianship.

To learn more about the ALA Emerging Leaders Program or to view the other participants, visit the [ALA Emerging Leaders Program website](#).

TSRT—Technical Services Round Table

Makerspaces and Technical Services

Emily Dust Nimsakont

When it comes to libraries, traditionally (well, as much as the word “traditional” applies to makerspaces in libraries, which are a fairly recent development), makerspaces are thought of as the domain of public services. They are positioned in public spaces in libraries so the patrons can interact with them. However, just like any other library resources, the equipment used in makerspaces have implications for technical services staff as well. Familiar library functions like collection development, acquisitions, cataloging, and marking and labeling apply to these items as well, and they can present unique challenges.

Collection development for makerspaces (which may be a joint venture between public services and technical services staff) should be approached in the same way the rest of the collection development is handled. There should be a collection development policy in place, one that sets consistent guidelines for what you will and will not purchase. Just like collection development policies for other types of library collections, your collection development policy for makerspace equipment should be specific enough to let you comfortably make purchasing decisions, but not so specific that it limits you. With technology changing all the time, a list of specific items you will purchase would quickly grow outdated; instead, specify general categories of things you would like to see in your makerspace.

In terms of acquisitions, supporting a makerspace in your library would most likely mean business as usual when it comes to purchasing, although it could mean expanding your usual list of vendors. It could also mean making decisions about whether or not purchases of makerspace equipment are tracked within your Integrated Library System.

Speaking of Integrated Library Systems, you will also have to make the choice about whether or not to catalog your makerspace equipment. While catalogs do provide a convenient way to keep an inventory of your equipment, if that equipment is not actually circulating to your patrons, this may not be something you wish to do.

For libraries that have chosen not to pursue a full-blown makerspace, another option is to circulate maker kits. A good example of this can be found in the School Library Journal article “[Circulating Maker Kits: A Twist on Library Maker Spaces](#),” which details the Public Library of Mount Vernon and Knox County’s efforts in this area. In this case, where the kits are definitively collection items, rather than equipment that stays in the library, technical services staff will definitely be involved. If you would like to try this, please explore [this blog post](#) at A Wrinkle in Tech for a description of how a school librarian implemented these, plus MARC records to give you a template to work from when cataloging these items.

The appearance of makerspaces in libraries is an exciting development in library services. If you are thinking of implementing one, don’t forget to have the technical services framework in place to support the makers in your library’s community.



Emily Dust Nimsakont is the Head of Cataloging & Resource Management at the University of Nebraska at Lincoln Schmid Law Library. She teaches cataloging courses at the University of Nebraska at Omaha and University of Missouri and is currently serving as chair of TSRT.

The Knee Bone's Connected to the...

Precision Medicine Resources from NLM

Dana Abbey & Christian Minter

Last year, President Obama announced his Precision Medicine Initiative. Starting in 2016, this initiative will put \$215 million toward understanding how to personalize an individual's medical treatment based on his or her genes, environment, and lifestyle. While the concept of precision (also referred to as personalized or individualized) medicine isn't new—think eyeglasses and blood transfusions—advances in science and technology will allow for the exploration of novel treatments and prevention strategies for complex diseases like coronary artery disease, COPD, and hypertension. One million citizens will be asked to volunteer their health data, and numerous public and private entities will be collaborating to explore effective disease prevention and treatment.

An example of precision medicine research is the work being done by the Veteran's Administration (VA) Office of Research and Development to identify genes linked to post traumatic stress disorder (PTSD), high blood pressure, and heart disease. VA researchers have discovered that individuals with a certain form of the serotonin transporter gene 5-HTT are at a greater risk for PTSD and depression, information that helps individualize use and dosage of selective serotonin reuptake inhibitors (SSRI). They have also found that people with certain forms of angiotensin II receptor type-I (AGTRI) may have an increased risk for high blood pressure, heart disease, and diabetes. This information can help clinicians develop a personalized preventative care program ("VA Research," 2012).

