

ARKANSAS LIBRARIES

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CLINTON AT THE ALA ANNUAL CONFERENCE

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2017 ARLA AWARD WINNERS

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ARLA CONFERENCE REPORT

Arkansas Library Association, 2017



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Arkansas Libraries is the official journal of the Arkansas Library Association. It contains articles of current interest, historical significance or literary value, concerning all aspects of librarianship, particularly items pertinent to Arkansas. It also includes official statements of and information provided by the Arkansas Library Association.

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Arkansas Libraries

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FROM THE ARLA PRESIDENT: Making Progress

Dean Covington

2018 ArLA President

Greetings fellow library lovers! It is my honor to serve as ArLA President for the next year, and I look forward to sharing with you through this column.

Many of you know that I have been in Arkansas a long time, since 1988 to be exact, first as Library Director at Arkansas College, continuing after the name change to Lyon College, and currently serving as Library Director at the University of Central Arkansas. Prior to my arrival in Arkansas, I worked at the University of Nevada-Las Vegas, the University of North Texas, and Texas Woman's University. My library career began as a graduate assistant in the University of Tennessee Library Science program. My dedication to active participation in professional associations began during that year and has continued ever since. I have held leadership positions in every state in which I have worked, but this is my first opportunity to serve as president of a state association.

My love of libraries goes back to my childhood, when my mother, the church librarian, in order to keep me quiet during my father's sermons, let me take a stack of books into the worship service. As a child, my mother also took me to visit the beautiful Carnegie library in Port Arthur, Texas. It is my first memory of a public library, and I have many other amazing memories of public libraries. During junior high school in Knoxville, I visited my first academic library at the University of Tennessee. My older siblings were students there, and I occasionally tagged along with their visits to the library. Obviously, libraries have been and continue to be an important part of my life. I even married a librarian.

My children are also library lovers. When my son was a preschooler, he once asked me, "What libraries do all the other fathers work in?" My daughter takes my 18-month-old granddaughter to visit the library frequently. She regularly sends pictures of her sitting on the floor of the library, looking at books. Libraries have played a crucial role in my life, and I must say that I love librarians as much as I love libraries. I am fortunate to have many librarian friends around the country, but especially in Arkansas. I hope to get to



Covington

know many more of you during the coming year.

What a great conference we just completed! I heard so many positive comments from attendees. Much of the credit for the success must go to Conference Chair Rebecka Virden. She and the conference committee did an outstanding job. I also want to give a shout out to Exhibits Chair Johnice Dominik; I talked to almost all of the exhibitors, and they were uniformly happy. That was good to hear. If you have the chance, please thank your favorite exhibitors for participating and encourage them to return. Daniel Fouts, the new Conference Chair, and I have our work cut out for us to match the success of Rebecka and her committee. I also want to thank Hadi Dudley and her staff at Bentonville Public Library for sponsoring an outstanding open house. It was a culinary delight! I was happy to add Bentonville to the long list of libraries I have visited in my lifetime. I want to thank ProQuest for sponsoring the ALPS 25th Anniversary Happy Hour. That and the Awards Dinner were great events. The Awards Dinner is always one of my favorite events. It is wonderful that we take the time to recognize those who have excelled in our profession. I am certain this issue of Arkansas Libraries will have many positive reports on the conference. I want to thank everyone who worked to make this conference a success.

Please join us again next September in Rogers. Our theme, which connects to ALA's "Libraries Transform" theme, will be "Make It Happen: Arkansas Libraries Transform." You can learn more about the Libraries Transform Campaign on the ALA website. As someone transformed by libraries, I believe we need to recognize all that Arkansas libraries do to impact lives. Please be thinking about how libraries do transform lives and how you can participate in this transformation through conference attendance, presenting a program, or helping with conference planning. Do not hesitate to contact Daniel or me with your ideas.

We should all thank Judy Calhoun and David Eckert for their leadership of ArLA during the last two difficult years. We are still recovering from serious financial distress, but we are making progress. ArLA needs to begin thinking beyond survival and focusing on promoting what libraries can do for our communities. I hope this next year will provide the opportunity to put past problems behind us and begin planning for a brighter future. How can ArLA "Make It Happen" in Arkansas? How can this association help transform the lives of Arkansans? One way is to offer great conference programs that offer ideas and solutions that can transform library services and enhance the work and lives of library staff and patrons. Contributions to this journal provide another

valuable means for offering transformational ideas. Please read what others are sharing and consider sharing your knowledge in *Arkansas Libraries*.

I am looking forward to sharing more with you in 2018.

Dean Covington, President-Elect of the Arkansas Library Association, is Library Director at University of Central Arkansas.

FROM THE EDITOR: It's All in How You Sell It

by *Britt Anne Murphy*

Library Director, Hendrix College

Welcome to the second double issue of *Arkansas Libraries*! We decided to combine Fall and Winter not only because of the money saved on printing and postage, but also because the ArLA fall conference was earlier this year than usual. It would have been a very late Fall issue if we had waited until after the conference to compile and publish reports on all the conference happenings. Therefore, the ArLA Board advised us to be efficient with resources and timing.



Murphy

If there's a theme to this issue, what came to my mind is how libraries market themselves. Many public libraries have made an art out of marketing, and have the respective budgets to support sophisticated campaigns and staff with expertise in graphic design. However, some marketing strategies can be quite inexpensive to be effective, and indeed, are just part of our jobs as library workers.

In the academic realm, UA Monticello librarian Kathy Anderson suggests that collaborating with faculty in academic settings can lead to very effective marketing of the value of libraries. Sonya Lockett

from UA Pine Bluff likewise gives library staff tips on how to be more welcoming and market their services to patrons. Arkansas Tech librarian Philippe Van Houtt discusses Springshare products, which have allowed academic libraries to take control of their web presence with a myriad of web-based tools.

Makerspaces have revolutionized how public and school libraries are perceived by the general population, and the related emphasis on coding in schools has likewise allowed librarians to take a leadership role as the ones charged with implementing coding skills and computer science in the curriculum. ArASL Division Chair Cassandra Barnett reports on the summer ARASL workshop, which was titled, "Maker Matters@Your School Library." Amber Gregory from the State Library advises public libraries to get involved and market their spaces as places that can educate the public about coding.

Finally, we do a little marketing of our own community in this issue – if you read nothing else, please do read about those librarians and library workers who were recognized for their achievements and accomplishments over the past year in the Awards article. Find information as well about our scholarships winner and our 2017 Emerging Leader in the ArLA Conference Report.

Hopefully you'll take a few ideas about simple things you might do to better market your library, or even think of a few people you work with who deserve more marketing to our own community in next year's awards ceremony.

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ALA COUNCILOR'S REPORT Annual Conference 2017

by *Lacy S. Wolfe, Henderson State University*

ALA Annual Conference 2017 took librarians to Chicago June 22-27, 2017. I began my Council duties with the Information Session on Saturday and brought Hendrix librarian Janice Weddle, first time ALA attendee, along with me to introduce her to the inner workings of ALA. During this session, the attendees receive updates on ALA financial issues as well as reports from the President Elect and the Executive Director. Immediately following is the Membership Meeting. During this meeting, Adam Eisgrau from the ALA Office for Government Relations spoke about the impending legislative issues – funding for IMLS and LSTA.



Wolfe

Council I

Sunday morning began with Council I. During Council, we received information on the Executive Director search and timeline for putting a new Director in place. ALA President Julie Todaro reported on her initiatives as president, specifically the Fight for Library advocacy as well as issues such as diversity, equity, and inclusion; fake news; and unique patron and community concerns.

Retiring ALA Executive Director, Keith Michael Fiels reported on issues from the past year with



Arkansas librarians gathered for dinner at South Water Kitchen on Saturday evening. The dinner and conversation were excellent!

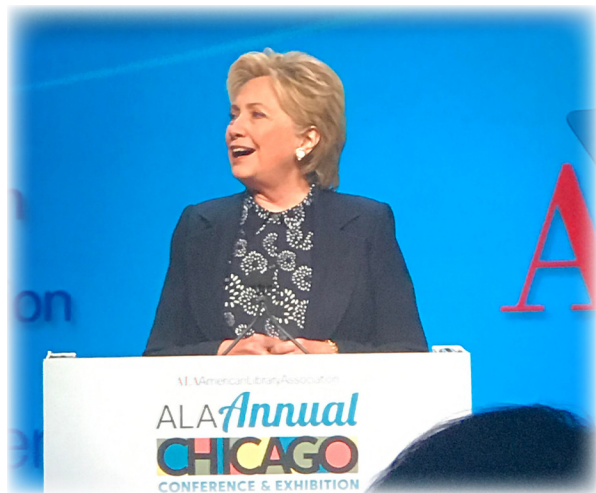
detailed information on updates from the Resolution on Gun Violence. (For additional information check out the Gun Violence and Libraries LibGuide created by ALA libguides.ala.org/gunviolencelibraries/home.)

Much discussion ensued around the Statement on Global Climate Change and a Call for Support for Libraries and Librarians. This statement was passed in the earlier virtual membership meeting and was brought to Council by the member Fredrick Stoss. With much discussion and a couple of changes the resolution passed. (See the press release for more information and a link to the full resolution: www.ala.org/news/member-news/2017/07/ala-council-resolution-global-climate-change)

Council I concluded with a report by Kathi Kromer, head of ALA Washington Office, and Adam Eisgrau on “How Can We Make Every ALA Member an Effective and Sustained Advocate for Federal Funding, Federal Legislation and Federal Policies that Impact Libraries and Library Users?” The Washington Office called for the help of all ALA members in contacting our legislators to show support for federal library funding.

Council II & III

Monday’s Council II consisted of committee reports from various ALA committees including the Committee on Diversity, International Relations Committee, the Freedom to Read Foundation, and the Center for the Future of Libraries. Of note was the passage of definitions for equity, diversity, and inclusion so that there is consistent usage of the terms across the Association. A tribute to Keith



Following the end of Council III was the closing session featuring Hillary Rodham Clinton. Clinton offered words of encouragement and hope for the future of libraries.

Michael Fiels was made during this time.

Tuesday brought the end to Council and the Conference. During Council III, ALA Treasurer Susan Hildreth provided the treasurer's report. Additionally, the Committee on Legislation and Intellectual Freedom Committee provided reports.

Don't forget to mark your calendars for 2018 ALA Conferences:

- ALA Midwinter in Denver, Colorado - February 9-13
- ALA Annual New Orleans, Louisiana - June 21-26

Lacy S. Wolfe is the Information Literacy and Reference Services Librarian at Henderson State University.

Customer Service: Setting the Tone

by Sonya Lockett, Associate Librarian

University of Arkansas at Pine Bluff

Think about the last time you visited your favorite restaurant. How was your service? Did the waiter smile and greet you? Was your glass refilled without asking? If the answer to these questions was yes, then you probably received great customer service. Is this the type of customer service that you want to provide to the people who visit your library?

Customer service in libraries is very important because it sets the tone for the visit the patron will have. It is essential for libraries to provide the patrons we serve with consistently great service. Great customer service involves going the extra mile to ensure that the persons we serve are so impressed with the service that they will want to come back and also tell others about the quality of service they received.

One of the most important aspects of customer service is the library staff's ability to communicate with the patrons. How can we provide services to them if we are not sure of their request? There are three parts to communication: speaking, listening, and nonverbal communication. Speaking involves the tone that you have when talking to a patron. The library staff must have a pleasant tone and make sure that the tone is not aggressive. There are two types of listening that must take place for communication to be effective. There is attentive listening, which includes maintaining eye contact and showing the patron you are interested in what they are saying. Then there is reflective listening which includes repeating back to the patron their request to show that you have an understanding of what they are asking. The final part of communication is nonverbal which involves facial expression and body language. Library staff must be careful of nonverbal communication and the effect it will have on the relationship with the patron. It takes all three of these characteristics for successful communication to take place.



