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Outreach and Educational Engagement with Cecil County Public Library’s Bookmobile

"Isn’t the bookmobile outdated and old-fashioned?” “No!”

“Emma in America” Campaign Soars (Left)

Goucher College Library has a celebration planned to make one of England’s most famous authors available to the public in a way that has never been done before.

New Media with Two and Under: A Look at Maryland Public Libraries’ Best Practices

No matter whether librarians hold, share or project iPads, they are increasingly adopting the role of media mentors and continue to seek ways to model new media use with the youngest children.

Local Educator Donates Children’s Literature Collection to Harford Community College Library

The Harford Community College (HCC) Library has received a gift of over 1,500 children’s books from HCC alumna and Harford County Public Schools educator Cheryl G. Monk.

Book Buffet at Calvert Library

“Party of four? Right this way, please.” These are words you normally hear in a restaurant, not a public library.

Nancy on My Mind

Reprinted with permission from the Voice of Youth Advocates (VOYA), this article by Cathi Dunn Macrae is a tribute to the late Nancy Garden.

Keeping an Eye on Storms and More

In late July 2013, Tropical Storm Flossie barreled furiously toward Hawaii. The question was not if it would strike, but when and where it might do so.
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As I sit here to write my quarterly note, winter has just begun and the end of the year holidays are almost upon us. When you read this note, we’ll be halfway through January, the holidays seeming almost a distant memory as we delve further into the winter season. However, I know that the articles in this Winter issue of the Crab will certainly help to warm you in the cold of winter and give you both things to smile about from the recent past and events to look forward to in the future.

A number of Divisions and Interest Groups have reported upcoming stand-alone programs, pre-conferences, and yes, even conference programming in this issue. The Government Information Interest Group (GIIG) is excited to report two interesting conference programs on the slate for May 2015 on page 6, while the Intellectual Freedom Advisory Panel shares information on a half-day preconference session devoted to access and a conference program on data mining (see page 6). The Leadership Development Division (LDD) is excited to share information on its full day preconference, ”Remarkable Leadership and Risk Taking in Modern Librarianship,” featuring Steven Bell and Corrine Hill, as well as an accompanying February webinar featuring an appearance by Steven Bell (see page 9).

If you’re not a fan of snow (count me in with this group, unless it is a few pretty flakes), check out the summer activities of the Cecil County Bookmobile (featured on page 10; it will warm both your heart and if you wish hard enough, you might even be transported to what looks like warmer weather in the spread of photographs of the bookmobile travelling around the county.

Stay safe and warm this winter. I’ll see you again in my next note as the butterflies and sun emerge in the Spring.

Annette Haldeman, MLA Crab Editor
Department of Legislative Services Library
I t wasn’t that long ago that the standard for library measurement was circulation. We were obsessed with the annual ups and downs of material movement. Thankfully, over the last couple of decades we’ve started looking at outcomes instead of outputs. This is based not how many items we circulated, but how our customers were impacted by our services. For simplicity’s sake, I think of these two aspects as numbers and value. If our recent economy has taught us anything, it is that numbers out of context have no intrinsic value. Numbers will tell you if you are bigger or smaller, but value will tell you if you are better.

This applies to our professional association as well. How do we communicate our value both inside and outside of the numbers? “Inside the numbers” we count members, the amount of programs, attendance at programs, and amount of CEUs earned, and so forth. “Outside the numbers” are the difficult-to-quantify values such as the benefits of networking and leadership opportunities for career development. The hard truth is that each year MLA members and potential members must make their own decision on the value of membership and it is a very simple equation. Is the value of MLA greater than or equal to my dues?

In his article entitled “The Membership Value Myth” (available on LinkedIn), Ed Rigsbee makes a strong case for “monetizing membership” in which a member joins because it is a good business decision. Rigsbee suggests that the model in which you join to “support your industry” is no longer valid. He contrasts member value with industry value. To illustrate this point, consider MLA’s incredibly successful advocacy efforts and the work of the Legislative Panel. Rigsbee labels advocacy as an industry-wide benefit. Whether or not you join MLA, you benefit from the successes of MLA’s advocacy activities, making this service useless for recruitment and not a quantifiable member value.

The bean-counter in me (a small part, I admit) recognizes the usefulness of this numbers approach and I urge each member to personally calculate the monetized value of their membership. The rest of me (the fuzzier, big-picture guy), though, believes there is much more to MLA than numbers. Members are MLA. We should not expect MLA to provide us with value, we should be providing value to our association. Indeed, the Legislative Panel generates industry-wide benefits, but by serving on that panel, doing the work and experiencing the successes, you bring value to MLA. The ensuing personal and professional rewards will provide you significant payback. The same can be said of every MLA panel, committee, division, interest group, or elected position. Get involved in MLA. The value you bring benefits us all.

*Adapted from The ROI of Membership—Today’s Missing Link for Explosive Growth by Ed Rigsbee, CSP, CAE

John Venditta, MLA President
Administrator, Eastern Shore Regional Library
Intellectual Freedom Advisory Panel (IFAP) Offerings at the MLA-DLA Annual Conference

Monica McAbee, MLA Intellectual Freedom Officer

We’ve got your intellectual freedom right here! You’ll want to check out the following two conference programs if you are interested in fighting censorship and protecting your personal information online. For more information, contact Monica McAbee, MLA’s Intellectual Freedom Officer, at monica.mcabee@pgcmls.info.

Defending Access with Confidence

Being confronted with a would-be censor can be challenging emotionally, intellectually, and professionally. Learn the basics of defending access while keeping your cool. We will cover the foundations of Intellectual Freedom, library policies and local laws to know, effective behaviors to use with patrons, and resources to support you when responding to challenges. Presented by Cathay Keough, Statewide Coordinator, Delaware Reference/Public Services, Delaware Division of Libraries; Monica McAbee, Selection Librarian, Prince George’s County Memorial Library System; and Mary Somers, Reference Librarian, Harford Community College Library (retired).

This pre-conference will be three hours long and is co-sponsored by MLA’s IFAP and DLA’s Intellectual Freedom Committee.

DataMiningCraft: Who Is Collecting Your Information and What Can You Do About It?

Everyone who uses the internet is mined for data. Many corporations and organizations have begun to monetize and use this data in new and unforeseen ways. This program will explore the ways in which data mining can be used and how librarians can help users become aware and take proactive steps to deal with the privacy, legality, and ethics of data mining. Presented by Carrie Gardner, Principal Consultant, Clairmaxine Consulting.