Precision medicine not only impacts an individual, it can also address health prevention in an entire community. In 2008, an OB/GYN began mapping children born into poverty in Gainesville, Florida. She was put in contact with a sheriff who was also interested in

mapping, but her focus was the community's incidence of crime. When the two women met, they discovered the maps matched exactly to a one square-mile area and further investigation showed the area also had the highest rate of domestic violence, child abuse, and neglect. But why? A ride around the area revealed a lot about the environment and lifestyles of community members. There was poorly maintained housing and a complete lack of access to services like child care, healthy food, and medical care—with the closest clinic a 2-hour bus ride away (Starecheski 2015).

As more emphasis is placed on precision medicine to improve individual and community health, you may be asked for help with locating genetic and environmental health information. Below are several resources and tools from the National Library of Medicine and other reliable organizations:

NIH Precision Medicine Initiative

<https://www.nih.gov/precision-medicine-initiative-cohort-program>

Provides an overview of this emerging approach to disease prevention and treatment.

Environmental Health and Toxicology

<https://sis.nlm.nih.gov/enviro.html>

A portal that links health professionals and consumers to many resources to understand the connection between the environment and human health and development.

Genetics Home Reference

<http://ghr.nlm.nih.gov>

Provides consumer-friendly information about genetic variation and human health.

Talking Glossary of Genetic Terms

<http://www.genome.gov/Glossary/>

Provides a glossary of genetic terms, images and animation. (Available in English and Spanish).

Genetic Alliance

<http://www.geneticalliance.org>

A nonprofit health advocacy organization committed to transforming health through genetics and promoting an environment of openness.

GeneEd

<http://geneed.nlm.nih.gov>

Provides links to genetic Web sites based on high school science curriculum. Includes lesson plans and current events. For high school and college students.

Harry Potter's World:

Renaissance Science, Magic, and Medicine

<https://www.nlm.nih.gov/exhibition/harrypottersworld/>

Provides middle and high school lesson plans to review or learn genetics terms and concepts and applying them in identifying possible inheritance patterns and genotypes.

Office of Rare Diseases Research

<https://rarediseases.info.nih.gov>

Provides information on rare diseases for patients, families, healthcare providers, researchers, educators and students.

Public Health Genomics

https://phpartners.org/public_health_genomics.html

Provides information on diseases with a focus on human and pathogen genomics, genomic tests, family history, public health science, programs and practice, as well as policy and legislation.

Human Genome Resources

<http://www.ncbi.nlm.nih.gov/genome/guide/human/>

NLM's databases and tools with genomic information for researchers.

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Digital Watercooler

Makerspaces — Where Does My Library Fit?

Emily McIllece

When I hear the word “makerspace,” I generally envision 3D printers and shop tables full of robotic parts or miscellaneous items gobbled together into clever or gimmicky gadgets. As a librarian and home DIYer, one might expect the movement to influence my life either for work or play. Unfortunately, it remains elusive to me. I believe this is due to misperceptions of what makes a makerspace and the costs involved.

Let’s address the first issue: What makes a makerspace and what goes into it? If you simply go by the headlines, it’s a dedicated space for inventing things. Omaha’s DoSpace and UNO Criss Library’s Creative Production Lab come to mind. But maker culture is built (pardon the pun) on a simple premise: create something.

Without delving too far into the nuances of the maker movement, “making” can range from typical crafts (like a Christmas ornament or kitchen volcano) to new inventions, often out of repurposed objects. Taking this perspective, libraries and schools have hosted makerspaces (craft tables or craft events) for decades. It is new technology (3D printers, green screens, etc.) and STEM programs that create the illusion that only big libraries can create makerspaces. If you Google “library makerspace on a budget”, however, you may find yourself in familiar program and resource territory. Pinterest is also loaded with attainable projects and inventories to build your library’s makerspace or cart.