Another way to provide great customer service is to be approachable to the patron. Approachability includes coming from behind the desk to escort the patron to the stacks or to a coworker's office. It is important to provide the patron with complete attention when you are working with the individual. The staff should always be pleasant and welcoming to the patron. One of the most approachable nonverbal signs that we can show to the patron is a smile. When a patron observes a smile, they will know that we are willing and able to provide assistance. Smiling also relieves the stress that the patron may be suffering from the weight of an assignment.

The library staff must always remember that communication is important to customer service and should reinforce this standard by having a pleasant tone, by applying both attentive and reflective listening, and by being aware of nonverbal communication. We must also make sure that we are displaying to our patrons that we are approachable, and that this can be accomplished by something as simple as a smile. Because customer service is so important to the quality of service that is provided by the library, the library staff must work hard to ensure that every patron is treated with respect and receives quality service with each visit.

Sonya Lockett is the Coordinator of Public Services at John Brown Watson Memorial Library at the University of Arkansas Pine Bluff.

Calhoun Participates in Research Discussions

Over twenty library stakeholders from across the country came together in Chicago at a meeting hosted by the Research Institute for Public Libraries (RIPL) and the Public Library Association (PLA). Feedback from this meeting will be used to map out future opportunities for evaluation training and tools.

Judy Calhoun, President of the Association for Rural & Small Libraries Board and ArLA Board Member, participated in the discussions representing the smaller and rural libraries. The meeting's discussions helped identify what training opportunities and tools currently exist to support public library staff when evaluating their services and programs, and where there are gaps. One challenge identified by meeting participants was to find effective ways to communicate the impact of the library to the public.

"Public librarians are already accustomed

to determining library usage in the form of statistics—we analyze circulation, computer usage, program attendance, and door counts. Relaying this information and having access to training and other measurement methods will provide library staff critical tools in which to share their impact on their community," says Calhoun. "By being a voice for small and rural libraries at the table with RIPL and PLA, we were able to remind experts in the statistical field of the limitations and barriers that affect public libraries."

RIPL hosts multiple regional events throughout the year where they train public library professionals on evaluation and data collection. PLA offers an online survey tool, Project Outcome, that public libraries can use to evaluate their impact on their users. Find more information about RIPL and upcoming events on their website: ripl.lrs.org/.

ArASL Summer Workshop Report

by *Cassandra Barnett, Chair*

Arkansas Association for School Librarians (ArASL)

On July 20 and 21, 2017, approximately 95 school and public librarians gathered in Little Rock to attend this year's ArASL Summer Workshop, "Maker Matters@Your School Library."

To kick off the workshop, the attendees participated in a Non-Coders' Hackathon. We divided into teams based on a pre-determined set of topics of concern to school librarians. These topics included:

- Databases: How do we make sure they get used?
- Budget: Affording it all in times of cuts
- Future Ready Libraries: Getting all of us to be future ready
- Fake News: How do we help our students

navigate?

- OERs: What are they and how can we use them?
- Collaboration: Making the case across the school culture
- What are the needs of our youngest learners?
- How do we help our secondary students develop a love of reading?
- How can we address STEAM in the library?

Each team discussed a variety of challenges connected to the topic, and chose one challenge. The team then came up with an innovative design solution to the challenge and pitched it to the whole group. This was a great way to network and learn from our peers. Some great ideas came out of this exercise.

After the hackathon, the action moved over to the Arkansas Regional Innovation Hub, a space



where students, teachers, and entrepreneurs have access to a unique and extensive set of resources and tools. Joel Gordon, Executive Director, and Errin Stanger, Director of Programs, gave an overview of the Hub and the services they provide. The maker spaces include a full wood and metal shop, 3D printers, laser cutters, and advanced computer technologies. The designing spaces include pottery/ceramics, painting, graphic design, printmaking, and screen printing. They also offer workspaces and professional mentors for entrepreneurs.

Attendees were able to participate in an art making workshop and a design tech workshop. Everyone came away with a personalized book bag, a laser-cut bookmark, and a wood block decorated with a graphic design.

The next day, Colleen Graves, keynote speaker, shared how the making/inquiry cycle mimics the writing process, and how making and literacy fit together naturally. Colleen Graves is a high school librarian, blogger and author of three books: *Challenge Based Learning in the School Library Makerspace*, *The Big Book of Makerspace Projects*, and *20 Makey Makey Projects for the Evil Genius*.

In addition to her keynote, Ms. Graves presented two breakout sessions: *Hacking Literacy with Maker Educations* combines maker education with poetry and *Invention Literacy* teaches students how stuff works so that they can hack, remix, and make their own stuff.

Other breakout sessions offered by Arkansas school librarians were also well-received. **Brittney**

Kugler, Professional Learning Specialist at the Arkansas Museum of Discovery, gave participants the opportunity to learn about the work of the Arkansas Discovery Network and to explore the infinite versatility of cardboard. **Brian Johnson**, school librarian at Lakeside Junior High School in Springdale, focused on the “why” and “how” of teaching coding and programming through hands-on activities in the school library. **Tressie Fowler**, school librarian at Danville School District, offered participants the opportunity to explore LittleBits, easy-to-use electronic building blocks to create solutions to real world problems. **Amy Shipman**, school librarian at Mountain Pine School District, gave participants an opportunity to experience Breakout EDU which encourages students to use critical thinking, problem solving, and collaborative skills. **Erin Shaw**, school librarian and faculty member at UCA, introduced participants to Mystery Skype which connects students with other communities, locally to globally.

The goal of the ArASL Summer Workshop was to equip participants with a toolkit for integrating makerspace skills and strategies into the school library setting. Hopefully, participants went home with some great ideas to implement in the new school year.

Cassandra Barnett is the Program Advisor for School Libraries for the Arkansas Department of Education.

ALPS AT WORK: InfoBits All Around

by *Devona Pendergrass, ALPS Chair*

On November 3, 2017, many of our ALPS members enjoyed a trip into the beautiful Ozark Mountains. This year’s theme for InfoBits was “Ain’t No Mountain High Enough.” The theme was meant to convey how we can accomplish any goal we need to reach.

Our InfoBits presentations gave us a gateway into our personality traits and tips for our Google users. Michelle McWilliams, a certified Strengths coach, offered us the opportunity to take the Strengths test and evaluate how our strengths can benefit our work environment. We were fascinated with not only how we perceive ourselves but also how we can improve our interactions with others. Some of us were even surprised to see how our

Strengths interact together.

Mr. Chris Francis showed us the value of quick and easy Google tips and tricks. He is a strong proponent of “work smarter, not harder.” There were lots of tips and tricks; he encouraged us to learn one new tip or trick a day to keep it simple. We also had time to network and of course, we had lots of good food to help us through the day.

I want to thank all of my ALPS friends for helping make my year as chair one I won’t forget. Although we faced many challenges this year, we have ended the year stronger than before. I have been able to fill all of our board positions with qualified, enthusiastic individuals. Please welcome new region representatives Christina Wampler and Loretta Edwards. Stewart Fuell will fill our historian position. In January, Simone Kirk will assume the duties of Chair and Dalene Schrier will be our chair-elect. As we approach 2018, I know that ALPS will continue to grow and serve our library communities.

LIBRARY PROFILE

Village Writing School

by Sarah Loch, Young Adult Librarian,
Springdale Public Library

Librarians never really retire; they just find different libraries to love. At least, that's the case for Nancy Harris, a retired school librarian who now oversees the library in the Village Writing School, located in the Center For Nonprofits in Rogers. "I missed working with books," Harris says, while showing off her new domain. Managing this specialty library of approximately three hundred volumes has given her the chance to continue working as a librarian even in retirement, while still exploring her new passion, writing.

As a newly retired librarian, Harris began attending classes at the Village Writing School when it was still located in Eureka Springs, and became friends with Alison Taylor-Brown, the founder of the school. The library is primarily made up of donated books, but Harris does have some funds that she can use to purchase books as well. The category for local authors and friends of the Village Writing School who have presented workshops is small at the moment, but Harris anticipates it growing in the near future as more writers who have attended workshops move toward publication of their work.

The library is contained in one large wooden shelf made by Harris' husband. She convinced him to make it to fit their original building in Eureka Springs, she says, and then convinced him to move it when the school relocated. The rest of the room is taken up with the space used for the workshops and other programs held at the Village Writing School, with comfortable couches, tables and chairs, all arranged facing a large television used for Skype sessions for presenters who can't visit in person.

Since the library is a tightly focused, specialty

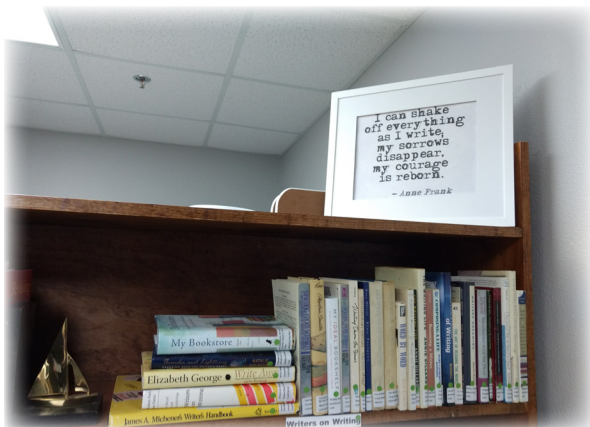
collection, Harris opted not to use the Dewey Decimal System for organization, since most of the books would fall in very similar subject areas. Instead, she grouped them into broad categories ranging from "General Craft" to "Editing" to "Publishing" and many more. "Editing" is a particularly popular category, with more than half of the shelf space allotted to it empty — only six books remained to be checked out.

Anyone who participates in a class or other program at the Village Writing School is eligible to check out a book, using the low-tech card system Harris has devised; all they have to do is sign the card in the book's back pocket and file it alphabetically by their last name. The library operates on the honor system. "If something doesn't come back, at least I know it's somewhere it can do some good," Harris says. She is in the process of cataloging the small collection into an Excel spreadsheet or other database form so members of the Writing School can search via the website.

"I always tell them, if you're not writing, you should be reading," Harris says.

The Village Writing School relocated to Rogers from Eureka Springs in October 2015. In addition to Tuesday evening Writers' Night Out and a monthly Skype chat with a professional editor who has worked for Big Five publishers, the Writing School offers a number of workshops on topics ranging from marketing to self-publishing to improving author websites. The school still has a presence in Eureka Springs as well; Writers' Night Out alternates between the Rogers location and Eureka Springs.

According to Harris, the Writing School serves a wide range of ages, including retired people, working adults and students. Although a nominal fee is charged for workshops and programs, Harris says that Taylor-Brown makes them available to high school students at no charge.



WHAT'S UP? DOCS. Government Documents as Primary Sources

by *Mary Heady*,

Special Collections and Reference Librarian, UAM

Many thanks to Karen Russ, Research and Community Engagement Librarian at UALR Ottenheimer Library, for sharing this column. She is celebrating fifteen years of writing the "What's Up, Docs?" column for *Arkansas Libraries*.



Heady

Primary sources are documentation of an event written at the time the event occurred or at a later time by someone who observed the event firsthand. A primary source is as close as you can get to an event without having observed it yourself. Secondary sources are written by scholars who rely on primary sources for their information. These sources are considered secondary because they are filtered through the lens of the author before reaching the reader. Many professors require at least one primary source be used when writing a paper.

Government documents make excellent primary sources for a number of reasons. They appeal to students' desire to use the internet. Federal government documents are freely available for public access through databases such as Govinfo (www.govinfo.gov). Govinfo is in beta release and will eventually replace the Federal Digital System (FDsys). All of the content on FDsys is also available through govinfo.gov. This database can be a one-stop shop for finding authoritative sources on the internet.

Federal government documents are generally not copyrighted. They are considered a work for hire and the author is working for the people of the United States. This means that an author or a student can use an image from a government document to illustrate their article or paper without being concerned about copyright. It is still a good idea to attribute the image to its source so that others may be aware of its origin. Images are primary sources because they are a picture of exactly what was happening at a certain place and time. For example, the numerous images of bills being signed into law show the important players present at the signing.

