REPORTER

ILLINOIS LIBRARY ASSOCIATION

FEBRUARY 2010 | VOLUME XXVIII ISSUE 1

The Illinois Library Association Reporter

is a forum for those who are improving and reinventing Illinois libraries, with articles that seek to: explore new ideas and practices from all types of libraries and library systems; examine the challenges facing the profession; and inform the library community and its supporters with news and comment about important issues. The *ILA Reporter* is produced and circulated with the purpose of enhancing and supporting the value of libraries, which provide free and equal access to information. This access is essential for an open democratic society, an informed electorate, and the advancement of knowledge for all people.

ON THE COVER

Morris Library at Southern Illinois University Carbondale
Photography by Greg Wendt.

The Illinois Library Association is the voice for Illinois libraries and the millions who depend on them. It provides leadership for the development, promotion, and improvement of library services in Illinois and for the library community in order to enhance learning and ensure access to information for all. It is the eighth oldest library association in the world and the third largest state association in the United States, with members in academic, public, school, government, and special libraries. Its 3,000 members are primarily librarians and library staff, but also trustees, publishers, and other supporters.

The Illinois Library Association has three full-time staff members. It is governed by a sixteen-member executive board, made up of elected officers. The association employs the services of Kolkmeier Consulting for legislative advocacy. ILA is a 501(c)(3) charitable and educational organization.

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See ILA calendar for submission deadlines for the *ILA Reporter.* Copy should be submitted by e-mail to ila@ila.org. Copy may also be submitted on disk or faxed to (312) 644-1899. You are encouraged to include digital or film photos (black/white or color) and graphics (on disk or camera-ready) with your articles, which will be included on a space-available basis.

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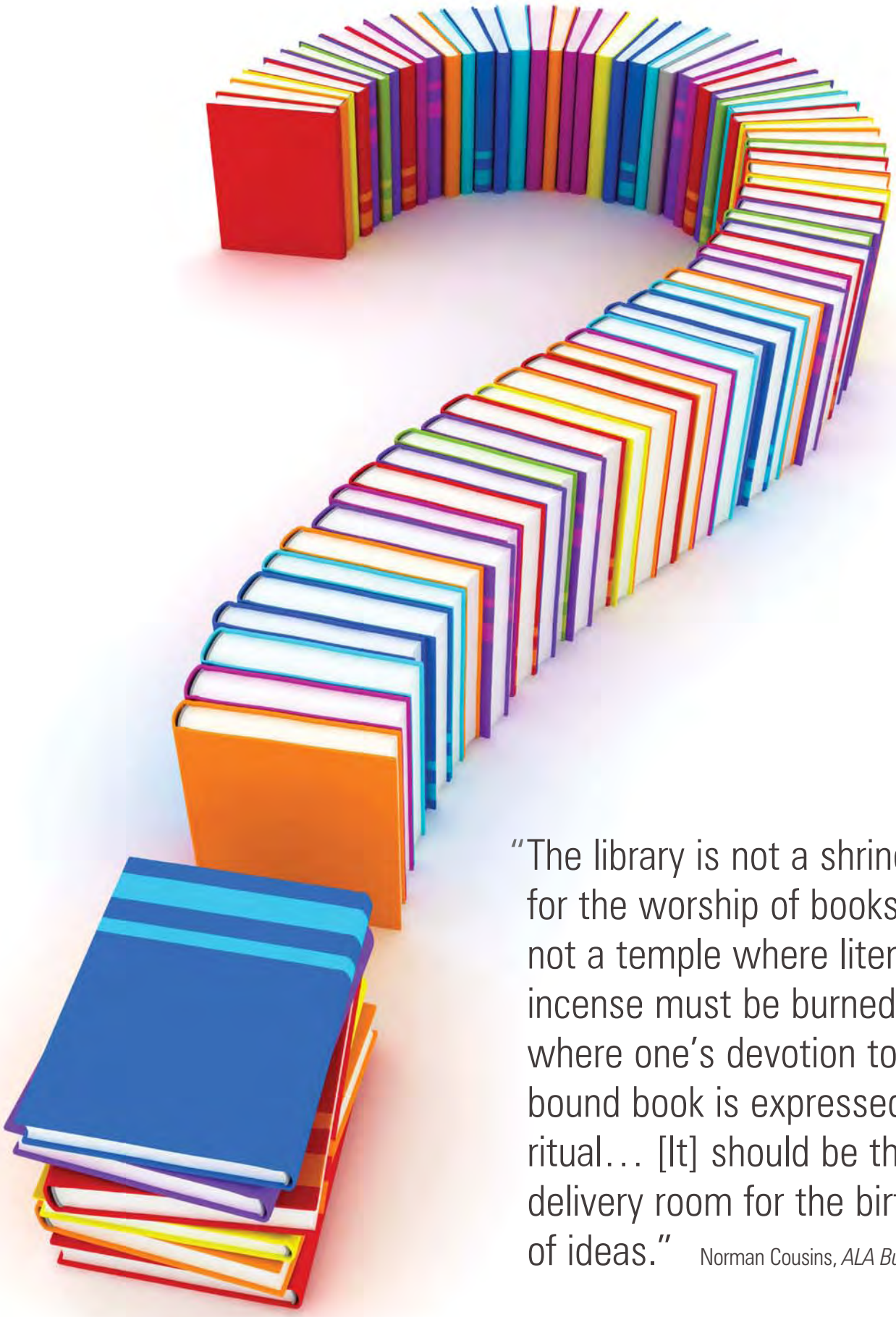

"The library is not a shrine for the worship of books… not a temple where literary incense must be burned or where one's devotion to the bound book is expressed in ritual… [It] should be the delivery room for the birth of ideas." Norman Cousins, *ALA Bulletin*

Bringing the Outside In … and the Inside Out *will be the* ILA Reporter *lead articles for 2010.*

As society experiences changes in technology, communication and community, and the economy, librarians are re-examining how, when, where, and to whom they offer services. From education to advocacy, marketing to materials, topics will cover a range of issues important to libraries today.

"How are libraries defining and re-defining their role and mission in their communities?" The February issue explores this question and the overall theme with Melissa Henderson's article discussing the priorities of buildings, materials, and people; Christopher Stewart's sidebars comparing distance learning opportunities at public and private colleges; three new Illinois library buildings celebrating the physical manifestations of their mission; and finally, the My Turn column by Jane Chamberlain on being a librarian who doesn't work in a library.

This series of articles in the 2010 ILA Reporter *aims to highlight efforts of the bricks-and-mortar libraries in our communities, businesses, and schools, to adapt to the ever-increasing virtual demands of our society and the evolving ways in which we are learning, communicating, and seeking information.*

Melissa Henderson, Glencoe Public Library

Buildings – Books – Bodies: Which Is the Library?

In the course of their studies, most librarians encounter Ranganathan's *Five Laws of Library Science.* While the laws make mention of materials, people, and service, there is no mention of the physical structure of the library. Published more than seventy-five years ago, the five laws remain relevant. Confronted by rapid developments in technology, shifts in social connection, and instability in the economy, libraries face increasing challenges and opportunities to transform the materials and services on offer and, especially, to be the "growing organism" referenced in Ranganathan's fifth law.

Before librarians can help the organism to grow effectively, they must determine what roles their communities need them to serve, what they will grow into. This process can take a library to the very core of its services, in which stakeholders consider the primary role the library plays. Is the library a physical space in which the community gathers, a collection of materials, or a selection of tangible and/or virtual services? Most are a combination of all three, but finding the right balance is critical.

Libraries face the challenge of being an open and public building that provides a popular space for an essentially private act, sustained reading and research.

