Building Community

In our Towns, our State, and our Profession
2013 CLA Conference

The 122nd Annual Conference, held April 29 & 30, 2013, at the Crowne-Plaza Hartford—Cromwell, was a resounding success. A total of 751 people attended over the course of two days. Many thanks to Ben Shum and Michelle Martin, Conference Co-chairs, and also to Exhibits Chair David Boudinot. In addition to the many sessions, the conference featured Maureen Sullivan, President of the American Library Association as keynote speaker on Monday. And on Tuesday, radio host John Dankovsky broadcast his show, Where We Live, from the Crowne Plaza, featuring a panel of librarians (Carl DeMilia, Maureen Sullivan and Kendall Wiggin) and questions from the audience.

At the annual meeting and awards ceremony, we were honored to have Governor Malloy join us to present a very special award to the staff of the Cyrenius H. Booth Library in Newtown, in recognition of their excellence in service to the residents of Newtown following the tragedy at Sandy Hook. Carl DeMilia, CLA President, then presented Governor Malloy a gift of recognition and thanks for declaring October 2012 Information Literacy Month.

Maureen Sullivan lives in Maryland now, but in her keynote address on Monday, she noted her connection with Connecticut, through Otis Library in Norwich, which is near and dear to her heart. It shaped her thinking about the importance of library in the community. The best part of her role now, as president of ALA, is the opportunity to represent librarians to the larger world in which we live. Many times at events, she is the only member of the library community, but she has discovered that so many more people and organizations recognize the importance of libraries in the community than they did when she first started in the field. She pointed out the increasing recognition that for us to be effective and have a future, we need to be much more in-tune with our communities whether that is a school, college or university, or town. In order to ensure that people have access to information to make decisions about their lives, we need to be aware of what’s changing in the larger world around us. Maureen offered a straightforward technique that can be used in our libraries, or at our next community meeting, or at any point when you are with a group and things seem to be stalled. Ask yourself this very simple question: What are your aspirations for this group, this community, this library. It is a useful tool to turn the conversation in a constructive and positive way.

Maureen noted that if information was power, librarians would rule the world!

L—R John Dankovsky, host of Where We Live; Carl DeMilia, CLA President; Maureen Sullivan, ALA President; Kendall Wiggin, State Librarian
Welcome to the conference review edition of CLA Today. Many thanks those who submitted the reports.

Community

Collaborative Strategies: Next Steps for Service Design in Collection Development, Resource Sharing and Communities
Presented by Cyril Oberlander, Milne Library, SUNY Geneseo

What is the future of resource sharing? Cyril Oberlander, director of Milne Library feels that it has a future with services expanding in and converting of Acquisitions and ILL. This future will utilize mass digitization, helping to scan for reprints and publishing, which will translate into roles in community publishing.

Mr. Oberlander began his career in Access Services, then moving into ILL. He is a professional who has learned through the years to see trends emerging through the uses of new technologies. He started with a question for the group: Have things changed in our libraries and ILL departments? Harvard University has cut back on ILL staff, and across the nation the effects of unmediated document delivery and non-library services that act like a library, with instant access to materials is beginning to result in a lessening of a demand for our services and will begin to contribute to future cuts.

He discussed several different models including the Pay to Play model, which includes companies such as Amazon, Copyright Clearinghouse’s Get it Now article delivery services, Hulu, and Netflix. These content providers do not want to sell to libraries; they want to be the library of choice with nothing between them and their consumer. There is the Free model, such as the Hathi Trust, which is a group of libraries who share all their digital resources in one place, with over 3.2 million FREE e-resources.

Provosts and Presidents are learning that they can “right size” the library collections as much as by 50% and streamline the staff.

Networks will have fewer titles as materials are weeded and will become more difficult to locate. When Geneseo’s collection was “rightsized” materials were sold to Better World Books. They sold the books for about $13,000, which was then funneled into Reserve textbooks and new books for stacks. The History department was then told that if 10% of the books that were ordered circulated in one year, their department would get more materials money.

To quote Mr. Oberlander, “At a time of big changes – note that the two models of free and pay to play are both changing the way libraries work – so in our community, we have to consider what the reader/learners need, and in colleges and universities, what are the challenges and opportunities for higher education. Together, we can make a big difference.” Then we need to learn how to communicate our value to those in our institutions.

Preparing and inventing our future is a cooperative adventure. Libraries are still here. We were supposed to be gone by now because everything is online. ILL has a valued role in transforming libraries with data curation, digital preservation, mobile environments and collaboration to name a few. The OCLC Knowledge Base came from New York’s IDS Generic License Management tool called ALIAS. This works seamlessly with ILLiad to process ILL requests for electronic content. ILL and Acquisitions are headed into a merger. Borrowing is rising, lending is dropping and all the time while ILL friendly rights are being whittled away. We should be allocating a percentage of the budget on patron-driven collection building. Both ILL and Collection Development are redundant and expensive to
CLA President Carl DeMilia called the meeting to order at 1:30. He welcomed the attendees and thanked Conference Co-Chairs, Ben Shum and Michele Martin for their hard work in organizing the Conference. He also thanked Exhibits Chair David Boudinot for a great job selling out the vendor hall for the second year in a row. He gave an overview of his year as President.