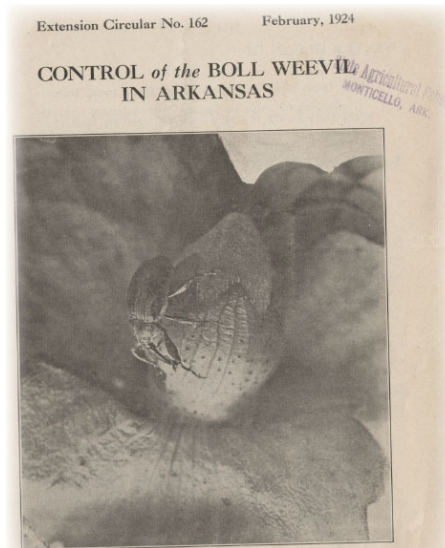
Evidence of political events is documented in government publications. The *Congressional Record*, for example, is a compilation of the discussions held

in the Senate and the House. Related documents to House and Senate Bills include different versions of the same bill, Congressional Reports, Presidential Signing Statements, Public and Private Laws, Statutes at Large, and the U.S. Code.

Like scholarly articles, most government documents are carefully crafted over a period of time. They are often reports that represent what the agency wishes or is required to make public about its operations. This attention to detail and editorial review is another reason that government documents are excellent primary sources.

As a special collections librarian, I have come across several surprising examples where the answer to a search for a primary source is in a government document. For example, I was asked when the earliest honorary degrees had been bestowed. Although located in an archival collection, the answer was in an entry for Congressman William Frank Norrell in the *Congressional Record*. On another occasion, I was asked about the involvement of Governor Xenophon Pindall in the establishment of UAM. I located voting records for Pindall in the Journal of the Senate of Arkansas.

Whether needing to find evidence documenting political events as they happened, or simply needing to answer a question, through your help students will discover that government documents "fit the bill" as widely accessible and free primary sources.



Frank Horsfall's reasoning for choosing the boll weevil as the UAM mascot in 1925 is unknown, but this image from the Extension Service Circular No. 162 "Control of the Boll Weevil in Arkansas" documents that the plight of the cotton crop against the boll weevil was a major concern for those interested in agriculture in 1924.

MAKING THE MOST OF TECHNOLOGY Talking to Patrons about Digital Services

by Carol Coffey

Central Arkansas Library System

We've all had those conversations, right? The library owns books 2-6 in a popular series in ebook format, and a patron who wants to read the first title doesn't understand that we can't buy it because it's not available in OverDrive. A second patron doesn't understand why the wait is so long for an ebook because we only have one copy. Ebooks are cheap, right? Yet another patron complains that Hoopla's searching is terrible and it has only limited Great Courses content, so the library community should band together and rise up in arms to force Hoopla to provide what they want. Okay, that last one may just be the email conversation I had recently.

There are so many difficult issues to deal with when offering digital download and streaming services to our patrons. Once we've figured out the issues and added the services, we often then must explain those issues to patrons who don't understand that library streaming and download services have limits that consumer services such as Kindle, Netflix, and Spotify may not have. A coworker and I recently spent a great deal of time answering a patron's questions and complaints about Hoopla. I hope you'll find it helpful if I share with you several questions that you might get about digital services, along with suggested answers.

Question 1: Why doesn't Hoopla have an advanced search function like the library catalog does?

Hoopla's search capabilities could be much better than they are. The sad fact is that many of the streaming content services simply do not have very good search capabilities. Not even very popular services like Netflix and Hulu have particularly robust searching functions when compared to the search function in many library catalogs.

Question 2: Why are there 10 holds on this ebook in OverDrive when there are only 4 holds per copy on the print edition? Why can't you just buy more copies of the ebook?

In many cases, libraries must pay much more per copy of an ebook than they pay for print or than you would pay if you bought the ebook yourself on Amazon. Publishers believe they are justified in charging libraries more for ebooks since the ebooks will be read by more than one person. In many cases,

we also must pay for the ebook again after a certain number of checkouts or a certain amount of time has passed. I suspect that if publishers could have found a way to charge libraries more for print books they would have, for the same reason.

Question 3: Why won't you buy the first title in this series? You have all the others.

We would buy the title if we could, but unfortunately, we can only buy those ebook titles that are available to us in OverDrive/CloudLibrary/Axis360. Publishers add titles and remove them from availability all the time in these services, much like movie distributors add and remove titles from Netflix. If it's a longstanding series, the first title may have never been released in ebook format at all.

Question 4: Why can we only check out 7 items per month from Hoopla?

The limit of 7 checkouts per month per patron is designed to prevent Hoopla from devouring our library materials budget. Hoopla's pricing model is not a single subscription price giving access to everything; instead the library pays each time a patron checks out an item. The cost per download can range from \$.99 each to \$3.99 each, depending on the title. The only way to control costs and stay within budget is to put a limit on the number of checkouts each patron can have. Pay-per-use pricing models are impossible to budget for without placing some restrictions on how many uses there can be.

Question 5: Speaking of Hoopla, why is there so little Great Courses content there and why must I check out each episode individually for such a short period of time?

Many of the restrictions that you detail (single episodes, time limits, etc.) are required by the content owners before they will agree to make their resources available to the library market. If Hoopla does not enforce those restrictions, the content owners will pull their content from the platform. In your specific example, the Great Courses content is sparsely represented even on large content distributors like Netflix, in large part because their business model depends on being able to sell their content directly to consumers. The same applies to most content owners/distributors.

Question 6: Why don't libraries, as stewards of public funds, band together and force these companies to improve their services and content?

Generally, the only leverage we have over content vendors such as OverDrive and Hoopla is to threaten to cancel our contract with them. Since so many of our patrons depend on being able to use these services, we cannot easily walk away from

these vendors.

The idea of banding together to request changes has been tried in the library community before, but it has not often been successful. Even though many libraries use these services, we are still a small market overall, and libraries' subscriptions often aren't a large portion of the income for these companies. To give one example of a similar situation regarding OverDrive and library access to ebooks and digital audiobooks, library associations and libraries spent several years lobbying publishers to make ebooks more available and more cost efficient for libraries to purchase, and achieved very little for their efforts, relatively speaking. We're not

entirely sure that spending the amount of time it would take to rally other libraries and associations to the cause would be a good use of our time or funding.

These are just a few examples of the types of questions I've answered over the years of managing digital resources at my library. What questions do you get about your digital content?

Carol Coffey is the Head of Library Resources and Digital Services for Central Arkansas Library System.

MAKING THE MOST OF TECHNOLOGY Springshare: By Number and By Experience by *Philippe Van Houtte, Systems Librarian* *Arkansas Tech University*

The purpose of this article is twofold. First, I wanted to find out how strongly the company Springshare (i) has infiltrated Arkansas' university and college libraries. Then, since Springshare has made a very strong impression at Arkansas Tech University, I will share my experience with our new integrated online tool that combines research guides, library website, online forms, study room reservation, and operating hours.

How has Springshare affected the Natural State? A visit to the Arkansas Department of Higher Education's website (ii) reveals forty-seven four-year, two-year, and independent institutions. I visited each library homepage and searched quickly for any Springshare tools' presence. My goal was to find out how strongly Springshare has infiltrated our state's higher education schools. Twenty-two libraries – almost 50% – subscribe to at least one of Springshare's products. This is impressive in many ways.

First, Springshare is ten years old. In that time, about half of the libraries in Arkansas's institutions of higher education have decided to subscribe to at least one of their products. Ten years is a short time for a company to implant itself so strongly in the library field, and the library world is not an easy entity to please. Springshare's most known and common product is LibGuides (iii): a content management system that is easy to use, update and personalize. Springshare's presence in Arkansas proves that the company offers high quality online services.

Secondly, the information available online (free



and by subscription) is growing fast. Some say that more than half the world population now has access to and uses the internet (iv). This enormous amount of information is in need of organization, and so, enter Google, Yahoo, and the librarians. While the first two are search engines that simply expose the information to everyone through some mathematical algorithms, the librarians scrutinize the information and keep and organize only the most relevant for their users. Enter the LibGuides, a good answer for those data organizers who can now offer much more than simple lists of links. The combination of the tremendous volume of data and the organizational ability of the tool resulted in a great enthusiasm for the product. LibGuides gave librarians the power to narrow the research focus for students on a specific class or subject.

Springshare has been present at the Arkansas Tech library since 2012. The first product we purchased was LibGuides. Then came LibAnswers, which creates great communication between the librarians and the users. After that, LibWizard, which offers easily constructed and adaptive forms used for all types of online requests such as book suggestions or feedback forms. With LibCal, we easily share our operating hours and offer a strong online tool for reserving study rooms and other library facilities. We finally added the content management system (CMS) to create our new website, LibInsight, to collect

great analytics, and LibStaffer to see our Circulation and Reference operations schedules. The first four products – LibGuides, LibAnswers, LibWizard, and LibCal – have merged into a unique and seamless online structure for our students and faculty through the LibGuides CMS. A team of librarians researched how our new website would look and feel, and we launched it at the start of this fall semester. Users go from a library webpage to a research guide, to the operating hours, or even to a web form without knowing they are traveling from product to product. There is only one shell with a common menu accessible from any webpage. In fact, each webpage is an individual LibGuide.

It took a few months to get all this together, though. While Springshare proudly offers products built under the same roof, these products do not have the same engine under their individual hoods. Creating one element that would behave similarly in all products such as the header, for example, was quite challenging. I dare say the result is up to the

task (v). Springshare’s support is quick and effective. I met a few difficulties throughout the project, but they always rapidly found good solutions.

The LibGuides CMS also provided answers to two other necessary needs. The university wanted the library’s website to move to a CMS and allowed us to choose our own. We investigated and decided to go with Springshare. The main reason was the capability of unifying all their products under one shell. We were able to create our new website the way we wanted, with a focus on our main purpose and users: research and the students. The move to the CMS automatically answered the second need: being mobile friendly. The CMS is built on a strong and malleable web structure: Bootstrap.

Notes

- i www.springshare.com/
- ii www.adhe.edu/locations
- iii www.springshare.com/libguides/
- iv www.internetworldstats.com/emarketing.htm
- v libguides.atu.edu/research

AROUND ARKANSAS

by Heather Hays, Associate Editor

Lowell Walters is the new director of the Mississippi County Library System. Please join me in welcoming him!

The Arkansas State Archives has been awarded a grant in the amount of \$208,128 for the digitization of historic Arkansas newspapers through the National Endowment of the Humanities. The National Digital Newspaper Program (NDNP) grant will allow 100,000 pages of historic Arkansas newspapers from the collections of the State Archives to be digitized and made available online for research. The project is a partnership between the Arkansas State Archives and the Mississippi Department of Archives and History, which will provide technical support to Arkansas in the digitization.

Arkansas State Archives Director Dr. Lisa Speer expressed appreciation for the grant, saying, “I am delighted that the NEH selected the Arkansas State Archives’ grant application for an award. Arkansas is one of a handful of states not participating in the NDNP. This grant and collaboration with the Mississippi Department of Archives and History will benefit scholarship on our state by providing convenient access to a large body of public domain Arkansas newspapers. I’m very grateful to the MDAH for their willingness to share their expertise



ARKANSAS State Archives

to help us achieve this goal.”

The project will take two years to complete. Once digitized, the newspapers will be housed online through the Chronicling America website hosted by the Library of Congress (chroniclingamerica.loc.gov/) and will be accessible to the public for free. An announcement of which Arkansas newspapers are to be digitized will be made at a later date following the work of a selection committee.

A reminder to Arkansas librarians: please submit news items to me for the next *Arkansas Libraries* issue! Births, deaths, new hires, retirements, funding, new buildings, and news that affects Arkansas libraries would be perfect fits for this column. Just jot me an email at hhays@bentonville.com, and you’ll most likely see it published in our journal.

WHAT'S UP? DOCS. Military Records and Genealogy

by *Karen Russ*,

Government Documents Librarian, UALR

The last time I wrote about genealogy and government documents, I had a few people running away, vowing never to read my column again. But I also had numerous people thrilled to have new resources for patrons. The pros won, so the topic is back again. This time, we will look specifically at how to find information about family members who served in the military before the Civil War.



