

BCALANEWS

Black Caucus of the American Library Association Inc.



Image of Perry Wallace, Jr. courtesy of Vanderbilt University.

Perry Eugene Wallace, Jr. (Feb. 19, 1948 - Dec. 1, 2017) integrated Southeastern Conference basketball when he became the first Black basketball player to play for the conference as a Vanderbilt Commodore. Two books capturing his extraordinary story were published shortly before his death. Find reviews of those books, as well as reviews and mentions of other potential stocking-stuffing literature in this edition of BCALA News.

FROM THE LEGENDARY CIVIL RIGHTS
ACTIVIST AND AUTHOR OF
WARRIORS DON'T CRY COMES AN
ARDENT AND PROFOUND CHILDHOOD
MEMOIR OF GROWING UP WHILE FACING
ADVERSITY IN THE JIM CROW SOUTH.



Combined with emotive drawings and personal and historical photos, this memoir paints a vivid picture of Melba Pattillo Beals' powerful early journey on the road to becoming a champion for equal rights, an acclaimed journalist, a best-selling author, and the recipient of this country's highest recognition, the Congressional Gold Medal of honor.

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Dear BCALA Members,

As the holiday season nears and another successful and exciting year comes to a close, I want to take a moment to reflect on all we have achieved together in 2017 and to thank you for the individual and collective contributions. Your commitment to excellence is truly a reason to celebrate!

The end of the year is also a time to plan for the future personally, professionally and as an organization. The Strategic Direction 2016-2020 Action Plan with specific goals and objectives has been developed by the executive board. It is important members have a say. We need to understand and align with member expectations. To ensure this happens, the Membership and the Recruitment and Professional Development committees have been tasked with developing a comprehensive membership survey.

An overall goal of this survey is to establish a baseline for future evaluations of our goals, progress, and outcomes. We want to know what members value in BCALA as an organization, understand member engagement, understand

the motivation to participate in BCALA's work, identify strengths and determine our challenges, and know where we might develop activities in the future.

Using Survey Monkey, the proposed timeline to launch the survey is December 2017. We look forward to your participation in the survey. Your feedback will be invaluable!

A report will be provided to the executive board at ALA Midwinter in Denver and the outcomes will be presented to the membership by ALA Annual in New Orleans.

We have much to be grateful for at this special time of the year. I wish you and your families a holiday filled with peace, joy and love.



Denyvetta Davis,
President, BCALA
2016 - 2018

Happy
Holidays!

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Encouragement & Learning*

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N E W S

U N I

Indiana Black Librarians Network Gather for Encouragement & Learning

Submitted by Connie Scott, IBLN President

Indiana Black Librarians Network members and friends gathered at the Anderson Public Library located in Madison County, for their Fall 2017 conference. Our conference speakers were Branch Manager Denyce Malone of Indianapolis Public Library and Mireille Djenno, librarian for African studies, IU-Bloomington. Members and friends lunched at the Rivera Mayan Mexican Grill in downtown Anderson.

A report was given on the recent BCALA conference in Atlanta. Committee updates were shared and Library Education Unit certificates were distributed to attendees. Members were informed of upcoming literary/librarian/scholar events coming to the Indianapolis area. The Go On Girl Book Club 26th Annual Author Awards and the Association for the Study of African American Life and History Conference will convene in 2018. The ASALH is reactivating the Indianapolis chapter. IBLN, along with eight

other organizations, gave a donation to the “Quality of Life Northeast Corridor” to help with neighborhood sustainability. This area recently closed their community center which was a destination place in addition to the East 38th St., Library of IPL. The donation will support the homeless population.

Denyce Malone, IPL manager of the Flanner House Branch, spoke on “How to Apply for Fellowships & Scholarships.” She recently attended the ALA Leadership Institute. As the lone African-American attending, she encouraged members to consider opportunities for leadership and personal development. Her experience included self-assessment, personal/work values and identifying innovative trends to apply in the workplace. Group activities and a case study were paramount to sharing ideas from a variety of professionals from all over the nation.

Librarian/archivist Mireille Djenno presented a PowerPoint on “What is an African archive and why should it matter to us?” The Liberian and Somalian Collection is housed at the Herman B. Wells Library. Users can access some parts of the collections. She also shared the history of the African Studies Association, funding and the importance of maintaining collections in the digital age. For more information visit <http://guides.libraries.indiana.edu/africanstudies>.