**Treasurer’s Report**
CLA Treasurer, Christina Baum said the CLA budget is healthy and on track. Once the final Annual Conference numbers are in the financial reports will be posted to the CLA website.

**Presentation of Candidates for CLA Office**
Past President and Nominations Chair, Betty Anne Reiter presented the slate of candidates for CLA Officers:

**Vice President/President Elect:**
Ben Shum, Bibliomation, Inc.
David Boudinot, Henry Carter Hull Library, Clinton

**Recording Secretary:**
Michele Martin, Greenwich Library

**NELA Representative**
Beth Crowley, E.C. Scranton Memorial Library, Madison

**Region 1 Rep:**
Patricia Lunn, Woodbury Public Library

**Region 4 Rep:**
Sheri Szymanski, Stratford Library

**Region 5 Rep:**
Karen Jensen, James Blackstone Memorial Library, Branford

Christy Billings, Russell Library, Middletown

Betty Anne said voting will take place electronically from May 6-20th.

**Legislative Committee Update**
Legislative Committee Co-Chair, Jay Johnston encouraged attendees to call their legislators and ask them to support HB5614 concerning eBooks. The publishers have responded by sending 15 lawyers to talk to Connecticut legislators but they need to hear from librarians. Co-Chair, Carl Antonucci thanked Representative Brian Sear for sponsoring the bill which is the first in the nation to address the issue of unfair eBook pricing to libraries. Jay said there has been an amendment to the construction grants that allows libraries to apply for state monies on a monthly, rolling basis in the case of catastrophic incidents. Carl Antonucci thanked Mary Etter for her work on the legislative links program and said there is still a need for volunteers.

Carl DeMilia reminded attendees that being a member of CLA is important but it is even more important to be an active member.
Annual Awards Ceremony

EXCELLENCE IN PUBLIC LIBRARY SERVICE AWARD
Prospect Public Library, Custodians of Memory: Memoir Writing
Avon Free Public Library, Avon Commemorates the Civil War

CLA SPECIAL ACHIEVEMENT AWARD
Tina Panik, Avon Free Public Library
Patrice Celli, Avon Free Public Library

FAITH HEKTOEN OUTSTANDING PROJECT AWARD
Otis Library Children’s Department, Norwich

FAITH HEKTOEN CAREER ACHIEVEMENT AWARD
Lynn Hidek, Henry Hull Library, Clinton

CLA/ACLB MLS SCHOLARSHIP AWARDS
Emily Sheehan, San Jose State University
Sarah Eiseman, University of Illinois at Urbana-Champaign

CLA LTA SCHOLARSHIP AWARD
Ivery Stakley, Three Rivers Community College

FAIRFIELD COUNTY LIBRARY ADMINISTRATOR’S GROUP SCHOLARSHIP AWARDS
Julia Hurwitz of the Mark Twain Library in Redding
Catholic University of America
Mary Parmelee of the Westport Library
Southern Connecticut State University

CLA SUPPORT STAFF OF THE YEAR AWARD
Louise LeClaire, Cheshire Public Library

CLA SUPPORTER OF STAFF AWARD
Randi Ashton-Pritting, University of Hartford Libraries

CLA OUTSTANDING LIBRARIAN AWARD
Christine Schulz, Janet Carlson Calvert Library
Governor Dannel P. Malloy presented a special CLA Award, *Exemplary Service During a Community Crisis*, to the Cyrenius H Booth Library in recognition of their excellence in service to the residents of Newtown following the tragedy at Sandy Hook. The Library mediated press inquiries, arranged for meeting rooms for various groups, scheduled therapy events, and offered services in conjunction with other community members to help patrons deal with the tragedy in the days following the shootings. In addition, they hosted individual holiday parties for each classroom at Sandy Hook School. Furthermore, the Library has established a foundation to handle the donations of healing books, as well as the funds with which to purchase them. Cyrenius H. Booth exemplifies everything a public library should be: responsive to its community’s needs, able to quickly adapt to an emergency situation, and still maintain its normal services.
The Connecticut Library Association and the Association of Connecticut Library Boards are pleased to announce the winners of the 2013 MLS Scholarships.

**Sarah Eiseman** has been focused on computer instruction for the past four years in voluntary and paid positions. She notes that “the digital divide is alive and well in our communities, but the public library is the one place where those who seek can often find the help they need.” She has been described as being enthusiastic and technically savvy. Beside the normal activities of teaching computer instruction, Sarah has helped patrons in the process of self-publishing a memoir and gaining basic computer skills in search of employment. One of her professors exclaimed that Sarah “shows a quality that I find rarely in new librarians, an understanding of the big picture of librarianship combined with an understanding of the realities and the imagination to see solutions to problems.” Sarah’s “colleagues appreciate her extensive technology aptitude and the skill and ease at handling computer hardware, software and internet questions that come up with increasing regularity.” Currently employed as a Reference Assistant at Blackstone Memorial Library in Branford, Sarah is completing requirements for her MS in Library Information Science from the University of Illinois at Champaign-Urbana.