[continued on page 6]

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Libraries are also seen as safe and friendly spaces to gather; children's departments often play host to informal gatherings and the first folks in the doors at many libraries are seniors who come to read the newspapers and connect with one another. Libraries are by definition "the third place," a term coined by sociologist Ray Oldenburg. Distinct from home, the first place, or work, the second place, the third place is a space for "regular, voluntary, informal…gatherings beyond the realm of home or work."

While Oldenburg doesn't recognize the library as the quintessential third space, most libraries do fill that role better than other organizations in the community. Other spaces in the community — coffee shops, recreation centers, etc. — are set up to serve in the third space role, offering a place to gather informally, often with reading material and meeting space. They encourage regular visits on a voluntary and usually informal basis.

The obstacle with coffee shops and similar settings is that they are privately owned. Even some park districts require membership or residency to access. They are actually private spaces, not public. Malls are privately owned, encourage spending, and do not have the same type of familiar faces. Gathering in these spaces can become expensive, limiting their use to those who can afford to pay. As we have seen recently, the use of libraries has increased dramatically during these constrained economic times, largely because of the freely available resources, both physical and virtual.

"To those with ears to hear, libraries are really very noisy places. On their shelves, we hear the captured voices of the centuries-old conversation that makes up our civilization." Timothy S. Healy, *The Bookmark*

On his Web site, *Project for Public Spaces,* Oldenburg notes that "suburbia cries for the means for people to gather easily, inexpensively, regularly, and pleasurably — a 'place on the corner,' real life alternatives to television....The character of a third place is determined most of all by its regular clientele and is marked by a playful mood, which contrasts with people's more serious involvement in other spheres."

The contrast between the "playful mood" and "more serious involvement" introduces one of the challenges faced by libraries; how the "third space" role is affecting the atmosphere of the public library. It is no longer solely a space for quiet reflection; the library is now a space for collaboration, communication, connection — all of which creates noise. When patrons walk into many libraries, they often first encounter noise from a programming space (e.g., gaming in the library, musical performances, meetings) or patrons talking informally. At school, students are encouraged to work collaboratively and that style/practice comes into the library. Finally, we all seem permanently connected to our telephones; people expect to be able to converse as needed.

Library staff are managing space that is used by patrons for a diverse range of purposes. They must reconcile the needs of those who want both quiet and collaborative spaces; placate patrons who want to talk on their phones or communicate with friends; accommodate those who are looking for a reflective space to read and research; and finally, respond to the patron seeking the experience of the quiet library, just like "the good old days."

Warren-Newport Public Library in Gurnee has reconciled these tensions in their new building program; director Stephen Bero explains that "the more playful activities will flourish and the most reflective will be protected." The current quiet reading room and other spaces are preserved and enhanced through the addition of small group study rooms. Materials that are more popular will be moved into an area that allows for more activity, a "higher level of vibration."

Bero notes that the library building is "a conglomeration of instruments. It is how we deliver our services. The building is an orchestra — different instruments with different timbres and moods. The challenge and fulfillment is to create places that naturally attract certain activities to harmonize within the building."

The Gail Borden Public Library offers a somewhat different focus in their new branch, the first built in the 135-year history of the library. Not designed as a community center, the Rakow Branch (see pp. 16–17) was developed with patrons' access to materials in mind. Commenting, "the highest cost in any budget is staff," Director Carole Medal explained that the branch focuses on self-service that is "easy and intuitive for patrons."

Popular materials are the focus of the Rakow Branch; one special feature is an automated DVD dispenser, available outside of the library building 24/7. Branch DVDs are only available through the dispenser, which Medal indicated is a solution to the library's need to serve a large population without additional security cost and adding bodies in a small building. Patrons can reserve DVDs online, come to the dispenser, insert their library card, and their discs pop out. The branch also utilizes RFID, self-check machines and an automated mini-sorter with self-inducted check-in. Skype is available as needed for reference assistance from the main library. Medal notes that, "However a library delivers service, it is always about the customer. It was challenging to open a branch facility in daunting economic times. Utilizing appropriate technology and training at the Rakow Branch enabled us to optimize the customer experience. Everything is easy to use and customer service is the top priority for our cross-trained staff."

On the other side of the service spectrum is the Glencoe Public Library, where director Peggy Hamil observes, "most interaction is personal; we are a 'first name' community and the library reflects that value with individualized attention wherever possible." In a community of less than 9,000, the Glencoe Public Library is small

enough to monitor closely the interests of a highly educated, very responsive population. The library carefully maintains a balance of focus among community gathering spaces — that third space; a source for materials and information; and an important physical identity within the village.

Glencoe Library's centennial celebrations highlight the balanced role the library plays in the community. For some Glencoe patrons the building is an important symbol of the community, so in preparing the one hundredth anniversary printed history, Hamil recognized that the cover image had to be the library building. During the same time, programming offered by the library and other community groups on the history of Glencoe drew record crowds. And materials circulation and readers advisory service have grown steadily over the course of the centenary year. Hamil notes that this balance is maintained on an ongoing basis; the library "can't go too far astray," according to Hamil because staff and patrons would "feel the balance shift" right away.

Last October, *Chicago Tribune* reporter Julia Keller wrote an article on Chicago Public Library (CPL) Commissioner Mary Dempsey, with high praise for the library with a special focus on the buildings, writing, "Branch libraries, placed lovingly in Chicago neighborhoods like keepsake flowers pressed between the pages of a book, are Dempsey's special pride." Keller went on to state that "forty-three branches have been built or improved during Dempsey's tenure and…construction begins on four new full-service branches being converted from storefront libraries."

One might think the physical space, the buildings, drive the priorities at CPL; however, the reality is different. At the 2003 Scholars in Residence program offered by CPL, Eleanor "Joey" Rodger, then president of the Urban Libraries Council, spoke about the commissioner, stating that Mary Dempsey is "in the Chicago business" — in other words, Dempsey's goal was to provide not just outstanding library service, but library service that was especially targeted and focused to the needs of Chicago. The consideration was what the library brought to the table of services offered to the citizens of Chicago.

Six years later, a recent conversation with Brenda McGlohon, assistant commissioner, neighborhood services, confirms that the people of Chicago still come first. McGlohon states, "Especially given the diverse neighborhoods, of which we are so proud, Chicago Public Library considers people first — both patrons and staff." McGlohon did not minimize the importance of space or materials; however, the people again seemed at the center of the process. She notes, "We pride ourselves in making sure that we have spaces that are inviting and safe. It's important that people want to go to neighborhood branches to enjoy the rich services CPL offers." She also noted that materials are key, "especially given the importance staff place on developing our collections in all formats."

Academic libraries have been focusing on balance between physical spaces and services, particularly virtual, as more distance learning programs have come online (see the following article by Christopher Stewart). Susan Searing, University of Illinois LIS librarian, and colleague Sandy Wolf are developing a new model of service combining a physical presence with a "robust virtual LIS library" online. This model grew out of the diverse nature of LIS study, resulting in faculty using a variety of collections, as well as the successful online MLS degree program that has been in place for more than a decade. While e-resources were necessary for distance learning students, they were greatly appreciated — and well used — by the on-campus students, too.

Searing explained that visits to the library and in-person reference transactions have declined, "People have enormous love for physical libraries, which symbolize many positive things…but the numbers don't lie. The physical LIS library was increasingly less important to our users." However, the services of the professional librarians remain important to the community. While the university considered the future role and presence of the separate LIS library, many members of the community declared, "I can live with the books being dispersed, as long as I have access to knowledgeable librarians who can help and who care about my needs." In addition to the patron-initiated interaction, Searing herself makes a concerted effort to connect to the community, with a focus on offering lectures at introductory courses and connecting to new students and faculty. Another way in which Searing connects with her patrons is by spending a number of hours each week "embedded" in the GSLIS building. This practice brings the librarian into closer contact with her community than even when there was a separate LIS library.