IBLN encourages you to visit our website at <http://indianablacklibrarians.net/> and like us on Facebook www.facebook.com/INBLN

BCALA Executive Board Meeting Minutes

Palmer House, Burnham 1

Chicago, IL

June 23, 2017 8:30am-1:00pm

ATTENDEES: Denyvetta Davis (president), Rudolph Clay, Andrew Jackson, Fannie Cox, Wanda Brown (treasurer), Kim McNeil-Capers, Jos Holman, Eboni Njoku, Fayrene Muhammad, Bradley Kuykendall, Kelvin Watson (past president), Richard Ashby (vice president), Karen Lemmons, Kirby McCurtis (secretary), Vivian Bordeaux

GUESTS: Stanton Biddle, Em Claire Knowles, Cyndee Sturgis Landrum, John Page, Jerrod Moore

President Denyvetta Davis called the meeting to order at 8:51 am; start delayed due to need for quorum

Roll call: Secretary Kirby McCurtis performed

Approval of Agenda: Richard moved, Andrew seconded. Agenda approved.

Approval of Midwinter Minutes: Andrew moved, Fannie seconded. Minutes approved.

Approval of Treasurer’s Report: Wanda reported on the operations budget as well as the special purpose accounts, and CDs. The total assets of all account on June 20, 2017 is \$342,406.50. Richard moved approval of the budget, Jos seconded. Budget approved.

Vice President’s report: Moving forward the VP budget should be increased to help with programming. The vice president’s committee has not yet met. Richard wants to work with the Affiliates committee to bolster programming. The board engaged in a discussion about what comes out of vice president’s budget; the conclusion was meeting room reservations and food eat the whole budget making it challenging to do something else for actual conference. So far what has been allotted is \$4500 for Denver, \$9000 New Orleans, but is that enough? Richard thinks no, it is not enough money to do another program. It was suggested that the best way forward would be to separate the budget lines for AV/room reservations and “programming” for future budgets. Reaching out to sponsors and collaborate with local vendors or businesses. Two time slots already identified as ideal. Programming is about increased visibility at the end of the day. Programming committee needs to decide what they want programming to look like and the end goals.

President’s report: Denyvetta will give a full report in July that will cover March-June.

Past President’s report: Kelvin shared the election results. Nine candidates for the seven positions. The elected executive board members for 2017-2019 are Tiffeni Fontono, Cyndee Sturgis Landrum, Shauntee Burns, Brian Hart, Fannie Cox, Jerrod Moore, and Kim McNeil Capers. Issues we ran into--problems working with the consultant because she was out of the country and then had problems posting the survey. We need to look at the process and the web portal. Kelvin didn't have issues getting candidates and noted that there were lots of new candidates. He said the process was successfully completed and members are already asking about running for office for the next election cycle. We are in line with ALA as far as turnout is concerned. Move to ratify the results by Eboni, Karen seconded. Motion approved.

2017-2018 Budget revisions: Stanton submitted his report at the end of June, and it was sent electronically to all board members. We projected more expenditures than happened last year and we projected less revenue than we earned so keep

that in mind when hearing about the approved budget from January. Stanton presented recommendations for budget increase from the Marketing and Public Relations committee that includes projects and activities (\$750.00). The money will be spend on a social media management subscription service (\$495), a survey service subscription (\$225) and a domain branded link shortener (\$25). The committee writes “these tools will allow us to secure, brand, and assess our communications.” Jos moved to have current year budget be revised to include the \$750 for the Marketing and Public Relations committee. Richard seconded. Motion approved.

2017-2018 Budget revisions continued: Stanton also presented a BCALA website upgrade proposal. The proposal recommends that the executive board authorize the BCALA president to negotiate an agreement with DSGNR Unlimited of New York for the upgrade of the BCALA website. Discussion around website needs ensued. Kelvin is confident that if we lay out a plan, Chris (owner of DSGNR) will do what he can to make sure we get what we need. This motion was about approving Denyvetta to negotiate with the big upgrade, but some board members asked that she come back with a dollar amount and timeline. Conversation about RFP for vendor of website upgrade ensued. Bradley moved to authorize the president to negotiate an agreement with DSGNR to redesign the website. Eboni seconded. Motion approved.

Bylaws: Jos had nothing new to say on it. Membership will be voting on it on Sunday. Kelvin noted that although we don't have to change it often we should regularly review.

Em Claire Knowles: JCLC conference and committee updates. Gladys is on the Registration committee; registration fee will be decided in September. Em Claire is chairing the Scholarships committee. We are the only ethnic affiliate that does not have enough representation. JCLC is looking for membership and participation from BCALA folks to volunteer. Participation can be Virtual as well as in person meetings that occur at Annual and Midwinter. Just go to JCLC website to volunteer. Still fundraising for JCLC. JCLC 3 is in Albuquerque on Sept. 26-30, 2018

ODLOS Report: Jody Gray sent out a report electronically in advance of her presentation. The big initiative her office is working on is an IMLS grant for serving refugees. Reported on the push for IMLS and LSTA budget support from Senate and House. Redesign of literacy clearinghouse (literacy.ala.org). She has had conversations with Lesley Williams from Evanston Public Library.