**Emily Sheehan**’s life has revolved around libraries. Being homeschooled with her siblings, she saw the library “as essentially our very own schoolhouse. It was where we played, learned and grew.” With a mother who was a library professional, it would seem predestined that Emily would join the profession. But it would take several years of working in paid and volunteer library positions at many libraries before she decided that she would become a librarian. Emily stated that “after successfully assisting a patron with a difficult reference question it came into focus. I loved my job, I loved helping people, and I loved the challenges that came with the territory.” Working in several small libraries, Emily handled circulation, processed new materials, managed ILL, and answered reference questions. In her current position, she teaches computer courses, coordinates volunteers, and is involved in programming. She is often commended for her enthusiasm and “amazing rapport with both the staff and the public.” One library director commented that “there are many people who choose to work in libraries, but few match the love of libraries that Emily demonstrates.” Currently employed as a Library Associate at Groton Public Library, Emily is completing requirements for her MS in Library Information Science from San Jose State University.

**Ivery Stakley** exemplifies perseverance. Like many college students, she is self-supporting for her education. After graduating from high school, she worked the summer as a library aide at the public library. Enrolling as a Liberal Studies major in college, she took classes and worked as a teacher’s assistant at a local elementary school. Her work ethic impressed one of her professors, who offered her a part-time position as an assistant book editor. Working with books again inspired her to interview the director of the college’s library about how to become a librarian. This led to a volunteer, then a paid work study position. Unfortunately, finances forced her to leave her college and return to Connecticut. But, because of Ivery’s tenacity, the story didn’t end. One of her new professors characterizes Ivery as a very conscientious and serious student. She works many hours each week to support herself, but always makes time to do her school work completely and thoroughly. As was said of Ivery, “her love of libraries, and her strong commitment to learn and achieve, will ensure that she will one day become a dedicated and knowledgeable library professional.” Ivery is enrolled in the LTA program at Three Rivers Community College in Norwich.
Winners of the 2013 CLA Publicity Awards were present on Monday, April 29 at the 122nd Annual CLA Conference to accept their award and share their prize winning entries and design process with the audience. Twelve awards and three honorable mentions were presented to the following libraries/designers in the respective category:

**Otis Library** (Amanda Brouwer, Nancy Bruckner, Jennifer Rummel)  
Electronic – Other: Pinterest

**Greenwich Library** (Kate Petrov, John Ferris of Kern Design)  
Electronic – Other

**Fairfield Public Library** (Joanne Hus Studios)  
Library Logo

**Ferguson Library** (Linda Avellar, Barbara Aronica, Maggie McIntire)  
Newsletter – Print

**West Hartford Public Library** (WHPL Communications Team)  
Poster

**Westport Public Library** (Julie Bonington, Marcia Logan)  
Print – Other: Annual Report

**Brainerd Memorial Library** (Nancy Hunter)  
Program Flyer

**Farmington Libraries** (Jane Maciel)  
Thematic Project

**Ferguson Library** (Barbara Aronica)  
Thematic Project

**Mark Twain Library** (Brien O’Reilly, Sabor Designs)  
Thematic Project

**Darien Library** (Kiera Parrott, Amanda Goodman, Alex Hylton)  
Video

**Public Library of New London** (Suzanne Maryeski, Maritza Vargas, Fredi B. Design)  
Website

**Kent Memorial Library** (Lucy Pierpont)  
Poster (Honorable Mention)

**Otis Library** (Cornell McNair)  
Poster (Honorable Mention)

**Greenwich Library** (Kate Petrov, Sarah Falvo, Nancy Natale, John Ferris of Kern Design)  
Thematic Project (Honorable Mention)

Tara Borden, on behalf of CLA Publicity Committee  
Chair, CLA Publicity Committee
Winner of the Excellence in Public Library Service Award
(population <15,000)

Custodians of Memory: A Memoir Writing Workshop

by Lisa A. Murno, Assistant Director, Prospect Public Library

When one of our young pages recently helped me reorganize our community room for one of our memoir writing classes one morning, she laughingly asked the question, “So, is there really a demand for this memoir writing thing?” I had to answer that question with a resounding, “Yes, indeed, there is!”.

It is true that memoir writing might not have as much meaning for a twenty- or thirty-something crowd. But in early September 2012, the Prospect Library certainly realized it had something special the public wanted for older generations when it received inquiries as far as the northwest corner of the state. Offering the memoir writing workshop was a new opportunity for the general public to get their family history stories published, if not for award-winning magazines or literacy contests, but for their families. It was also an opportunity for the Prospect Library to hold its first-ever writing workshop. The Prospect Library had more inquiries than had seats, and by the close of one day, the class was entirely filled. We were pleased when we received an additional grant from the Naugatuck Savings Bank of Prospect to run a second class beginning in January of 2013.

Perhaps, one might have called it beginner’s luck. However, knowing the demand for learning about one’s genealogy and the popularity of databases like Ancestry.com, let’s just say that the idea of putting a memoir writing workshop together was an educated guess for success. I suddenly became interested in my own Irish ancestry upon a nine-day visit and participation in a creativity workshop in Dublin back in 2005. Walking in to the Woolen Mill in downtown Dublin and finding a connection with one of the store personnel raised a sudden and keen interest of mine. It was like I went home for a short visit, and discovered a connection. I’ve been wanting to write about my Irish ancestors ever since. Hence, I began the memoir writing workshop on a hunch of self-discovery—hoping that others would make the connection with their past as well. And so, they did.