This program is sponsored by MLA’s IFAP.

The Government Information Interest Group (GIIG) Launches Two Programs at the 2015 Annual Conference

Carl Olson, Towson University

The Government Information Interest Group (GIIG) will offer two exciting and innovative programs at the MLA-DLA Annual Conference in 2015.

Citizenship and Immigration

After a long dry spell in getting federal agencies to send speakers to the conference, GIIG was fortunate enough to co-sponsor with MLA’s Public Services Division (PSD) on a program with the United States Citizenship and Immigration Service (USCIS). Two speakers will present what the agency has to offer to libraries and what libraries can offer to new immigrants to our country. In keeping with the conference’s partnership with NASA, the program is entitled “Mission to America: How the Voyage to U.S. Citizenship Can Start at the Library.”

Founded as an office within the Treasury Department in 1891, immigration services were eventually transferred to the Department of Labor and then the Department of Justice. The mission was given to the Immigration and Naturalization Service in 1933. After the terrorist attacks of September 11, 2001, Congress passed the Homeland Security Act of 2002, which replaced the Immigration and Naturalization Service with three separate agencies. The USCIS is part of the Department of Homeland Security and oversees lawful immigration to the United States, with 223 offices around the world and 19,000 employees and contractors.

Elizabeth O’Brien, from the USCIS Office of Citizenship, and Kristianne Schotzinger, of the USCIS Baltimore District Office, will offer an introduction to the USCIS mission and resources, and introduce new initiatives and resources to show how libraries can partner with the agency to better serve immigrants and further strengthen our country’s economy and society.

Teaching to the Stuck Places

The marketing of government publications presents a hardy perennial challenge. At last year’s conference, Joyce Garczynski and Carl Olson (both from Towson University’s Albert S. Cook Library) presented a workshop on raising awareness of government documents among students using relevant, real-life examples. This year, they will be back with “Teaching to the Stuck Places: An Exploration of What Researchers Can and Can’t Do with Government Information.”

Students often encounter problems searching for information that they believe must be available from the federal government. Already pressed for time, they consume valuable research hours unsuccessfully searching in Google because they do not understand the issues behind government information creation. This new
workshop, already offered to students at Towson University, is more interactive and problem-solving than the program offered at last year’s conference. In five distinct areas of research, students are confronted with a research roadblock, and then guided through a work-around using government information. Students learn what can and cannot be done using government information and why they encountered the stumbling blocks that they did.

At the conference, Garczynski and Olson will discuss how they developed this workshop and then present and explain each module with examples of how librarians can adapt the presentation to their own efforts to market government documents.

New Professional Certificate in Digital Curation from Maryland’s iSchool

Mary Carroll-Mason, University of Maryland

Beginning in June 2015, the University of Maryland’s College of Information Studies, Maryland’s iSchool, is offering an exciting new professional education opportunity for digital curation professionals. The Curation and Management of Digital Assets (CMDA) certificate is a four-course, fully online post-master’s certificate that provides training for professionals in next-generation cloud computing technologies, tools and resources to help them evaluate, select and implement digital curation solutions. This is the iSchool’s first professional certificate program.

The CMDA certificate focuses on instruction about the creation, management and use; the long-term preservation; and the current and future access to digital assets in a variety of disciplines and sectors of the economy. It is designed for digital curation professionals from a wide variety of information management backgrounds, and it is flexible enough to accommodate students working full or part-time. Courses will be taught by the University of Maryland’s world-class faculty and other experts in the digital curation field.

Students enrolled in the CMDA certificate will complete their coursework together as a cohort, beginning their instruction at the same time and proceeding through the program as a cohesive unit. The CMDA certificate will run in four, 12-week segments over the course of 12 months.

The initial cohort of students will receive full tuition remission for the four certificate courses, from grant funds awarded to Maryland’s iSchool by the Institute of Museum and Library Services (IMLS). Cohorts for the CMDA certificate will be capped at 15 students.

For more information, visit: http://ter.ps/cmdacert, or contact the CMDA Certificate Program Coordinator at cmda-cert-info@umd.edu.

Adult Programming Unconferences Coming Up!

Sam Eddington, Eastern Shore Regional Library

The Maryland Adult Programming Interest Group (MAPIG) is gearing up for its fourth annual Adult Programming Unconference! This event was originally only supposed to happen once, but due to high demand as well as a group of devoted members, it has become a tradition.

At these events, library workers from across the state gather to exchange ideas, ponder difficult problems and share successes and failures related to programming for adults. The unconference format means that specific topics of conversation are decided on by the participants themselves, so each year brings new and sometimes surprising discussions! Some of the previous topics have been: program successes and failures, generating program ideas, evaluating programs, and partnering with community groups.

This year, for the first time, MAPIG will be sponsoring two sessions of the Adult Programming Unconference: March 19 at the Broadneck Library in Anne Arundel County, and April 9 at the Thurmont Library in Frederick County. Specific registration details will be announced soon. MAPIG hopes that hosting the program twice will give even more library workers a chance to participate and help them to bring new ideas and renewed enthusiasm back to their library systems and branches. It will be great to see as many of you there as possible!

The MAPIG mascot (pictured here) was obtained by Sabine Simonson, Talbot County Free Library.
Essex Branch of Baltimore County Public Library Celebrates Grand Reopening

Josh McCready, Baltimore County Public Library

The Essex Branch of the Baltimore County Public Library (BCPL) is now open following extensive interior renovations. The grand reopening celebration was on Saturday, December 13, 2014. Renovations include new shelving to accommodate more materials, paint, carpet, new computers and an updated information desk. The branch had been closed since October 1.

The grand reopening celebration included family activities for all ages. There was live music from the students of Creative Access. Various activities were available throughout the day. Sneaks the Cat made an appearance for pictures and high-fives, and Lakeshore Learning provided coloring pages and a craft.