At the University Center in Grayslake, librarian Betsy Bartholomew also makes an effort to connect librarians to students and faculty and to facilitate connections between members of the community to one another. "In this multi-institution setting, I think the library draws students and faculty to a central physical location in the building. From there, they meet me, talk about their projects and interests, and I give them networking contacts." In other words, the physical place plays a role, but the personal connection of the librarian to a variety of people across the University Center population is an asset.

Archibald MacLeish, Librarian of Congress and Pulitzer Prize winning poet, stated, "What is more important in a library than anything else — than everything else — is the fact that it exists." In 1972, when MacLeish wrote these words, he may have been thinking about tangibles: buildings or materials or both. Today, the library exists in different forms and formats, depending on the needs and interests of the community it serves. To continue to exist, libraries must grow and transform the spaces and services according to the needs of the community. The balance between physical space, staff roles and access, and material selection and availability must be maintained. ILA

Christopher Stewart, Illinois Institute of Technology

An Overview of Distance Learning at Illinois Colleges and Universities

This study identifies distance learning programs and related library services among members of the Consortium of Academic and Research Libraries in Illinois (CARLI). There are 153 institutions in CARLI, 146 of which are post-secondary institutions and comprised the population for this study. Distance learning programs were identified by first consulting two major online resources: U.S. News & World Report Online Education Directory* and Peterson's Guide to Online Degrees and Distance Education Programs.** Remaining distance learning programs were discovered by separately exploring institutional Web sites. Library services for distance learning were identified by exploring each institution's library homepage and other online resources at the college/university that are aimed specifically at distance learners.

RESULTS HIGHLIGHTS

Sixty percent (88 institutions) of CARLI post-secondary institutions offer some form of distance learning.

Community colleges comprise the largest percent of CARLI institutions offering distance learning. Many of these institutions offer full online programs of study for associate degrees as well as certificates.

All five of the research universities in CARLI that offer distance learning programs offer online degree programs.

As most of the distance learning programs required enrollment and registration at the host institution, access to library online resources such as data bases and journals was assumed.

In general, library services for distance learning programs are not well articulated. Only 20 percent of the institutions offering distance learning provide easily discoverable library informational resources aimed specifically at distance learners.

A relatively small number of libraries (9) offer book delivery to the student's home, mainly for students residing outside of Illinois. In general, students pay return shipping. Students residing in Illinois and attending an I-Share institution are instructed to use their nearest I-Share library for picking up books ordered via interlibrary loan.

Distance Learning at Illinois Colleges and Universities*

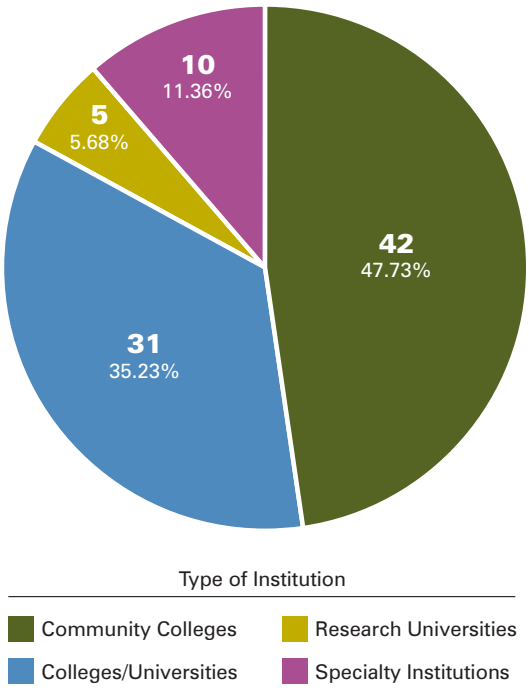
	Number of Institutions	Percent of CARLI Academic Institutions (N=146)
Distance Learning Not Offered	58	40%
Offer Distance Learning Programs	88	60%
Total	146	100%

*Includes all post-secondary institutions (community colleges, four-year colleges and universities, and specialty institutions) with distance learning programs in the Consortium of Academic and Research Libraries in Illinois (CARLI). Distance learning includes degree and non-degree programs.

Library Resources at CARLI Institutions with Distance Learning Programs (N=88)

	Number of Institutions
Online Guides for Distance Learners (e.g., Web page/LibGuides)	18 (20%)
Remote Access to Electronic Resources	88 (100%)
Book Delivery to Student's Home	9 (10%)

Distance Learning at Illinois Colleges and Universities*



*http://www.usnews.com/sections/education/online-education/index.html
**http://www.petersons.com/distancelearning/

THE
HAYNER
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This is the thirteenth in a series of articles highlighting new library buildings or additions. Each year we feature noteworthy academic, school, special, or public libraries whose innovative concepts merit attention.

Please send suggestions for future library features to ILA, 33 W. Grand Ave., Suite 301, Chicago, IL 60654; phone: (312) 644-1896; fax: (312) 644-1899; e-mail: doyle@ila.org.

Jeffrey A. Owens, Hayner Public Library District

Hayner Public Library

The original Hayner Library was built in Alton, Illinois, by entrepreneur John E. Hayner as a memorial to his wife, Jennie, in 1890. By the 1970s the beautiful "Old English" Gothic style library had outgrown its space, and an additional 10,600 square-foot facility was opened in downtown Alton, to be known as the Hayner Main Library. The original building became the Hayner Youth Library.

In 1972 a referendum was approved establishing Hayner Library as The Hayner Public Library District to serve the three adjacent communities of Alton, Godfrey, and Foster Township. To accommodate the growth of the library's user population, library planners began looking for a third location that would best serve all three communities. To that end, in 1985, a 2,700-square-foot Hayner Branch Library was opened in the Alton Square Mall. The mall library provided a centralized location serving all three communities, extensive parking, and expanded service options for library patrons and mall shoppers alike. Hayner Library was the first in Illinois and the second in the country to open a mall-based facility.

The popularity of the mall branch was instantaneous. Circulation zoomed, requiring expansion of the mall library to 6,000 square feet in 1998. Cardholder numbers, circulation, material collections, programs, and services grew dramatically at all Hayner locations with the monthly circulation of materials at the Hayner Branch facility surpassing both downtown Alton library facilities. In 2007, following two space needs studies and a detailed five-year plan developed by library staff and community leaders, the library board committed to investigate further space expansion. After a thorough investigation of facility alternatives, the board voted to enter into an agreement with Coyote Management, mall owner, to move and again expand the library branch in the mall. Taking the footprint of six contiguous storefronts, library space grew from 6,000 square feet to more than 18,000.

The grand opening of the new Hayner Library at Alton Square Mall occurred on a beautiful spring day in March 2009. Local dignitaries attending the grand opening events included the library board members, mayors of the three district-served communities, Senator William Haine, and Illinois Secretary of State and State Librarian Jesse White. The public turned out en masse to enjoy the opening remarks and the riveting performance of the Jesse White Tumbling Teams. Amidst a shower of falling balloons the library doors opened and people poured in, eager to check out their new library.

The crowd was delighted with what they found. Through the impressive entryway is the main customer service desk where library staff members are available to check out materials, or patrons can use the self-checkout stations located there.

Near the desk is the Bob Graul Gallery for patron access to electronic (digitized) copies of the thousands of photographs Graul published over his forty-year career working for *The Telegraph,* the area's oldest local newspaper. Directly across from the library entrance is "KidsSpace," a colorful children's library with books, games, DVDs, eight computers with age-appropriate software, and lots of space for story times and activities. Short stacks in the children's area allow easy material access for young hands, and half-glass walls provide reassuring visibility for parents and caregivers.