Many of the participants who came to the workshop never put a word on the page before, nor did they have any experience with “free writing”. Many of them were intimidated by the thought of writing one’s own story, but yet pursued, and were able to write many beautiful works of fiction short story, poetry, and brief memoir vignettes this past year. They also had the opportunity to pursue fiction or nonfiction contests, and self-publishing. But overall, the purpose of the Prospect Library’s memoir writing workshop was to ensure that every participant would have a chance to write, be heard, and be given constructive criticism in the form of notes being passed back to the reader of the work in a trusting and confidential setting. Valuing one’s own work without the excuses of “it isn’t very good”, or “I’m not finished yet” and more importantly, valuing one’s own life experiences were major focuses of the class. And, yet understanding the difference between autobiography and memoir writing was an equally important focus. As the first ten and six months of the first- and second-class memoir writing workshops drew to a close for the 2012-2013 season, the participants were quite pleased with their accomplishments and could not say how inspiring the class was to them all. Because of the nature of memoir writing, at many times tears were shed, but safely within the context of a close-knit writing community.

Veteran participants will return for a new season whilst others will walk away with technical writing skills, and the abilities to generate ideas quickly and grab their audiences with interesting writing hooks. The Prospect Library will be also seeking new participants and would-be writers for the 2013-2014 season as the Library has received a $2,000 grant from the Connecticut Community Foundation, Waterbury chapter in May. The Prospect Library is additionally proud to have received the Connecticut Library Association’s Excellence in Public Library Service Award for Custodians of Memory: A Memoir Writing Workshop this past year, but also proud to have offered a writer’s workshop based upon the positive construction of ideas, and a community’s connection with its past.

The Library would like to be able to offer this workshop annually.
Avon Commemorates the Civil War

by Glenn Grube, Library Director, Avon Free Public Library

The Avon Free Public Library was honored with the Excellence in Public Library Service award. The library was nominated for their popular, two-year-long series of programs commemorating the 150th anniversary of the American Civil War. Avon librarians Patrice Celli and Tina Panik were also individually recognized with CLA’s Special Achievement award for their work in planning and running the programs.

Avon Commemorates the Civil War, which began in early 2011 with the program Avon to Appomattox: the Lives and Legacy of the Civil War, was over 22 months of continual programming on the themes and impact of the American Civil War. The programming series, which included a cross-section of scholarly, dramatic and artistic presentations, culminated in the prestigious booking of the traveling, national exhibit Lincoln: The Constitution and the Civil War, co-sponsored by the National Constitution Center and the American Library Association.

The programming series was notable not only for its length, but also the unique and lasting partnerships it built between the library and the community. More than a dozen agencies, local and national, including the Avon Historical Society, the VFW, the Avon Education Foundation, and the Friends of Avon Library, assisted with the project. The 31 programs and 5 exhibits that encompassed Avon Commemorates the Civil War not only drew an eclectic and enthusiastic audience from as far away as New Jersey and Virginia, but also honored the 96 Avon men who volunteered for the Union Army during the Civil War.

The Excellence in Public Library Service award is given annually by the Connecticut State Library to honor public libraries that have provided an outstanding program or service to their communities. They are given in 2 population categories (under 15,000 and over 15,000). Nominations are judged by a panel of out-of-state librarians on creativity and innovation, service to the community, leadership in creating model programs and programs which will affect the future of the library and its community.

The Special Achievement award is given by the Connecticut Library Association and honors an individual (or individuals) who has implemented a significant project or initiated an innovative program during the year. The achievement being honored should have had significant impact on the library, the community, or the library profession; and be timely, taking place within the past year.
run. The IDS Project has created both the GIST for ILLiad and GIST Gifts and Deselection Manager which runs independent of ILLiad.

Textbooks continue to be a problem for students, parents, and libraries. There is $6.5 billion in textbook publishing industry. Putting them on course reserves is expensive and time consuming. In ILL, the question remains, textbooks, do we borrow them or not? If you do borrow we should keep them longer. The loan period should be a default three months. SUNY has an Open Textbook pilot model on the Minnesota Open Textbook Project. This is free open access print on demand textbooks.

To sum it up Interlibrary Loan is one of the most incredible communities and what makes us unique - we rely on networking to succeed. Together as a group we strengthen our communities.

**Reporter Kimberly Farrington**

**Blazing a Trail with Community Reference**

*Presented by Elizabeth Kelsen Huber, Adult Services Department Head, and Katherine Johnson, Adult Services Librarian at Highlands Ranch Library of the Douglas County Libraries system in Colorado.*

Librarians Elizabeth Kelsen Huber and Katherine Johnson of the Highlands Ranch Library, part of the Douglas County Libraries district in Colorado, presented the program **Blazing a Trail with Community Reference**, highlighting their experiences as embedded librarians. Embedded librarianship is a participatory service model through which libraries form partnerships with groups in the local community, leading to a more valuable and visible library within the community. Each librarian is assigned to a community group, attends the group’s meetings, and gathers information for the group and from the group so that the library can better serve the community as a whole.

