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LOUISIANA LIBRARIES

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on the cover

On the River

photo by: Sarah R.

From the Editor



As each volume of this journal goes to print, it is my sincerest hope that its contents assist librarians and library workers throughout the state in serving their communities and connecting with those who share their profession. Many of us return from the LLA annual conference refreshed and fortified, filled with awareness and knowledge that was provided in the sessions, social events, and exhibits at the conference. I encourage you to stay connected to that post-conference feeling; stay involved; support your fellow information professionals in the ways that you are able.

As National Library Week approaches, I also extend my sincere thanks to all of you for the effort you put into every action, decision, and idea. Our association, and this journal, could not exist without you. While the association, and journal, will likely be going through some significant changes in the coming year. Be involved, have your voice heard, and let us continue to work towards our mutual goals, to borrow my library's motto, of promoting knowledge, growth and imagination.

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From Your President

Hello Fellow Librarians!

When you receive this, LLA Conference 2019 will be over, or very close to being “one for the books.” I hope you were able to attend and found it to be the best conference ever! It is only through the combined efforts of librarians from every work force pulling together to plan this great event! Many thanks to the Conference Committee, led by Jeremy Bolom and Paula Clemmons, and their team of volunteers for working endless hours to portray that Louisiana Librarians do, indeed, have “One heart, and one voice.”



Our next event, Legislative Day, will be May 23, 2019 in Baton Rouge. It also appeals to librarians of all kinds, and provides an opportunity for us to work together to support ALL Louisiana libraries. I hope that knowing almost two months prior to the event, that you will be able to clear your calendars, and plan a trip to Baton Rouge. Our legislative committee is working even now to schedule appointments with legislators from around the state who would be willing to hear about the great things librarians are doing, and the even GREATER thing we could do with improved funding and support! Prepare your elevator speech, so you will be prepared, should you have an opportunity for a “face to face” encounter with one of our lawmakers.

We need to plan a day filled with excitement about the things libraries can do to support students of all ages, and the general public as well. Many times, the one thing lacking that keeps us from getting the support we need is knowledge—knowledge about what we are doing and about what legislators can do to “level the playing field” and support libraries across the board with improved funding.

So mark your calendar, call your librarian friends, and load up your car, sign up via the LLA website, and meet us in Baton Rouge Thursday, May 23! We will meet our legislators and show them that Louisiana Librarians have “One heart, and one voice!”

Catherine A. Smith



Interview with Louisiana Librarian

John Kelly

By Dayne Sherman



BIOGRAPHY

John Kelly is currently the Evening Reference/Instruction Librarian at Sims Memorial Library at Southeastern Louisiana University. Born in Joliet, Illinois, in 1957, he worked for the Social Security Administration in Chicago for several years before returning to school at the University of Maryland at College Park, where he obtained his MA in American History and then moved to New Orleans in 1992. Since arriving in Louisiana he has worked as a cook, vegan baker, library assistant, digital librarian, news editor, and performance analyst before settling in at Sims Memorial Library. He lives in Ponchatoula with his husband, Michael, his Cajun mother-in-law, Helen, who just turned 90, and dogs Rusty and Re.x

INTERVIEW

Louisiana Libraries: Tell us about growing up in the Chicago area. You came from a big Irish family, right?

John Kelly: I'm among the fourth generation born in Will County, around Joliet. My ancestors were canal diggers cum farmers. They worked on the Illinois-Michigan Canal, a pale imitation of the Erie Canal. The canal company went bankrupt a couple of times, and the worthless

scrip they were paid was only good for one thing: buying some of the land given to the company to finance the venture. So we settled there in the 1830s; my father's generation were the last to be farmers. But they were thoroughly Irish, including all the predilections and prejudices that term generally entails. My father loved to watch golf on television, but he would get apoplectic whenever one of the commentators with a British accent spoke, cursing them and their treatment of the Irish. Mercifully, he discovered the mute button. Of course he never met an Englishman in his life, and, I told him, if he ever did meet one, he should kiss him and thank him for pushing our ancestors off that godforsaken island.

Louisiana Libraries: You went to Catholic schools until graduate school in Maryland. Was College Park culture shock?

John Kelly: It wasn't so much a culture shock as an intellectual one. I graduated with a degree in history from Quincy College, a Franciscan school in western Illinois. I then worked for five years for the Social Security Administration on the South Side of Chicago and lived on the North Side near Wrigley Field. Moving to Washington DC was not a problem, but the University of Maryland was a center of social history, looking at events and movements from the bottom up. I had been used to the more narrative and biographical variety, so this was quite a change. In some ways they took many of the same resources genealogists used, but used them to analyze classes rather than individuals.

Louisiana Libraries: What brought you to Louisiana twenty-five years ago? Was there a point when you realized you were not going to move away?

John Kelly: I studied under Ira Berlin, a great historian of slavery. My master's thesis examined Irish and German immigrants in Mobile, Alabama, in the 1850s, attempting to understand how free labor fared in a slave society. My plan was to write my dissertation on the transition from slave to free labor in New Orleans during the Civil War and Reconstruction, and I moved here in October 1992 with that intention. I loved doing the research; the writing, not so much. Besides, New Orleans certainly had its distractions. It was a much better city to be a poor student in than Washington. I was able to rent an apartment in the French Quarter for \$350, so I was set. I got to know several people involved with Mardi Gras and helped Henri Schindler do research for his first history. So I was hooked.

Louisiana Libraries: As a person with a varied career, Social Security Administration employee, cook in the French Quarter, library employee, and a decade as staff at *The Times-Picayune*, what brought you to the LSU Library School in the late 1990s?

John Kelly: The first couple of years I worked in the restaurant business in the Quarter, first as a cook at Louisiana Pizza Kitchen and then baking vegan desserts for Old Dog, New Trick Café. I eventually moved to the Loyla University Law Library on the circulation desk. Once I realized I wasn't going to finish my dissertation, I needed Plan B. A job opened at the University of New Orleans in their Special Collections Department, so I applied for it with the understanding that, as part of the LSU system, I could get a library degree mostly on their dime. At the time School of Library and Information Science offered classes remotely by video hookup so I could do most of the coursework from New Orleans. Once I graduated, a position as Digital Initiatives Librarian opened at UNO and I got that job.

It was in the same department and involved working to get the LOUISiana Digital Library off the ground. I digitized our first collections and started an institutional repository before eventually moving to the library at *The Times-Picayune*.

Louisiana Libraries: You married your husband in New York. Did you anticipate the Supreme Court would change the marriage laws for the country?

John Kelly: I don't think anyone did at the time. My nephew was getting married in Buffalo in August 2012. Michael and I had been together since 1994, so I looked up what the requirements were for getting married in New York and presented it as a possibility. We hadn't really discussed it before that point, but the idea of doing it on the side without a lot of bother appealed to us. So we got married outside the City Hall in Buffalo, under the disapproving gaze of their Millard Fillmore statue.

Louisiana Libraries: How has working at Sims Memorial Library on the Southeastern campus been similar and different from Nola.com?

John Kelly: Sims Library offered a tranquil harbor in the midst of the raging storm that is the news business of the past decade. *The Times-Picayune* soon became NOLA.com and I went from working in the library to the Online Desk, to an online editor and finally a performance analyst. I managed to hang on through several downsizings but it finally caught up with me in 2017. At the same time I was laid off, the Evening Librarian/Instructor position opened at Sims so I put in for that and was fortunate enough to be hired. I used to do a lot of instruction in the newsroom so that part was somewhat similar. But it's certainly less hectic and more predictable at the library. Besides,

since we live in Ponchatoula, the commute is MUCH better.

Louisiana Libraries: You enjoy helping library users with genealogy and historical research. Have you been afforded ample opportunity to do this at as Evening Librarian?

John Kelly: Not ample, but certainly some. Unlike UNO, the special collections and archives at Southeastern are part of the History and Political Science Department and not the library, so there's less of an opportunity to use my old skills. But we often get questions that require research in the local newspapers and university records so I'm grateful for that whenever it happens.

Louisiana Libraries: As a roving gourmand, what is your favorite pasty to prepare? And would you be willing to share the recipe with *Louisiana Libraries* readers?

John Kelly: My vegan baking skills have atrophied so I haven't anything to share there. Here's my great-aunt Emma's recipe for Oatmeal Crispies, my favorite cookie.