Russ

Government Information @your library™

Given my family history, I can start with the war that created our nation. (I can probably find some who fought in the Indian wars before the Revolution, but I have not tried that yet.) I knew I had ancestors in what became New York State during the colonial period, so I wanted files for the Revolutionary War, the War of 1812, and others of the western migration times. It was not until after World War I that Congress created the Veterans Bureau and subsequent agencies so I needed to search elsewhere. Before then, pensions were provided by Congress, and medical care was offered by state and local agencies with some federal assistance (www.va.gov/about_va/vahistory.asp).

Several years ago, a long dull desk shift, combined with the need to know more about how to search our new *United States Serial Set* database, left me with several tips for future researchers and a Revolutionary War pension record for a maternal ancestor. As one would expect, Congress did not do anything the same way for long. Searching for ancestors by name and the name(s) of different wars in early American history was only partially successful. Finding the desired people required several committee names and concepts, but in the end, it worked.

I cannot recommend one means of searching to find soldiers and sailors in the *United States Serial Set*. I was lucky that a simple search for the man's

name brought up a House vote granting a pension. Others may find that they need to search for the concept of "land claims," "invalid pensions," "war claims" or "public lands;" the person's name, or that of a guardian or spouse; and maybe the colony or state from which they served. And these pensions can be granted by over a dozen different House and Senate committees, depending on which war they fought in, and when they filed for the benefits. It will not be a quick process, but it will be interesting. The *United States Serial Set* is enormous, incredibly interesting and constantly changing in content as each Congress assumes office. Have patience and you will be happy with what you find.

Before I move forward with some other recommended resources for 18th and 19th century wars, I'd like to make two suggestions:

- 1) Determine the name of the war. Nearly every war the colonies or United States has fought in has more than one name. I've tried to compile a list of these in a research guide I wrote for the Survey of US History classes here at UA – Little Rock. I recommend you consult it for alternative search terms: researchguides.ualr.edu/c.php?g=488033&p=3337846
- 2) Don't give up if you cannot find the specific person. Not everyone's ancestor was an officer and named in multiple books or files. Many times you will not find the exact person you desire, but you can find out a great deal about the war they fought in, maybe even a report from their unit or ship. Those details can be used in family histories to add just as much interest as the sentence stating that GGG Grandpa Joe was shot in Illinois in a specific battle. The details of the tribal war will still give your descendants a view of what the family has been through.

If you are willing to trust me on tip number two, there are many places to turn for descriptions of individual unit activities. Numerous volumes have been written by various government agencies to detail the military actions in our history. No one resource is better than another. I recommend exploring all that address the war of interest.

Potential Sources:

*Many of these titles below I first found in an annotated bibliography created by Constance Reik. I have since looked at the titles in the Ottenheimer Library collection, or explored the online version, when offered.

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 Vol. 2 *Gateway South: The Campaign for Monterrey*
purl.access.gpo.gov/GPO/LPS73127
 Vol. 3 *The Occupation of Mexico, May 1846-July 1848*
www.history.army.mil/brochures/Occupation/Occupation.htm
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www.history.army.mil/html/books/buena_vista/index.html
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 Vol. 1 *The United States Army and Forging of a Nation, 1775-1917*.
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www.army.mil/cmh/books/RevWar/ContArmy/CA-fm.htm. *Print version offers state lineages and a bibliography that is not online*
- I would also recommend some articles in *Prologue*, the journal of the National Archives and Records Administration:
www.archives.gov/publications/prologue
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Conference Collaboration Leads to Life Beyond the Box

by **Kathy Anderson, M.S.I., M.Ed.**
Associate Librarian Acquisitions & Student Success
 and **Kay J. Walter, Ph.D.**
Professor of English, University of Arkansas at Monticello

Collaborating has become more than a suggested approach in academic life. It has grown into a necessity. As a means of keeping ourselves motivated and productive, we need to collaborate with colleagues outside our own fields of study. Being responsible to a peer inspires my efforts to read, research, compose, present, and publish. When an English professor collaborates with a librarian, the reading and research come easily, but the presenting and publishing may be less familiar

goals.

When we decided to investigate the development of critical thinking skills as a way to assist student success, we found an announcement for a conference on critical thinking. In order to motivate our university to provide travel funding, we submitted an abstract and presented our own contribution to the effort. The idea that this interdisciplinary conference was not a gathering of English teachers, nor was it strictly a gathering of librarians, pleased us. Some of the attendees were from both fields, but preparing this presentation meant working together outside our comfort zones. Luckily, we have many successful experiences to share, so we planned our presentation around one which had the elements of a good story: challenges overcome, goals met, and students who

succeeded. We met for a prewriting session in which we outlined some important points to include and devised a framework which structured the ideas to support the conference theme of biomimicry. From this point we took turns writing. One began, and the other would read and then add to the tale.

When the flow of words flagged, we would meet and think aloud together to inspire new ideas. By the time our story was told and proofread, we had five pages too many for our presentation! Our first read-through determined how many sections we needed to trim to make our ideas fit into our time limit. The next step was to read the paper to a live audience. Fellow librarians make good audiences, and the first one we found free was drafted into service. This reading revealed some fine points which needed correction, and we edited some more.

Two more readings to small groups of upperclassmen presented opportunities for us to grow comfortable with saying aloud the words we had written. It also highlighted for us the sentences which, while grammatical, were difficult to follow, and we spent more time clarifying. For the last practice session, we determined to make the audience as large and as diverse as possible. An open invitation to all faculty, students, staff, administrators, and guests at our university resulted in a public reading of our conference paper. We read to a packed room and answered questions and comments.

At this point, we knew we were ready for the conference. We packed our bags, boarded a plane, and soon found ourselves in Georgia. Before we turned in for the night, we scouted our way to the college and found the proper parking lot and building. When morning arrived, we were able to present ourselves cheerful and eager to share ideas with new friends. We scheduled our talk early so that we could relax and enjoy the rest of the presentations. We learned some things about biomimicry in nature, embedding librarians in online courses, developing education programs, mindfulness, and how personality contributes to composition.

The next day we drove to Milledgeville to visit the homeplace of Flannery O'Connor, to Eatonton to visit the Georgia Writers Museum, and to Columbus to see the home of Carson McCullers. In all, this journey entailed seven hours of driving time. But we had never been there before and didn't want to miss a once-in-a-lifetime opportunity to see in person places of importance to American literature. The trip back to Arkansas was full of wonderful memories, but it

wasn't the end of our work.

When we returned to campus, we had the normal "catching up" to do after being out of the office a few days. We did not waste any time, however, before contacting our newfound colleagues and potential collaborators. We wanted to be sure and keep the lines of communication open long after this conference. We emailed the Library Director and the Reference & Instruction Librarian at East Georgia State College and received an immediate reply. We discussed resources that we wanted to send each other and shared inspirational stories. They are doing some great things at that library, like embedding librarians in online courses. These types of activities allow librarians to make their presence known on campus. Networking has become a necessary tool in a librarian's toolkit.

Academic libraries maintain a constant struggle to make their value and presence known on campus. If you are a librarian in a tenure-track faculty position, prominence is crucial to your survival. Teaching faculty will serve on your tenure and promotion committees. It is imperative that they know how big an asset you are as an individual and the library is as a whole to the campus community.

Academic librarians can promote themselves and their libraries by connecting and collaborating with all departments on campus. Don't just focus on the academic departments; support services can be a great source of collaboration as well. A couple of years ago, UAM librarians collaborated with members of the Instructional Technology & Web



Services department that administers Blackboard. They presented at the Teaching with Technology Symposium held at UAMS. Lifelong learning means never turning down an opportunity to gather with professionals and share ideas.

Our collaboration has opened numerous opportunities for both of us, both professionally and personally. We've both become better teachers and have developed diversified skills for teaching classes that require critical reading and thinking. Our collaboration has offered us opportunities for scholarship, as well as travel to new places, and

connections with other faculty and librarians. As a result, UAM librarians have material for promotion, and can look to faculty for assistance in the daunting process of obtaining tenure. UAM faculty can learn sound pedagogical practices and research skills from librarians that they then reinforce with their students. We hope that librarians and faculty will continue to think beyond the box of their respective libraries and classrooms and envision new avenues to reach students and improve learning. So what are you waiting for? Come join us! Let's collaborate!

Coding in Arkansas Libraries

by Amber Gregory

Coordinator of E-Rate Services, Arkansas State Library

Coding, computational thinking and computer science are front and center on the national stage, and Arkansas has a lot to be proud of in the realm of computer science and coding. You may be familiar with the American Library Association's Ready to Code Initiative, Girls Who Code, Hour of Code, Google CS First, or the Congressional App Challenge, which are just a few of the national coding initiatives. Coding programs at the library are important because computer science and coding skills will allow the next generation of job seekers to thrive in the digital world in which we live.

What is computer science (CS), computational thinking (CT), and coding? Computer science is the study of computers, including the hardware, software, applications and roles computers play in society. Computational thinking encompasses a set of problem-solving skills that break down problems into smaller units, finding connections or patterns to understand the solution. It is important that libraries offer programming related to these concepts to empower youth to become creators, not just consumers. Computer science can lead to some of the highest paying jobs in the world, and there are far more jobs in CS than qualified applicants to fill them.

Arkansas library coding programs range from analog or unplugged coding activities to coding

clubs that target girls and underrepresented populations in CS and everything in between. Libraries are integrating coding into 3-D printing, Makerspaces, and robotics programs, and offering coding clubs to allow youth to explore coding outside the classroom. Libraries offer youth a chance to explore CS, CT and coding in an informal

learning environment, offering the perfect complement to what is going on in the formal K-12 learning environment.

Arkansas is a leader when it comes to computer science in schools, and this is significant for school and public libraries of our state. Nationally, the statistics show that one in every four schools offers

computer science. By contrast, Arkansas offers CS in every school. In 2014, Governor Asa Hutchinson began his Computer Science in Every High School Initiative. This includes computer science, programming and coding. Since its inception in the 2014-2015 school year, participation has steadily increased. Participation has also increased among groups who are underrepresented in computer science including females and minorities. With the start of the 2017-2018 school year, CS will be taught in every school, kindergarten through 12th grade. School media specialists have played an important role in ushering in coding programming and assisting with integrating CS into the curriculum. This means that every student who walks into a school or public library has an existing familiarity with CS and coding.

Coding is a perfect opportunity to work across library types to offer youth in a community a

Resources

- ALA's Ready to Code Initiative: www.ala.org/tools/readytocode
- Girls Who Code: girlswhocode.com
- Hour of Code: hourofcode.com
- Google CS First: www.cs-first.com
- Congressional App Challenge: www.congressionalappchallenge.us

continuum of coding experiences. If you are a public librarian just getting started with coding, you have an excellent resource in your local school media specialists. If you are a school media specialist, there are opportunities to work with your local public library to help give students a place to work on coding during school breaks. The combination of formal CS and coding curriculum in school and the informal learning environment offered at the library equals a chance for more youth to gain coding exposure.

If you are a library new to coding, where do

you start? Start with what you are already doing in your library! If you offer STEM/STEAM or Makerspace programs, these are excellent places to integrate coding in your library. Seek partnerships by reaching out to local organizations that may be doing CS or coding activities. Reach out to find local volunteers to lead a coding program at your library. You don't need to be a coder to lead a coding program. Learn alongside the kids. Coding resources are readily available and most often free of charge.

Ottenheimer Library First Preservation Steward Library in Arkansas

The University of Arkansas at Little Rock's Ottenheimer Library is the first library in Arkansas to become a Preservation Steward Library in the U.S. Government Publishing Office's Federal Information Preservation Network. To help federal depository libraries meet the needs of efficient government document stewardship in the digital era, GPO has established preservation stewards to support continued public access to historic U.S. government documents in print format. Ottenheimer Library will permanently preserve numerous print volumes of *The Handbook of North American Indians*. This Smithsonian Institute's publication summarizes knowledge about all Native peoples north of Mesoamerica, including cultures, languages, history, prehistory, and human biology.