The current Essex Branch building opened in 1969. The branch circulated over 383,000 items in fiscal year 2014 and served over 227,000 customers. The Baltimore County Capital Maintenance Project funded the renovation for approximately $415,000.
Save the Date for the Leadership Development Division’s (LDD) All Day Preconference

“Remarkable Leadership and Risk Taking in Modern Librarianship” to be held May 6, 2015 at the Clarion Resort in Ocean City

LDD’s all day Preconference session features:

Steven Bell (Library Journal Columnist and Associate Temple University Librarian) and Corrine Hill (Library Director of the Chattanooga Public Library and 2014 Librarian of the Year)

Also, join LDD for a webinar on Wednesday February 25, 2015 at 2PM to discuss a few of Steven Bell’s Library Journal Articles from the Leading from the Library Series. Steven Bell plans to make a 15 minute appearance at the start of the webinar. Please check out the Leadership Development Division Facebook page at https://www.facebook.com/LDDmla for information on current and future programs.
Outreach and Educational Engagement with Cecil County Public Library’s Bookmobile

Frazier Walker, Cecil County Public Library

MENTION “THE BOOKMOBILE” and you’ll most likely hear fond memories and stories from young and old alike. A recent post on Facebook, showing a picture of Cecil County Public Library’s (CCPL) 1950s-era bookmobile “Big Bertha” sparked a flurry of replies and fond reminiscing. The general sentiment was a love for the bookmobile.

The love for the bookmobile is a sentiment well appreciated. But in the age of the automobile and the internet, a common question about the current bookmobile is, “Isn’t the bookmobile outdated and old-fashioned?” CCPL’s answer is a resounding, “No!”

The CCPL Outreach Bookmobile has a powerful mission: reach communities, families, adults and children who cannot otherwise easily access the critical educational and cultural services that are the foundation of success. Users not only get great books, they are connected with the library’s services, summer learning, and librarians, teachers and community members who open doors to imagination, and success for the whole family.

Early childhood literacy is a strong indicator of future educational and employment success. As well, summer learning is crucial in the battle against summer learning loss. Research shows that children growing up in lower socioeconomic conditions often have less access to books and educational materials, especially when school is out.

With this knowledge, CCPL has made it a priority to connect all children and families in the community with opportunities to learn through the bookmobile outreach program. Five years ago, CCPL launched the “My Special Book” partnership, funded by a grant from PNC’s Grow Up Great Foundation. The bookmobile travels to Title One schools, Head Start Centers, and low-income neighborhoods, providing children ages birth-5 with their own “special” new book to keep. The program grew from serving 300 children in 2011 to 700 children in 2014.

CCPL has developed excellent partnerships with schools to offer innovative outreach programs, but what about children who are not enrolled in Head Start or pre-Kindergarten programs? What about the summer months when schools are closed? How could CCPL reach these children and teens that do not have access to transportation to get to the
library?

Observing the success of programs like “My Special Book,” this summer, the bookmobile adjusted its route to include low-income neighborhoods, Boys & Girls Clubs, and reached further into rural and isolated sections of Cecil County. Library staff also participated in community visits by providing on-board learning activities. The bookmobile’s positive influence developed trust with the children and families of these neighborhoods. Visits and circulation tripled.

By the end of the summer, approximately 500 children and teens participated. Most had never participated in Summer Reading programs before and, without the services of the bookmobile, would not have had access to books, learning, and education over the summer.

Assistant Director Morgan Miller summed it up, “Summer Reading is one of the most important, far-reaching programs the library offers. Without the Bookmobile’s targeted outreach visits, many low-income and geographically disadvantaged children and teens wouldn’t be able to participate or gain access to books over the summer, largely due to barriers like transportation. The Bookmobile’s outreach plays an integral part in CCPL’s mission to connect all Cecil County families with educational opportunity and success.”
“Emma in America” Campaign Soars.

Fans of Jane Austen Take Note!

*Pamela Flinton, Goucher College Library*

Goucher College Library has a celebration planned to make one of England’s most famous authors available to the public in a way that has never been done before. One of only four or five surviving copies of the American first edition of Jane Austen’s *Emma* is proudly held at Goucher College Library. This copy is said to be in the best condition of the few rare copies available. Goucher’s Special Collections & Archives Department has chosen to celebrate the 200th anniversary of *Emma* by digitizing it and making it accessible for Austen lovers, scholars and students. The romantic novel about youthful hubris and the perils of misconstrued romance was first published in England in 1815. Soon after, Austen’s novel was printed in 1816 by M. Carey of Philadelphia, specifically with the American reader in mind. This edition of *Emma* is unique because it was the first Austen novel to be published in America, and the only one during her lifetime.

Before she began the novel, Austen wrote, “I am going to take a heroine whom no one but myself will much like.” In the very first sentence she introduces the title character as “Emma Woodhouse, handsome, clever, and rich.” Emma, however, is also spoiled, headstrong, and self-satisfied; she greatly overestimates her own matchmaking abilities, she is blind to the dangers of meddling in other people’s lives and her imagination often leads her astray.

The library is conducting a crowd-funding campaign to raise the necessary funds to digitize the College’s copy of *Emma* with hopes of making it available to the public in fall 2015, just in time for *Emma’s* 200th birthday. Phase one of the project will present a freely available online facsimile of the American Emma and two archival print facsimiles for in-library use. Phase two includes the addition of page-by-page comparisons between the first American and first English editions of *Emma* and the functionality of allowing users to interact with the manuscript through full-text searching, definition look-up and hyperlinked text. This second phase is especially exciting for scholars of Jane Austen, allowing for critical analysis of the text in a manner not previously available.

Your support in this endeavor is greatly appreciated.

To learn more about this project and contribute, visit http://www.razoo.com/story/Goucherlibraryemma.

To learn more about the Jane Austen Collection held at Goucher College Library, contact Tara Olivero at 410-337-6347.

For more information on “Emma in America,” contact Kristen Welzenbach at 410-337-6370.
New Media with Two and Under
A Look at Maryland Public Libraries’ Best Practices

By Julie Ranelli, Queen Anne’s County Library

We have all heard the statement: No screen time for children under two. The American Academy of Pediatrics (AAP) drafted their media use statement prior to April 2010, when the first iPad was released. However with this new touch-screen technology, screen time for young children can now mean interactive play on the lap of a caregiver rather than passive viewing.

Dimitri Christakis, MD, of Seattle Children’s Research Institute and a co-author of the AAP statement believes that “judicious use of interactive media is acceptable for children under two years of age.” He summarizes the characteristics of traditional toys and touch-screen devices and stresses the “promotion of joint attendance, meaning the device can enable or facilitate adults and children interacting with one another.”