So, why is my library not in the maker game? As a small, medical and academic library, it initially appears to be a case of fitting a square peg in a round hole. ‘Crafty’ events on campus get low attendance, unless it’s decorating (and eating) a cookie; board games went unused on welcome week. Our students are here to study, not ‘make’ things aside from intense PowerPoint

presentations, thank you very much. Makerspaces are for public and academic libraries.

Or maybe I need to get my head out of the sand. Hospitals and medical schools have jumped into the maker culture. MIT and the Robert Wood Johnson Foundation have even teamed up to create MakerNurse, which has spawned makerspaces in hospitals around the country. Nurses have unique insight into the difficulties and intricacies of everyday patient care. These spaces, whether dedicated or on a mobile cart, allow nurses to create and share solutions, such as a patient call button using tongue depressors and silk (Blair, 2015) or a stethoscope holder. Materials can vary from Velcro and PVC to 3D printers. Children’s hospitals are also circulating maker carts to alleviate tedious hospital stays for their young patients. James Madison University even has a maker class that pairs engineering and pre-nursing students together to create solutions for challenges in community health.

So, now my head spins with ideas on how the library can partner with faculty and our health system to create a makerspace. Ideally, it could be integrated into the curriculum, but that is not an overnight process. We may need to think organically and test the waters. Study space is a premium on campus and our students haul the ‘regular’ load of books and devices along with equipment for labs and clinicals. Inviting them to invent everyday solutions and workarounds for their study needs may be the place to start.

So, special libraries, we’re not out of the maker game yet. But neither should we feel pressured or obligated to embark on this journey because it’s trendy. Any initiative should match our institution’s mission and patrons’ needs ... but it does not hurt to think creatively.

Below is a list of resources and articles focused on the maker movement:

MakeZine

<http://makezine.com/>

A digital magazine of all things maker. While it is splashed with ads selling maker kits, its articles can feature everything from the most ‘cobbled together’ inventions to slick technology.

MakerEd.org

<http://makered.org>

A great resource for educators, this organization wants to make “every child a maker.” The resource library includes information on how to start a makerspace, sample projects with learning objectives, and program planning and management.

MakerNurse.org

<http://www.makernurse.org/>

Learn how this group supports innovative nurses and health professionals find everyday solutions to patient care. They have also been featured on TED talks.

Blair, M. (2015, September 25). Nation’s first medical makerspace opens in Texas. <http://www.rwjf.org/en/library/articles-and-news/2015/09/nations-first-medical-makerspace-opens.html>

A MakerNurse article with examples of how these spaces impact hospitals.

Little Devices @ MIT

<http://littledevices.org/>

Another MIT, healthcare-oriented team, Little Devices focuses on creating platforms to support makers in healthcare.

James Madison University. (2015). Interprofessional Innovations. <http://make.xsead.cmu.edu/courses/courses/3>

Get inspired by this course profile and objectives for an interprofessional maker class.

Library as Incubator Project

<http://www.libraryasincubatorproject.org/>

Libraries and artists go together better than peas and carrots! This group promotes creative relationships between libraries and artists in their communities (including school, college, public, and museum libraries). The monthly link roundup is always good for an interesting afternoon read.



Emily McIllece is the Reference and Instruction Librarian at Nebraska Methodist College. When not learning medical jargon and helping panicked students, she enjoys sailing with her husband Mike and slowly remodeling the "80s charm" out of their house.

Book Bites: Book Reviews (and More!)



***And We Stay* by Jenny Hubbard**

Listening Library, 2014

Audio Download, 353 minutes, \$22.00, 978-0553396256

Also available as Audio CD, 360 minutes, \$45.00, 978-0553396249

Arriving mid year at boarding school in Amherst, Massachusetts—a significant setting for any Emily Dickinson fan—junior Emily Beam tries to keep what brought her so far from home a secret. (The 1990s setting makes this plausible.) Told in alternating storylines, the novel shows Emily bonding with her roommate and finding comfort in Dickinson's poems, while in the flashback chapters, readers learn about her boyfriend's suicide and her recent abortion. As the memories arise and the New England winter becomes ever gloomier, Emily begins to write poems of her own, finding her own voice and her own way forward in the process.