UA Little Rock is currently the only institution to preserve this publication, though the U.S. Government Publishing Office would eventually like to have four institutions preserving print copies of selected publications, said Karen Russ, Research and Community Engagement Librarian at Ottenheimer Library. "I'm happy to take part in this initiative,

because I want to see future access to government information for everyone protected," Russ said. "We have agreed to maintain historical access to the title and make sure it does not become damaged. We provide access if another library needs information and to make sure researchers will always have access to this publication."

The Norlin Library of the University of Colorado at Boulder, University of Kentucky Libraries, the University of Hawai'i at Mānoa, the State Library of Ohio, and the University of Iowa Libraries also serve as preservation stewards. "GPO welcomes Ottenheimer Library into this important program of maintaining government information in all platforms," said GPO Director Davita Vance-Cooks. "I encourage more libraries to become part of this venture of preserving valuable print collections of government information." Through the Federal Depository Library Program, GPO works with approximately 1,150 libraries nationwide to provide public access to authentic, published information from all three branches of the federal government in print and electronic formats.



University of Arkansas at Little Rock employees Erin Fehr, Donna Rose, Karen Russ, and Carol Macheak hold volumes of The Handbook of North American Indians, the publication Ottenheimer Library has agreed to preserve. Photo by Lonnie Timmons III/UA Little Rock Communications.

The Arkansas Library Association 2017 Award Winners

by *Dwain Gordon*

Awards Chair

Each year the Arkansas Library Association presents awards to recognize outstanding achievements in the library field. ArLA presented these awards at the Awards Dinner held on September 24, 2017 at the Rogers Embassy Suites Hotel as part of the annual conference. The 2017 award winners and a description of the awards follow. Thanks go to Jennifer Ballard, Teresa Inman, John McGraw, Tina Murdock, and Philip Shakelford for their time and dedication in serving on this committee.

Arkansiana Awards

The Arkansiana awards are for the books that best reflect the social and cultural history of the state and were published within the preceding two years. There are three categories for this award – please find details on the award winners in Bob Razer’s article in this issue. Pictured below is the only winner to attend the ceremony – Ali Welky for her book *A Captive Audience: Voices of Japanese American Youth in World War II Arkansas*.



Ann Lightsey Children’s Librarian Award

The Ann Lightsey Children’s Librarian Award is presented to an individual who has contributed to the improvement of children’s library service both in the library via programming and at the state level by conducting peer training at regional and state conferences. This year the Ann Lightsey Children’s Librarian Award was given to Brittany Tavernaro. Brittany began her library career at Bentonville Public Library and served as the 2016 ArLA sponsored Emerging Leader; she is currently working as a School Library Media Specialist at Willowbrook Elementary in Bentonville Schools.



Distinguished Service Award

The Distinguished Service Award is given to recognize a librarian currently employed in a library for distinguished service and outstanding achievement in the profession. This year Eva White, Director of the Crawford County Library System, Van Buren, AR was recognized for her notable service to the library profession.



Frances P. Neal Award

The Frances P. Neal Award is given to a recently retired librarian to recognize a career of noteworthy service in librarianship within the state of Arkansas. Gwen Khayat was presented with the Frances P. Neal Award for her service and achievements during her 26-year career as Library Director for the Baxter County Library System headquartered in Mountain Home, AR.



Lorrie Shuff Paraprofessional Award

The Lorrie Shuff Paraprofessional Award is presented to recognize distinguished paraprofessional library service in Arkansas libraries.

This year the Lorrie Shuff Paraprofessional Award was presented to Shawn Manis, Operations Manager of the Ottenheimer Library, University of Arkansas at Little Rock.



Suzanne Spurrier Academic Librarian Award

The Suzanne Spurrier Academic Librarian Award recognizes an academic librarian who exemplifies a spirit of outstanding service and dedicated professionalism to all library patrons; an attitude of devotion to the library profession and fellow colleagues; and consistent activity in state, regional and national associations.

This year Jerry Jones Townsend, Library Director at Phillips Community College of the University of Arkansas was recognized with the award.



Retta Patrick Librarian Award

First awarded in 1989 and named in honor of Retta Patrick, former Director of Library Media

Services of the Pulaski County Special School District, the award recognizes an individual member of the Arkansas library profession who has made an outstanding state or national contribution to school librarianship.



Stony Evans, Library Media Specialist at Lakeside High School, was recognized with this award for his outstanding leadership and creativity benefiting students and faculty.

Rising Star Award

This is the first year of the award which is to recognize a library worker who has worked in libraries less than 5 years. They must be a member of the Arkansas Library Association and provided exceptional service in their community.

Sandy Doss, Manager, Warren Branch Library, Southeast Arkansas Regional Library was presented this award in recognition of superior service for her community.



Dwain Gordon is Deputy Director at the Arkansas State Library.

Arkansiana Awards 2017

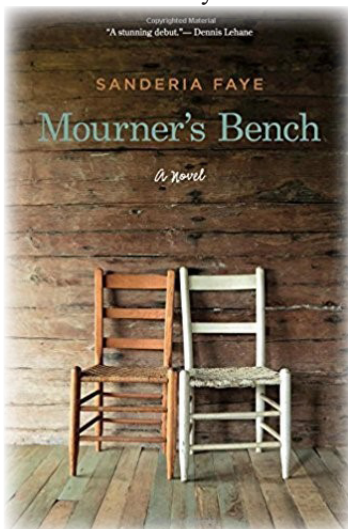
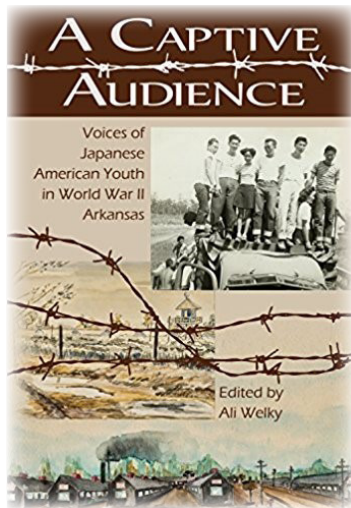
by **Bob Razer**,

Special Services Division, Butler Center for
Arkansas Studies

The Arkansiana Awards were first presented in 1979. The awards are given to the author of a book or other work which represents a significant contribution to Arkansas heritage and culture. Three categories were established to receive nominations biennially for the Award. They are: Juvenile, Adult Fiction, and Adult Non-Fiction.

The winning book in the Juvenile category is *A Captive Audience: Voices of Japanese American Youth in World War II Arkansas*, edited by Ali Welky. Welky's book tells the story of Japanese internment through the voices of the young people who were in the camps at Rohwer and Jerome in southeast Arkansas. In addition to these first-person accounts, she uses photographs, yearbooks, and artwork to tell their stories. Students today are much more likely to understand the event when it is told to them by other students who experienced internment and all the challenges to their lives it entailed. The emphasis on the use of primary documents in history education makes *A Captive Audience* a perfect resource for teachers.

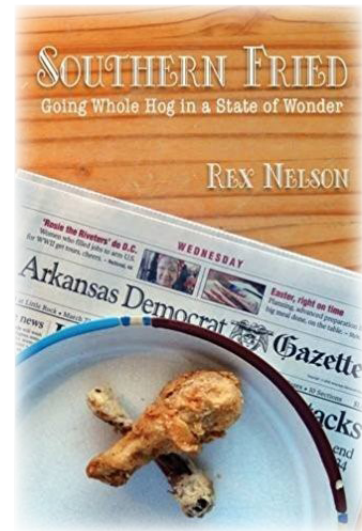
The Arkansiana Award for Fiction goes to Sanderia Faye for her novel *Mourner's Bench*. It is the story of a black family facing generational conflict during the emerging civil



rights era in Arkansas. In the novel, conflict exists between an older generation that doesn't want to "rock the boat" of the existing racial environment and a younger generation advocating for change. The book's narrator is an eight-year-old girl who tries to understand these conflicting views as well as other mysterious things she encounters from the adult world. This book differs from past winners that dealt with the civil rights era in that it is not about the integration of Central High School, and it is not set in an urban environment. *Mourner's Bench* is a story about a rural family facing changing times – people and a location frequently slighted in telling the Arkansas civil rights story in a novel.

The Arkansiana Non-Fiction Award winner is Rex Nelson's book *Southern Fried*, a collection of his newspaper columns. *Southern Fried* could well be the poster child for what we mean when we say, "best book representing the social and cultural history of Arkansas."

Rex takes us with him on his road trips around the state visiting places, people, and events – some known to us and others we meet for the first time. Most of the trips involve taking the "blue highways" and not the interstate. Topics range from distinctive local festivals, to hunting trips, to reflections on the disappearing Delta population – and of course, to bar-b-que. The delicacies of the Arkansas diet and the memorable places to chow down while on the road occupy an honored spot in these pages. *Southern Fried* is truly one of those "enjoyable for all ages" books. It is Arkansawyerish to its very core.



Bob Razer is the Archie House Fellow and Manager for the Special Services Division of the Butler Center for Arkansas Studies in Little Rock.

TRAINING: TIPS, TOPICS AND TECHNIQUES

Staff Morale in Stressful Times

by Sarah Sewell,

Central Arkansas Library System

Keeping up staff morale in times of increased change, budget cuts and stagnation, and expanded workloads is an issue with which many of us are likely contending. Directors, managers, and supervisors are placed in the crucial role of leading staff through changes and challenges, and keeping the team together throughout. How can managers help staff better navigate workplace stress and challenges, while also keeping themselves afloat and engaged?

We discussed these issues during a recent managers' training meeting and shared some common concerns. Communication, especially communication needed to help staff deal with workplace change, seemed to be on top of everyone's list. It can be argued that practicing good communication is the most time consuming part of a manager's job, and is certainly a fundamental aspect of maintaining overall morale. How do you involve and share information with staff and follow up with them when your library has a new project, resource, service, policy, or procedure? How do you handle it when this is met with uncertainty, worry, or resistance?

As communication and change management have both been hot topics in professional literature, there are many good resources from which to choose to learn more. Just a few are:

- *Managing Transitions: Making the Most of Change*, by William Bridges (Da Capo Press, 3rd ed. 2009)
- *Switch: How to Change Things When Change is Hard*, by Chip Heath (Broadway Books, 2010)
- *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*, by Simon Sinek

(Portfolio/Penguin, 2014)

- Archived content on WebJunction (www.webjunction.org/), such as the recorded webinar *Staying Afloat in a Sea of Change*, and the resource page *Resilient Library, Resilient You*.

Another common concern was how to reward and recognize employees in a timely way, when significant monetary recognitions are not possible. Seemingly simple gestures such as handwritten thank yous, noting specific (not general or vague) feedback for a job well done, and setting up a system for peer-to-peer acknowledgement were a couple of ideas we shared. What does your workplace do to recognize and reward staff's good work? How do your employees like to be acknowledged?

Employee morale is another hot topic in professional literature. Here are some resources on our list to peruse:

- *The Carrot Principle: How the Best Managers Use Recognition to Engage their People, Retain Talent, and Accelerate Performance*, by Adrian Gostick (Free Press, 2009)
- *1501 Ways to Reward Employees*, by Bob Nelson (Workman Pub., 2012)
- More archived WebJunction content, including the webinar *More Than #MotivationMonday: Motivating Your Team Any Day of the Week*
- Resources from Proquest Central (Traveler Access), such as pertinent, full-text articles from *Public Libraries* and *Library Journal*.

I'd love to learn about helpful resources and practices you've discovered to acknowledge your staff and to help them through stressful times and workplace changes. Feel free to share your ideas with me. Thank you!

Sarah Sewell is the Staff Development Coordinator at Central Arkansas Library System.