While many librarians embrace the use of new media with children, using iPads with children ages two and under remains somewhat controversial. In the annual story time surveys conducted in St. Mary’s and Calvert Counties, librarians report a 50/50 split of parents strongly against new media in story times. Some parents say, “we come to the library to get away from screens!” On the other hand, other parents are very interested in the library’s guidance on the use of age-appropriate new media.

At least seven public library systems around the state integrate iPads into story times with children ages two and under. These libraries are making abstract concepts real for children, promoting Every Child Ready to Read 2’s (ECRR2) five best practices (read, sing, play, talk, write), and fostering a joint engagement approach to new media.

To help young children develop general knowledge of the world around them, librarians around the state are using iPads to make abstract concepts real. In Baltimore County, for example, a librarian might increase prior knowledge by talking about leaves, showing...
pictures of leaves on the iPad and then handing children a leaf before proceeding with a leaf-themed story time. Other librarians show colors, play music and demonstrate animal sounds. Natalie Lane in Kent County uses *Animal Sounds* (Innovative Mobile Apps/free of charge) to show the difference between sounds people make for animals and the actual sounds animals make. Other librarians recommend *Animals of the Farmyard* (BOOL Software/99 cents), and *Flannel Animals* (Jon Murray/99 cents).

New media can also allow adults and children to interact through storytelling opportunities that develop narrative skills and let children sing, play and talk with a caregiver. Several library systems are using *Felt Board* (Software Smoothie/$2.99) and the customized *Mother Goose on the Loose* (MGOL) *Felt Board* (Software Smoothie/free). In Queen Anne's County, caregivers use the MGOL app at home to reinforce the storytime experience.

New media can also encourage narrative skills through writing and drawing. Natalie Lane uses *Finger Paint with Sounds* (Inclusive Technology Ltd./free) to draw the story theme for the day. "For preschool, I do ask the kids to guess, and sometimes my toddlers can do it, too, with parental help. Sometimes I ask what's missing if I am drawing a face or something that has more parts. I also let them choose colors for me if it's appropriate. I always draw while they watch, and they hear the sound effects as my finger moves. Parents seem to be really interested in it and often ask me about the apps and where they can get them," Lane explains.

While some systems have tried programs like St. Mary's H’app’y Kids, specifically designed to teach parents about apps incorporating ECRR2’s five best practices, most systems talk informally with parents after storytime or in the children's room. Cen Campbell, founder of littleelit.com, promotes this media mentor role for librarians, and Calvert County’s Beverly Izzi agrees that parents look to librarians for advice about apps with young children.

Marisa Conner of the Baltimore County Public Library (BCPL) system says that teaching parents how to read an e-book together with their children has been part of informal play after BCPL's storytimes. Conner emphasizes the Three C’s: context, content and child, as discussed in *Screen Time: How Electronic Media—From Baby Videos to Educational Software—Affects Your Young Child* by Lisa Guernsey (Basic Books, 2012).

Those Three C’s are a reason why BCPL has chosen not to project images from their iPads, "in order to keep the focus on the child and the group" rather than moving all eyes toward a wall behind or beside the librarian. Many systems do project e-books or apps so that children can see well, especially in large groups. With a small group of children, many librarians invite children forward or carry the iPad around the room so children have an opportunity to see how the device responds to their actions. Rosemary Morris in Talbot County has found this particularly effective in her daycare outreach.

Carolyn Harnick of Enoch Pratt holds the iPad on her lap and shows it around as she would with a picture book. She uses a speaker/amplifier to help children hear animals sounds, and she has also used apps with group participation, allowing the kids to take turns swiping/tapping on farm animals in *My Own Farm* and tracing letters in the app *LetterSchool Free* (Sanoma Media Netherlands B.V./free). According to Harnick, "The letter tracing app does work better for the kids in preschool as it demands a lot of their fine motor skills. I have used the little video that accompanies each letter with the younger kids, but the tracing is beyond their skills."

No matter whether librarians hold, share or project iPads, they are increasingly adopting the role of media mentors and continue to seek ways to model new media use with the youngest children. Carefully chosen, well-developed apps are serving as an additional resource to help parents read, sing, play, talk, read and write together.

The “Tots & Tech” feature in this issue offers more tips for evaluating the quality and age appropriateness of new media for young children (see the next page or visit: http://www.stmalib.org/kids/tots-tech/)
You can help your child get ready to read by sharing the following activities together:

**Talking**
helps them learn new words and information. Talk and listen to your child as you prepare meals, do household chores, get ready for bed or whenever you are together.

**Singing**
is a natural way for them to learn about language. Sing and play music for your child.

**Reading**
together is the single most important way to help. Have books within easy reach. Visit the library and find books to make reading fun. Show them how important reading is by reading yourself.

**Writing**
and scribbling helps them learn that written words stand for spoken language. Keep paper and crayons handy.

**Playing**
helps them put thoughts into words and understand that spoken and written words stand for real objects and experiences. Encourage imaginative play and keep a prop box with items for your child to use for pretend play.

Research has shown that young children who enjoy reading with an adult are more likely to develop into life-long readers.

Read to your child every day!

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**Pause! Stop! Play!**

Make screen time fun and educational for your child.

**Pause . . . use wisely!**
- Technology is a powerful learning tool BUT it is not a parent or teacher. Use technology to enrich your child’s life.

**Stop . . . be selective!**
- Be in control. Technology is constantly changing, but “more” or “newer” aren’t necessarily better.
- Be choosy. When selecting media, ask: Does it engage my child? Does it invite my child to participate or ask him to do something? Is it educational and informational? Is there violent or adult content? Is it really educational or simply labeled educational?

**Play . . . together!**
- Use the app or game before introducing it to your child. Then, use the technology with your child.
- Talk about the content of the TV show, video or game at a later date. Repetition is important for your child’s learning.

These tips are from the Ready at Five organization, www.readyatfive.org.

For more information on children and screen time, visit www/stmalib.org/kids/tots-tech

January 2014
The Harford Community College (HCC) Library has received a gift of over 1,500 children’s books from HCC alumna and Harford County Public Schools (HCPS) educator Cheryl G. Monk. The books will support several courses within the Associate of Applied Science Early Childhood Education program and the Associate of Arts in Teaching – Elementary Education/Elementary Special Education program.