JCLC Liaison Report: Marcellus Turner presented the report on the work of the JCLC Board. Currently, the board of directors is thinking about: what is the true work for the JCLC body? Who are our stakeholders? Who do we serve? Yes, we serve the affiliates. But how do we serve big ALA? They are focused on building strategic goals. He shared that the Board plays a very limited role in terms of the conference; the only role is giving budget for conference. Marcellus is more interested in thinking about longer term goals and work.

Recruit for membership: Marcellus shared a recent experience Seattle Public Library had during a recruiting visit to U of Washington. The library school has two tracks-informatics and traditional library school. Informatics students are not seeing the connection to libraries. Perhaps this is why they are not joining BCALA. Em Claire Knowles talked about the disconnect with students on archives track as well. Minority students are graduating from library school but not necessarily joining libraries. How can we get them to still join BCALA because they do have the degree and are doing the work but just in different venues?

President’s Award: Past president Kelvin requested that his \$500 contribution be designated for this award.

Archive: Jon Gant is the new Dean at North Carolina Central University, and the new contact at Queens Library is chief librarian Nick Buron. Both interested in moving forward so they are revisiting the past agreements.

Evanston Public Library: Lesley is planning on leaving her position. We are up to date. It's been a personnel issue; we may not know all the facts. While she is moving on, as BCALA we should make a statement without mentioning her on where we stand with equity and diversity. Denyvetta thinks we should make a statement about our values rather than pick one side or another. Andrew brought up accountability to a board or the community or the state librarian. Where is the checks and balances? Who has oversight? Can we make two statements? One to our membership about how we have been in communication with Lesley and one to ALA about what we stand for and our values. We must be careful to not come across as taking sides because this is a personnel issue. Equity, Community and Social Justice task force- Makiba Foster has agreed to head it up. Agreement was not reached for the creation of a task force. Denyvetta will send out a message to the membership sharing what we did to support Lesley Williams.

ALA Exec Board Liaison Report: Julius suggested a joint statement from ALA and BCALA about shared values with regards to the Evanston situation. Shared talking points from his report. LSTA funding advocacy, slight decrease in membership (4% lower), good numbers for conference attendance. Courtney Young chairing the executive director search. Expected timeline is to hire in October and present to membership in February at Midwinter. MLIS is required. Robust applicant pool already. Karen moved that a joint statement with ALA be created, Kelvin seconded. All approved.

NCAAL 11: Site selection committee is formed. Denyvetta is chairing the committee. Working with company Site Services, Inc. Based on the desire to reduce costs, only one city has emerged as the best location (Tulsa). The committee feels like they need to go back to get more options. General consensus from the board was to pursue Tulsa, OK as the site.

Organizational consultant: need a new job description and we need to post it to ALA job list. Jos suggested we move the timeline up so that the person can start in October. Committee will start working on this.

Richard wants volunteers for help with putting together an oral history of BCALA. Suggested Sybil as resource. Vehicle for publicity for the Caucus

Membership committee: 624 members. General membership has increased since November 2016 by 24%. Spectrum scholars did take advantage of the complimentary membership. We've got to keep doing this. Membership Booth #1155 in Exhibit Hall. New table throw and new membership brochures

Affiliates committee: Currently nine affiliates, but not all have renewed. Talked about possibility of affiliates in Washington, D.C. and Florida.

Recruitment and Professional Development committee: Discussed draft of webinars policies and procedures. Fannie representing BCALA at the Diversity Fair.

Reading is Grand!: Winners will be announced at the membership meeting. When reviewing the applications received, Karen realized that we don't post reports anywhere and it is unclear on the application. Also clarification needs to be gained on conflict of interest from board members and committee members, and how many times someone can apply (can past winners apply). Don't forget teaching books.net is temporarily free for members

NCAAL 10: Dot Guthrie shared detailed report. Thanked Denyvetta for her support. Be sure to watch the videos and look at the YouTube channel for NCAAL X updates.