The Douglas Counties Libraries system first partnered with a community group in 2006 when the library director was invited to join a downtown development council tasked with developing and driving business to the downtown area. A librarian attended committee meetings and did research for the group as needed. By being a partner, the library gave the group credibility in the community, and in return, the library was able to demonstrate the value of research and communication. Other places to begin community reference include schools, Chamber of Commerce, town council, senior services, and certain populations like special needs and autism communities.

The community reference model is a great way to find out what the community needs by sitting in on their meetings and seeing what is going on in the community. The librarian’s role will vary based on the nature of the group, but generally tasks may include research for the group, taking minutes, assisting with collaborative programming, or just attending the meetings to be part of the group. Benefits of the model include positive experiences that the group/organization can share with others in the community, and gaining advocates/future support for the library.

Elizabeth and Katherine advocate three basic guidelines for success with this model: show up, pay attention, and stay in touch. After the first three months of working with a particular group, the librarian is asked to evaluate the experience to help determine if the partnership should continue:

- Does the group add value to the community?
- Is the library essential to helping the group achieve its goals?
- Will participants in this group help the library be more visible in the community?

In order to prepare the librarians for their new roles, they were given training for public speaking, networking skills, and time management, along with “soft” skills like confidence, collaboration, communication, and flexibility. Librarians are positioned in the community group best suited to their background and skill set. To accommodate the busier librarian schedules, the library system moved to a shared service model in which automated equipment manages circulation functions, while paraprofessional staff was given three months of training to increase their reference service skills, and share duties on the reference desk with librarians.

**Reporter Allison Wilkos**

**Work Smarter, Be Happy! Streamline Your ILL Operations**

*Presenters: Steve Cauffman, CT State Library; Sarah Marek, Central CT State University; Karen Carey, Russell Library
Sarah Marek is the ILL manager at CCSU. She started off her PowerPoint presentation by affirming that you should know your technology and/or software and use it to the fullest. ILLiad is the ILS used by Central CT State University and by using the add-ons available and customizing the site, you will have better efficiency and workflow. She also suggested making policy changes. One example is to extend due dates for ILL so that there are no more renewals. By extending due dates to eight weeks rather than the four-week loan, this eliminates the renewal process thus saving time. Last, review all of your processes and see if they can be consolidated and question if they are redundant and/or outdated and then begin to make your changes.

Karen Carey is senior LTA in the Circulation Department at Russell Library and is responsible for ILL. Karen had several tips for saving time. She highly recommended the removable Avery labels to help streamline your process. Use one label for your address, phone and fax to affix to all items going out. One “thank you” label lets other libraries know how appreciative you are. Another label indicates that the book is an ILL item and thus should be returned to the lending library. Simple but very helpful tips.

Steve Cauffman of the CT State Library is the reQuest ILL Coordinator. Steve creatively came up with a list of “12 Tips for Saving Time”. Here is the link to view the very helpful tips: www.evernote.com/pub/stephencauffman/clal2013

**Reporter Jill Adams**

**The Day CCar Stood Still and How to Keep that Day from Happening**

On day 2 of the CLA 2013 annual conference, the CLA Resource Sharing Section presented Kendall Wiggin, Connecticut State Librarian, Michael Simonds, CEO of Bibliomation, Marion Simonds. Simonds gave a humorous presentation on how to keep the problem of interlibrary loan from happening. CCar stands for Consult Call Check, and is the first thing that librarians should do. A consultant is then contacted for help with the problem. The consultant may then refer you to a librarian or other professional to help.

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**Reporter Jill Adams**
Kendall Wiggin described the service’s budget, process and history, backed up by the very informative 2013 Program Report Card: Connecticut, “CCar,” Connecticut’s Library Delivery Service (CT State Library). The annual cost of the service is $569,000, most of which goes to salaries. Wiggin stated that in 1972, the goal of the service was a 24-hour turnaround, which drew chuckles from the audience. Our state’s ILL is facilitated by the CCard program, a resource sharing concept some other states have yet to adopt.

Roslyn Rubinstein noted that New York City’s libraries have no sharing system in place to compare with Connecticut’s. Her library shares an ILS with Mystic and Groton. ILL accounts for 3-5% of the combined system’s circulation. They have dropped their participation in OCLC because 98% of the ILL they require is filled in Connecticut, either with their ILS or reQuest. If Connecticut had no CCar, her system would be required to:

- Reconfigure ILL for patron pick-up and return at the lending library
- Remove their book drop
- Make major service cuts in patron service
- Increase staff workload, which would in turn decrease staff morale

Among other ideas, she recommended CCar bookmarks to advocate the service to patrons.

Marion Sheehan represented standalone libraries on the panel. She stated that without CCar, her library’s resource sharing would end, circulation would be cut in half, and both results would lead to a loss of patrons. She relayed a comment by Lori Bell to the effect that CCar should get whatever it needs to keep up its staffing level every day, and that Bell would be willing to sacrifice other services to keep the service. Sheehan wants to educate users about the need for and cost of CCar.