Beyond the children's library is a multipurpose room that can be used for activities and programs for all ages, furnished with reconfigurable tables and chairs. This room includes an overhead projector integrated with a state-of-the-art SMART Board and sound system.

Back in the main body of the library, the first set of stacks includes CDs, DVDs, magazines, newspapers, and inviting, comfortable seating arrangements for reading the morning paper or other materials. The rest of the stacks are dedicated to fiction, nonfiction, large print, and reference materials, including a specific section for the small business owner.

Eighteen computers are available for general public use as well as a Wi-Fi cafe where patrons can use the library's wireless connection with either their own laptops or one of the library's circulating laptops. At the north end of the library is the reference desk, staffed by two full-time reference librarians. Also in this area are two enclosed study rooms to accommodate students, homeschoolers, exam takers and proctors, or anyone needing a quiet, private work space. Copier and fax services are also available for the public's use.

Adjoining the study rooms is "TeenSpace." This part of the library is set aside for teen/young adult materials, computers, and seating. The collection of materials includes fiction and nonfiction, graphic novels, magazines, CDs, DVDs, and CD-ROMs, all geared to the interests and needs of our teenage patrons. There is also a bank of twelve computers set aside specifically for teen use. This area was laid out to create a sense of "clubbiness" and privacy for teen patrons.

Throughout the facility are a number of well-lit study tables for independent study; lots of comfortable seating for reading, study, and Wi-Fi connection; and computers dedicated to direct access of the online card catalogs. Signage throughout the library is more like that in a retail store than cryptic library coding.

Library security systems include RFID collection security and digital surveillance cameras.

The Hayner Library at Alton Square Mall currently houses more than 110,000 items for circulation and 250 newspaper and periodical subscriptions and provides 39 online reference databases. Since opening in March 2009, the library in the mall has shown an increase in circulating items of 46 percent; and of all circulating items, 46 percent are checked out through the self-check stations. The number of patrons walking through the library doors has increased by 17 percent, and new library card registrations at the mall are up by 50 percent.

These figures, along with anecdotal evidence, are convincing testimony of Hayner patrons' enthusiasm for the new facility. The accessibility, convenience, plethora of services, collection excellence, and, not least, the beauty of the newest gem in the Hayner district are powerful draws making this mall-based library a resounding success.

Fast Facts

Building:	18,056 square feet
Project Costs:	$1,300,000
Seating:	General Public: 54, TeenSpace: 10, KidsSpace: 17, Multipurpose Room: up to 54, maximum
Collections:	109,683
Computers:	General Public: 18, TeenSpace: 12, KidsSpace: 8, dedicated card catalog: 9; dedicated photographic archives: 1
Hours:	81 per week
Staff:	Full time: 20, Part time: 22
Architect:	PSA-Dewberry/BCA
Engineers:	KJWW
Interiors:	PSA-Dewberry/BCA
Construction:	Jun Construction
Web site:	www.haynerlibrary.org

Gordon Pruett, Southern Illinois University Carbondale

Morris Library at Southern Illinois University Carbondale

Benefitting from a recent $48 million renovation, Morris Library is the main library for Southern Illinois University Carbondale (SIUC). Patrons have access to the statewide automated system and to a comprehensive array of databases and other electronic data files. As the campus crossroads for accessing academic information and developing collaborative academic technology projects, the library provides a wide range of services, including reference assistance, instructional and technical support, distance learning, geographic information systems (GIS), and multimedia courseware development.

A concern for Library Affairs Dean David Carlson was that after years of renovation, students and patrons might not return to Morris Library in the same numbers as previously. Those fears have proven unwarranted, the building now bursting with activity. In a recent address to the Friends of Morris Library, Carlson said, "At 9:00 A.M., just ninety minutes after opening, it is hard to find an available computer in the Information Commons, and we have had to expand the smaller computer lab on the third floor as overflow."

In a recent interview in Morris Library's newsletter, *Cornerstone,* Kevin Huse, the principal design architect with Woollen, Molzan and Partners (WMP), provided some rare insights on his vision for the renovation. WMP also specializes in the design of performing art centers, museums, churches, and correctional facilities.

What are the unique demands of designing libraries?

Kevin Huse: The most unique demand of designing libraries, in comparison to other academic facilities, is creating an environment that is flexible enough to meet the evolving program requirements of the library. What we once knew as a storehouse of printed material is now becoming the technological and cultural hub of the campus. No other building is changing as rapidly; and, because it is rare for any construction project to take less than two years from planning to occupancy, any design has to plan for these changes.

What are the design secrets for creating a comfortable study environment in a university library?

KH: Variety. One size does not fit all, whether you are talking about study habits or furniture. Every library should provide places for individual study as well as group collaborative study. Seating should be hard and soft, wood and leather, firm and rocking to allow for activities and bodies of all types. Bright and dark spaces with individual control over task lighting can provide students with additional variety and choice whether reading or working on their laptop.

What are the design secrets for creating an efficient public area in a university library?

KH: The guiding premise is to always remember the user in every design decision. It's great if a design wins awards and gets published in magazines. But, if the student doesn't use the building, the design isn't a success. University libraries are about disseminating knowledge and undergirding research. Creating an environment that encourages, rather than inhibits, learning is the primary goal. This generation learns differently than my generation and the generation of most professors. It isn't about one-on-one anymore. Students want to be together around technology. Many students find it difficult to concentrate in the traditional reading room setting — they need to have the buzz of activity around them. If they can't find this in the library, they will find it elsewhere. The entire library — and, especially, the public areas — should support collaboration.

Have design elements for Morris been tried and tested in other university libraries of your design? Which ones?

KH: WMP has been designing libraries for forty years. Personally, my focus has been library design for more than twenty years. Each library has been a unique building, with its own unique staff and focus. Some of the changes incorporated in the new Morris are administrative, such as

centralized reference. Other features have proved extremely successful in other libraries including many more group study rooms; an information commons adjacent to the reference desk; and a more open social commons located in the building, but outside the library zone, possibly including a coffee counter. This will help make the library a place to meet and interact as well as a place for research and study. Many of these same functions can be seen at the new Rice Library at the University of Southern Indiana and the renovated Park Library at Central Michigan University. Both of these have proven to be extremely well received by students, administration, and visitors.

How will the library of the future differ from those of the past?

KH: I wish I had a crystal ball and could answer this one with certainty. Ten, even five, years ago everyone thought the "library of the future" would be a virtual one — books would be gone and the need for the built environment would be no more. But, I don't see that in the future; although I see the library becoming a greater hub for technology research. Copyright issues will continue to get in the way of eliminating the printed copy and I don't see society putting aside the chance to curl up in a comfy chair with a good book. I do, however, anticipate a louder environment. While we design group study rooms now for collaboration, I foresee the entire library becoming the collaborative space and the former group study rooms becoming "quiet" spaces.

With wide access to digital information on the rise, it is logical to think that the printed document, while not eliminated, will be accessed less frequently. In ten to twenty years, it is conceivable to think that libraries will no longer gauge their size by "volumes" but rather by a new measurement of "access" to information. As this becomes more evident, storage of volumes will change — driving a more compact approach. As these stacks take less space, I believe a cultural phenomenon will take over; art galleries with revolving exhibits, reception spaces for large campus cultural gatherings, archival areas becoming museum-quality exhibit areas — I see all of these increasing. In a way, the library is a metaphor for the physical campus: if one becomes completely virtual, can the other be far behind? I believe the social aspect of our society will keep both around indefinitely.