Meeting adjourned at 1:00 pm Bradley moved, Eboni seconded.
Submitted by Kirby McCurtis, Secretary

BCALA Meetings at ALA Midwinter 2018

By BCALA Publications Committee

- BCALA Affiliates Committee Meeting—2/9/2018 2:30-3:30 pm—Hilton Gold Coin Room
- BCALA Membership Meeting—2/11/2018 7-9 pm—Hilton Denver Ballroom
- BCALA Affiliates Panel Discussion—2/10/2018 11:00 am-12:30 pm—Hilton Matchless Room
- Dr. E .J. Josey Scholarship Committee meeting—2/9/2018 2-3 pm—HiltonSilverton Room
- BCALA Executive Board Meeting—2/9/2018 8:30 am-1:00 pm—Hilton Gold Coin Room
- BCALA International Relations Committee—2/9/2018 7-9 pm—HiltonMatchless Room
- BCALA Joint Committee Meeting (Membership, Professional Development/Recruitment and Affiliates Committees) —2/9/2018 1-2 pm—Hilton Matchless Room
- BCALA Literary Awards Committee Meeting—2/9/2018 8-10 pm—Hilton Gold Coin Room
- BCALA Membership Committee Meeting—2/10/2018 10am-noon—Hilton Gold Coin Room
- BCALA New Executive Board Members Orientation—2/8/2018 2-5 pm—Colorado Convention Center Room 212
- BCALA New Members Meet and Greet—2/11/2018 6:45-7:15 pm—HiltonDenver Ballroom Suite I
- BCALA Professional Development/Recruitment Committee Meeting—2/11/2018 10:30-11:30 am—Hilton Gold Coin Room

(Editor’s note: This information was accurate as of Nov. 14, 2017. Check with BCALA leadership for updates).



Indie Reader Discovery Award - Winner
Children’s Category
(Early to Intermediate Readers)
2017



Indie Excellence Award Winner
Book Cover Design
Children’s Picture Books
2017



Indie Excellence Award Finalist
Picture Book
All Ages
2017



USA Best Book Awards Finalist
Children’s Picture Book
Hardcover Fiction
2016

“ A beautiful, amusing tribute to family traditions ”

Kirkus Reviews

Readers’ Favorite
★★★★★

Tradition takes flight in Rice & Rocks, a picture book celebrating culture and diversity.

Giovanni’s friends are coming over for Sunday dinner, and his grandmother is serving rice and beans. Giovanni is embarrassed—he does not like “rice and rocks” and worries his friends will think the traditional Jamaican dish is weird. But his favorite Auntie comes to the rescue. She and Giovanni’s pet parrot, Jasper, take him on a magical journey across the globe, visiting places where people eat rice and rocks.




This exciting story celebrates the varied traditions of every culture while also highlighting the delicious similarities that bring us all together.



About the Book
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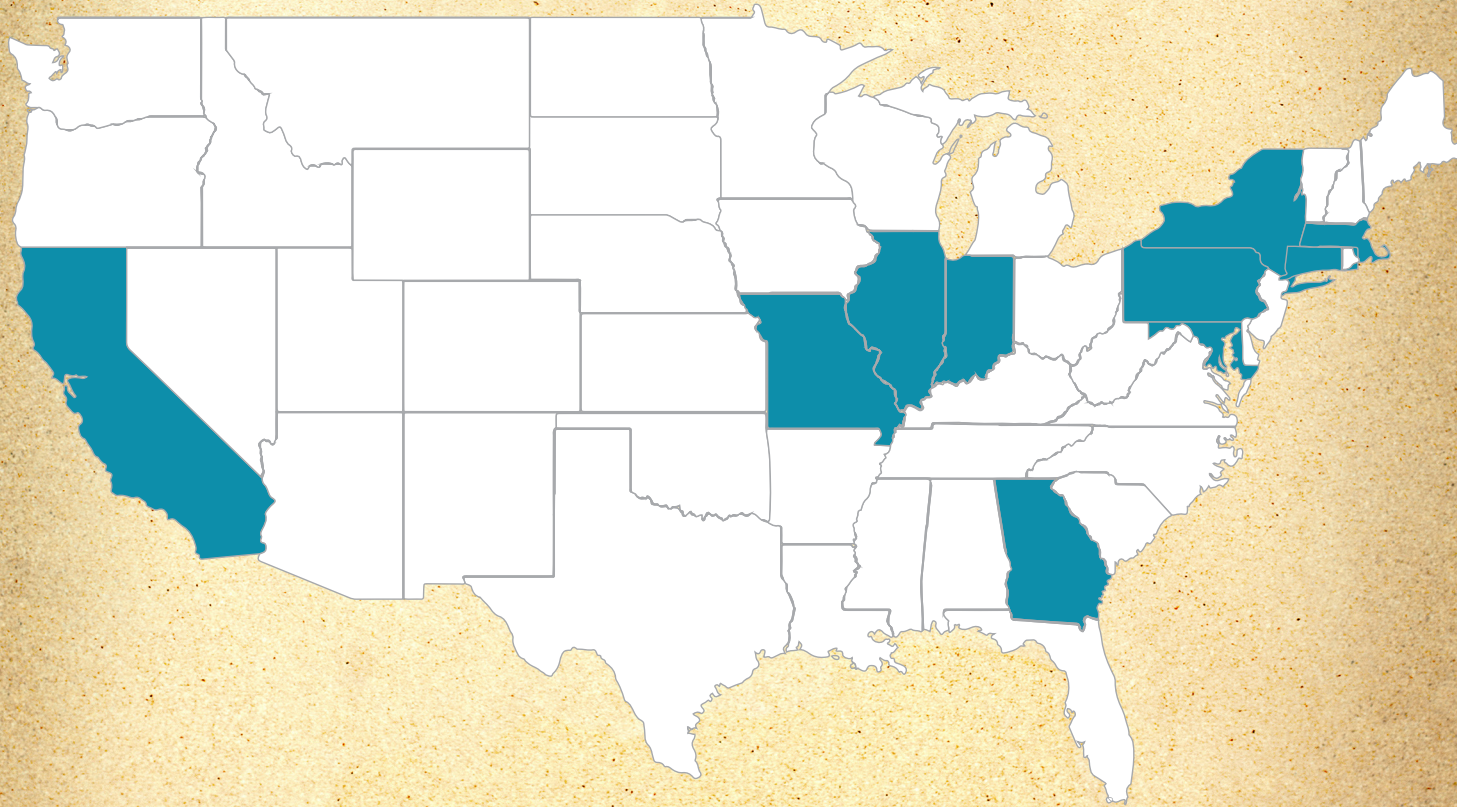
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Broadview Public Library District
Community-centered, world-focused learning in the heart of Broadview