INGREDIENTS

- 1 C shortening
- 1 tsp salt
- 1/2 tsp soda
- 1 tsp vanilla
- 1 C brown sugar
- 1 C granulated

- sugar
- 2 eggs beaten
- 2 C sifted flour
- 1 tsp baking powder
- 3 C oats (I prefer old fashioned but you can use any)
- 1/2 C chopped nuts

DIRECTIONS

Cream shortening. Add salt, soda, vanilla, sugars and blend.

Add eggs and beat well.

Add flour, baking powder and rest of ingredients and combine until all mixed together well.

Roll into a log, wrap in waxed paper and chill in refrigerator for several hours or overnight.

When ready to bake, preheat oven to 375 degrees.

Slice into about 1/4 inch discs and put on cookie sheet lined with parchment.

Bake in oven about 12-15 minutes. Take out of oven, leave on sheet for a couple minutes then cool on a wire rack

Louisiana Libraries: What have you been reading lately?

John Kelly: I've been reading Robert Caro's biography of Lyndon Johnson; just starting volume four now. It's a phenomenal accomplishment and, given the current administration's tribulations, very instructive to read how someone who understood political power and how to wield it worked. I've also been enjoying Lytton Strachey's works on Project Gutenberg: *Eminent Victorians* and *Queen Victoria*. They're a wonderful combination of wit and insight.



Exercise and the Louisiana Academic Library

By Melinda Matthews

Introduction

Exercise in the Louisiana academic library on the job on an individual basis by Louisiana academic librarians is vital for better health and a more productive day. Three sections featured in the article are move more, kinds of exercises, and employee workout facilities. Hopefully, these exercises will assist Louisiana academic librarians with personal fitness and excellent work.

Move More

Walk up the stairs when possible. Take greater distance routes to meetings in other buildings or in the library. Park further away from the library to walk a greater distance for exercise. Five minutes of exercise every hour of the work day is mentioned by Shaun Dreisbach in her article “The Six Energy Secrets You Need.” “Get up for at least five minutes once an hour-I use a headset on my phone and walk around my office as I talk” says Dr. Peeke. “As soon as you start moving your muscles, you’ll feel more energized” (2013, 250). Walk around the outside of the library a few times each day. In the article “Office exercise A-okay,” Kelly Murumets, president and CEO of ParticipACTION notes workplace fitness opportunities. “She recommends getting coffee or lunch a few extra blocks away, walking over to speak to a co-worker rather than phoning, emailing or messaging, and holding walking meetings with colleagues” (Benefits Canada 2013, 7). Walk up the street to restaurants or to university eateries instead of drive to lunch. In the September 2014 issue of *Fitness Magazine*, Andrew Speer shares exercise tidbits in “Boost Your Brain.” “Strut your Stuff Just because you’re in an office doesn’t mean you can’t sneak in exercise. Every twenty minutes or so, walk to the watercooler; stand and touch your toes; or put out your hands, palms up and



elbows bent, and rotate them to the side, squeezing your shoulder blades together,” says Speer, a cofounder of the Soho Strength Lab in New York City. “Moving around keeps your muscles from tightening up and can even boost creativity” (2014, 14). Noel O’Reilly in his article “Get up, stand up, get moving,” discusses sit-stand desks. “Evidence shows that sit-stand desks are effective in reducing office workers’ sitting, at least over the short term” (2016, 12/13).

Kinds of Exercises

A Louisiana academic librarian can do floor exercises in the office. In some elementary schools, teachers ask school children to stand up and exercise like the clap your hands and stomp your feet if you are happy and you know it exercise. Likewise in the work area, stand up and lift legs and wave arms simultaneously. Do a few jumping jacks, too. While waiting for the office computer to clean itself and reboot each morning, perform standing stretches like ballerina plies. At an office desk, an academic librarian can wave and bend his or her arms for exercise every now and then. “Furthermore, proper exer-

cise at the workplace can prevent many problems related to work, by taking advantage of the fact that it can be performed virtually anywhere and at anytime, and that it requires no special equipment” (Brito 2011, 229).

Employee Workout Facilities

ULM librarians can walk up the street to the Activity Center on their lunch break and two thirty minute breaks. The ULM Activity Center is an exercise facility ULM librarians may join for fifteen dollars a month. The Activity Center provides an indoor track, elliptical machines, treadmills, stationary bicycles, rowing machines, racquetball courts, group exercise classes, and a weight lifting room. Also available are showers, a sauna, and a steam room. More to the point, Beatriz G. Varman and Adela V. Justice, librarians at Texas Medical Center Library, in their article “The Unfunded Worksite Wellness Program” describe the workout facility at Texas Medical Center Library where librarians may exercise.

A large, unoccupied room in the lower level of the Texas Medical Center (TMC) Library Building was provided to the committee by library administration to repurpose as a wellness area. A security lock was installed to ensure that only library staff could enter.

A release form was developed for employees to sign, after which their ID badges enabled access to the room. An e-mail was sent out to all staff soliciting donations of fitness or exercise equipment. This endeavor proved to be a successful one, netting a Wii system with a TV, a Gazelle Freestyle Crosstrainer, and a HealthRider Original Rider.

Eventually a yoga ball, weights, and electric fans to help employees to cool down after a workout were contributed. A television with a built in DVD/VHS player—no longer needed elsewhere in the library—was relocated to the wellness room, and afterwards, a supply of fitness videos was donated. One item that multiple employees had expressed

interest in obtaining was a treadmill, and a staff member found one on Craigslist in excellent condition for a very low price. The committee purchased it, and it proved to be a popular item in the wellness room (2015, 285).

Hopefully, ULM library and other Louisiana academic libraries will create workout facilities within their libraries, too. Similarly, in the article “Get fit, Wii Fit: Exploring Fitness and Gaming in Libraries, H. Joey Gray and Christi H. Underdown discuss workout programs used by library employees. Christi H. Underdown, music cataloger, and other female employees at Middle Tennessee State University utilized a Wii Fit gaming program. “The Wii Fit intervention consisted of eight weeks, one hour a day, for three days a week. Participants were given a prescribed regiment of play each day consisting of cardio vascular, flexibility, strength, and balance games” (2010, 2). Like many of the participants, she did not lose weight within the 10 weeks, but she did gain muscle tone and flexibility, as well as a habit of movement. Her body now asks for stretching after an hour of computer use and she knows how to prevent her cataloging aches and pains with appropriate attention” (Gray, Underdown 2010, 2). “By pointing out the advantages of introducing gaming into **libraries** and other less traditional hosting institutions, participants will gain not only health benefits of toned muscles and flexibility, but also become active builders in these newly minted Community Centers” (Gray, Underdown, 2010, 2). More to the point, optimistically other libraries will add gaming like Wii Fit to their libraries for library and other university employee participation in fitness using the WII Fit balance board and exercise programs during the work day.

Interestingly, Christopher Shaffer, Dean of Troy University library services explains Fit-Desk exercise bicycles with counters for laptop computers established in the Troy University library. “Students are using the exercise bikes,

but it remains to be seen how popular they will be in the long run—the bikes were made ready for use only in early February. Ultimately, if we can help make the library more popular and comfortable while also offering innovative ways to study that promote good health, then the idea has been a success” (2016, 22). Likewise, ULM library and other Louisiana academic libraries should supply exercise bicycles, treadmills, or elliptical machines with counters for computer laptops for their librarians and employees not just their students for greater fitness and maintenance of health during the work day. In his article “Academic: Fit for the Library: Clemson Students Study on Bikes” Ian Chant gives details on exercise bicycles with stands for laptop computers in Clemson University library. “The Cooper Library at Clemson University, SC, has a new addition that may seem out of place at first glance—a study hall filled with stationary bikes” (2013, 03630277). “FitDesks were chosen because they’re less expensive than options like standing desks attached to treadmills and take up less space. The bikes fold for storage” (2013, 03630277). Exercise equipment with computer laptops is a spectacular advance in combining lifelong health and learning for Louisiana students and university faculty and staff. Enthusiastically in the future Louisiana university librarians using the exercise equipment with computer laptops profit from being able to exercise and maintain a healthy weight while studying or working.

Conclusion

This article discussed exercise by Louisiana academic librarians in the academic library. Academic librarians can try these suggested ex-

ercises mentioned in the three sections move more, kinds of exercises, and employee workout facilities for possibly improved health and an improved profitable day in the university library. So, Louisiana academic librarians move around and get fit.

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Lennon, Diana Cash. *Why Do Airplanes Have Tails?* Meadville, PA: Christian Faith Publishing, Inc., 2018. ISBN: 978-1-64191-252-5. \$19.95 (softcover).