Arkansas Books & Authors

Compiled by Bob Razer

Butler Center for Arkansas Studies

***Black Boys Burning: The 1959 Fire at the Arkansas Negro Boys Industrial School.* Grif Stockley.**

Grif Stockley received the Arkansas Historical Association's Lifetime Achievement Award a few years back in recognition of his pioneering investigations into Arkansas's racial history. That award

was based primarily on *Blood in Their Eyes; The Elaine Race Massacres of 1919* and *Ruled by Race: Black/White Relations in Arkansas from Slavery to the Present*. To that duo of books, we can add *Black Boys Burning* as another example of pioneering research into Arkansas's racial history.

Stockley's new book relates an event mostly forgotten in mainstream Arkansas history, but well-remembered by the black community. Far too often, that is the fate of black history: either forgotten or

explained away by the white majority, a “whitewashing” of events. Pun intended.

Black Boys Burning is the tragic story of the 1959 fire at the Negro Boys’ Industrial School in Wrightsville, where twenty-one boys between the ages of thirteen and seventeen lost their lives because they were captive in a locked dormitory, and no one was around with a key to unlock the doors. Forty-eight boys escaped by breaking through windows covered with secured fencing. These were not criminals, but often boys who, if white, would have been placed on probation. Others were simply boys with no place else to go in the state bureaucracy.

In a broader sense, as Stockley outlines, this was just another chapter in the “separate and unequal” saga of the differences between levels of support for white facilities and the quality of the facilities provided for black people in Jim Crow Arkansas and throughout the South, for that matter. The deplorable conditions at the Wrightsville facility had been well-known and ignored for years, including the poor wiring in the dormitory which was probably the cause of the fire. The legislature was aware of these conditions, as was Governor Faubus. Neither had asked for or appropriated funds for improvement, though Faubus expertly turned his attention to attributing the blame for the deaths to the understaffed black personnel at the school.

A grand jury investigation did not agree with Faubus’ contention that criminal charges should be brought against the superintendent of the school, though the superintendent was far from blameless. Instead, they placed the blame more broadly: “The blame can be placed on lots of shoulders for the tragedy; the Board of Directors to a certain extent, who might have pointed out through newspaper and other publicity the extreme hazard and plight of the school; the Superintendent and his staff, who perhaps continued to do the best they could in a resigned fashion when they had nothing to do with; the State Administration, one right after another through the past years, who allowed the conditions to remain so disreputable; the General Assembly of the State of Arkansas, who should have been so ashamed of conditions that they would have previously allowed sufficient money to have these conditions corrected; and finally, on the people of Arkansas, who did nothing about it.”

Realistically, however, that was not the way the political game was played in segregated 1950s Arkansas or had ever played in Arkansas history. Resources were never divided equally between black and white. Needs were never viewed equally either,

then or now. Throughout Arkansas’s history, no matter the years involved, race – if it was a factor – has been the deciding factor in the outcome of events, large and small, seemingly unimportant or, as in the case of the Negro Boys’ Industrial School fire, tragic.

African-American Athletes in Arkansas.

Evin Demirel.

Journalist Evin Demirel has collected some of his past writings and added some new essays dealing with the sports history of African Americans who had some connection with Arkansas. This book serves several purposes. First, it records some unknown episodes of black history in the state, and secondly, short chapters and the topic of sports make this book appealing to reluctant readers. Demirel is an excellent writer, so he will hold readers’ interest.

Demirel has been writing about sports history, particularly that history as it pertains to Arkansas’s black population, for some time. He opens his book with a plea that this history from the Jim Crow era be remembered, for it is a rich history, particularly of black high school athletics and athletes.

Some familiar people are covered such as Philander Smith College and Green Bay Packers’ running back, Elijah Pitts, the early black Razorbacks, and Nolan Richardson. Some essays deal with names that sports fans will have heard of such as Eddie Miles, “Sweetwater” Clifton, and Eddie Boone. But it was the more obscure stories that particularly appealed to me, like the account of players – black and white – who played pickup basketball together in downtown Little Rock in obscurity, while integration clashes dominated the headlines. The story of black baseball teams and fields is lengthy in towns across the state. Muhammed Ali’s visit to three Arkansas towns in the 1960s is also recovered from forgotten history.

In summary, this would be a good book to add to any library collection. It appeals to readers of all ages, regardless of whether they are sports fans or not.

The Washingtons: A Family History. Justin Glenn.

Just by chance, I discovered that this multivolume history was written by a Little Rock native. Justin Matthews Glenn is the grandson of Justin Matthews, North Little Rock real estate developer of the Park Hill subdivision and other real estate in the city. Glenn is also a descendant of William F. Pope, author of one of the first Arkansas history books, *Early Days in Arkansas*.

I paid a little more attention to the series on learning that bit of family background. Turns out that

no comprehensive history of the Washington family – ancestors and descendants of a certain George Washington, soldier, president, founding father of a country – had been available prior to Glenn’s work, a multivolume series of books described by one genealogist as “the best family history ever written.”

Now, that particular “George Washington” is a name genealogists lust after in hopes of finding it in their own family tree. Universally praised by the genealogical press, *The Washingtons* is a ten-volume work (fourteen volumes if you consider the volumes that have two parts), published from 2014-2017, with volume ten expected later in 2017. When completed, it will be over 7,000 pages with more than 63,000 names listed, and over 1,200 of those names having lengthy individual biographies. Obviously, the time and research that has been devoted to this work is extensive...really extensive. Glenn started the work when he was twenty-nine; I learned through an exchange of emails with him that he is now seventy-two. All this research and writing was accomplished while Glenn had a day job for thirty-five years teaching the classics at the University of Georgia and Florida State University.

In the informative introduction to *The Washingtons*, Glenn writes that the work “traces the ‘Presidential line’ of the Washingtons . . . the vast family originated by the immigrant John Washington who settled in Westmoreland Co., Virginia, in 1657.” Glenn then explains his reason for beginning his research. He was diagnosed in 1973, at the age of twenty-eight, with cancer, and there was a significant chance he would not be alive in five years. “This medical revelation had a strange impact. Certain things that had long lain dormant . . . began to stir and even acquire an uncanny urgency. Foremost among these was a vague curiosity about my family’s ancestry.” Glenn’s interest in his family history could be traced to holding a family heirloom as a young boy, the pistol carried by his Confederate great-grandfather as a captain during the Civil War. “I was astonished to learn that no one had published anything approaching a comprehensive genealogy of either the Pope or the Washington family. Slowly, without even realizing it at first, I began.”

From a college history course Glenn remembered his professor warning that true history had nothing to do with dates; the study of history consisted of roughly equal parts sociology, economics, philosophy, and political science. “Not only have I written a book teeming with dates but I have the temerity to think of it as a family *history* and not merely a genealogy.” Glenn has served as Registrar General of The National Society of the Washington Family De-

scendants since 2002, an indication of his expertise on the subject.

Arkansas residents pop up throughout these volumes. Volume one begins with John Washington in 1657, his wife Anne Pope, and the first seven generations. Volume two highlights notable members of the next eight generations, including General George Patton, historian Shelby Foote, and actor Lee Marvin. Volume three traces the ancestry of the early Virginia members of the “Presidential line” back to the royalty and nobility of England and continental Europe. Volumes four through seven deal with generations eight, nine, ten, and eleven. Volume eight reports on generations twelve through fifteen. Volume nine recounts the recently discovered line of William Wright and provides briefer accounts of five other early Wright families often mentioned as close relatives of George Washington. The forthcoming volume ten will be a cumulative index.

Examining some sample pages Glenn sent me involving Arkansans, I recognized the name of a former Butler Center archivist and was able to trace his family’s immediate genealogy (along with a few extensive biographies on some individuals encountered along the way), tracking his ancestors’ involvement in numerous famous Civil War battles, and finding out that he is a descendant of George Washington’s sister and a distant cousin of Shelby Foote. Those history genes run in the family.

There are hundreds of other Arkansas names included. Some are not well-known; others, like Fayetteville’s David Walker, are well-known figures in Arkansas history. Clearly a lot of Arkansawyers populate these pages – not bad for a founding father who died twenty years before Arkansas became a territory.

If you hope George can be found on a branch of your family tree, a copy of *The Washingtons: A Family History* is available at the Butler Center.

Reunion in Time. Ray Hanley.

I am not a reader of science fiction or fantasy as a rule. But Ray Hanley’s book (he of postcard and old photograph fame) caught my attention as it involved the 1911 reunion of Confederate veterans in Little Rock.

The book’s premise involves the invention of a time travel machine (several of them actually), the stealing of one of the machines to travel back to 1911, and the subsequent “trips” by others to the Confederate reunion days in Little Rock. These visits prevent not only thefts but murders. The “good guys,” who have read microfilmed newspapers from 1911, know what the “bad guys” are going to do if

not stopped. But never fear, actions that occurred can be changed if the good guy time travelers can return to days preceding the events and stop them from happening, and thus change the news accounts in those microfilmed newspapers.

Hey, science fiction isn't supposed to be real or even vaguely believable. Hanley, as might be expected, provides accurate historical depictions of reunion events as well as of 1911 era Little Rock. Period photographs are included. Those *are* real.

Arkansas Books & Authors Bibliography

Compiled by Bob Razer, Butler Center for Arkansas Studies

- *Clinton, Hillary Rodham. *What Happened*. New York: Simon & Schuster, 2017. 9781501175564 \$30.00 352 p.
- *Coon, Ken. *Heroes and Heroines of the Journey: The Builders of the Modern Republican Party of Arkansas, 1964-2014*. Little Rock: Arkansas Republican Party, 2017. 9780692795149 \$50.00 368 p.
- *Demirel, Evin. *African-American Athletes in Arkansas*. Self published, available on Amazon. 9780999008300 \$35.00 cloth; 9780999008317 \$25.00 paper 202 p.
- *Duckworth, Charles A. *Down the Iron Mountain Route: A Pictorial Railroad History through Arkansas*. Virginia Beach, VA: Donning Publishing, 2017. Available from marketing@mopac.org \$59.95 152 p.
- *Gleason, Mildred Diane. *Dardanelle and the Bottoms: Environment, Agriculture, and Economy* 9781682260326 \$69.95 cloth; 9781682260388 \$29.95 430 p.
- *Glenn, Justin. *The Washingtons: A Family History*. 10 vols. El Dorado Hills, CA: Savas Beatie, 2014-2017.
- *Hanley, Ray. *Reunion in Time*. Outskirts Press, 2017. 9781478784692 \$20.95 342 p.
- McDonough, Jimmy. *Soul Survivor: A Biography of Al Green*. New York: Da Capo Press, 2017. 9780306822674 \$28.00 432 p.
- *Sorenson, Brian. *Arkansas Beer: An Intoxicating History*. Charleston, SC: The History Press, 2017. 9781467137553 \$25.00 128 p.
- *Stockley, Grif. *Black Boys Burning: The 1959 Fire at the Arkansas Negro Boys Industrial School*. Jackson, MS: University Press of Mississippi, 2017. 9781496812698 \$35.00 210 p.
- *Wappel, Anthony and *J.B. Hogan. *The Square Book: An Illustrated History of the Fayetteville Square*. Available at twappel@gmail.com \$49.95 247 p.

*Arkansas author

Inclusion does not indicate recommendation

ArLA Conference 2017: Conference Report

by Rebecka Virden, Lacy Wolfe, and Ashley Burris

“Spice Things Up At Your Library”

The ArLA 2017 Conference inspired over 200 attendees to spice things up at their library! This year's conference was hosted at the Embassy Suites in lovely Rogers, Arkansas.

The conference began bright and early on Sunday morning with two options of preconference presentations for interested attendees. The Arkansas State Library conducted their popular workshops *Customer Service & Dealing with Difficult Patrons*. A timely discussion and panel *Strategic Planning in Academic Libraries* was a great opportunity for academic libraries to share information.

The conference offered an exciting line-up of

four keynote speakers. William Ottens, Kansas librarian and creator of the popular *Librarian Problems* Tumblr, kicked off the conference on Sunday by reminding us of those joys and frustrations we share across libraries through his curated collection of timely GIFs from his blog. Attendees came together on Monday morning with ALA President-Elect Loida Garcia-Febo as she discussed the importance of advocacy and her experience serving multicultural communities. The author luncheon featured author Brooks R. Blevins, who shared his presentation *Finding the Ozarks: The Life Story of an American Region*. Attendees had an opportunity to purchase signed copies of Blevins' books *Arkansas/Arkansaw*, *Hill Folks*, and *Ghost of the Ozarks* following the luncheon. Berlinda Williams-Strong closed the

conference with an up-beat event and attendees left excited to go home and start spicing things up at their libraries!