Fast Facts

Building:	322,673 square feet
Project Costs:	$48 million
Seating:	1,536 public seats (classrooms, coffee house, and auditorium)
Collections:	Morris Library holds 2.8 million books, 3.6 microform units, 312,153 government documents, and receives 43,666 serials. The Special Collections Research Center holds 82,395 rare books and 26,800 linear feet of manuscripts and archives.
Computers:	153 public workstations
Hours:	106.5 per week
Staff:	29 faculty, 8 administrative professionals, 65 civil servants, and 110 student workers
Architect:	PSA-Dewberry
Associate Architect:	Woollen, Molzan and Partners
Library Design Architect:	Woollen, Molzan and Partners
Landscape Architect:	PSA-Dewberry
Structural Engineer:	PSA-Dewberry
Mechanical Engineer:	Henneman Raufeisen
Civil Engineer:	PSA-Dewberry
Interiors:	Woollen, Molzan and Partners
Construtions:	River City Construction
Web site:	http://www.lib.siu.edu

Karen Maki and Denise Raleigh, Gail Bordon Public Library District

Gail Borden Public Library District Rakow Branch

It may have taken 135 years for Gail Borden Public Library District to add its first new service outlet, but there is not much that suggests "the past" at the Rakow Branch. Conceived and developed as a model for library services now and in the future, it embraces a variety of new technologies. Located adjacent to a wetland on Elgin's Far West side, it features a collection of popular materials, a computer café, Zen gardens, and a "living room" with a fireplace. The Rakow Branch has earned LEED Gold certification, a benchmark for the design, construction, and operation of high performance green buildings. Green elements of the branch include:

- A geothermal well system (fifteen wells, each 450 feet deep) that utilizes the earth's constant temperatures to save energy in heating or cooling;
- A high albedo roof, i.e., one coated in reflective materials to lower absorption of solar energy and reduce surface temperatures;
- Solar orientation, with a focus on blending natural light with sensor-controlled artificial lighting;
- Extended sunscreens on the exterior of the building, controlling natural light;
- Drought-resistant native plants and grasses, combined with storm water management, to eliminate the need to irrigate gardens surrounding the building;
- Materials with low VOC (volatile organic compounds) to improve indoor air quality;
- Extensive use of bamboo throughout the building, a rapidly-renewable resource; and
- Neighbor-friendly lighting in the parking lot which focuses light downward.

Innovation and technology created self-service elements and efficiencies that enabled the library district to construct this branch under tough economic conditions. With minimal staff that is cross-trained and customer service-oriented, the branch utilizes RFID, self-check machines, a mini-sorter with self-inducted check-in, and an external DVD dispenser that operates 24/7. Skype is available as needed for reference assistance from the main library.

Empowering the customer, the branch uses the bookstore merchandising model with the collection displayed face-out in browsing categories, featuring subjects like "Vrroom! Vrroom!", where children will find books about planes, trains, and automobiles. For adults, "Legal…Ease" features books about law; "Dates and Mates" holds books about relationships. In a typical section, the top two rows are shelved face-out; the bottom three shelves are shelved spine-out in the traditional manner.

Not stationed at a customary service desk, staff members are out on the floor, meeting customers and providing assistance. They continually pull materials from the bottom shelves to fill in gaps on the face-out shelves. With high circulation, this task is done frequently.

The drive-up window and the DVD dispenser are very popular services for today's busy customers. Service at the window is available during all open hours; the dispenser is available 24/7 — and checkouts indicate it is in use at all hours of the day, including the wee hours of the morning.

Multi-talented librarian Margaret Peebles, branch manager, says, "I love this atmosphere. People are excited that we are open and they love how easy it is to use. One of our staff members changes the design in the Zen gardens fairly often, creating new art for all to enjoy on a vista that includes these beautiful wetlands. However, we must admit, we're not all about the beauty. Circulation is shooting upward and the 24-hour DVD dispenser is in constant use," said Peebles.

Fast Facts

Building:	10,000 square feet
Project Costs:	$4,656,620
Seating:	75
Collections:	20,085 books; 4,801 nonbook
Computers:	24
Hours:	46 per week
Staff:	5.8
Architect:	Engberg Anderson Design Partnership
Engineers:	Hennemen Engineering
Interiors:	Engberg Anderson Design Partnership
Construction:	Shales McNutt Construction (SMC)
Web site:	www.gailborden.info

Elmer Jacobs

Chris Watkins, Illinois Library Association

Trove of Treasures: The Newberry Library 1887 to the Present

This is the first in a series of articles showcasing "treasures" in the collections of Illinois libraries, both new acquisitions and long-held pieces. Though one might imagine these books, manuscripts, and other printed items tucked away from view, they are shared with the public in reading rooms, through exhibitions, digitization, and both traditional and electronic publishing. If your library has something to share, let us know as we tour special collections around the state in the pages of this year's ILA Reporter.

Chicago's landmark water tower, pictured on the left in a 1951 illustration by Elmer Jacobs, dates from 1869, one year after the death of Chicago businessman Walter Loomis Newberry. Part of the magic of library collections is that they preserve, collect, and connect the people whose lives never quite intersect but are part of a common fabric.

Newberry wanted Chicago to have a public library and left more than two million dollars — half of his estate — to create one. The city decided to create a library of its own at about the same time, so Newberry's library was free to become what the trustees dubbed a "library for scholars and people desiring to make careful researches." Since 1887 the Newberry Library has been just that, open to anyone over the age of sixteen conducting research on one of the library's subject areas, which are concentrated in history and the humanities.

Elmer Jacobs was a freelance illustrator and designer from the 1920's through the 1970s who worked for the *Chicago Tribune,* Rand McNally, and others. His lithograph of the water tower dates from 1951, and was donated to the Newberry Library along with his personal papers and other pieces of his work.

The Newberry's collections comprise 1.5 million books, five million manuscript pages, more than 500,000 maps, and extensive holdings of prints, drawings, ephemera, music, and other printed items. When one thinks of library "treasures," rare books come to mind, such as a copy of Shakespeare's works or the Bible, a first edition by a famous author, or maybe a manuscript in an author's own hand. In fact, the richest library holdings include many nonbook items — the common element has been works on paper, but binding has always been optional.

While future treasures may be digital in origin, past and present ones are becoming increasingly available in digital formats. A compelling example is what once would have been a scholarly book by one of the Newberry's curators, recently published as a fully-illustrated blog. Paul F. Gehl, custodian of the John M. Wing Foundation on the History of Printing at the Newberry, recently launched *Humanism for Sale: Making and Marketing Schoolbooks in Italy, 1450-1650* as an online publication at www.humanismforsale.org/text.

[continued on page 20]

[continued from page 19]

Terence. *Commedies.* Venice, 1526

Paul Gehl's *Humanism for Sale* describes a variety of Renaissance design and marketing problems. As smaller page sizes became popular in the sixteenth century, printers like Alessandro Paganino (who created this page in 1526) faced new design problems in reusing illustrations from earlier, larger editions. Paganino rearranged small images of scenes in this play by Terence into a full-page woodcut with two frames in each of four rows. This scheme created a handsome page to act as a frontispiece for each of the plays. These "comic strips" were more decorative than useful, but they did fit the format nicely and relieved the overall effect of the crowded text pages.

Claudius Ptolemaeus, Geographia (Basel, 1540)
Vault Baskes G 1005 1540

Far from a hands-off collection, the blog presents facsimiles from the Newberry's extensive collections of fifteenth and sixteenth century books and manuscripts to a far wider audience than might otherwise have access. The format also allows comments from readers, creating a forum for discussion, revision, and further research. For example, discussion of a comic-strip style illustration in a 1526 volume (pictured at left) touches on rearranging the panels in different formats to fit different page sizes, much as designers over time have reformatted from broadsides to tabloids to computer screens.