The curiosity about aircraft can be a lifelong love. In this question and answer format book, you can learn in-depth information about how airplanes are built and about different types of airplanes along with light aircraft facts. Containing facts like why do some aircraft contain propellers and some don't, what the instrument panel in an airplane means, and why aviation fuel is different colors, this book contains tons of information. There are plenty of general and specific aviation facts on aircraft and becoming a pilot. There are also aviation history facts and facts on airports and airport layouts. There are illustrations related to the content like instrument panels and the different kinds of aircraft to help demonstrate this concepts.

Diana Cash Lennon, a resident of Lafayette, Louisiana, is a writer and editor in a variety of mediums including newspapers and online material. She currently works as a health care professional and is an advocator for the cause of multiple sclerosis. Her co-writer and husband is Rocky Lennon, an aircraft mechanic, pilot and hobby aircraft builder and designer. Illustrator David Stanley, a Lafayette High School student, aspires to be a missionary in his home country of Burma after college. For anyone who has a passion for aviation or just wants to know how airplanes and aviation works, this is a great book to answer those questions. Appropriate for ages 8 and up, recommended for public and school libraries.

Andrea B. Flockton, Edith Garland Dupré Library, UL Lafayette

Risher, Jan. *Looking to the Stars from Old Algiers and Other Long Stories Short*. Sans Souci Books, 2018. ISBN 978-1-946160-33-1. \$20 (paperback).

Jan Risher seems to be the most interesting woman in the world. She's lived the journalist role for various newspapers, she's taught English in Czechoslovakia, adopted a daughter from China, and has documented these life experiences in a weekly Sunday column of Lafayette's *The Daily Advertiser* since 2002. From a small town in Mississippi, Risher was shaped by the wholesome life lessons that her childhood memories

of simple living afforded her. With stories most anyone can relate to, it seems that her motivation is to inspire readers to try something new, live life to the fullest, and in some instances to just hang on.

As evidenced in the columns' span of fifteen years, the author has lived a fairly adventurous life. This book is surely her highlight reel that often reads like a special edition of *Chicken Soup for the Soul*. However, Risher does attempt to connect and relate to some of the heart-rending parts of life like the devastation from natural disasters and the death of close friends.

Despite the variety of topics the brief passages explore, readers will quickly learn of the importance of an involved family and the impact communities can have on someone locally or from afar. There is no one theme or storyline; the author simply recounts a chunk of her life in hopes of making her readers a bit more introspective of their own.

Though she continues to write a weekly column, Risher left full-time journalism in 2008 to pursue teaching English to local high schoolers. Perhaps her need to inspire others in teaching has carried over into her motivation to publish a curated collection of her columns. At the close of her book, readers are left not only with a lingering sense of nostalgia for a life they have not personally lived, but also with a list of suggested discussion questions that will leave them exploring the many twists of the author's life and how these defining experiences influenced her future. This book will prove to be a great addition to public libraries' collection. It's a feel good read, sure to be enjoyed by interested local patrons.

Elaine Harris, Edith Garland Dupré Library, UL Lafayette

Ariaz, Jeremiah. *Louisiana Trail Riders*. UL Lafayette Press, 2018. ISBN: 978-1-946160-22-5. \$49.95 (hardcover).

Photographer Jeremiah Ariaz exhibits his collection of over 80 black-and-white photographs in *Louisiana Trail Riders*, a delightfully oversized, pictorial work. By chance one day, Ariaz came across a procession of horseback riders beginning their trail ride along a rural Louisiana highway. For the next four years, Ariaz rode along with the African American

trail riding clubs, photographing the people and scenes from their weekend trail rides. Through his photographs, readers can identify with people riding on horseback, dancing to zydeco music, camping out, and cooking Creole-style foods like jambalaya and cowboy stew. Toward the back of the book, readers can browse through the “Image Captions” which provide the locale (i.e., parish or town) and the names of individuals shown in the photographs.

Because little is known about black trail riders, Ariaz invited researcher Alexandra Giancarlo to write an accompanying essay for his book. In it, she describes how modern day trail riding evolved from ancestral Creole traditions in south Louisiana. She also describes the history of the first black cattlemen and women who played a large part in the Louisiana cattle industry.

The trail riding clubs listed at the back of the book have intriguing names such as Barnyard Posse Trail Riders, Step-N-Strut Riders, Ride or Die Riders, Louisiana Steppers, Crazy Hat Riders, and Last of a Dying Breed. The Opelousas Lady Trail Riders, the first all-women’s club, blazed the trail for other female clubs like the Kountry Bunnies and the Buckwild Divas, which is the female counterpart for the Buckwild Riders.

Ariaz, a native of Kansas, is an Associate Professor of Art at LSU. Known for his creative artworks featuring the American West, he exhibits and gives talks about his collections worldwide. Ariaz hopes that his photographic work in *Louisiana Trail Riders* will build bridges between cultures, and preserve the mostly undocumented history of the trail riders. Since this book should prove to have widespread appeal, it is recommended for libraries in Louisiana as well as other states.

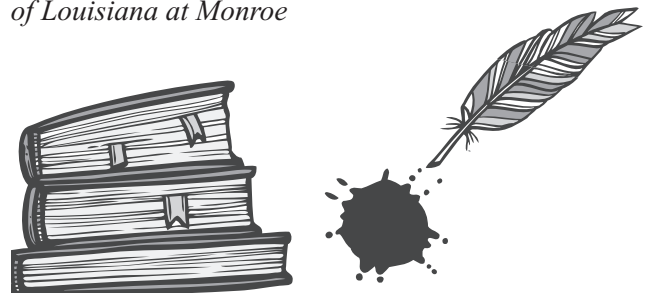
Lila Jefferson, ULM Library, UL Monroe

Bonner Jr., Thomas and Judith H. Bonner, editors. Drawn by William Spratling and arranged by William Faulkner. *Sherwood Anderson and Other Famous Creoles: A Gallery of Contemporary New Orleans*. Gretna: Pelican Publishing Company, 2018. ISBN: 9781455623358 (hardcover: alk. paper). ISBN: 9781455623365 (ebook). \$23.72.

The masterpiece is a revised edition of *Sherwood Anderson and Other Famous Creoles* drawn by William Spratling and arranged by William Faulkner. Dr. Thomas Bonner Jr. is a New Orleans, Louisiana Xavier University Professor Emeritus of English. His expertise includes Edgar Allan Poe, Kate Chopin, and William Faulkner. Judith H. Bonner is the Senior Curator in Museum Programs at the Historic New Orleans Collection. Forty-one drawings in the style of caricatures accompany the fascinating descriptions of renowned people from the early twentieth century around New Orleans. A line or two beneath the drawings reveals the intriguing pictures contents. The monograph has an excellent three-page bibliography divided into books and journals, websites, and archives.

The edition includes contents, foreword, introduction, frontispiece, locale and the drawings, featuring Sherwood Anderson, Nathaniel C. Curtis, Frans Blom, Ellsworth Woodward, Albert Bledsoe Dinwiddie, Samuel Louis Gilmore, Grace King, Weeks Hall, William Spratling, William Faulkner and other prominent, creative individuals living in New Orleans during the 1920s. The captivating work of art comments on exciting places and works that the noted distinguished people created and maintained. Some of them are Le Petit Theatre, the French Quarter Arts and Crafts Club, Isaac Delgado Museum of Art, Tulane School of Architecture, New Orleans Philharmonic Society, periodical *Double Dealer*, *Picturesque New Orleans*, New Iberia Shadows-on-the-Teche plantation, and Tulane Middle American Research Institute. The recommendation for audience is anyone interested in the fabulous people who helped produce and maintain the cultural, art, music, and literary works of the New Orleans French Quarter in the 1920’s. It is perfect for academic and public libraries.

Melinda F. Matthews, University Library, University of Louisiana at Monroe



LLA Executive Board

Meeting Minutes

**Pontchartrain Room, Postlethwaite &
Netterville Office – 10th Floor**

Monday, November 26, 2018

11:00 a.m.

The first Regular Meeting of the 2018-2019 Executive Board of the Louisiana Library Association, a nonprofit corporation under the laws of the State of Louisiana, was held at the P&N Office at 8550 United Plaza in Baton Rouge, Louisiana on November 26, 2018.