“Reading is Grand! at Broadview Public”

Reading is Grand! events took place at the Broadview Public Library on Sept. 2, 16 and 30. The programs were open to all ages. Activities were approximately 1.5 hours each, starting at 2 p.m. The theme was “Connecting Generations through Cultural Heritage”.

This intergenerational program highlighted aspects of African American culture and traditions through engaging activities to develop literacy skills and shared experiences.

09/02/2017 - Connecting Generations through Communication - A retired school teacher, shared with the Reading is Grand! audience the African American tradition of oral storytelling for our viewing and listening pleasure. At the conclusion of our storyteller’s lively rendition of a story that has been passed

down for generations in her family, participants were given paper and pencil to collaborate in the creative writing process to offer alternate endings to an otherwise open-ended story.

09/16/2017 - Connecting Generations through Education Opportunities - Author of “True Survivor” and radio host of “Teens with Voices”, Ms. Black Teen Illinois, Shauntierra Wilson, provided food for thought for younger generations and made her elders proud as she told her inspiring personal narrative of how she turned the negativity of being bullied into a platform to “promote self-love and self-acceptance in the African American community” and answered audience questions about this and her academic journey. A Sylvan Learning representative encouraged

academic excellence, shared scholarship information, educational opportunities, and offered free ACT or SAT test evaluations.

09/30/2017- Connecting Generations through Visual Arts - A local visual arts teacher read aloud 2017 Coretta Scott King Illustrator Award winner, “Radiant Child: The Story of Young Artist, Jean-Michel Basquiat” by Javaka Steptoe. Instrumental music played in the background as our Reading is Grand! families created collage-style art of their own inspired by Basquiat and Steptoe. Art books from our juvenile collection and pictures of the artwork of famous African American visual artists were displayed.

Reading is Grand! Telling Our Stories at the Broadview Public Library was publicized on bulletin boards, flyers, and Facebook. All

publicity acknowledged that the events were sponsored by Black Caucus of the American Library Association, Inc. The minimum collection development requirement of books depicting African American culture was exceeded. Books donated by BCALA were given to those attending the programs. Materials were supplied for art and writing programs, professional fees paid, and refreshments served. Board games were available following Reading is Grand! events to encourage social and family time at the library. Relevant library resources were available, including:

WEEK#1 - African American collections preserved by oral tradition, literature, folktales, urban legends, and poetry;

WEEK#2 - Reference material to aid students and their families with essay writing, streamlining the process of selecting prospective colleges, and finding scholarships;

WEEK#3 - Biographies of African American artists and art books from our juvenile collection.

Each of the Reading is Grand! events offered participants active, engaging opportunities to connect and celebrate the important role grandparents play in the lives of children: literacy opportunities, listening, asking questions, seeking answers, sharing stories, responding to writing prompts, observing, viewing illustrations/photographs, reading captions, developing artistic style, discussions, attention to detail, reading fluency, and enhancing

awareness of library usage and resources. Children, parents, and grandparents produced writings, created art, and even formulated questions together, fulfilling our objective to connect generations.

During the entire month of September, a bulletin board in the library’s Youth Services area featured quotes and pictures of famous African American people. An online resource “50 Questions to Ask Relatives About Your Family History” was also available to all patrons, in hopes of continuing future generational connections and conversations.