Michael Simonds distributed a handout called The Day CCar Stood Still: The Consortium Perspective. Library networks in the state serve 60% of Connecticut’s libraries and their users. He contrasted LibraryLink, a manual network delivery service of 1984-1996 that could manage a maximum of 60 stops per day with the present CCar. Demands made today on the statewide library delivery system could not be met without a statewide infrastructure — CCar could not be replaced if we were to lose it.

Kendall Wiggin wrapped up the session with a discussion of ways in which libraries could make their patrons and legislators know the value of CCar, and what it would mean if the service was lost. Several audience members recommended very effective ways to accomplish this, which were written down by Steven Cauffman. To have an effect on legislators, Wiggin indicated that contact must be personal—a phone call or face to face is best; e-mail is good if the message comes from an individual and is personalized for the legislator.

Reporter Eric Hansen

Stop Global Boring

Kathy Mcaffe, of Kmc Brand Innovation and known as America’s Marketing Motivator, began her presentation by starting at the end. “I’ve always wanted to do a presentation backwards!” Kathy said as she proceeded to ask participants what questions they had for her regarding how to avoid giving a boring presentation. This tactic, Kathy explained, would allow her to narrow down her presentation, which was too long for the time allowed, to what the audience specifically wanted to know. Questions included: how to give a technical presentation without giving too many details, how to deal with a lack of interest or negativity on the part of the audience when presenting to students or job seekers, how to avoid the pitfalls of PowerPoint presentations such as adding too many animations or the slides not following what the presenter is saying, dealing with nerves, how to condense a full-length presentation into an “elevator speech” and what to do when you would prefer not to use PowerPoint but it seems like everyone expects you to.

To this last question, Kathy’s presentation modeled the idea that PowerPoint is not required. Rather than show her slides in the traditional format, she posted them on a flip chart, upside down, with a number printed on the back of each. At the top of the flip chart she had written “Avoid in Presentations.” Kathy asked the audience to play “Slideshow Jeopardy” by calling out a number. As a number was called, she would flip over and read the tip printed on the card. The first card said to avoid “Doing Nothing” which Kathy explained meant failing to ask the audience members to take a course of action following the presentation. She said don’t gather people if you just need to give them information, instead write the memo, otherwise your presentation must include what you want the audience to do. “Assuming boring must be boring” should also be avoided. Kathy said it shows in your body language if you are not excited about your topic. She advised “faking it until you make it” when faced with dry material to present. “Failure to repeat yourself” was another problem. Kathy said there is a difference between writing and speaking. You don’t want to be redundant in written material but when you are speaking your audience won’t remember key points if you don’t repeat them. One card that read “itch and twitch” elicited giggles from the audience. According to Kathy, these are the little unconscious habits we do when nervous, such as touching the face, playing with jewelry, adjusting clothing, that if done too often during a presentation will become the focus of audience member’s attention. Some other tips Kathy gave included knowing your audience and tailoring each presentation to a particular group even if you are giving the same basic talk. It is important to know the environment you will be presenting in before you arrive so you can make any adjustments necessary. Kathy also recommends giving your audience the gift of time by planning to end early and leaving time for questions. Finally, she said in order to give your best presentations you must take care of yourself. Be sure to eat right and get enough sleep to keep up your energy.

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The MakerSpace: Helping to Redefine the 21st Century Library

Presenters: Bill Derry, Assistant Director, Westport Library; Margie Freilich-Den, Information Services Librarian and MakerSpace Committee Chair; Jaina Lewis, Teen Librarian, Westport Library

Edward Iglesias, Systems Librarian, Central Connecticut State University

Three presenters from the Westport Library shared their experiences in creating a MakerSpace and shared how MakerSpaces can be an integral part of a public library’s service mission.

Assistant Director Bill Derry gave an overview of the evolution of the MakerSpace at the library. After an overwhelming response to and success of a Mini Maker Faire that the library participated in with the school system in April 2012, the staff was encouraged to explore implementing a MakerSpace at the library. Due to extensive weeding, there was room to create a dedicated MakerSpace, which opened in July 2012 and took inspiration from the Wright brothers workspace.

The library was fortunate to have someone with architectural and engineering experience who became the Maker-in-Residence and was able to acquire a 3D printer. Some of the lessons that the Westport Library has learned: failure is part of the experience; there is a need to balance tradition with innovation; the focus in a MakerSpace should be on education and active learning and as a place for “connection development.”

Information Services Librarian Margie Freilich-Den, Chair of the MakerSpace, described how the staff brainstormed to come up with ideas for utilization of the space and tapped into the unique talents of the staff, such as one who is a puppeteer. The MakerSpace has also become instrumental as a tool to help job seekers and entrepreneurs, who utilize 3D printers and CAD programs to learn new skills or to implement ideas. Examples include a patron who developed the prototype of a new product at the library and connected with a venture capitalist and a doctor who implemented the design of a new medical device.

Teen Librarian Jaina Lewis discussed how teens have become an integral part of both running and using the MakerSpace. Teen volunteers are coaches for the 3D printing and also collaborate on projects. The MakerSpace provides a way for more teens to become involved in both the library and the community and to become advocates for the library. An Odyssey of the Mind team has been formed, and teens have worked on projects including Nintendo rehab and making LED headbands.