Attendance:

Catherine Smith – President
Sonnet Ireland – 1st Vice-President
Megan Lowe – 2nd Vice-President
Christopher Achee – Secretary
Bland O'Connor – Executive Director
Brenna Crockett – Association Coordinator
Patricia Brown – Past President
Hayley Johnson – GODORT Chair / SELA Rep.
Laura-Ellen Ayres – Public Chair
Celise Reech Harper – *Louisiana Libraries* Editor
Vivian McCain – ALA Councilor
Tiffany Whitehead – LASL President
Charlene Picheloup – Parliamentarian
Jennifer Hamilton – Academic Section Chair
Kathy Tuminello – LaSSAL Section Chair
Zachary Stein – Subject Specialist Section Chair
(Absent)
Janelle Zetty – Subject Specialist Section vice-chair
Brittany O'Neal – ARCL President
Sarah Simms – SELA Representative
Jeremy Bolom – Conference Co-Chair
Paula Clemmons – Conference Co-Chair

Call to Order and Welcome

Called to order by President Smith at 11:05 a.m.

Minutes

Motion to approve previous minutes by Brown.
Seconded by Megan Lowe. Motion passed.

President

Membership stands at 925.

Academic Section had their first digital meeting with 128 attended.

LASSAL had 50 attendees at their annual meeting. Keynote speaker discussed workplace safety.

LASL held networking sessions through autumn.

2019 Conference Committee met in September.

Operations and Transitions Committee met in October to give a report to the Executive Committee.

Brown encouraged the board to be more attentive to the business of the Association.

Executive Director

The directory will be mailed a little late, due to the Thanksgiving Holidays. It is expected to be mailed on November 27. Reech-Harper asked what happened to cause the delay. The directory is compiled by P&N, sent to Reech-Harper and Vivian Solar for editing, it then goes to the printer, and finally to the US Post Office. The board expressed its feelings that the set deadline for being in the directory should be solid in order to minimize a delay in the directory's release.

The board then asked if we even needed to print a physical directory. The directory is available online. P&N offered to e-mail the directory as a PDF and allow members to print if they want a physical copy.

It was recommended that a survey be sent to membership, asking if members use the physical directory.

A motion was made by Hamilton to survey via e-mail and *Louisiana Libraries* the LLA general membership to ask: 1. If they use the print directory enough to justify the \$3,000 annual printing and mailing cost and 2. If they would be willing to accept an annual PDF version to supplement the continually updated online version. Motion seconded by Ireland.

Brown asked if the survey could be included in *Louisiana Libraries*. Reech-Harper said that it could be included in the next issue.

Motion passed.

Louisiana Librarie's Editor

The fall journal is currently being compiled. Reech-Harper spoke on the difficulty of getting submissions to the journal. She wants to consider reducing the number of publications to two rather than three.

Academic Section

Report in booklet.

Section held a virtual conference on November 15 with 4 tracks and a Commons space. Links to session descriptions

and recorded sessions were provided. There was a total of 137 participants from 20 U.S. states. The content will be available on the LLA website to members. Slides and handouts will be available in the same place. Conference grossed more than \$900. E-mail proved to be the most difficult technical problem. Paying for a unique website in the future could help solve problems. The Section has already voted to host the event again next year. They will make the training session for presenters and moderators mandatory to reduce technical difficulties. A final report will be submitted once all data has been gathered.

GODORT

No report.

Section is looking for a new speaker for their annual breakfast.

LASL

Held networking events instead of LALAMP. Attendance was lower than anticipated, but those who attended gave useful feedback. LASL is making a concerted effort to increase their online presence. Is now using Smore to provide newsletter. LASL is moving away from an author luncheon, and moving to a lunch and learn maker event. They are expecting to host the event without vendor assistance. It was recommended that the price of participation be varied by level of participant (student, non-member, member). The cost of the lunch at the Crown Plaza is \$23 plus tax and service. They will explore options.

LaSSAL

Hosted 23rd annual statewide conference in Natchitoches on October 1. Approximately 80 people attended 10 sessions. At November 9 meeting officers were chosen. They will participate in the 2019 LLA conference with a rented booth.

Offered special thanks to President Smith for her assistance.

Public Section

The section is in the process of finding Trustee leadership. Looking for recipients for Director of the Year and Public Librarian of the year awards. Section has two pre-conference events to propose.

Subject Specialist

Offered a pre-conference proposal.

Trustees

No leadership

1st Vice-President

Met with Dr. Carol Barry on how to get SLIS students involved with LLA. Dr. Barry recommended internships, which the Association can use during conference.

A game night is being organized for 2019 annual conference.

Ireland will continue to explore virtual conferences in addition to the in-person conference.

Wants to post current and past committee members for the Association's 95th anniversary.

A survey sent out earlier in the year asking membership what committees they would be willing to serve on had good response and helped to populate committees.

Ireland met with State Senator Sharon Hewitt to help develop relationships with legislators. She recommended inviting representatives to individual libraries for special events, with a tour guided by someone who the library serves. This will help the Association be more proactive, rather than reacting to threatening bills.

2nd Vice-President

Included report listed responses from various committees and Interest Group.

Many committees have outdated membership information, or do not reply to communications. Recommendations for continuing or not continuing Committees and Interest Groups were included in report.

Discussion held on how and if to disband or make dormant Interest Groups that are no longer active. The current manual does not list a procedure. The revised manual currently in the works will clarify that process. Continued discussion will be held among 2nd VP, 1st VP, and Past President.

Conference

A skeleton schedule of annual required events was provided.

There are currently 4 proposed pre-conferences.

1. Subject Specialist – Business Librarianship
Motion to approve by Ireland, seconded by Ayres. Passed.
2. LASL – Google Tools
Motion to approve by Hamilton, seconded by Ireland. Passed.

3. Public – Escape to LLA Conference & 4 - Maker Fair
 Motion by Ayres, seconded by Ireland. Passed.

Confirmation of programs should be sent out by the first week of December. Section chairs met digitally to accept or reject proposed programs. They will also emphasize awards during December.

Exhibits should open booth rentals within the next two weeks.

Registration should be open by mid-December.

SELA

Conference hold Oct. 31 – Nov. 1 in Greenville SC. New officers were installed.

Budget

Summary of budget provided by O’Connor. Achee asked about seeming anomalies in some numbers by year. P&N will report to us specifically why interest from general saving was \$6.94 in 2016-2017.

Past-President

Brown asked that anyone who had a recommendation for updating the handbook and manual contact her.

Old Business

The change in by-laws to add a treasurer position to the Executive Board will be advertised on the ballot with 2019-2020 officers. The change will be voted on at the General Business Meeting at the 2019 Conference. The treasurer will be elected with the other 2020-2021 officers after appropriate vetting.

Discussion held on whether the Treasurer position will be elected or appointed. The current approved version of the by-laws change calls for the Treasurer to be elected. Ireland recommended that the position be appointed by the board.

Motion by Smith to put the position of Treasurer on

the March ballot as a revision of the bylaws. That a Treasurer be selected according to the qualifications set forth by the job description. That they be vetted and chosen by the Executive Board, with the input of the Finance Committee and the Executive Director. Seconded by Whitehead. Motion passed.

O&T Committee

The O&T Committee met with the Executive Board at the Ascension Parish Library in Gonzales on October 22. They unanimously recommended that the Association be run by a combination management firm and executive director.

Simms spoke on various reasons behind the committee’s reasoning.

Brown asked for clarification on who would make and implement Association decision.

Achee asked why the rest of the O&T Committee was not present. Smith responded that she felt the committee’s presentation at the October 22 meeting was sufficient and that they were not required for the board to discuss the issue.

A motion was made by Brown that we accept the O&T Committee’s report, but not accept the half and half recommendation made by the committee. Seconded Lowe. Motion passed with one dissent.

A motion was made by Hamilton that the O&T committee recommendation and supporting documents be uploaded to a Google doc to facilitate discussion until a virtual meeting is held in January 2019 in which the Executive Board will decide what option to pursue to meet LLA’s staffing and management.

Seconded by Brown. Motion approved.

Smith offered thanks to the O&T Committee for their diligent work. Brown concurred.

Meeting adjourned 3:05 p.m.



The Moon Belongs to Everyone:

ResearchGate and Subscription Databases Compared

By Michael F. Russo

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Abstract

Scholarly social networking sites such as *ResearchGate* are changing the way scholarly research is shared. Avoiding the restrictions of the top journals, scholars are increasingly placing their research on the Internet for comment and collaboration. The question this paper addresses is whether Louisiana State University biologists are able to get the journal support they need for their research from paid subscriptions or from Internet sites such as *ResearchGate*. Over 900 citations from biology papers authored by LSU researchers were tracked to see whether the referenced articles were available through the library's subscriptions (paper or electronic) or whether they were available only through *ResearchGate*. The analysis showed that while 93.7% of cited articles were available in full-text form in library-paid subscriptions, only 41.7% were available in *ResearchGate*.