Thank you to BCALA for honoring Broadview Public Library as the 2017 Reading is Grand! grant recipient.



UMD College of Information Studies Announces Scholarship

Reposted Press Release

The University of Maryland College of Information Studies (Maryland’s iSchool) is pleased to announce the creation of the B. Parker Hamilton Libraries of the Future Scholarship. The scholarship will provide support for select MLIS students who show a passion for diversity and inclusion in their academic focus.

The scholarship is a tribute to the legacy of B. Parker Hamilton, who served as director of the Montgomery County Library system for 12 years and worked in the Montgomery County (MD) Public Library system for over 37 years.

During her career, Parker worked tirelessly to make library services accessible to the increasingly diverse population of Montgomery County, seeing libraries as a shared space for everyone to use. Simultaneously, she worked to evolve libraries, making them centers of innovation that would meet the needs of the 21st Century. This scholarship honors her dedication, leadership, and passion for libraries and helps to ensure that future librarians will continue this important work.

Libraries serve many different populations with a wide range of abilities and needs. The College of Information Studies at the University of Maryland is committed to preparing students in the MLIS program to be library leaders who champion inclusion, accessibility, and diversity, with the Hamilton Scholarship proudly supporting this mission. "Championing diversity and inclusion has been core to the College's mission since its inception in the 1960s," said Dr. Keith Marzullo, Dean of the College of Information Studies. The scholarship will be awarded to students with a focus on diversity and inclusion issues such as race, ethnicity, gender, orientation, ability or disability, geography, socioeconomic status, and literacy, as well as an emphasis on how public libraries should adapt to the future.

"Parker Hamilton's innovative leadership in the Montgomery County Public Library system transformed that system to serve an ever growing and diverse population and be a model of inclusion. Parker knows firsthand the life changing importance of education and how libraries can be an ever-present source of information to give

all people the ability to succeed. We are grateful for the generous support that will allow Maryland's iSchool to offer this scholarship, further our shared mission, and carry on her legacy," Marzullo said.

“Under Parker’s leadership, our Montgomery County libraries were able to survive some tough times during the Great Recession when budgets had to be cut to the bone, without sacrificing quality, hours, or customer service. With Parker at the helm, County libraries received 19 National Association of Counties awards, and innovation awards from the Urban Libraries Council, including the 2016 Top Innovation Award. Parker made a difference for all County residents – and richly deserves the honor of this scholarship program,” said Isiah Leggett, county executive, Montgomery County, Maryland.

Visit <http://giving.umd.edu/giving/showSchool.php?name=information-studies> to contribute to the B. Parker Hamilton Libraries of the Future Scholarship, or contact Lawrence Liff, Director of Development for the Maryland iSchool, at lliff@umd.edu or 301-405-2048.

B. Parker Hamilton Delivers Fiery Speech at University of Maryland

By Art Brodsky | Communications consultant



Parker Hamilton couldn’t use her local public library while she was growing up in Red Top, South Carolina. As an African-American girl, she wasn’t allowed in.

Now, many years later, her life has come full circle. Not only has she retired after a dozen years as director of the public libraries in Montgomery County, Maryland, but the University of Maryland’s College of Information Studies has created the B. Parker Hamilton Libraries of the Future Scholarship to honor her work.

The scholarship exists to honor the transformational impact Hamilton had as director of Montgomery County Public Libraries by offering financial support to students who champion diversity and promote inclusion and equity in their pursuit of a library science degree.

On Nov. 3, 2017, Hamilton gave a keynote speech to introduce the scholarship at the iSchool’s Conference on Inclusion and Diversity in Library and Information Science in College Park, MD. The speech was fiery and inspirational, reflecting Hamilton’s personality. She got a standing ovation from the about 100 attendees in the room, who were students, faculty and professionals working in the field.

Instead of finding books in a library, Hamilton said, “as a result of the segregation laws, as a child my reading materials consisted of “True Confessions” magazines, the Bible, books bought from the local Piggly Wiggly and third-hand textbooks

sent to the colored schools after they were used by students in the white schools.”

After attending Morgan State University and South Carolina State University, Hamilton transferred to the University of Illinois at Champaign-Urbana. Her work study assignment was in the Commerce Library – a life-changing experience. As she said in her speech, “I remember being awe struck by the learning resources, the hours of operation, and the staff. My life was transformed. I wanted the world to find and have access to their Commerce Library. A fire was lit and it stills burns today.”

She earned a master’s degree in library science, which started a career that took her to Montgomery County, Maryland. She worked for the county for 30 years, most of that in the libraries department. Hamilton became library director in 2005.