Monk graduated from the college (then called Harford Junior College) in 1971, and later earned a Bachelor of Arts degree in Elementary Education and a Master of Education degree with a focus on Reading from Towson University. A firm believer in the value of lifelong learning, Monk also completed the necessary coursework and student teaching through Loyola College in order to obtain certification in Early Childhood as well as in Administration and Supervision from the Maryland State Department of Education.

Monk has been an educator with the HCPS system for 41 years. During her career, she taught fifth grade and worked as a specialist in elementary reading and in Title I schools. She also has served as a Supervisor of Elementary Schools and is currently an Instructional Facilitator. In addition, Monk developed an extensive collection of children’s literature, which she used personally and let other teachers use when helping school children develop their reading skills.

As she approached the date for her retirement, Monk contacted the HCC Library and made the gift.

Carol Allen, Director of Harford Community College Library

The Crab • Winter, 2015

Contents: Features • Contents continued
Foundation about the possibility of donating her collection of early childhood and elementary fiction and nonfiction books to the HCC Library. The Library and the faculty in the Teacher Education and Early Childhood Education programs at HCC readily agreed to accept the gift. "In the past, we have been able to maintain only a small number of children's books to support courses such as Processes and Acquisition of Reading, Avenues to Children's Literacy, and Teaching Reading in Content Areas," said HCC Library Director Carol Allen. "With this wonderful gift, we will be able to offer HCC students and faculty an in-depth and distinctive collection."

Carl Henderson, Dean of Educational and Transitional Studies at the College, noted that the books will enrich classroom instruction and the teaching practicums for students in both degree programs. An avid fan of the work of illustrator Maurice Sendak (whom he met while in college), Dean Henderson was delighted to learn that the collection includes books illustrated by him. The collection is quite diverse and includes classic stories, contemporary fiction, and a solid mixture of nonfiction materials.

Monk donated the collection in honor of the "Outstanding Women Educators of the Maryland Chi Chapter of Alpha Delta Kappa," as the bookplate designed for the collection states. Monk served as president of the Maryland Chi Chapter from 2012 to 2014 which also supports a textbook scholarship at the HCC.

"More than anything else," said Monk, "I wanted to give the collection to a library where I could be sure it would continue to be used in support of reading instruction, which has been both my vocation and my passion. I am delighted that the HCC Library has added it to their collections, and I hope that it will inspire future teachers for many years to come."

The HCC Library develops and maintains its collections primarily to support teaching and learning by students and faculty at the College. However, Harford County residents age 18 and older may also apply for a borrower's card.
“Party of four? Right this way, please.” These are words you normally hear in a restaurant, not a public library.

By Melissa DeCesaris, Calvert Library

A unique program at Calvert Library’s Southern Branch blurs that line a bit. Twenty-one people attended the first “Book Buffet” program in November where families participated in a lively discussion of The Day the Crayons Quit by Drew Daywalt while enjoying dinner from a local restaurant.

Melissa DeCesaris, Children’s Librarian, cooked up the idea over the summer and worked hard to make it happen. DeCesaris said, “I wanted to bring back the traditional book discussion. No bells, no whistles, just great conversation about a book. I also wanted whole families to participate and to model what fun it could be to talk about books at the dinner table.”

A copy of the book was checked out to each family registered for the event so they could read it together beforehand. Once the families arrived, they were greeted by a library hostess who sat them at their seats and provided them with an activity placemat about the book.

The room was set up as one large square table so that everyone was face to face and could actively participate in the discussion. A yellow paper table cloth covered the whole table, encouraging everyone to creatively doodle and think outside the box, similar to what happens in the story The Day the Crayons Quit. Each place setting had a placemat and tools to doodle with, including crayons. Each family also received a numbered card that they were told to keep face down until their number was called.

The first activity was to eat! Everyone helped themselves to the chicken nuggets, salad and fruit salad arranged buffet-style. Once everyone was seated, an icebreaker was conducted where each child discussed “the peach and the pit” of their day.

The book discussion then began, starting with question 1. Each family took turns reading and answering their questions, which served to prompt conversation and encourage both parent and child participation. There was a lot of laughter as participants retold their favorite part of the story. One set of siblings even bonded over learning that the other had been absent from school that day. That was a perfect opening for DeCesaris who said, “See, that’s why it’s important to talk at the dinner table! You learn something new every day.” Everyone smiled in agreement and the conversation took off from there.

Once everyone was finished eating, the group completed illustrations about the crayons that were hung up in the meeting room while eating brownies donated by a participating family. As the night concluded, each child was given a take-home favor of peeled and chopped crayons, with instructions on how to make their own crayon creation at home as a family.
On her way out the door, one parent said, "This was such a worthwhile event. When is the next one?" Another attendee chimed in eagerly, "Yeah, what’s the next book?!

Calvert Library plans on hosting another Book Buffet at the Southern Branch in February 2015. The Friends of Calvert Library generously sponsored the first event but to ensure the sustainability of the program, the library is looking for alternatives to funding the meal. Part of the attraction of this event is that busy families can come without having to figure out dinner beforehand. The library is considering asking a local business to sponsor February’s buffet or is also weighing the option of having a local restaurant offer a quick, discounted bagged meal for participants to swing by and purchase on their way to the library. Modeling great family dinner conversation to busy families is one of the library’s goals so we want families to see how easy and fun it can be.
As I write, the loss is fresh, piercing. On June 23, 2014, a heart attack took Nancy Garden, one of our iconic young adult authors, from her partner and her devoted readers. Honest books about gay and lesbian youth raise red flags with censors. Twenty years ago, Garden traveled halfway across the country to testify in a court case involving the burning of her novel, Annie on My Mind (Farrar, Straus and Giroux, 1982).

Garden started writing for fun at age eight. Hooked on acting in junior high school, she earned a college degree in drama and then spent four years as a stage manager, actor, and director. A master's degree in speech led to teaching. Switching to publishing, she became an editor in New York and Boston, writing on the side. Her first two books debuted in 1971. Eventually she wrote fulltime, spending winters in Massachusetts and summers in Maine.