The best things in life are free

~Ray Henderson

Introduction

Traditionally, scholarly publishing has relied on the peer review model. For years, research articles submitted for publication have been vetted by researchers with the same expertise as the article's author. Only after the author's peers gave their approval would an article be made publicly available through the publication process. Historically, "research was developed and shared through published research articles, conference proceedings, technical reports, books, and book chapters" after appropriate review [Omw15]. This is the way it has always been done.

Until now.

Budgetary issues and the monopolistic and predatory practices of some journal publishers, combined with online platforms such as *ResearchGate*, have come together to create an alternative to the traditional, peer review publishing model. With little motivation to submit to the onerous conditions imposed by some journal publishers, such as giving up rights to their work, scholars are beginning to look to such alternatives for sharing their research. Clearly, the Internet is transforming the way in which scholarly research is shared.

"Before the digital transition, the discoverability of scholarly, peer-reviewed content has been limited to library catalogues and their subject indexing routines." The *Science Citation Index* changed that (Mikki et al. 2015, 2). Originally a citations-only index, the *Science Citation Index* was based on the work of Eugene Garfield and the Institute for Scientific Information (ISI). Their work resulted in a trio of citation indexes: *Science Citation Index*, *Social Sciences Citation Index*, and *Arts & Humanities Citation Index*. This monumental work took into account scholarship published according to the traditional peer review process and was, for many years, the best method for untangling and tracing complex skeins of research, whose interconnectedness comprised a vast informational web.

Thus, the *Web of Science*.

With the Internet and computer technology came faster and easier ways of acquiring peer-reviewed information. In due course, *Science Citation* and the other ISI indexes were fused into the *Web of Science*, a proprietary online database, the core collection of which includes over 1.4 billion records published in over 20,000 journals [Cland], all of them peer-reviewed [Trend]. The *Web of Science* contains records that date back to 1900 and thus includes documentation of the explosion of scientific knowledge that occurred throughout the twentieth century and beyond. Originally, like its print antecedent, a citations-only database, the *Web of Science* has evolved in response to the demands of researchers and has incorporated full-text links to various online sources in many of its records, enabling desk-top delivery of crucial research.

And, so, with electronic capability, the process of searching for and finding information evolved to the next level. "We should be conscious that in a global, ever more open information world, where searching can be conducted seamlessly, anywhere and anytime, new (and old) researchers are going to be doing it differently" (Nicholas et al. 2017, 19).

Academic social networking via the Internet is one of the agents of this evolution. As defined by Singson and Anees (2017), "academic social networking service is used as a broad term referring to an online service, tool, or platform that can help scholars to build their professional networks with other researchers and facilitate their various activities when conducting research" (366).

Founded in 2008 by physicians Ijad Madisch and Sören Hoffmayer with Horst Fickenescher, a computer scientist, *ResearchGate* is such an academic social networking service [Res18]. According to its website, *ResearchGate* boasts over 14 million members and is "allegedly...the

fastest growing of all the emerging reputational platforms” (Nicholas, Clark, and Herman 2016, 173). *ResearchGate* “makes publications that might otherwise be behind a paywall easily available,” according to Muscanell and Utz (2017, 745).

The *ResearchGate* web site says nothing about peer review.

Nevertheless, according to Nicholas, Clark, and Herman in “*ResearchGate: Reputation Uncovered*,” *ResearchGate* “threatens to fundamentally change the scholarly communication landscape” (2016) by enabling researchers to publish their research themselves, replacing publishers as “prime deliverers of reputation” (173). This effect would extend, presumably to the database platforms that rely for content on those same traditional journal publishers *ResearchGate* is undercutting. *ResearchGate*’s relation to *Google Scholar* is another consideration in *ResearchGate*’s use by researchers, inasmuch as *Google Scholar*, very popular among academic researchers, ranks results from *ResearchGate* “and similar community platforms before publisher platforms” (Nicholas et al. 2017, 22).

Why is this happening?

Simply put, scholarly journals are too expensive. Scholars who may have relied on their personal subscriptions to key journals have found skyrocketing costs made those subscriptions unaffordable and so had to discontinue them. As a fallback, those scholars relied on libraries to supply the journals free of charge. But, because of rising costs and static or shrinking budgets, libraries can afford fewer of the subscriptions they used to get. In some cases, budget balancing might mean cancellation of important publications, which would then become inconveniently distant if not simply unavailable. This state of affairs, according to Edwards and Shulenburg (2003) is a consequence of two major factors. First, there is just “no close substitute” for the top journals; second, there is a “rapidly growing concentration of suppliers” (11). These two factors have resulted in rising costs that have nothing to do with the actual cost of publication. Because of the efficiency of digital publishing and because writing and peer review are done *gratis* by the researchers themselves, the cost of producing and disseminating publishable research has been “reduced almost to zero” (Prosser 2011, 61). A study by Lewis Liu (2011) confirms the “dysfunctional” nature of the scholarly journal market today (231). His study “provides solid empirical evidence that...commercial publishers overcharged academic libraries for scholarly journals...” (229). Liu ascribes this to the fact that there is “little competition in the market,” resulting in “monopoly powers” for publishers, which allows them to “maximize their profit margin at will” (231). Though Liu’s study focused narrowly on business journals, his conclusion about the dysfunctional nature of scholarly publishing can easily be seen reproduced in other academic disciplines.

The Project

LSU Libraries, the informational heart of Louisiana State University A & M College, serves a student population topping 30,000. LSU is a land-, sea-, and space-grant university with the Carnegie designation “Doctoral University of Highest Research Activity.” The Libraries’ mission is to “advance research, teaching, and learning across every discipline” (LSU Libraries 2018, par. About Us). It fulfills this mission, in part, by subscribing to many periodical print publications and databases. In the aggregate, these print subscriptions and databases, for which the Libraries pays a significant portion of its acquisitions budget, provide scholars with access to an overwhelming volume of research. Most databases (including the *Web of Science* citation database) are either full-text or incorporate link resolvers for full-text access in other databases.

The purpose of this research project was to compare, in a very specific way, the full-text content in *ResearchGate* and the full-text availability in print as well as in the databases—the *Web of Science* and others (linked to either the *Web of Science* or to the library’s catalog)—to which LSU Libraries subscribes. The question we wanted to answer is *Does LSU Libraries provide the university’s researchers the materials they need and use in their research? Or, are LSU researchers able to get what they need at no cost through Internet sites like ResearchGate?* Considering the vast sums LSU Libraries spends for its subscription databases, if our faculty can get the same material for free from *ResearchGate*, then the Libraries is wasting money that could be put to other uses.

Literature Review

The openness of *ResearchGate*’s platform and the fact that it is free to use has piqued the interest of many academic researchers who have been alienated by the strictures and the high costs of for-profit publishers. Though the most common “reason for using [*ResearchGate*] was being visible for contact,” because it is also “an efficient way to access papers” that “might otherwise be behind a paywall,” *ResearchGate* is also seen by some as a publications archive, though the legality of such archiving is, in some instances, questionable [Nic17]. *ResearchGate* “enables members to acquire previous knowledge by facilitating the sharing of uploaded full-text publications...” (Nicholas, Herman, and Clark 2016, 71). Members may also ask to receive specific items as a “professional courtesy” (71-72).

The measure of *ResearchGate*’s use by scholars has been taken from many different angles. A few examples follow:

- Among the faculty of the University of Bergen in Norway, *ResearchGate* was found to be the most popular academic profiling site (Mikki 2015, 7). And *ResearchGate* was ultimately the most used of the sites compared, as well as the site that contained the most

faculty profiles (8-10).