In addition to keynote sessions, this year's conference was full of breakout sessions and vendors to appeal to our attendees' varied interests. Technology was a popular theme throughout the various presentations this year as we learned about new ways to use technology to connect with our patrons, incorporate engaging learning opportunities, and stay aware of national literacy and educational trends. Jennie Garner visited the conference this year to present *There Are No Superstars: Creating a Positive Work Culture*. Programming was also a popular topic this year with attendees learning about board games and tabletop gaming, pop culture-centered events, and STEM programming. Thank you to all our presenters for your willingness to share information with your fellow librarians and taking the time to develop outstanding presentations. On Sunday and Monday attendees mingled with vendors in the Exhibit Hall. This year's layout provided ample opportunities for vendors to showcase their newest products and services. The Exhibit Hall Closing Event featured raffles and celebrated the closing of the annual basket auction that benefited LEAF and the Scholarship Fund.

The highlights of this year's conference were the special events. On Sunday night we were treated to a happy hour hosted by ProQuest celebrating the 25th Anniversary of the ALPS division of ArLA. In celebration of this year's ArLA awards winners, we had the 95th Annual Conference Awards Dinner. The Awards Committee did a wonderful job putting together this celebration. The Bentonville Public Library wowed attendees with their Monday night open house event featuring Bentonville's culinary culture and showcasing the beautiful Bentonville Public Library.

Again, a big "THANK YOU" to all the attendees, presenters, volunteers, vendors, sponsors, and ArLA board members who helped make this conference wonderful! We hope to see everyone again next year for the ArLA 2018 Conference in Rogers, Arkansas, from September 23rd to 25th.

A Sampling of Sessions

Monday @ 8:30 a.m. "Librarians Leading: Empowering Ourselves to Advocate in Challenging Times"

-- Loida Garcia-Febo, ALA

ALA president-elect Loida Garcia-Febo's keynote on the important and never-ending task of

library advocacy challenged attendees to continue advocacy efforts: "Each librarian, an ADVOCATE!" Garcia-Febo discussed the ways in which we can empower ourselves and spread the message that libraries save and enrich lives. She also mentioned a number of tools to help with advocacy including the Engage tool that is free to ALA chapters.

Monday @ 9:30 a.m. "The Bits and Pieces of Board Games in Libraries"

-- Robert Robinette, ASU

Robinette's self-proclaimed goal for his session was to get board games into session attendees' libraries. Through trial and error, Robinette has grown a collection of circulating board games in his library. The practical tips provided in the session included checking games in and out, dealing with lost and damaged pieces, promoting the collection, and hosting game nights. This librarian and her colleague, also in attendance at the session, were certainly inspired to bring board games back to our library!

Monday @ 1:30 p.m. "Ensuring Excellence in Work and Academics for Student Workers"

-- Shawn Manis and Cori Schmidtbaner, UALR

Manis and Schmidtbaner provided an overview of the student worker trainer modules in the Blackboard LMS that are used in UALR's Ottenheimer Library. They discussed the primary features of the modules: student employee expectations, library orientation, library borrowing partnerships, remote access, and research skills. The well-organized presentation provided session



Ashley Burris (left) congratulates Allison Lightfoot (right) on winning the ArLA Scholarship.

attendees with the ideas to get student worker training off and running in their academic libraries.

Scholarship Recipient

Allison Lightfoot is the recipient of the ArLA Scholarship for 2017. Ms. Lightfoot is currently the public services librarian at Central Baptist College. She is entering her fourth semester at Florida State University in pursuit of her Master's in Library Science. Ms. Lightfoot stated in her application:

“One of my earliest childhood memories is walking around our local library with my mom as we searched for books. I can remember the touch of the books, the smell, and the excitement I felt while being in the library. My mom created in me a love for reading and libraries at a very young age, and that love has only intensified with time. I can remember thinking, as a child, how awesome it would be to work in a library when I grew up.”

What a privilege it is to assist Allison in attaining her goals. From all of us who are a part of ArLA, congratulations and good luck.

Emerging Leader

Sarah Gowdy Herford was recognized at the Awards Dinner as the ArLA representative for the 2017 Emerging Leader program for the American Library Association (ALA). Sarah started her library career when she was just seventeen as a library clerk at Bentonville Public Library. She continued working in libraries throughout her college years at Missouri Southern State University as a student worker in the Archives department. In 2010, she



Sarah Gowdy Herford was recognized at the Awards Dinner as the ArLA representative for the 2017 Emerging Leader program for the American Library Association.

returned to Bentonville Public Library as a full-time reference specialist. In 2013, she graduated with her Masters of Library and Information Science from Florida State University. That same year, she applied for, and was hired as, the newly created Teen Services Librarian position at Bentonville Public Library.

ALA's Emerging Leader (EL) program was initiated in 1997 as a one-year program that fosters leadership skills and allows for professional networking. Sarah was one of fifty participants that developed a project-plan for an ALA division. Sarah and her EL team worked with the Association for Library Service to Children (ALSC) to conduct a research study to determine the trends and needs impacting the future of leadership in youth services. The resulting report presents the results of the group's research, which includes quantitative and qualitative data from a survey created by the EL group, case studies and data gathered in a review of literature, and interviews with ALSC members and other stakeholders from around the country.



The 2017 Arkansas Library Association Annual Conference was Sept. 24-26 at the Embassy Suites in Rogers, Ark. Photo by Lance Langley, Bentonville Schools Ignite Student.

Based on this research, the team identified trends in leadership, a general pathway to library leadership for youth librarians, and nine areas of leadership development needs. A more detailed account of Sarah and her EL team's work will surface in the spring issue of *Arkansas Libraries*, but you can read Sarah's Emerging Leader's team report here: olc.org/wp-content/uploads/2017/07/Emerging-Leaders-Report-Path-to-Youth-Library-Leadership.pdf

Basket Auction Success

The 2017 ArLA Conference attendees did not disappoint again this year with their support of the ArLA Scholarship as well as LEAF. A total of 36 baskets were donated to this year's gathering raising \$1,290. One donation of \$20 was also received by Anna Bates, Director of the Stuttgart Public Library, making the funds from conference total \$1,310.

Dwain Gordon put together the Razorback Cooler that raised the most going for \$75, while an average of \$35 per basket was raised. The Bailey Library from Hendrix College gave the most baskets, with the



ArLA conference attendees visited with vendors and library-related organizations in the exhibit hall. Photo by Ryan Jurik, Bentonville Schools Ignite Student.

Arkansas Department of Education right behind them.

With all this success, it is still important to note that the scholarship award is given for \$1500 and we still did not meet this amount. No funds were distributed by LEAF in the past year, but with split proceeds, Scholarship is still in need of generating additional funds to cover the cost of awarding an annual scholarship. If you'd like to make a donation, please contact Ashley Burris at akburris@hotmail.com.

Rebecka Virden is the 2017 Chair of the Conference Committee and Director of the UACCM Library. Lacy Wolfe is ArLA's ALA Counselor and works as Information Literacy and Reference Services Librarian at Henderson State University. Ashley Burris, Director of the Lawrence County Library, is the 2017 Chair of the Scholarship Committee and LEAF Committee.



2018 ArLA President, Dean Covington, was recognized at BPL's Open House on September 25, 2017. Photo by Lance Langley, Bentonville Schools Ignite Student.



ArLA conference attendees enjoyed lunch with author Brooks R. Blevins as he discussed his book, Finding the Ozarks: The Life Story of an American Region. Photo by a Bentonville Schools Ignite Student.



ArLA conference attendees placed bids at the annual basket auction. Proceeds support LEAF (libraries needing assistance in response to natural disasters) and the association's scholarship program. Photo by Ryan Jurik, Bentonville Schools Ignite Student.



William Ottens kicked off the conference with “Librarian Problems: The Spice of Your Life” at the Opening Session. Photo by Ryan Jurik, Bentonville Schools Ignite Student.

Arkansas Teen Book Award: A Survey on Intent and Impact

by Cedar Middleton,

*Institutional Repository Coordinator, University of
Arkansas Libraries, Fayetteville*

The Arkansas Teen Book Award (ARTBA) was established in 2009 as a cooperative effort between public and school libraries across the state, and recognizes books in two divisions: Level 1, 7-9th grades, and Level 2, 10-12th grades. The intent of the award, as stated in the by-laws (arteenbookaward.wordpress.com/about/), is to encourage seventh through twelfth graders in Arkansas to read for enjoyment; promote teacher, librarian, and parent involvement; commend authors of young adult literature; promote the use of libraries and media centers; and increase community support and involvement. This paper reports on the research I conducted to explore the impact the award has had on teens and librarians by encouraging all to read for

enjoyment.

The ARTBA steering committee oversees and administers the award, a process that is defined in the by-laws. Early in the calendar year the committee begins soliciting for book titles and readers. The reader selects the level they want to read and their preferred genre. Between March and July, the committee assigns the readers, teens or adults, to the reader chosen level (1 or 2) and one of the three genres the reader selected. The readers then have until the middle of July to read the books within their genre and vote on each book within their own group, sharing what they think about the book and if the book would be good for teen readers. The readers help narrow down the book titles within the different genre groups so that the steering committee can better select the top twenty books from each level. The reading lists finalized by the steering committee are distributed between August and December. Then

the teens, and only the teens, have from November to August of the next year to read and vote for the winners (Arkansas Teen Book Award By-Laws).

In order to understand how the ARTBA has accomplished their intent to encourage teens to read for enjoyment and to get librarians involved, I began with finding out if other states also encourage teens to read for enjoyment, and many states did have a similar award. One in particular, the Georgia Peach Book Award for Teen Readers, has a similar process to the ARTBA, and their goal is also to encourage teens to read for enjoyment (Enjoyment, Guidelines Georgia Peach Teen Book Award). This information found from other states, and Georgia in particular, has shown that teen readers are important and helping them find books that are of interest to them is

important to all librarians across the country.

To investigate the impact of ARTBA across the state, I created a state-wide survey to ask as many school and public librarians questions about their involvement with the award. Some issues I wanted to explore included:

- If they are or ever were a reader, a committee member or a librarian promoting the award in their library?
- If they used promotional materials, what kinds of materials were used, and how were they used?
- If they do have the books on their shelves, which ones do they have and how often have they been checked out?

I distributed the survey to all of the public libraries in the state and through two listservs to try

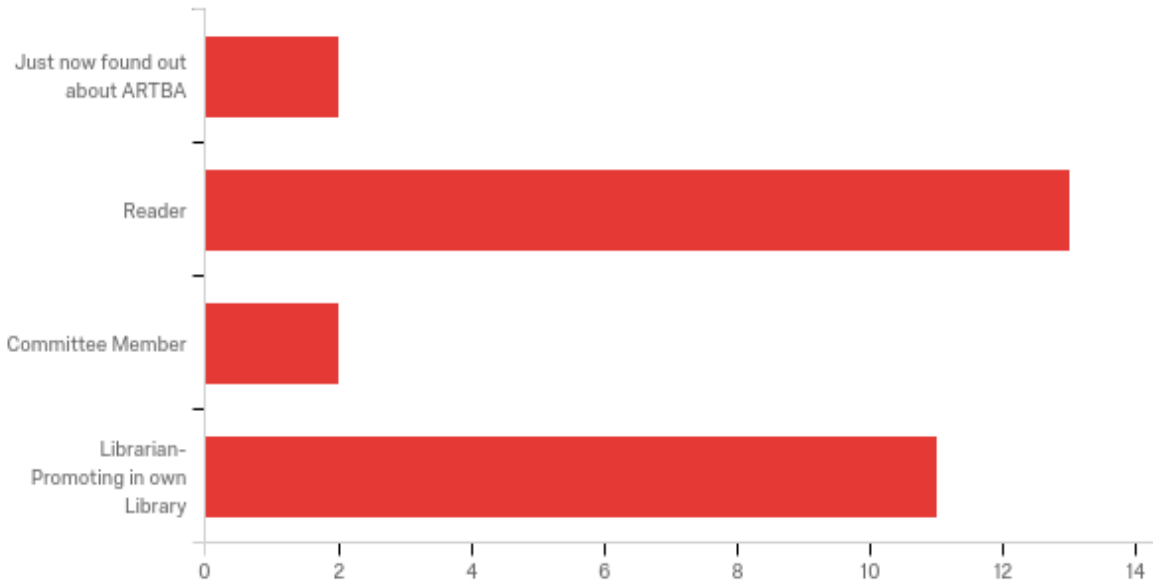


Table 1.A.