Voice artist Erin Spencer brings the poetry at the heart of this affecting novel to life. The pleasure of hearing the poetry aloud is an excellent reason to recommend the audio version of this title. Fans of Emily Dickinson and budding poets will enjoy the literary play in the novel, but this is a general interest read about one girl's journey through heartache and shame to peace with herself. Recommended for older teens due to mature thematic elements.

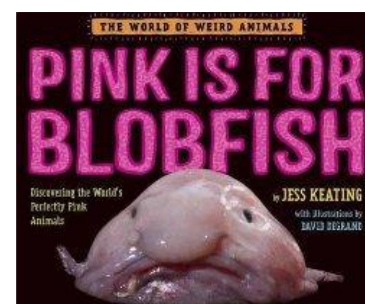
—Jennifer Gravley, NRDA Database Specialist, Columbia Missouri Ecological Services Field Office (U.S. Fish & Wildlife)

***Pink is for Blobfish: Discovering the World's Perfectly Pink Animals* by Jess Keating**

Alfred A. Knopf, 2016

Hardback, \$16.99, 978-0553512274

The blobfish is only one of many pink animals represented in this nonfiction book that melds photography and illustrations to teach children about some of our world's weird, slimy, hairy, scaly, and—of course—pink creatures. Author and zoologist Keating and with cartoonist DeGrand bring both science and humor to this book. A photograph and a cartoon of each animal show kids interesting details, such as where the animal lives or a special characteristic that it has. Facts such as name, species name, size, diet, habitat, and predators and threats are also provided for each animal. A glossary helps explain complex terminology, which can be challenging at times. The book would benefit from having phonetic pronunciations for some of the complicated names and terms used.



This book challenges assumptions that the color pink is only for girls. Boys will be drawn to this book for the bizarre, gross, and slimy things inside and hopefully then rethink presumptions about the color pink. The pictures are bold and striking, and the illustrations are comical. This picture book is appropriate for 6-9 year olds interested in animals.

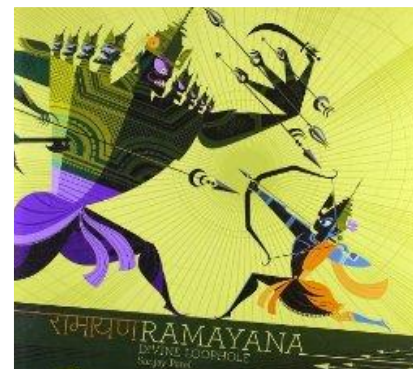
—Jeff D. Corrigan, Oral Historian at the State Historical Society of Missouri (Columbia, MO)

***Ramayana: Divine Loophole* by Sanjay Patel**

Chronicle, 2010

Hardcover, \$29.95, ISBN: 978-0811871075

A long time ago, the demon god Ravana plays a trick and becomes the fearsome ruler of the universe. The conditions he imposes as ruler prohibits gods and demons from ever defeating him, but the god Vishnu points out to the other gods that a human could still defeat him. Vishnu reincarnates himself into the prince Rama, destined to become the champion against Ravana and his terrifying army. He meets plenty of obstacles along the way, and thus the epic *Ramayana* was born.



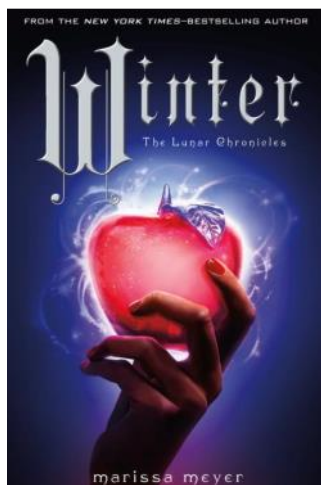
Sanjay Patel, artist for Pixar (his most recent notable work is for the short "Sanjay's Super Team" that precedes the new movie, *The Good Dinosaur*), crafts an astounding rendition of the classic Hindu text. Each event throughout the tale is told in succinct chapters, often limited to only a paragraph or two, while his artwork engulfs most of the page. Patel features Hindu imagery with a folk art feel, but his animation background is evident as well—the crisp, bold shapes and colors update the story. Patel follows the *Ramayana* with a recap on the various beings featured in the story, as well as a visual map of the story in relation to India as a country. This is a great interpretation of the epic story, perfect as an introduction to or refresher on Hindu literature for all ages.