- At Pondicherry University in India, looking up and reading articles written by others was the fifth most used function within *ResearchGate* (Singson and Amees 2017, 369).
- Some studies have compared scholars' use of *ResearchGate* to their use of other online resources. Muscanell and Utz (2017) surveyed 1,009 scholars from many nations and disciplines, ranging in age from eighteen to eighty-six, a highly diverse group. Of all who were surveyed, 417 (41%) reported that of all social networks, they used *ResearchGate* exclusively (747), but only 3.6% of those users reported they used the site every day (748). Of the total number surveyed, 17% admitted they logged into *ResearchGate* only "when looking for a paper" and 17% had used the site to request articles (750).
- More than 65% of academics at three Israeli institutions indicated *ResearchGate* was their preferred academic social network (Meishar-Tal and Pieterse 2017, 9). The researchers found that "acquisition of professional knowledge" (17) was one of the main reasons these Israeli scholars used *ResearchGate*. When asked how they generally used academic social networks the eighty-one Israeli academics who responded declared that the second most engaged-in activity was "Downloading others' articles" (first was tracking the citation of their own articles) (10).
- To test the extent to which the Internet provides open access articles, Mikki (2017) concluded that 68% were, in fact, findable for free (1534). In this instance, the researcher started with a list of scholarly articles published in Norway from 2011 to 2015 (1531), a very specifically defined collection. The research showed that, of all the articles found on the Internet for free, the largest number of those were found in *ResearchGate* (1534). But even though so many articles were freely found, it was not determined whether the articles were "fully available" (1532). Mikki, however, tempers her findings by pointing out that the remaining articles (those not on the Internet) are pay-walled by "prestigious publishers such as Elsevier, Springer, Routledge, and Universitetforlaget" (1537), reminding us that not everything is on the Internet for free. It should also be remembered that this study focused only on articles published in Norway.
- A similar study of papers published by South African researchers compared the coverage of those papers in *ResearchGate* and *Web of Science*. It concluded that there was a high degree of correlation between *ResearchGate* and *Web of Science* "in terms of their coverage of papers produced by researchers in the universities in South Africa" (Onyancha 2015, 15). However, due to the fact that it cannot be determined

that all South African academics are members of *ResearchGate* in addition to "discrepancies in the number of papers indexed" (15), it is not clear that the articles are the same in both databases.

As mentioned above, *ResearchGate* is challenging traditional publishing to such an extent it may be changing the landscape (Nicholas, Clark, and Herman 2016, 173). To illustrate this point, in 2017, a survey of early career researchers from many nations was done to determine their information finding habits. Participants chose from a range of twenty-nine search engines, databases, social media platforms, and repositories to indicate where they went for their information. In the United Kingdom, the United States, France, and Spain, those early career researchers used *ResearchGate* more often than the *Web of Science* (Nicholas, et al. 2017, 23). These results are from the first year of a three-year longitudinal study, which will attempt to identify any changes to researchers' searching habits over time (20). One hundred sixteen early career scholars from around the world and from many disciplines were interviewed (21). The results showed that early career researchers in the United States and United Kingdom used *ResearchGate* slightly more often than they used the *Web of Science*, but that they used *Google Scholar* most of all (23). That said, of all academic social networks, *ResearchGate* proved the most popular among this population (25, 26).

But what about peer review? *ResearchGate* "does not provide the formal peer review process that journals customarily offer..." according to Nicholas, Herman, and Clark, (2016, 79). *ResearchGate's* open, unmoderated approach "exposes work to...possibly vexatious comment from anyone" (76). Determining the quality of the comments and the reputation of the commenters then becomes the responsibility of each individual researcher. The absence of formal peer review is a shortcoming that Nicholas, Herman, and Clark suggest may be a reputational roadblock for scholars hoping to advance in their chosen field due to "reluctance on the part of . . . institutions to drop traditional peer review" (86).

This, of course, leads back to the question of whether the library is supplying appropriate resources to enable LSU's scholarly researchers to do their work and to gain the reputation and status they seek. This study attempts to answer that question by discerning the availability of articles in *ResearchGate* versus the availability of those same articles in the library's subscription databases or its print collection.

Method

Biological Sciences "is the largest academic unit on the LSU campus based on the number of tenured and tenure-track faculty" [Bio18]. The department includes eighty-one teaching faculty and researchers. Their research spans the biological gamut.

Using the list of LSU biology faculty on Biological Science's web site, the *Web of Science* database was searched for research articles authored by those individuals. If research articles by LSU biologists were found in the *Web of Science*, they were selected for analysis based on the following criteria:

- Articles were written only by LSU faculty (if co-authored, all co-authors were LSU faculty),
- Articles were published in 2016 or 2017,
- Articles were published in journals, not as chapters in books.

Then, to keep the project to a manageable scope, journals cited in only ten references, chosen at random, from each article's bibliography were searched in the library's catalog, checking specifically for the issues in which the referenced articles were published. (If multiple articles from a particular journal were cited in the bibliography, all articles from that journal were included in the analysis.) If the catalog indicated LSU Libraries did own the referenced journal issue, it was determined whether the full text of the referenced article was in LSU's collection, either electronically or in print, by checking the catalog and databases records, sometimes by even going to the stacks. Results were noted on a spreadsheet.

Those same referenced articles were then searched for in *ResearchGate*. If a search resulted in a hit, then it was determined whether *ResearchGate* included the full text of the article or only a reference. These results also were entered on the spreadsheet.

Results

In all, fifty-eight articles by LSU biology researchers were examined. From these articles, 920 unique citations listed in their bibliographies were tracked.

LSU Libraries owns 862 (93.7%) of these cited articles. These articles are available in full-text form, some in print but mostly electronically in at least one of the library's subscription databases.

ResearchGate contained only 384 (41.7%) of those same articles in full-text form. Three hundred forty-four (37%)

articles were merely indexed, with an indication the full text could be requested. One hundred ninety-two (21%) cited articles were not even mentioned in *ResearchGate*.

Put another way, only fifty-eight of the cited articles could not be found in LSU's collection in full-text form, whereas 536 could not be found in *ResearchGate*, a ratio of roughly one-to-nine. (See table below.)

Of the 58 articles not included in LSU's collection, only eleven were included in *ResearchGate* in full-text form; the rest were either merely indexed or not referenced at all. In other words, *ResearchGate* supplied only 19% of what LSU Libraries did not in immediately-available full text.

Conclusion

LSU researchers in biology appear to have access to almost everything they need, in terms of full-text journal literature, through the resources of LSU Libraries. At this point, in spite of its increasing popularity as a facilitator of information sharing among researchers, *ResearchGate* appears a very poor substitute for the basic function of literature research, at least in the field of biology, even though, admittedly, many articles that are indexed in *ResearchGate* can be requested from the authors. Angst about whether the library is wasting resources by subscribing to the *Web of Science* and LSU Libraries' sixteen other biology-related databases appears to be unwarranted.

That said, there are still gaps in the Libraries' holdings for biology, and this analysis can be used to identify those journals the library lacks and to fill those gaps in the journal collection. Supplying 100% of what the biologists need appears to be within reach.

It is understandable that hard working and underpaid scholars and their cash-strapped institutions would gravitate toward an alternative like *ResearchGate* for the sharing of research. However, it seems clear, at present, that this alternative is no match for the established journal and database publishers, even with their onerous conditions and peer review process. Despite what the song says, while the moon may belong to everyone, the best things in life are not quite free—not yet at any rate.

	Full-text	Indexed Only	Not in Database	Total
LSU	862		58	920
ResearchGate	384	344	192	920

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The Emergence of the Metis Classification System

The Challenge to Dewey

By Jud Copeland

Introduction

The fundamental principles of traditional cataloging and classification have developed with a focus on standardization of rules and procedures for the past century (Chan, 1994 and Taylor, 2000). However, librarians are currently being challenged by dynamic changes in the fundamental principles of Dewey Decimal classification.

Librarians at the Ethical Cultural Fieldston (ECF) School in New York City have created a new classification system for their pre K-5 students that is aimed at “ditching” the Dewey Decimal Classification. The new system, Metis, is based on “whole-word labeling, child-friendly categories, and visually compelling signs.”¹ The proposed transition from Dewey to Metis classification is being lauded by many elementary and middle school librarians, yet there is not a consensus that this is a sound idea.

The Metis Classification System

What are the positive points in the Metis challenge to Dewey? What makes this system so attractive to certain library media specialists? Has this new system made a difference in circulation reports? According to the ECF librarians, they have experienced significant increases in circulation with the middle-grade students (grades three to five). The visual labels serve as the navigational tools for Metis and they are based on the following categorical principals:

1. Child-centered (start from a student’s point of view and use appropriate language)
2. Browsable (the order and the sections and subsections are clearly understood not only by librarians but also by students, faculty and parents)
3. Flexible (capable of being adapted for use by a wide range of ages and of evolving



Figure 1. Example of Metis OPAC Labels retrieved from: <http://metisinnovations.com/>

LIBRARY

over time as the resources change and collections further develop)

4. Independent searching (allow students to be as independent as possible by using visually engaging and child-friendly labels)
5. Whole language labeling (to minimize any type of coding, use whole language in call numbers and on spine labels)
6. Alphabetical arrangement (assign a single letter [A-Z] to each of the main categories to create a flow and logical order for the entire library space)
7. Visually engaging (subject labels that clearly identify what a book is about).