Montgomery County has a reputation as a progressive county, but Hamilton’s experiences didn’t match up to the ideal. As she said, “In the beginning my credentials were questioned by staff and by the public and there were people who chose to leave the building rather than be helped by someone who did not look like them. There were staff and residents who questioned why certain people, usually people of color or low-socioeconomic status residents, were in the libraries. All of this was very disturbing to me since we had chosen to move to Montgomery County based on its reputation of being a welcoming, progressive community. This was not the Jim Crow south but in the 1980’s all residents were not welcomed in Montgomery County public libraries.”

In one incident Hamilton mentioned, two groups of teenagers, one white and one Black, were making noise in a library. Library staff kicked out the Black kids. In an evaluation after the

incident, Hamilton said, one of the senior managers said, “I don’t see color.”

Hamilton replied, “You have wiped away my identity. I am an African-American female.”

She set out a list of qualifications for future librarians:

We need librarians who understand and know that they are biased and work hard to overcome their biases;

We need librarians who are open, willing, and excited about serving ALL residents;

We need librarians who see color, gender, sexual orientation, age, abilities and disabilities and use it as knowledge when developing programs and responding to questions.

We need librarians who serve people beyond our walls - physical and cultural.

We need librarians who are not afraid to fail and who view failure as an opportunity to grow and innovate.

We need librarians who are comfortable going out in the community in order to deliver library services and programs and build partnerships, and;

We need librarians who do not have all the answers and who are willing to listen and learn from potential customers and colleagues, especially if they do not think like you, do not talk like you or do not look like you.

You can learn more about the Hamilton scholarship here: <http://giving.umd.edu/giving/showSchool.php?name=information-studies>

Ferguson (CT) Library Reading is Grand! Report

By Josephine Fulcher-Anderson



A family Literacy Project of Black Caucus of the American Library Association.

The project took place at the Ferguson Library South End Branch in Connecticut on Saturday Sept. 9 and on Sunday, Sept. 10th at Bethel African Methodist Episcopal Church,

The purpose of this program is to celebrate the important role African American grandparents and older adults play in the lives of

children. Flyer was disturbed in the community and personal invitations were extended to people in the community as well as the Bethel African Methodist Episcopal Church.

On Saturday we presented an intergenerational art project where the grandparents, older adults and children sat around a long table and painted pictures of flowers, trees, families, pets; everyone had an opportunity to paint, share, and laugh and have good old fashion

fun time. Happy music played in the background when music stops; everyone moves one place to the right, repeat a few more times. The group painting was displayed and the participants shared what they learned from the experience and told their story about the group “Master Piece”.

We then moved to the “story circle” (story rug) where Baba McKain read the book, “Grandpa’s Face” by Eloise Greenfield. The children were very comfortable lying on the rug, while Vivinne McKain sat next to her grandpa; they talked about the book then listened to others share stories.

All the children selected a book to take home from the collection of books we purchased; we put BCALA book plates in all the books... The grandparents/older adults received a colorful “Reading is Grand!” bookmark. The celebration ended with hugs, thanks, homemade cookies, Hawaii dream cake and lemonade.

Sunday (National Grandparents Day) I attended the worship service at Bethel AME Church and gave



out about fifty bookmarkers to grandparents and older adults. Over 70 people participated in the project ranging from ages 12 months to 90 years. We were able to reach some of the underserved members of the community and talked to them about the importance of reading and the joy of reading. Some of the people didn't know that there is a National Grandparents Day.

We will continue encouraging people in the African American community to read and use their libraries. This grant gave us opportunities not only to show the community that

Reading is Grand; it is going to help us to continue reaching out to the community through "Black Story Time," and free books.

On behalf of the Ferguson Library South End Branch and the families we serve I say "Thank you to the Black Caucus of the American Library Association for the 2017 Reading is Grand! grant."

This grant will live on long past the closing date, because we are going to continue to reach out to the community through some of the following events and programs. The leftover books will be used

for our outreach projects and in-house programs.

- Community Events
- Black Story time/Black History
- Kwanzaa Celebration
- All the books have Gift Plates
- Collection development
- In the Spirit of the NGUZO SABA
- Josephine Fulcher-Anderson, Branch Supervisor

Quinby Street Resource Center Celebrates Grand-Families and Reading in Royal Style

By Roland Barksdale-Hall, Quinby Street Resource Center



Also, the grandparents received the book "Kid's Book of Wisdom" (Just Us Books). Families were overjoyed to sit for family portraits, compliments of the BCALA. A proud grandfather, grandmother and four granddaughter-princesses with tiaras brought a smile to faces. In addition, the children made a royal family memory book, which included the family photo and memoirs.

"There will be a prize if you can guess what Pop-Pop is making." BCALA griot and author Roland created quite a stir, encouraged youth participation and challenged children to listen closely. He read "My Pop Pop and Me" by Irene Small.