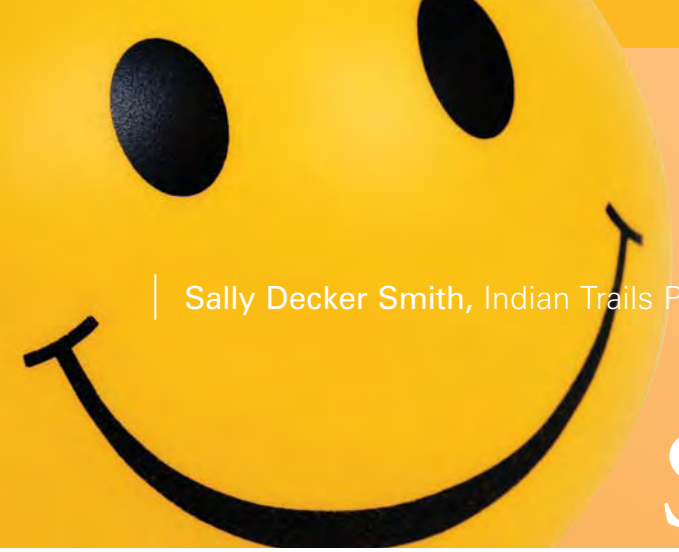
Some recent acquisitions featured on the Newberry's Web site, www.newberry.org, display not only images but also commentary from librarians to introduce the items to the public and place them in context. Two examples include an unusual version of a 1540 classic map and a drawing to honor Franco-American relations in 1918. Chicagoans Roger Baskes, who donated the Ptolemy map, and Frances Shaw and Susan Moon, who donated the Velisle drawing, join the ranks of Newberry, Jacobs, and the many other players in the stories that are collected in the Newberry's holdings.

- The Newberry already owned two copies of the 1540 Sebastian Münster edition of Ptolemy's Geography, but in the way of books in the handprinted era, there were slight differences between them. This third "copy" differs markedly from the other two. For one thing, it contains just the maps and not the Ptolemaic tables and text. Then, the maps were bound "broadside," whereas typical copies of this book have folded maps. Furthermore, it has a distinguished provenance that includes Baron Anselm Salomon von Rothschild (1803–1874). And finally, the maps were splendidly colored by hand and highlighted in gold in the sixteenth century. The total effect is worthy of a volume once held in the library of the founder of the Vienna branch of one of the great banking dynasties of the nineteenth century.

- Nine-year-old Françoise de Velisle presented her drawing |to American Expeditionary Force officer Clay Judson at July 4th celebrations in a nearby French town. Judson enclosed it in a letter about the festivities to his mother, Alice Clay Judson of Chicago, noting: "Yesterday we had one of the most touching celebrations I've ever witnessed. France literally opened her arms to America — and this was shown not only by official actions but by the individuals." The letter and drawing are part of a major addition to the library's Clay Judson Papers. They contain Judson's World War I correspondence, firsthand reports on the Russian Revolution by his diplomat father William Voorhees Judson, an album of Clay Judson's Panama Canal construction photographs, and a childhood scrapbook containing an 1839 letter from his ancestor Henry Clay.

Françoise de Velisle. "Vive la France et l'Amerique." Colored pencil and ink drawing depicting friendship between France and the United States, July 4, 1918./Clay Judson Papers — Additions

Vive la France et l'Amérique



Sally Decker Smith, Indian Trails Public Library District, Wheeling

Sally in Libraryland

My "Happy File" pretty much exploded when I pulled something else out of a filing cabinet, and my first reaction was irritation that I had one more thing to clean up during a week that had far too many things already. Too many problems, too many deadlines. So I shoveled the whole unwieldy pile into a handy tote bag, and took it home at the end of the day to sort on my living room floor.

I would gladly credit the person who gave me the idea of keeping this file, if I could remember who it was. I began keeping it a dozen plus years ago — in fact, the earliest document in it was my appointment letter for the position of head of adult services, which had pretty much been my career goal since library school. I quickly realized that the challenges and stresses in the position would require occasional perspective restoring, lest I get overwhelmed by them and lose sight of why I wanted that job in the first place. So I started dropping things into the file as they came along: e-mails, notes, cards — anything positive that came my way, whether from my boss, my staff, patrons, or anyone else with whom I interacted. Once in a great while, in need of that perspective-restoration, I would close my office door, randomly grab two or three things from the file to read and reflect upon, and then resume dealing with whatever crisis was driving me bats.

A slim file grew to need an expandable file, and then a larger size expandable file. It took a long time, but that's the file that exploded.

I had seen perhaps two dozen of the items in the file over the years (beyond their initial arrival) and as I began sorting through them on the floor at home, I started to remember many things I had completely forgotten. Like that I had arranged for two young men with extremely limited English to take an online final exam from Novosibirsk Technical College (they left me a painstakingly written thank you note when they came in on a day when I was away to tell me that they had passed the exam). I do not remember at all finding something in a movie archive for a student who left a note on scratch paper that said I saved his life, but I loved seeing the note.

I tried to organize the items into some sort of order — I am a librarian, for heaven's sake — but the more I read, the more I was eager to see what came next, and in my haste I had no time for such niceties.

My staff contributed mightily to the file. I laughed out loud when I realized there were a dozen birthday cards signed by everyone in the department, and that every card mentioned chocolate — they know me well! They never missed a Bosses Day, either, also with chocolate. A couple of consultants who worked with us sent me notes — one even handwritten! — to tell me that they had enjoyed meeting and working with my staff, and were hoping to cross paths with us again soon. There were silly cards and notes just to thank me for something I had done to make someone's job easier, or for our annual breakfast out, and one from librarian extraordinaire Don Robertson thanking me for protecting him from "you know whom." I have no idea who (patron? staff?), but I treasure that card — I was honored to speak at his funeral, and still miss him.

Not everyone is present at the actual birth of a colleague's baby, but I was, and was reminded that she thanked me for being there, when I should have been thanking her for the privilege.

"By the time I got to the end of the pile, I felt a little like Tom Sawyer eavesdropping at his own funeral."

Prospective library school students wrote to express gratitude for informational interviews I forgot I had had with them. Actual library school students wrote to thank me for letting them shadow us to see what life was like in a public library — one even said she had switched her goal from special to public libraries because of the energy and passion she saw in our staff.

Letters from ALA, PLA, ILA, NSLS, and Reaching Forward thanking me for committee participation, or conference programs, or donations sometimes were close to the results of those efforts — a grateful note from the winners of the DEMCO New Leaders Travel Grant from the year I was part of that jury, or an e-mail from someone who had attended a program I presented at a conference asking if I could bring it to their library. Or their state — how had I forgotten that in two years, I had been part of programs at the Indiana, Wisconsin, and Michigan Library Association Conferences as well as ILA?