—Lindsay Beckman, Youth Services Manager at Brentwood Public Library (St. Louis, MO)

***Winter (The Lunar Chronicles)* by Marissa Meyer**

Feiwei & Friends, 2015

Hardback, \$22.99, 978-0312642983



In the fourth installment of the Lunar Chronicles, the plot to stop Queen Levana is in full swing. Cinder has “kidnapped” Prince Kai, revealing that she is the lost Princess Selene, the rightful heir of Luna and plans to take her place on the throne to stop her aunt’s cruel reign. With the help of her allies and Queen Levana’s own step daughter, Princess Winter, they hope to garner support from the outer sectors to launch a revolution and bring peace to both Earth and Luna, something that has not existed in many years.

The action-packed finale to the series and the revealing look into Princess Winter’s mind will not disappoint young adult readers. Even though Princess Winter has been in the background in previous books, as the weak and crazy step daughter, Meyer takes the opportunity to portray Winter as a much stronger character, making the conscious decision not to use her Lunar gift. Winter sees how the gift has been used to manipulate the people of Luna and Earth, and chooses to deal with the mental turmoil then hurt others. She pursues the more difficult path and finds solace aiding with Cinder’s rebellion. At times, the exposition was at a standstill, and a few scenes could be cut, but fans of the series will not be disappointed with how their beloved characters’ stories wrap up.

—Taira Meadowcroft, Information Services Librarian, J. Otto Lottes Health Sciences Library

EDITORIAL POLICY

(Updated October 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 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 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 "Digital Watercooler" 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.

MARK YOUR CALENDARS!

Upcoming Events for 2016

DATE	TIME	MEETING	LOCATION
03/04	9:00am	NLA Board Meeting	Lincoln City Libraries, Eiseley Branch (Lincoln, NE)
03/08	10:00am	NLA Advocacy Day	State Capitol (Lincoln, NE)
03/10	10:00am to 1:00pm	Paraprofessional Spring Meeting	Bellevue University (Bellevue, NE)
03/19	All Day	Nebraska School Librarians Day	Chadron State College & Mahoney State Park
04/05 to 04/09	All Day	NLA Bus Trip to PLA	Various Locations
04/15		TSRT/IFRT/NMRT Spring Meeting	Seward Memorial Library (Seward, NE)
04/21 to 04/22		C&U Spring Meeting	Holiday Inn Manhattan (Manhattan, KS)
04/22		PLTS Spring Meeting	Alliance Public Library (Alliance, NE)
4/23		PLTS Spring Meeting	Kearney Public Library (Kearney, NE)
04/24		PLTS Spring Meeting	Columbus Public Library (Columbus, NE)
06/17	9:00am	NLA Board Meeting	Omaha Public Library, Millard Branch (Omaha, NE)
09/09	9:00am	NLA Board Meeting	Lincoln City Libraries, Eiseley Branch (Lincoln, NE)
10/19 to 10/21		NLA/NSLA Annual Conference	Ramada Plaza (Omaha, NE)



Picture This: The New Cochrane-Woods Library

Students lend a hand in relocating materials from the Rachel Ann Lucas Library to the new Cochrane-Woods Library on the Nebraska Wesleyan University campus in February 1970, 46 years ago this month. The university was founded in 1887 by Nebraska Methodists and resides in Lincoln, Nebraska. *Nebraska Libraries* would like to thank the Cochrane-Woods Library and the [Nebraska Memories](#) project for making this photograph publicly accessible online.

Photo courtesy of Cochrane-Woods Library, Nebraska Wesleyan University. Used with permission.