Searching the Metis OPAC does reveal a compelling aggregate of visual labels. An overview of the labels reveals an array of colorful graphics that chart a user's search path from "Concepts" and "Making Stuff" to "Machines" and "Tales." Indeed, the Metis OPAC screen may be a visually exciting invitation for young users to search the resources in the ECF school library collection. (Figure 1)

The noted increase in circulation and apparent ease of navigating the visual labels of Metis is convincing an increasing number of libraries to "ditch" the 136-year old Dewey system. One finds this transition in a broad range of supporters: from the Perry Branch Library in Gilbert, Arizona, and the Burke High School Library in Omaha, Nebraska, to the Carmel Elementary School in Clarksville, Tennessee, and the Darien Library in Connecticut. (Kaplan, 2012)

Sue Giffard, one of the ECF Metis Team Librarians, further notes:

I agree completely that recognizing categories and categorizing are important thinking skills, as

is an increasing appreciation and understanding of hierarchy in categorizing as kids get older. We have found that making those categories transparent...in whole language rather than numerical code helps our students to recognize categories. We have not abandoned the online catalog in any way...Our catalog is used in exactly the same way as it was used with Dewey: the only difference is that the call numbers are words rather than numbers. (Kaplan, 2012)

Postings from supporters of the transition from Dewey to Metis reflect a particular core range of issues related to this proposal

Should we "ditch" Dewey?

Have we forgotten the significant attributes of Dewey? The Dewey Decimal Classification (DDC) system is the world's most widely used knowledge organization tool. It has continually developed with a focus on current and future needs of users in an ever changing information environment. Libraries of all types use DDC on a daily basis and it is noteworthy that the system is developed and maintained in a national bibliographic agency, the Library of Congress. The recent 23rd edition of DDC has been produced in the context of the emerging Web environment and it has expanded DDC's access to information sources with features that promote efficiency and accuracy in classification. DDC continues to streamline its classification system in order to align the schedules with both new and emerging multidisciplinary subjects. It is uniquely positioned to address local, global, mobile, and semantic web challenges and opportunities.

As noted by the editors of Dewey:

The DDC is built on sound principles that make it ideal as a general knowledge organization tool: meaningful notation in universally recognized Arabic numerals, well-defined

categories, well-developed hierarchies, and a rich network of relationships among topics. (Dewey, 2011)

It is particularly noteworthy that Dewey's Relative Index serves a similar purpose as the Metis labels. It is a key to the diverse materials included in the tables. Based on an alphabetical approach similar to Charles Cutter's Dictionary Catalog, the Relative Index brings together under one heading all aspects of any given subject. In effect, the Relative Index provides various numbers for any given subject, each denoting an approach from a different point of view. As a result, a librarian may select the number which best represents the point of view of the item that s/he is cataloging. In addition, the Index continues to be revised so that it reflects social changes.

Implications of the Metis vs. Dewey Challenge

What are the implications of "ditching" Dewey and making a transition to Metis? Is there a convincing rationale to support this fundamental change in classification? In effect, one is forced to address certain questions regarding the broader field of classification itself.

1. What was it about library organization that led to development of a standardized, broadly accepted organizational system in the first place?
2. Why did libraries adopt the Dewey Classification System?
3. Is there real value in any type of standardized system of classification?
4. If this is the case, and if indeed Dewey is no longer deemed effective, is it time for librarians to create a new standardized system?

No system of classification is perfect. Reflective thinking and experimenting with innovative schemes of classification systems can be beneficial to users. The Metis system is intended to help young users access a vast array of resources. This appears to be the convincing rationale for this proposal. Indeed, this may reflect an increasing movement in the cataloging field to supersede rigid systems of classification

with more flexible schemes focusing on user's needs (Welsh & Batley, (2012). However, if librarians continue to simplify standardized systems and create their own way of doing things, they risk "dumbing down" their students and creating potential confusion and chaos in the library world. Maybe the DDC is not the perfect in the sense that "one size fits all." Yet the basic structural tenets of Dewey are intended to help students with substantive skills that will prepare them for both college and career. As a starting point for considering the Metis vs. Dewey dynamics, one might note two fundamental attributes postulated by Charles Cutter (1904) for any type of classification scheme:

1. finding list function
2. gathering (collocation) function

In addition, Ranganathan (1960) supported the following attributes:

1. save the time of the reader
2. the library is a growing organism.

These attributes resonate with any position favoring a particular classification system. Yet the real challenge can be simply posited: What do YOU think?

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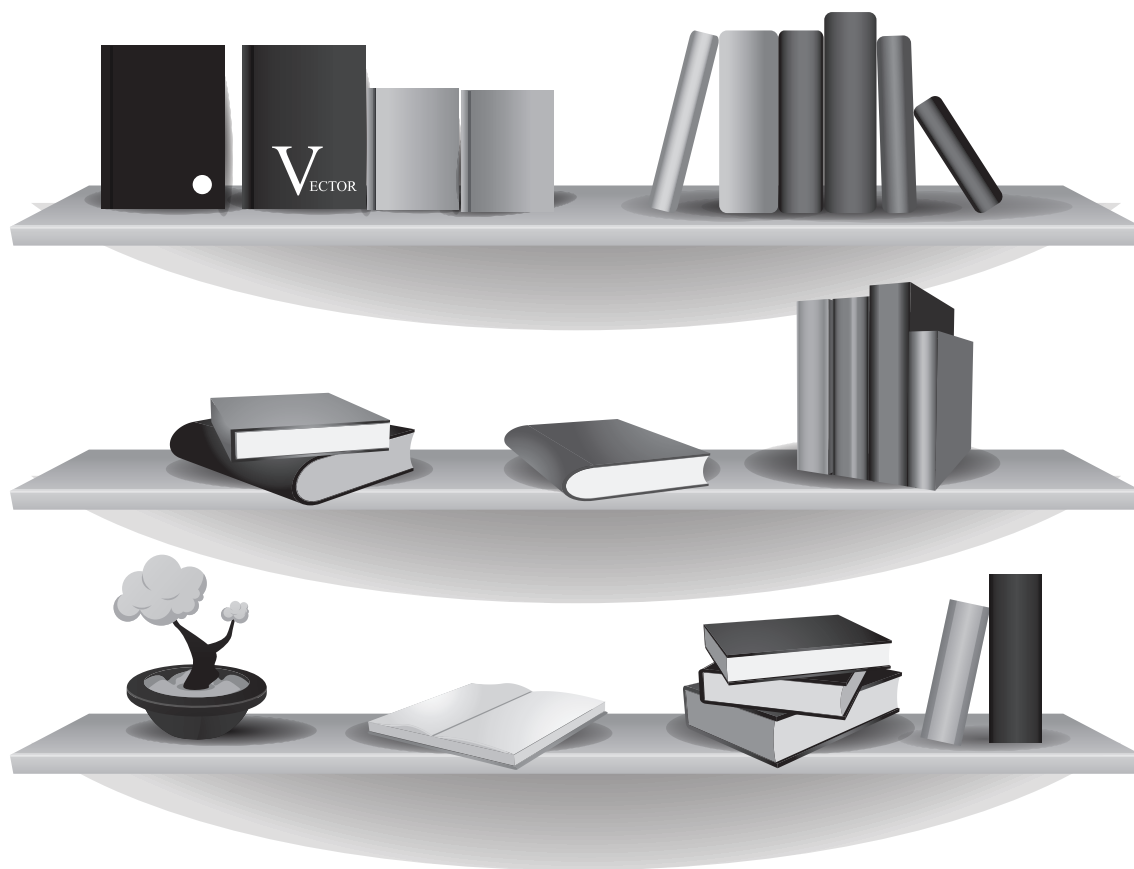
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Notes

(Endnotes)

- 1 Readers can review the Metis Categories and Schedules posted on the ECF School Library's Home Page at: <https://sites.google.com/site/metisinnovations/>



Updating Your Library Space

In these days of budget cuts, purchasing new shelving or furniture is almost always out of the question! We want the public, or our students, to know that our libraries are not just the, “same old, same old.” How can we let patrons know that we have, indeed, entered the twenty first century, when our libraries look like the same old musty places we visited in our school days? Here are a couple of inexpensive things you could do to show folks that we welcome them in our libraries, and that we have kept up with the times!