Systems Librarian, Edward Iglesias from Central Connecticut State University talked about the role of MakerSpaces in the academic library setting. A recent survey showed that while 52 public libraries had MakerSpaces, only 11 were found in academic libraries. Iglesias discussed the unique challenges for incorporating a MakerSpace in an academic setting where the focus is on research. Engineering and science departments often have sophisticated 3D printers, but their use is restricted to students in the department. Iglesias emphasized that each MakerSpace is unique and should respond to the needs of the community. He suggested working from one’s strengths, which might involve low tech projects such as knitting. He also recommended finding natural allies for starting MakerSpaces including engineering, biology, chemistry, and art departments.

Reporter Dorothy Pawlowski

The Power of Youth Services
Presented by Michael Sullivan

On Monday, April 29th, Youth Services Librarians (and a few administrators) were treated to an eye-opening and inspiring talk by Michael Sullivan, who is a Family Literacy Specialist for Tulsa (Oklahoma) City-County Library. His presentation, entitled “The Power of Youth Services,” was generously sponsored by CT Humanities. The focus was on the importance of Youth Services to the library as a whole. Michael, who is also a former librarian and teacher, encouraged the librarians to become their own advocates and play more of an active role in such areas as budgeting and policy writing. He is a proponent of indexed resource allocation, which means that a department’s percentage of the budget should be proportional to the percentage of total circulation that the department is responsible for. For example, although on average, Youth Services accounts for 35% of a library’s total circulation, less than 25% of a library’s total budget is spent on youth materials. Michael feels that, in many cases, too many resources are allocated to reference services in public libraries.

Michael also discussed the notion that Youth Services drive public libraries, because communities place a high value on taking care of children. Libraries that invest in their Youth Services materials and programs make a big impact on families, Scouting groups, PTA groups, and teachers. Because of this, Michael feels that promoting Youth Services is one of the best things a library can do for its public relations image.

Finally, Michael encouraged Youth Services librarians to seek out as many professional development opportunities as possible, in order to raise their own value. Examples include attending conferences, taking classes, keeping current on changing trends, as well as writing books or articles. This program was very well-attended.
Going Green: Incorporating Nature Programs for Children in Your Library

Cris Staubach and Kathleen Hart presented an interesting look at why libraries should present nature programs for children, as well as practical tips for how to conduct such programs. Staubach discussed some of the research that shows that greater exposure to nature can boost mental health and well-being, as well as contributing to academic success. She then noted some of the advantages that libraries have as “informal nature educators” — they get to have more fun! Staubach recommended keeping environmental programs fun and engaging, having a presence at outdoor community events, and developing nature-based crafts.

Hart described her experience developing nature programs at the Canterbury Public Library. She also stressed the need to be fun and engaging. She emphasized that librarians need not be experts in order to conduct nature programs — the goal is to be enthusiastic and encourage children to explore the outdoors on their own. She strongly recommended partnering with other organizations, such as the Audubon Society, the Connecticut Forest and Park Association, or Connecticut DEEP, all of whom offer inexpensive programs to public libraries and discussed some sources of materials for nature programs, such as the Acorn catalog, which can also be found online at acornnaturalist.com.

Reporter Mary Beth Rassulo

Web 2.0 for Little Hands
Presenter: Kate Candido
Library Media Specialist Orange Avenue School Milford, CT

Kate led an engaging presentation chock full of great advice and ideas about integrating/using Technology with prek-2nd grade. First to tackle with this age group are basic technology skills, i.e. learning the mouse, keyboard, logging in and out, reading a web screen, basic navigation, searching (library catalog/subscription databases), creating a product using web 2.0, keyboarding (ctr/alt/delete, enter, etc.). Kids are much too accustomed to using the mouse. Next Kate spoke about web application for prek-1st grade. She uses an Enno Board (an interactive smart board like a whiteboard), which the kids love! Kate loves ABCya.com (free educational kids computer games and activities for elementary students to learn on the web). Starfall.com is another free public service to teach children to read with phonics. Kate prefers word cloud over wordle for 2nd grade students and for 1st graders she does a lesson on Robert McCloskey’s Make Way for Ducklings (using the audio book) and then goes to Google Lit Trips which allows you to see the Boston Public Gardens as the kids listen to the audio. Another great tool for publishing student writing is Little Bird Tales which records voices to narrate the story. She ties this student-made story into a non-fiction unit, discussing what nonfiction is and then conducting research. The Kindergarten research guide is presented to kids on the Enno Board and they have it on a clipboard. This allows the students to look through the conventions of what makes nonfiction: Content, index, glossary, bold print headings and then applying these tools to read nonfiction. Another great resource is Tux Paint, a paint program for painting and drawing, which can be used to illustrate their nonfiction facts. In 2nd grade Web 2.0 begins. Kate suggests you start by giving students an overview of the tool and then have students create a product in the computer lab. Kate uses PebbleGo for facts. Kate recommended using Sesame Street Cookie Monster ABC and Color Me Hungry, two free websites that would be good for such a project. Wordle teaches users parts of a web screen and glogster.edu is a great online learning tool. The program was well attended and well received!