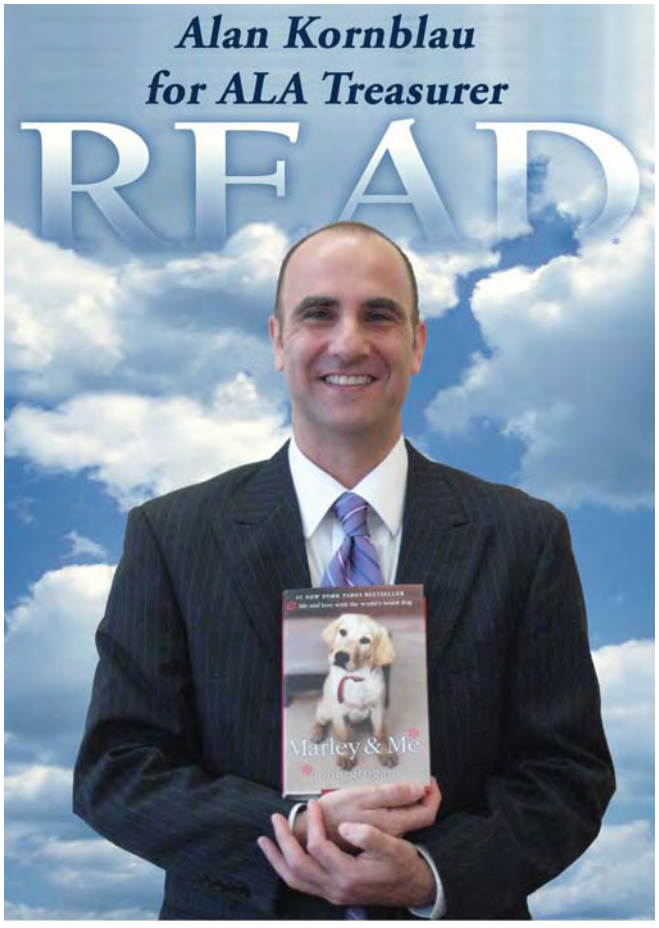
Letters from editors of library publications who have been nice enough to publish my work were there. There was thoughtful feedback from people who read those articles, including a letter from the retired librarian who was able to tell me about the treasured children's librarian of my childhood. A note from a previous director thanking me for explaining our position on Internet filtering to a hostile audience, and a note from our new director thanking me for offering to conduct a staff training session when the colleague scheduled to teach it was unexpectedly absent, are in there, too.

A downstate colleague thanked me for recommending him for an appointment to chair a committee, a former staff member sent me silly Christmas socks, and several staff members sent handwritten notes of apology with their official resignations when they followed a spouse out of state. I was feeling overwhelmed in the best possible way.

By the time I got to the end of the pile, I felt a little like Tom Sawyer eavesdropping at his own funeral. As I scooped everything up to re-stash it, except this time into two expandable files, I was reminded of things I hadn't remembered at the beginning of the sorting: those of us who are lucky enough to work in libraries touch a lot of people's lives every, every day, in ways large and small, AND there was no way I was weeding even one item out of that file. I intend to try to live my professional life in such a way that the files explode again, and to contribute to other people's Happy Files as generously as others have contributed to mine. We'll have a lot to talk about when we get to the Home for Over the Hill Librarians!

If you have a Happy File of your own, don't wait for an explosion to examine it all — do it right now, and I hope you enjoy it as much as I did. If you do not have a Happy File of your own, consider starting one right now. And if you let me know you have one, old or new, I promise I'll send you something for it whether we've met or not!

Tell me at sallyinlibraryland@yahoo.com and I'll help you remember why we have the best jobs in the world. And then you'll have the file handy to help you remember when you forget, like I did. ILA



Dear Elsie,

What are the rules for end punctuation of headings and other parts of the bibliographic record? I'm especially confused by cases where you have question marks, parentheses, and the like, and I notice some OCLC records end headings with periods and some don't.

Punctilious in Peoria

Dear Punctilious,

AACR2 Part I lays out in rule 1.0C the basic principle that areas of the description should be separated by a period (full stop in AACR2's British terminology) and space-dash-space unless the second area starts a new paragraph. That reminds us that AACR2 was first published more than thirty years ago, in 1978. While the MARC format had been in use for just over a decade, online catalogs were nowhere near as common or as fully developed as they are now, and many libraries had what we might call hybrid catalogs: an online or microfilm public catalog with a card shelflist and, often, a public card catalog for older titles or departmental or branch libraries. And while AACR2 was conceptually a significant departure from older codes, in terms of format it reflects the traditions of the card-based bibliographic record.

As for headings, AACR2 Part II is very precise and detailed about how they are to be chosen and constructed, but does not give a universally applicable rule on end punctuation, leaving that to individual libraries—or, in usual practice, letting usage be set by each country's cataloging traditions.

In the U.S., the Library of Congress has addressed these ambiguities, and the gap between AACR2's print-grounded approach and the electronic cataloging environment, with several rule interpretations, the most comprehensive (at 23 pages) being LCRI 1.0C. This LCRI is very detailed and covers situations that some catalogers might not routinely face (such as LC/CONSER practice for temporary and uncertain data); still, it is one of those documents that catalogers ought to keep updated and review periodically.

Let's summarize, as briefly as we can, the provisions for end punctuation (plus one or two other details) in the situations you mention.

First of all, the LCRI tells us, "For heading access points, an ending mark of punctuation is a period (.), closing parenthesis ( )), closing bracket ( ]), quotation mark ("), question mark (?), exclamation mark (!), hyphen (- ; usually used at the end of an open date)."

In authority records, headings and reference tracings should not end with an ending mark of punctuation "except when it is part of the data (e.g., a period in an abbreviation) or is called for by the cataloging rules (e.g., a parenthetical qualifier)." (p. 6)

In bibliographic records, "Except for a uniform title (field 240) [note that a uniform-title heading in x30 does not fall under this exception], a variant title (field 246) [again, note that uncontrolled analytical title headings, 740, are not included here], a former title (field 247), and 4xx series fields [which in any case are not access points but part of the bibliographic description in current MARC practice], end access points with either a period or other ending mark of punctuation. End a 240 uniform title, 246 variant title, 247 former title, and 4xx series with an ending mark of punctuation only when such a mark of punctuation is part of the data." (p. 7) The LCRI then clarifies, here and elsewhere, that MARC 21 subfield ‡4 (relator core) or ‡5 (institution to which field applies) may follow the text of the data, but those subfields themselves do not end with any punctuation. A subsequent paragraph further clarifies that if a heading ends in a quotation mark but no other mark of end punctuation is given, a period should be added (inside the quotation mark).

One other thing, for those of us who sometimes catalog translations (most of us, Elsie thinks): In the 130 or 240, if the title in the original language has an ending mark of punctuation, do you have to add a period before the language of the translation (subfield ‡l)? Not if the existing punctuation mark is an exclamation mark or question mark (p. 5). Otherwise, add the period.

On to the bibliographic description. Here, LCRI divides its discussion into two sections: punctuation at the end of fields 245, 250, 260, 300, 310\321, 362 (title and statement of responsibility, edition, publication, etc., physical description, and (continuing resources) numbering areas); and punctuation in notes (5xx fields).

First, the title and statement of responsibility and edition areas: "If either field 245 or 250 does not end in a period, add one" (p. 14). This means double-punctuating in some cases (e.g., 245 00 ‡a Why me?.), and (unlike in headings) a period at the end of either of these fields is placed outside

any ending quotation marks (245 00 ‡a Westlake's A study of "Singin' in the rain".). LC prescribes this because the period is needed to generate a period-space-dash-space separator in a paragraphed display.

"Field 260 ends with a period, a closing parenthesis, a closing bracket, a question mark or a hyphen" (p. 14). There are two exceptions: when no date is present in a continuing-resource description, the field may be without punctuation; in records following LC/CONSER practice for temporary data, the field may end with an angle bracket.

"Field 300 ends in a period or closing parenthesis." But if a field 4xx (in current practice, 490) follows, add a period even if a closing parenthesis is present. As with the 245 and 250, this is to ensure that the period-space-dash-space separator is generated in a paragraphed display.

At this point, some of you may be asking, "Why do I have to double-punctuate 245 and 300 fields? My library's catalog doesn't have paragraphed displays." Elsie can see the point, and would not be inclined to press the issue in copy cataloging. In original cataloging, if we are using OCLC, we should remember that we are creating records for not only our own institution but potentially any OCLC member library. (Some of these points, of course, could become moot under RDA, depending on how end punctuation and the separation of parts of the description are handled in the published version.)