Standing workstations, or counter height computers for “zip or snap” usage.

Many school libraries have all their computers in one area for instructional, or testing purposes. Often, a teacher or student needs a computer while the rest of the computers are being used, or have been reserved by a class. Having a few computers, or preferably ipads or tablets away from the main computer area is a great way to encourage independent library usage, and accommodate individual users. One middle school librarian repurposed a section of counter height shelving that was no longer needed, removed all the shelves, painted it a color that coordinated with the other colors in the library, and attached ipads on stands. Stools were purchased and painted one of the school’s colors. This provided the library a very popular look, and fulfilled a need for quick information. Of course, if you can convince your maintenance department to build a counter top against a wall near the entrance, that’s even better! Choose a laminate color that compliments the rest of the library, or even an accent color for added interest. This is a great way to show patrons that there are new things happening in the library!

Moveable furnishings.

With the emphasis on group work and collaboration, having furniture that can be rearranged is desirable. Chairs and tables should be mobile so that students can work in formal or informal groupings. Although round tables may be attractive and provide a softer look, square or rectangular tables are easier to move into a number of different configurations, or even one large shape. Sometimes, wheels can be added to existing furniture to make it mobile, since dragging heavy oak tables causes the legs to become loose. Certainly, if wheels are added, or new, free standing shelving, or tables are ordered, be sure they have one set of locking wheels on them!

Comfortable furnishings, casual reading area.

Another way to achieve an updated look is to add soft seating. This could be in the form of upholstered chairs, padded cubes, stools, or even bean bags.

Students will enjoy having a place for conversation during lunch time, or free periods. There should also be a way to provide phone or device charging. This could be as simple as purchasing interesting or colorful multiple outlet devices, and attaching them to the side of a sofa, or end table. You could even have charging cords available at the circulation desk for a small fee, or “deposit.” Of course, fancy charging stations are available for purchase, but with a little creativity, and a few dollars, you could create your own. Add a few games, or print magazines, and your “conversation area,” could attract quite a crowd!

This area should be away from the teaching area, near the entrance, or circulation desk for ease in monitoring activities and noise. The comfy seating described above should be located in this area. Students should be able to visit, play games, work a puzzle, etc., without disturbing classes who are being instructed, or using the computers. Hopefully, magazines are close by, displays of new or featured books, too. This is one of the areas that could be defined by a colorful carpet, on which to place the comfy chairs or couches, even beanbags. Be sure to be careful about accepting donated furniture—you do not want your library to turn into a home for “thrift store rejects”. This could make the library look even more outdated and unorganized. You may want to choose an “anchor piece”—a picture, rug, or interesting piece of furniture as the item around which all others are chosen. Using coordinating colors is vital here, so sticking with a color palate or theme is very important!

Pops of color.

Speaking of color, it is important in a library! Having a color scheme shows that the furnishings in the library are planned, not just randomly added to the library. Come



Westwood Elementary before

up with a few colors, and stick to them. Library planners used to caution against using “trendy” colors in libraries, but used correctly, trendy colors can show that you are interested in what is popular. These colors should be used for things that will not last forever, or can be easily changed. An accent wall is easy to repaint, when a new color is desired. Things like beanbags, cushions, even small rugs, are not huge expenses, and should be replaced when worn anyway. Of course, school colors are also a great way to add color to a library, and they will remain popular at your school, no matter what colors are “trending.”

Updated or rearranged computer area.

In the last few years, the size of desktop computers has become significantly smaller. The days of huge, bulky, CPUs and printers for each computer are over! With networked printers and “all in one” computers, desk space for the monitor unit, keyboard, and mouse, is all that is necessary. Many libraries began housing computers on the large, hexagonal “pod” workstations, which held six computers, and an additional stacked unit for printers. Librarians have requested smaller, narrower tables so computers could be arranged in two rows, or better yet, one large “U” shape around the perimeter of the library, at least four feet out from the shelves. The presentation screen can be placed at the top of the “U”, so that students are either facing the screen, or can turn their heads to one side to view. Another benefit of arranging the computers this way is that when standing in the middle of the room, all screens are in plain view. This, of course, cuts down on students who stray from the website, or who are not following along with the progression of the lesson.

Another one of our middle schools rearranged the existing desk-type computer tables into the U-shape mentioned above. The effect was a uniform arrangement, leaving lots

of floor space for student work tables in the middle. If necessary, one class could be at the tables, while another at the computers, working simultaneously on different projects. An elementary school was able to acquire tables from a few different sources, all “rehomed”, to her library. Although they were not identical, they were similar enough to still give the streamlined look desired. The old desk-type tables were moved to a library that had more space for them. Again, the effect was much more uniform, with students now aware that they would be held accountable for their work on the computers, as it was easily visible. Some available district funding was used to purchase black stools. This also streamlined the look, as when not in use, they are easily pushed under the tables.

Meaningful artwork.

Providing attractive, interesting artwork is also a great way to show that your library is up to date. Posters of popular books are readily available from publishers, or are easy to print from with a poster printer. One way to make them look like art work instead of just “freebies” is to purchase poster size black edged frames. When all frames are black, and approximately the same width, the look is unified throughout the space. Even if posters are not the same size as the frame, having black background, provides the same effect as having an expensive matt. Be sure to replace the posters at least annually, or more often, as students express their interest in different genres, titles, and authors. Nothing says outdated like faded, worn posters, no matter how popular they are.

Many times, the art teacher or department is looking for a place to display student art work. Providing a place for student work can instill as sense of pride for the students, and a great way to show your support of them, and the teacher. If possible, find inexpensive frames the size of the paper, or mount the work on black construction paper, with the same amount of space around all sides, to provide a cohesive look. Some local museums, or promoters of art work, may have paintings done by local artists to loan you temporarily. Another one of our middle school libraries has received framed artwork. Framed in black, the paintings were the perfect complement to the new ipad counter! Again, showing the work of local artists is a great way to get, as well as show community support.

Plan to try an idea or two very soon! Many of them have minimal cost, and you will be surprised at the positive comments you will receive about the “new” library!



Westwood Elementary after

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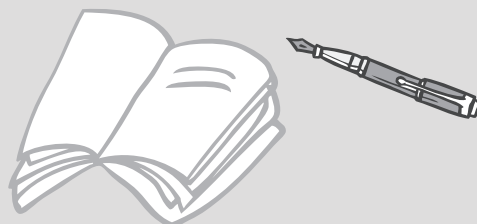
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2019

COSUGI Conference
Minneapolis, Minnesota
March 25-27, 2019

Art Libraries Society of North America Conference
Salt Lake City, Utah
March 26-30, 2019

National Library Week
April 7-13, 2019

ACRL Annual National Conference
Cleveland, Ohio
April 10-13, 2019

National Bookmobile Day
April 10, 2019

Texas Library Association Conference
Austin, Texas
April 15-18, 2019

Preservation Week
April 21-27, 2019

National Children's Book Week
April 29- May 5, 2019

Medical Library Association Annual Meeting
Chicago, Illinois
May 3-8, 2019

North American Serials Interest Group (NASIG) Annual Conference
Pittsburgh, Pennsylvania
June 5-8, 2019

Special Library Association Annual Conference
Cleveland, Ohio
Jun 13-18, 2019

American Library Association Annual Conference
Washington, D.C.
June 20-25, 2019

American Association of Law Libraries Annual Meeting
Washington, D.C.
July 13-16, 2019

Banned Book Week
September 2-29, 2018

American Association of School Librarians Conference
Louisville, Kentucky
November 14-16, 2019

Charleston Conference
November 4-9, 2019

2020

American Library Association (Midwinter)
Philadelphia, Pennsylvania
January 24-28, 2020

Public Library Association National Conference
Nashville, Tennessee
February 25-29, 2020

Music Library Association Annual Meeting
Norfolk, Virginia
February 26 - March 1, 2020

Texas Library Association Conference
Houston, Texas
March 24-27, 2020

Medical Library Association Annual Meeting
Portland, Oregon
May 15-20, 2020

American Library Association Chicago, Illinois
June 25-30, 2020

American Association of Law Libraries Annual Meeting
New Orleans, Louisiana
July 11-14, 2020

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