Her website (http://www.nancygarden.com) lists an astonishing array of books for all ages. Twenty-nine works of fiction include an online story for children aged five to seven; a picture book; an illustrated story for third graders; a five-book series for ages nine to twelve; a seven-year serial newspaper novel for ages eight to twelve; two novels and a three-book series for ages ten to fourteen; ten young adult novels, a novella, and a story collection; and one adult novel. Seven nonfiction books range from weather forecasting for third graders to a YA book about Berlin. Her adult romance novel, Nora & Liz (Bella, 2002), was a Lambda Book Award finalist and nominee for the Stonewall Award.

Garden focused her most sensitive writing on teenagers. In 1982, VOYA co-founder Mary K. Chelton reviewed Annie on My Mind in these words: The “writing is clear, consistent, at times lyrical, but best of all, gut-level believable.” In the thirty-two years since its publication, this novel about two teenaged girls in love has never been out of print. Today’s readers overlook its lack of electronic devices and accept Annie and Liza’s quaint exchange of letters written on paper. Long before gay and lesbian teens were labeled LGBT, this book offered a lifeline of self-acceptance. It continues to do so, while sensitizing straight friends and family members.

Between 1988 and 1994, the American Library Association (ALA) chronicled twelve challenges to Annie on My Mind in public libraries and schools in Oregon, Maine, Texas, Kansas, Michigan, and Missouri. In ALA’s list of 100 Most Frequently Challenged Books of the 1990s, Annie occupies spot 44.

As Garden reveals in “Annie on Trial: How It Feels to Be the Author of a Challenged Book” (VOYA, June 1996), it was grueling to testify in a Kansas City court when high school students filed a suit to restore Annie to their shelves. School officials had removed the book after a fundamentalist minister burned a copy of Annie outside the Kansas City School District’s office. In her article, Garden transports us into the 1994 courtroom, where we experience every moment with her, nerves tingling.

That year, my teen advisory board at Boulder Public Library in Colorado wrote a play to raise awareness about book censorship, which included a booktalk of Annie on My Mind. That booktalk’s author, Lisa Charlotte Miran, now in her 30s, reached me on Facebook to express her sorrow about Garden’s passing. Another member, Ashley Burns, posted a Facebook tribute to Garden: “Thanks for writing possibly the first (and still one of the

Cathi Dunn Macrae

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FEATURES
best) books about what it was like to be in love with someone of your own gender. You helped change the world for the better.” Other board alumni contributed “likes.” They won’t forget Garden’s 1997 visit to Boulder to speak at the library—after I had moved to VOYA in Maryland.

Annie’s burning in Kansas morphed into Garden’s young adult novel The Year They Burned the Books (Farrar, Straus and Giroux, 1999). High school newspaper editor Jamie copes with school board member Mrs. Buel, who cancels sex education, burns books, and forbids Jamie to write controversial editorials. Meanwhile, Jamie suffers unrequited love for a straight girl.

Garden’s other teen novels are Peace, O River (Farrar, Straus and Giroux, 1986), Lark in the Morning (Farrar, Straus and Giroux, 1991), Good Moon Rising (Farrar, Straus and Giroux, 1996), and Dove and Sword: A Novel of Joan of Arc (Farrar, Straus and Giroux, 1997).

In 2001, Garden won the Robert B. Downs Intellectual Freedom Award for defending Annie in Kansas and other anti-censorship efforts. In 2003, YALSA’s Margaret A. Edwards Award honored her for her “significant and lasting contribution to young adult literature,” celebrating “the first author for young adults to create a lesbian love story with a positive ending.”

Garden’s most recent YA book, Hear Us Out! Lesbian and Gay Stories of Struggle, Progress, and Hope, 1950 to the Present (Farrar, Straus and Giroux, 2007) combines a decade-by-decade account of the gay community’s emergence with two short stories set in each time period. These fiction/nonfiction pairings illuminate landmark events and changing times. The closeted 1950s were Garden’s teen years. The 1960s birthed the first young adult novel in which two boys kiss; it ended with the Stonewall riot. The gay rights movement began in the 1970s and the AIDS epidemic overtook the 1980s. When a 1990s Supreme Court case strengthened gay rights, tragic hate crimes such as Matthew Shepard’s murder occurred. The most complex chapter ends in 2007, when LGBT people were accepted in the media, got married, and had children. Yet homophobia remains.

“Her heart was so big, so full of love for women and for kids who needed books about their own lives, it’s not surprising that her heart finally gave out,” says Victoria Brownworth, a writer, editor, and Pulitzer Prize nominee. She quotes Annie on My Mind: “Don’t punish yourselves for people’s ignorant reactions to what we all are. Don’t let ignorance win. Let love.” That’s “Nancy Garden’s legacy,” Brownworth concludes. “She never let ignorance win. She always, always let love.” (http://www.lambdaliterary.org, June 24, 2014).

Now we must carry Nancy Garden’s remarkable legacy forward.

“Nancy on My Mind” appears in the “The First Freedom” column by Cathi Dunn MacRae on page 55 of VOYA’s October 2014 issue, Volume 37, Number 4, ISSN 0160-4201.

Cathi Dunn MacRae spent twenty years as a young adult librarian in four public libraries while reviewing and writing for VOYA and Wilson Library Bulletin. Her library teens contributed to her book, Presenting Young Adult Fantasy Fiction (Twayne, 1998). From 1996 to 2007, she was VOYA editor-in-chief. Now a freelance editor and writer, she lives in Annapolis, Maryland. Contact her at dummacrae@gmail.com.

Reprinted with permission from VOICE OF YOUTH ADVOCATES (VOYA), published and copyrighted by E. L. Kurdyla Publishing LLC, 16211 Oxford Court, Bowie, MD 20715. “Nancy on My Mind” appears in the “The First Freedom” column by Cathi Dunn MacRae on page 55 of VOYA’s October 2014 issue, Volume 37, Number 4, ISSN 0160-4201.
Keeping an Eye on Storms and More

Kieran Mulvaney

In late July 2013, Tropical Storm Flossie barreled furiously toward Hawaii. The question was not if it would strike, but when and where it might do so.

During the afternoon hours of July 29, forecasts predicted landfall later that week on the state’s Big Island; however, by the time residents of the 50th state awoke the following morning things had changed. NOAA’s Central Pacific Hurricane Center warned that the islands of Oahu, Molokai and Maui were now at a greater risk.