As long as we have stopped by the road to catch our breath, Elsie would like us to remind ourselves that, in cataloging usage, the popular use of "dash" instead of "hyphen" just won't do. They are two different marks of punctuation with different uses in cataloging.

Moving on to the two fields used for publication frequency of continuing resources, fields 310 and 321 can end in a hyphen, right parenthesis, or angle bracket, but not a period unless that is part of the data (a field-final abbreviation, for instance). Field 362, Dates of Publication and/or Sequential Designation, uses the same end-punctuation conventions as note fields.

"For 5xx notes, an ending mark of punctuation is a period (.), quotation mark ("), question mark (?), exclamation mark (!), hyphen (- ; used at the end of an open date, etc.), and (LC/CONSER practice) angle bracket (>)" (p. 15). Note that this means, if the text of a note ends in a closing parenthesis or square bracket, you should add a period. And just as for headings, "If a note ends in a quotation mark, input a period or other mark of ending punctuation inside the quotation mark."

Complicated? Yes, a little. But systematically so. Just keep a copy of LCRI 1.0C at hand and remember, we're librarians: if we don't know something, we know where to find it.

Questions for Elsie? Just ask! E-mail them to ila@ila.org (mention "Elsie" in the subject line) or send to Elsie, c/o Illinois Library Association, 33 W. Grand Ave., Ste. 301, Chicago, IL 60654.

Bibliographically yours,
Elsie

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Creating Great Buzz for Our Libraries
ILA Library Trustee Forum 2010 Workshop

Saturday, February 27, 2010
Marriott Hickory Ridge Conference Center 1195 Summerhill Drive Lisle, IL 60532

Join the ILA Library Trustee Forum for our annual workshop, designed specifically for library trustees.

What do customers say about your library, your staff, and your service? This humorous, highly interactive workshop will get your people buzzing about how to engage customers so they want to come back again and again. Presentainers Gail Johnson and Pam Parr from Face to Face Communications and Training guarantee that participants will leave with reality based "how to's" and a new enthusiasm that will last long after this workshop is over.

The afternoon will feature ILA Legislative Consultant Kip Kolkmeier and Attorney Phil Lenzini. Kip and Phil will provide an update on what's going on in Springfield and answer all your legal and legislative questions.

SCHEDULE

6:30–8:30 A.M.	Breakfast in the Hickory Ridge Dining Room
8:30–9:00 A.M.	Library Trustee Forum Business Meeting
9:00 A.M.	Introductions
9:15–10:15 A.M.	Gail Johnson and Pam Parr
10:15–10:30 A.M.	Break
10:30 A.M.–NOON	Gail Johnson and Pam Parr
NOON–1:15 P.M.	Lunch in Hickory Ridge Dining Room
1:15–3:30 P.M.	Kip Kolkmeier and Phil Lenzini

A block of rooms has been reserved for Friday, February 26. For hotel reservations, please contact Marriott Hickory Ridge Conference Center, at (800) 334-0344. The single/double room rate is $79, plus tax, per night. Please note the conference rate deadline is February 12, 2010.

REGISTRATION FORM

Remember to contact the hotel directly for room reservations!

ILA Member Registration: $150*
Non-Member Registration: $175*

Registration includes breakfast and lunch, two snack breaks, and the workshop.

* Register multiple trustees and save! Register one trustee at the full price and each additional trustee from your institution will receive a $10 registration discount. Please send a separate form to register each trustee.

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Address: _____

Phone: _____

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E-mail: _____

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Credit Card Number: _____

Expiration Date: _____

Name on Card: _____

Signature: _____

Deadline for registration is February 12, 2010. Cancellations must be received in writing before February 12. Cancellations received after February 12 and before February 27 will receive a 50% refund. No refunds will be given for cancellations received after February 27. All cancellations are subject to a $15 processing fee. Confirmations and additional information will be sent after the registration deadline. Send conference registration and payment to Illinois Library Association, 33 W. Grand Ave., Suite 301, Chicago, IL 60654; phone: (312) 644-1896, fax: (312) 644-1899.

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MY TURN

Jane Chamberlain, YWCA McLean County

How does the saying go?

I'd be rich if I had a nickel for every time

In July of this year, I stepped away from the library field after working exclusively in it for more than twenty years. In August, I became the President/CEO of YWCA McLean County, a non-profit association focused on sexual assault counseling and advocacy; senior home-based services; medical and work transportation; child care from six weeks to twelve years; and volunteer corps coordination.

Here's the truth: it isn't much of a change at all. I've changed the shape of my cookie cutter, but the dough remains the same. I set goals and objectives with my board based on our mission; I manage budgets; I seek additional sources of revenue and review opportunities to decrease expenses; I partner and collaborate; I advocate; and I focus on staff development. The difference is, of course, the programs and services we provide, but similarly, our programs and services need to fill a niche and be compelling to garner community support.

A library is more than its bricks, mortar, and landscaping; it's even more than its shelving and its technology. It's where the services, programs, and collections connect with the community that makes the difference, making it a more resilient place for everyone to call home.

A change in perspective can bring new understanding. I no longer underestimate the power and impact library services have on me. I learned about direct service impacts in the library field and the imperative of remaining mission- and customer-focused. My library mentors instilled in me a love for and a call to service, and for this, I am so grateful.

I no longer underestimate the power and impact of library services on customers. I know that the work I did in the library directly improved the life of the customer with whom I was working, and I am confident that the momentary improvement was cumulative in the person's life and even improved our community's overall well-being.

I was worried that, in some way, I was denying a part of myself by making a career change. Librarianship, however, has a way of imprinting itself upon one's heart and soul. I will always be a librarian. I was a librarian when, as a I child, I classified my Halloween candy into a simple taxonomy of chocolates, sours, and "other," and I am a librarian now, even though I don't work in a library every day.

More than ever, I fervently believe in the power of information; the need for engaged, lifelong learning; and the importance of informed choices. In libraries, the focus is on prevention and not the cure, and this is the perfect focal point.

My belief that library work is noble and has meaningful impact has been reaffirmed. Now that I am on the outside, I'm more aware of small misconceptions about libraries and library service, as well as how few people know about what's really happening there. I am a better spokesperson now for libraries than I was when I worked in one, which leads me to remind you, Dear Reader, to engage and trust others to tell the library story with and for you. If you focus on community, your stakeholders can focus on the library.

Librarians can feel proud to love people and to love to be of service to people. I am inspired by those who are not afraid to be truly customer-focused. Libraries, in these challenging times, are doing even better, honing in on community needs to hit the mark.

Librarians are seen as community leaders — even when we don't see ourselves that way — and getting out of the building and being involved in the community is expected of us and makes an enormous difference. Joining service clubs (Rotary, Kiwanis, etc.), attending and hosting Chamber events, and sitting on commissions and committees demonstrate the librarian's love for her community and her commitment to making it better. Yes, it can crowd the calendar and may cost a little money out

someone said, "That's quite a change!"

of pocket; I have learned firsthand that it's well worth the effort. In my experience, it's always better to be engaged and at the community table. The best thing a librarian can do is be culturally aware and to make connections for others between all of the disparate forms of information available to them.

People ask me if I miss the library, and I do. A library has great energy, and I always benefitted, professionally and personally, from taking a walk around and seeing the many ways in which people were utilizing what we provided. In addition, I really miss the steady stream of awesome "stuff" that kept me informed, educated, and entertained.

When they ask, though, if I miss the library, I tell them that the question should be, "Do you value the library?" And the answer is *more than ever.*

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