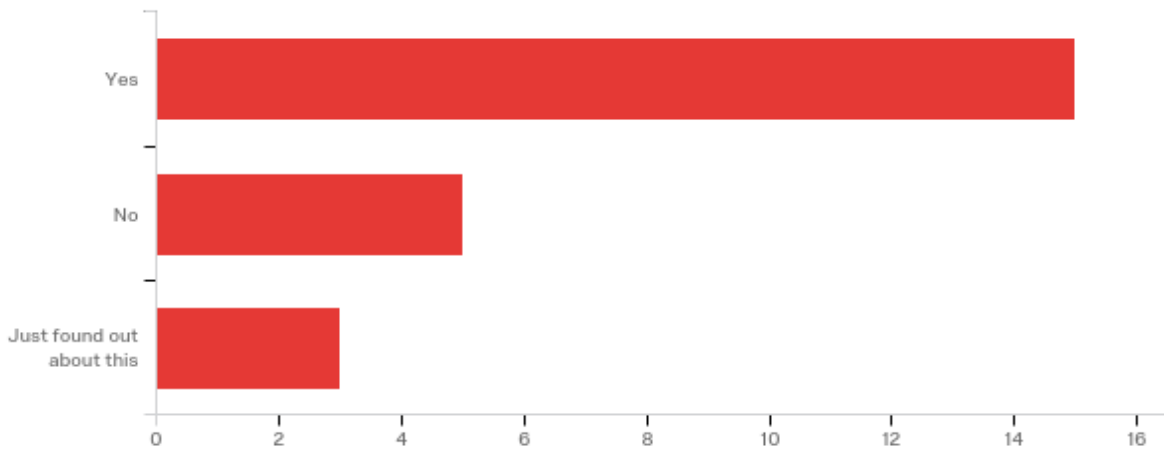


Table 1.B.

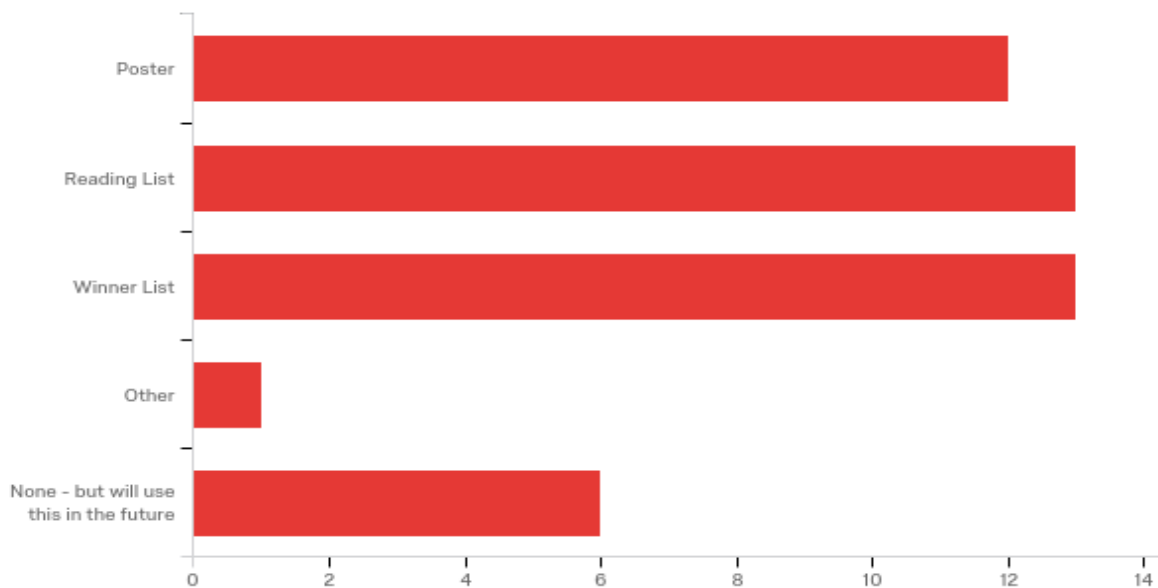
and reach as many school librarians as possible. Of these, twenty-three responded - seventeen public librarians and six school librarians. This is a small sample so more research is needed for a larger example of how this award has impacted the teens and librarians across the state.

As seen in Table 1.A, of the twenty-three librarians that responded to the survey, more than half were or are readers, about half promoted the award in their own library, and much less than half have either never heard of the award or resided on the committee. One librarian commented that she loves being a reader and would like to become more

involved or reside on the steering committee.

For Table 1.B, the librarians were asked if they used the promotional materials made available through the ARTBA. Fifteen said yes, five said no, and three said they just found out about the promotional materials.

As seen in Table 1.C, librarians were asked what kinds of promotional materials they have used; of the twenty-three, half said they used the posters, more than half said they used the reading list and winner list, and one librarian said they used bookmarks, while less than half said they have not used the promotional materials but will use them in the future.



Other: Bookmarks. Table 1.C.

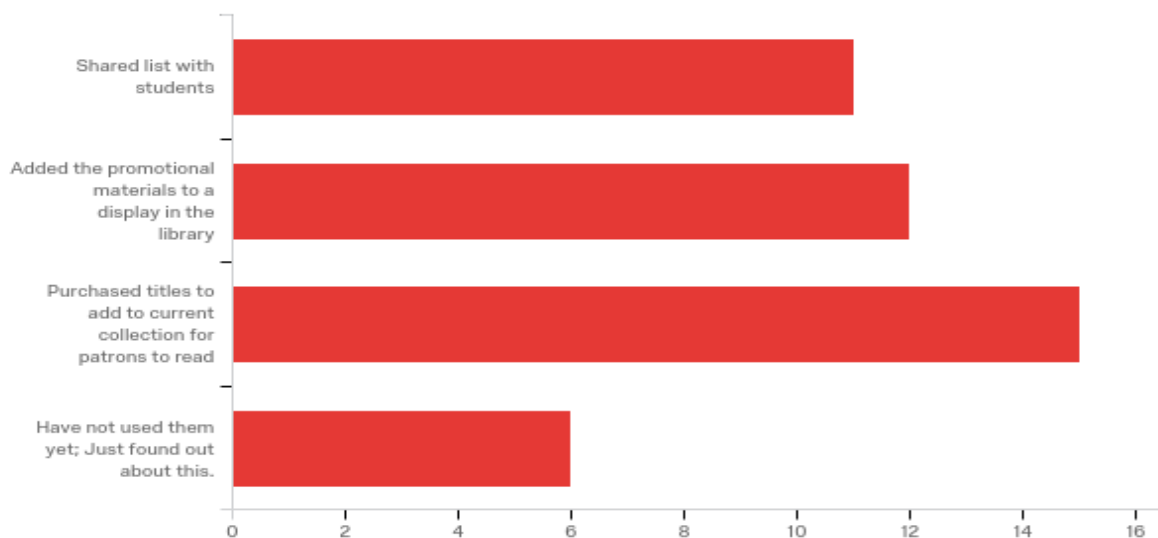


Table 1.D.

For Table 1.D, the librarians were asked how they used the materials, either the books themselves or the promotional materials with the books. More than half of the surveyed librarians purchased the titles to add to their collection. Half used the materials in a display, setting the books out on a table or common area to showcase the Award and the books. Almost half said they shared the lists with their students, and less than half have never used the materials before.

These questions and responses suggest that the librarians can help share the ARTBA with their patrons, including teens, by promoting it in several ways so teens are more encouraged to read for enjoyment. Several librarians commented that they will try harder in the future to help promote this award and to encourage more teens to read and be involved in this process.

Lastly, the librarians were asked about their collection and if they had any of the winning books on their shelves for check-out. Most of the libraries had most if not all of the winning books. Sometimes they even had second or third copies, which is encouraging because this information shows that the books were in such high demand, the library had to purchase more to accommodate the patrons' needs.

The data below in Table 2 includes how many times each book was checked out and the year it was first cataloged, the highest checkouts on a single book out of the libraries surveyed, and that book's catalog date.

There are many factors that contribute to the high check-out totals of these books, but the research shows that ARTBA played a part, as well as the

librarians, in helping promote the books.

According to the twenty-three librarians surveyed, teens were not as involved in voting as was hoped. The average number of teen voters between 2009 and 2015 was nineteen. The year 2014 boasted the most teen voters, with 27 voters, and 2012 saw the least with ten voters. Again, this is a small sample so more research is needed to show the best example of the impact of the ARTBA award on teens and librarians across the state. With these voting numbers, the author will agree that there can be more involvement in voting from the teens themselves but with the books being checked out as many times as they have been, ARTBA is making a difference.

Based on the impact data and the intent of the ARTBA, my research has shown that if the librarians have the books on the shelf, and share the reading lists and winning lists, then teens will find the books to read. Librarians can do more at their library with book displays, posters, bookmarks, and the reading list to not only help promote the Award but also promote the books. Maybe more teens will then want to be more involved with the voting process. The ARTBA's intent does not say that the teens have to be involved with the Award itself, but that it is to encourage reading for enjoyment. If the teens go to their library and check out a book that is on the reading list or winning list and do not help vote for the books, the book award is still fulfilling its intent to encourage teens to read for enjoyment and getting librarians more involved with teen readers by encouraging all to read.

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Title	Author	Check out total for one book	Year book cataloged
Hunger Games	Suzanne Collins	522	2009
The Adoration of Jenna Fox	Mary Pearson	71	2008
Beautiful Creatures	Kami Garcia	242	2009
Chasing Lincoln's Killer	James L. Swanson	69	2009
The Maze Runner	James Dashner	289	2010
Fallen	Lauren Kate	133	2009
Hate List	Jennifer Brown	85	2012
Shiver	Maggie Stiefvater	107	2009
Fat Boy Chronicles	Diane Lang	1	2011
Matched	Ally Condie	280	2010
Red Pyramid	Rick Riordan	515	2010
Before I Fall	Lauren Oliver	133	2010
Clockwork Angel	Cassandra Clare	131	2010
Dirty Little Secrets	C.J. Omololu	43	2011
Anya's Ghost	Vera Brosgol	66	2011
The Girl of Fire and Thorns	Rae Carson	151	2012
What Happened to Goodbye	Sarah Dessen	62	2011
Between Shades of Gray	Ruta Sepetys	109	2011
Divergent	Veronica Roth	464	2011
How to Save a Life	Sara Zarr	36	2012
Lions of Little Rock	Kristin Levine	83	2012
Eve and Adam	Michael Gran and Katherine Applegate	34	2012
Under the Never Sky	Veronica Rossi	62	2012
The Fault in Our Stars	John Green	513	2012
Monument 14	Emmy Laybourne	57	2013
Shadow and Bone	Leigh Bardugo	63	2012
Fallout	Todd Strasser	19	2013
Taken	Erin Bowman	46	2013
The Testing	Joelle Charbonneau	57	2013
All the Truth that's in Me	Julie Berry	18	2013
The Archived	Victoria Schwab	44	2013
Fangirl	Rainbow Rowell	78	2013

Table 2

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Berlinda Williams-Strong presented “Change Your Spice, Change Your Life” at the ArLA Conference Closing Session. Please see article on p. 24. Photo by a Bentonville Schools Ignite Student.