This overnight recalculation was thanks to the Day/Night Band viewing capabilities of the Visible Infrared Imaging Radiometer Suite, or VIIRS, on board the Suomi National Polar-Orbiting Partnership (Suomi NPP) satellite. VIIRS is able to collect visible imagery at night, according to Mitch Goldberg, program scientist for NOAA’s Joint Polar Satellite System (JPSS), of which Suomi NPP is a part. That means it was able to spot some high-level circulation further north than expected during the nighttime hours. This was an important observation which impacted the whole forecast. Without this forecast, said the Hurricane Center’s Tom Evans, “we would have basically been guessing on Tropical Storm Flossie’s center.”

Polar-orbiting satellites, like Suomi NPP and the future JPSS-1 and JPSS-2 (scheduled for launch in 2017 and 2021, respectively), sweep in a longitudinal path over Earth as the planet rotates beneath them—scanning the globe twice a day. VIIRS, the imager that will be aboard all the JPSS satellites, images 3,000 km-wide swaths on each orbit, with each swath overlapping the next by 200 km to ensure uninterrupted global coverage. This high-resolution, rapidly updating coverage allows researchers to see weather patterns change in near real-time.

Instruments on Suomi NPP allow scientists to study such long-term changes too—things like, “the patterns of sea surface temperature, or coral bleaching,” says Goldberg. They are even used by the World Bank to determine how much energy is burned off and wasted from natural gas flares on oil drilling platforms.

While scientists are excited by the JPSS series’ wide range of capabilities, the ability to address pressing immediate concerns is, for many, the most tangible value. That was certainly the case in July 2013, when, thanks to Suomi NPP, authorities had ample time to close ports and facilities, open shelters, activate emergency procedures, and issue flash flood warnings. Despite heavy rains, high surf, and widespread power outages, accidents and injuries were few. By the time the storm passed, Hawaii was soaked.

But it was largely unharmed.

Learn more about JPSS here: http://www.jpss.noaa.gov.

Kids can learn all about how hurricanes form at NASA’s Space Place: http://spaceplace.nasa.gov/hurricanes

GREETINGS MARYLAND LIBRARIES, MARYLAND LIBRARIANS, AND MARYLAND LIBRARY SUPPORTERS!

We want you to earmark your time, talent, and treasure to create baskets for the SILENT AUCTION to be held in May 2015 at the MARYLAND LIBRARY ASSOCIATION’S ANNUAL CONFERENCE in Ocean City. Our goal for 2015 will be to have ALL MARYLAND LIBRARIES PARTICIPATING.

We will be providing more details on how to participate in early 2015. For now please put this on your radar screen and spread the word!

WE REALLY WANT THIS AUCTION TO BE OUT OF THIS WORLD!

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WE REALLY WANT THIS AUCTION TO BE OUT OF THIS WORLD!
Bobby Reeves Joins Montgomery College Libraries as E-Resource Management and Discovery Services Librarian

Kari Schmidt, Montgomery College Libraries

Bobby Reeves has been hired as the new E-Resource Management and Discovery Services Librarian at Montgomery College Libraries. In this role, Reeves is responsible for managing the full life-cycle of the libraries’ e-resource collections, leading efforts regarding discovery services, and enhancing access to and use of collections on the libraries’ website in collegewide systems and on the open web.

Bobby comes to MC Libraries from the American University Library in Washington, DC, where he worked for last nine years in various positions, including E-Resources Specialist, Serials & E-Resources Coordinator, and E-Resources Applications Administrator. Most recently, he served as American’s Interim Head of Electronic Resources.

Prior to working at American University, Reeves worked part-time as a rare medical book cataloger for the Johns Hopkins School of Medicine during his brief stint in a doctorate of history program. Bobby earned his Master of Library Science degree from the University of Maryland, College Park and a bachelor’s degree in History and Spanish from Dickinson College, where he also worked as a Digital Projects Coordinator following graduation.

In his spare time, Reeves likes to tell stories about the year he lived on the Mediterranean coast, collecting oral histories in a historic oil industry town in Patagonia or hiking 500 miles across Northern Spain.

Introducing Todd S. Reynolds

Todd S. Reynolds, Allegany College of Maryland

Todd S. Reynolds has been appointed Director of Learning Resources at the Donald L. Alexander Library of the Allegany College of Maryland. He replaces the retired Robert D. Baldwin.

Todd is a graduate of the University of Toledo, with a bachelor’s degree in communications. He also holds a graduate degree from Kent State University. Originally from Connecticut, Reynolds has also had careers in photography and film production. He was also employed at Custom Deco, a manufacturer of custom imprint ceramic and glassware in Toledo.

After obtaining his master’s degree in 2001, he began work as the Library Lead of the Army MWR (Family Morale, Welfare, and Recreation Programs) Library at Camp Doha in Kuwait. He then worked for a year at the School of Communication Arts in Raleigh, North Carolina. He was also employed for four and a half years as Director of the Coyle Free Library in Chambersburg, Pennsylvania and another for another four years in the Prince George’s County Memorial Library System as an Adult Services Librarian.

In his current position, he is the director of the libraries of the three campuses: the main Allegany campus in Cumberland, Maryland as well as the two satellite campus libraries in Somerset, Pennsylvania and Everett, Pennsylvania.
Paul Jaeger of Maryland’s iSchool Named Top LIS Educator of the Year

Mary Carroll-Mason, University of Maryland

Paul T. Jaeger, associate professor and co-director of the Information Policy and Access Center in the University of Maryland’s College of Information Studies, Maryland’s iSchool, has been named the first recipient of the Library Journal/ALISE Excellence in Teaching Award. This new award, sponsored by ProQuest, combines two individual awards offered by Library Journal (t1) and the Association for Library and Information Science Education (ALISE) to recognize “the top LIS educator of an ALISE-member program or an ALA-accredited master’s program.” Jaeger was unanimously selected by a panel of judges appointed by Library Journal and the Executive Committee of the ALISE Board, as well as a representative from ProQuest.

Four of Jaeger’s current or former students wrote letters in support of his nomination, submitted by iSchool doctoral student Natalie Greene Taylor. The students all cite Jaeger’s commitment to mentorship, his ability to tie his scholarship to his teaching, and his skill at melding theory with practice. They also note his ability to inspire them to be leaders in the information profession and advocates for the disadvantaged and disenfranchised.

Former student Elizabeth Larson says of Jaeger, “[h]e dreams big, he acts on his convictions, and he takes you along for the adventure…after joining the [E-government] degree concentration he headed, I began to view being a librarian as something so much more. More radical, but also more integrated with the communities we serve. I began to see how librarians can be advocates for their communities and how civil rights issues play out in libraries every day.”