Reporter Mary Beth Rassulo

iPAD Programming for Children
Presenter: Cindy Wall, Head of Children’s Services at the Southington Library & Museum in Southington, CT

This was a very well attended, very well received program led by Cindy Wall who walked us through iPad Programming for Children. Using The Fantastic Flying Books of Mr. Morris Lessmore app for iPads, Cindy wowed us with the possibilities of integrating the use of these devices into our regular library programming. Of course, the big question is where to find the money to purchase iPads.

Cindy recommends Science and Technology Endowments, Every Child Ready to Read Grants, and looking to the Friends of the Library. Then it was on to creating iPad Programming. On a side note, Cindy prefers iPads vs. Android as iPad functionality is better and there are so many more apps for iPads.

Programs usually run 45 minutes to an hour. Cindy then handed out iPads and those attending worked in groups of 2 or 3 to try out a number of apps that Cindy has used for programs, including the Pat the Bunny app for her ETOTS Class (2 and 3 yr olds). We all had a lot of fun with this. During your program, Cindy recommends the librarian hold her iPad and walk around the assembled circle of participants (parent and child each share an iPad) to keep participants on point in the program. After going through the book app together, she then goes through an education app and then free app play. For a first class load 8/10 apps on your iPads and then add 2 new apps every month. Finish with a Goodbye song. Cindy then went on to share a number of great recommendations for apps and programs, including iDoodle an iPad science and art program for 5-7 yr olds, Dr. Seuss app There’s No Place Like Space, and Transmedia programming which combines games and TV and film and print to

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Biking Programs for your Library

On Monday at the CLA Conference, Liz Coleman, librarian at Smithtown Special Library District in Commack, NY, presented an excellent workshop on Biking Programs for your library. She first talked about the health benefits of biking—such as staying healthy and fit as well as making social connections. And, of course, there is the benefit to the community and environment which reduces pollution and tackles congestion.

These programs can be geared to any age group and are great for connecting libraries to larger networks. Liz suggested partnering with Trips for Kids to create biking trips, or partnering with local organizations such as Scout troops to create other biking programs. There are a multitude of possibilities. How about a bike safety program, a helmet safety clinic where you might get local organizations to donate bike helmets, a bike to work day, a bike maintenance clinic, a family road ride or a mountain bike excursion.

This is another great way to connect libraries to the community.

Reporter Val Fisher

Teen Book Buzz

At the Teen Book Buzz workshop, representatives from Scholastic, Egmont, Tor Teen and Macmillan Kids talked about new and upcoming young adult releases. Many of the books presented were paranormal, science fiction, fantasy, dystopian, realistic or historical fiction, but there were some surprises like bone-chilling horror novels and stories based on Greek mythology thrown into the mix.

Scholastic featured The Fire Horse Girl, Rotten, The Summer Prince, Openly Straight, Since You Asked, Torn, If I Ever Get out of Here, The Boy on the Bridge, The Dream Thieves, Invasion (Myers), The Darkest Path, and Sorrow’s Knot. Egmont highlighted The Rose Throne, Spies and Prejudice, Quarantine #2: The Saints, Contaminated, A Really

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missed the program. In the short time she was given, Ms. Williams showed the attendees the evolution of a popular teen book jacket, taught about techniques and designers of jacket art, and gave insider knowledge of upcoming trends in book covers. Most importantly, she gave the group insight into why we gravitate towards the books that we do, and how that knowledge is used by publishers & book sellers to attract consumers. This, of course, led to a spirited group discussion of current books and their covers, the sign of a very successful program.

Reporter  Marla Martin

YOU Can Run a Writing Workshop for Teens

Leslie Connor, Connecticut resident and Nutmeg nominated author, joined about 20 teen librarians to advise on how to run a writing program for teenagers. She led participants through a variety of “sparker” prompts just as she would with kids. Ms. Connor broke down a 6-8 week session with ideas for activities at the beginning, middle and end of the session. Activities included: journal decorating, a variety of “sparkers,” creating Haikus, and encouraging kids to share their work. Attendees left with a packet from Leslie that had pages of ideas for writing activities. Leslie Connor showed us that you don’t have to be a writer to host a writing program for teens at your library. Thank you, Leslie!

Reporter  Katie Fargo

Deconstructing Book Covers

Deconstructing teen book covers is no easy task as presenter Linda Williams quickly demonstrated to the engaged group of librarians attending. It’s no wonder the room was full; Ms. Williams has spent years following trends in book covers, with a special interest in teen books, and she happily shared her wealth of all things cover art with us. Keeping track of the thousands of books published each year would seem a full time task enough, but Ms. Williams also keeps track of trends, and others who keep track of trends, as well as book designers, publishers and book jacket blogs. When Ms. Williams couldn’t find anyone else talking about YA book covers, she created her own book cover related blog, Jacket Whys (http://jacketwhys.wordpress.com) noting trends in jacket art, lookalike covers and the use of photo shopped images. A few years ago she stopped blogging when the “new” trend became blogging about book covers. A current visitor to her blog will now find plenty of book jacket related links to peruse if you...