Jaeger is a noted scholar on the ways in which law and public policy shape information behavior, particularly for underserved populations. He is the author of more than 150 journal articles and book chapters, as well as 12 books, and his research has been funded by the Institute of Museum and Library Services, the National Science Foundation, the Bill and Melinda Gates Foundation, and others. Jaeger is editor of Library Quarterly, co-editor of the “Advances in Librarianship” Book Series from MIT Press, and associate editor of Government Information Quarterly. He also serves as the iSchool’s diversity officer and the faculty advisor for the iSchool’s iDiversity student group and American Library Association student chapter at the iSchool. Jaeger also heads the iSchool’s Symposium on Diversity in LIS Education and was recognized by the iSchool with the 2011 Award for Contributions to the Curriculum.

“We are so proud of Paul and so pleased that his outstanding work is being recognized by the larger LIS community,” says Jennifer Preece, dean of the iSchool. “Students at the iSchool benefit from our strong tradition of scholar-teachers, and Paul Jaeger is exemplary of the very best the iSchool has to offer. His ability to inspire, as well as instruct, students will have an impact on the information profession for many years to come.”

This award comes with a $5,000 cash prize, sponsored by ProQuest. Jaeger has elected to donate the prize money back to the iSchool in support of the 2015 Symposium on Diversity in LIS Education. He will be honored during a celebration at ALISE’s annual conference in January.
Technical Services (TS) continues its journey from the basement and the back room to take an active stance in library-wide operations. Discovery? We’re there. E-Resources? We’ll get you access. Special Collections? Promote and use! Did you know that many TS librarians provide reference and instructional services and participate actively (or are solely responsible for) collection development? It’s a brave new library world where the barriers are coming down, and library staff from all divisions must work together to keep the library mechanism purring along. Join us quarterly in the TSD Corner!

Who We Are and What We Do

Martha C. Zimmerman, Salisbury University

Every summer the incoming officers of the Technical Services Division (TSD) send out a survey to all MLA members to gauge interest in the division as well as help to determine the direction of the Division in the upcoming year. This year was no exception. Here are a few highlights of this past summer’s survey:

- 41 respondents
- 58.54% involved in Maryland libraries for 11 to over 20 years
- Almost evenly split between public and academic libraries
- 68.29% involved in technical services; everyone else involved in some aspect of public service, administration, and technology
- Of respondents in technical services, most are involved in cataloging, management, and collection development/acquisitions

What this survey means to the officers and steering committee is that there is a large pool of experienced librarians who are interested enough in TSD to respond to the survey. The officers of TSD heartily urge you to get involved with the Division. Share your experience! Suggest programs, help us plan programs, offer to present a program: there is a need and we are, after all, service professionals. Join the steering committee so you are positioned to make something good happen.

TSD officers will make a conscious effort to balance academic and public library programs by offering programming for each group as well as more neutral programming. Programming and discussion topics will be expanded to include collection development/analysis and human resources topics, as requested by survey respondents.

On the Horizon

Join TSD online early next year for an article review. An open online business meeting is being planned for February 2015. Join the conversation! As well, don’t miss our half-day program: “What Do They Want, When Do They Want It?” presented by Sharon Lauchner on March 20, 2015. As of this writing, the location is still TBD. It will be in a central location, per survey request. (You may recall this program from last year’s conference, where it was extremely well received. In case you missed it then, here’s another opportunity. It has been enriched to make it a half-day program, allowing more time for interaction.)

Don’t Forget the MLA-DLA Conference 2015

Here’s a list of conference programs:

- Pre-conference: “Basic Repairs for the Circulating Collection,” presented by Cat Tail Run Hand Bookbinding (Wednesday, May 6th, 9:00 am-4:00 pm)
- “Documenting the Lives of Maryland’s Veterans: How to Provide Access,” presented by Mary Mannix; Melissa VanSchaick; Jill Craig; Kathryn Ryberg (Thursday, May 7th, 9:30 am-11:30 am)
- Open Business Meeting (Thursday, May 7th, 1:45 pm-2:45 pm)
- “Bring Out Your Dead: Accessing Genealogical Materials That Are Afar,” presented by Mary Mannix and Dennis Meldrum (Friday, May 8th, 9:30 am-11:30 am)

For details regarding any of the above, and to get involved in the Technical Services Division, please contact Martha Zimmerman at 410-677-0110 or mzimmerman@salisbury.edu.
MLA is now offering three terrific blends of coffee. If you find one to your liking, visit Cabin Creek Roasters and use the "Shop" menu to order today!

Enjoy these unique coffees while enriching the programs and services of the Maryland Library Association.

**Margaret’s Choice** is 100% Arabica Coffee grown in Brazil and fresh roasted by our Roastmaster at Cabin Creek Roasters. The varieties used to produce this bird friendly coffee are among the highest quality producing Arabica beans available: Yellow and Red Bourbon, Yellow and Red Catuai, and Red Mundo Novo. In the cup it produces stable and naturally medium body with berries, dark chocolate and a hint of nuts. The stability and sweetness of this coffee makes for a rich taste that lingers smoothly in the aftertaste.

Readers’ Brew is 100% Arabica Coffee grown in Guatemala and fresh roasted by our Roastmaster at Cabin Creek Roasters. This Fair Trade and Organic coffee, a blend of Bourbon, Caturra, Catuai beans, evokes ripe cherries in balance with chocolate and spices. In the cup it produces a mild, balanced coffee with nice body, and excellent floral tones and fruitiness.

Dewey’s Decaf is 100% Arabica Coffee grown in Mexico and fresh roasted by our Roastmaster at Cabin Creek Roasters. This Swiss Water Processed Decaf produces a smooth/rich cup with a very strong chocolate bottom and a little sweeter top for a medium/full body taste. All this taste makes it hard to believe that it’s decaffeinated.
the Crab is published quarterly to inform MLA members about events, news and activities of interest to the Maryland library community. Subscriptions are $15 per year (4 issues). For subscription or advertising information, change of address, or extra issues, call the MLA office at 410-947-5090.

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Questions about MLA membership should be directed to the MLA office at mla@mdlib.org. Please address all other Crabby correspondence to: crabedit@mdlib.org.

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