"Lemonade" was the children's first guess. When Pop-Pop opened the oven door they shouted with glee "a cake!" At that time a cake rolled out to their great delight.

Roland focused upon the important role played by literacy in the grand-families success. He expressed

Grand-families gathered on the weekend of National Grandparents Day for a special event, "Celebrating Grand-Families: Telling Stories of Our Royal Trees," at the Quinby Street Resource Center. They arrived, found a V.I.P. sign pointing inside and discovered the meeting room turned into a royal palace complete with a red carpet and staircase. The cultural event raised awareness of the

National Grandparents Day holiday, recognized the important role played by grandparents and inspired telling grand-family stories through creation of memory books.

The Grandparent Day event, supported by a Reading is Grand! grant from BCALA, promoted family literacy. Every child received Toyomi Igus' book "When I Was Little" (Just Us Books).



appreciation for support of BCALA and its grant-funded Reading is Grand! program, which made the wonderful event possible! The audience broke out into spontaneous applause when they heard the event was sponsored by a BCALA grant.

Roland directed their attention to the kente cloth around his neck. He showcased royal kingdoms in West Africa. He talked about Patricia and Frederick McKissack’s “The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa” (Henry Holt) and Khephra Burns’ “Mansa Musa” (Harcourt).

“Communal networks of griots were significant in my storytelling. I joined the Cleveland Association of Black Storytellers affiliate of National Association of Black Storytellers (NABS) when I was a library school professor at Clarion University and attended my first NABS National

Conference in Winston-Salem, North Carolina. There I discovered my voice, cow-tail and instruments,” Roland, a griot storyteller, explained.

He discussed his griots’ role in preserving the stories of family trees. Images of a storyteller with singing stories and kora, a musical string instrument in West Africa, might come to mind when griot is mentioned in western culture. Central to the day’s celebration was developing a greater appreciation of West African royal heritage. Connections between griots’ storytelling and griots are well known. Yet lesser known attributes of griots exist:

- 1) Griots recognize the significance of elders and honor the all-important ancestors in West African society.
- 2) Griots hold connections to spiritual power in West Africa.

3) More experienced griots known as master griots teach new students in the West African traditions.

4) Griots preserve oral history in West Africa. In interpretation of the cultural norms they bring social power to bear in West African tradition.

“Just one more story,” the children shouted out. Roland shared how recognition of the significant role played by transmission of oral wisdom prompted writing his picture book “Lion Pride” (Africana Homestead Legacy Publishers). Roland read from “Lion Pride”, illustrated the importance of how wisdom was passed down through African folktales, and delighted an audience. He discussed the process of how picture books were made, showed an unfinished book not yet saddle-stitched. Grandmothers cheered when the mischievous Simba the Lion received his comeuppance from the female Ten Hen the Ostrich.

The griot storyteller performed an original poem, “Crazy Quilt”, which commemorates a patchwork quilt birthday surprise he received as a child from his quilter grandmother. He pointed to a photo of his grandmother in front of the corral, emphasized our noble grandparents’ headdress ranged from bandannas to straw hats in twentieth century rural America. Grandparents, rich in character, provided the inspiration to reach for the stars. A display of new books included “We Are Shining”, an illustrated book of poetry by Gwendolyn Brooks. “The Quilts of Gee’s Bend” celebrated the quilting tradition of aunts, mothers and grandmothers passed down for

generations in the rural community of Gee’s Bend, Alabama.

Grandparents were treated as royalty and enjoyed the day. Grand-families plunged into making their own crowns, exhibited creative designs and expressed pride in their creations. Craft making absorbed the attention of all ages and built intergenerational connections. A good time was had by all.

Grand-Families cherish their gift books, door prizes and heirloom photos. They continue to show off their family portraits and talk about the wonderful Grandparents Day. Door prize winners received “Grandma, World’s Greatest” tee-shirt,

a stuffed teddy bear and autumn floral arrangements.

Residents from Malleable Heights, Mesabi Street Apartments, Centennial Place, Legacy Commons and Lavigne Manor sites expressed gratitude to BCALA and the committee members. The 2017 Reading is Grand! Celebrating Grand-Families @ Your Library selection committee includes chair Karen Lemmons, library media specialist, Detroit School of Arts, Detroit, Michigan; Denyvetta Davis, president, BCALA; and S.D. Harris, assistant director, Norwalk Public Library, in Norwalk, Connecticut.



DuVernay Promoted to Special Collections Librarian



Jina DuVernay graduated in May, 2017 from the University of Alabama with her MLIS. She began her career as a reference librarian at an HBCU, Alabama State University in May, 2016 under the auspices of Dr. Janice Franklin, dean. During her first year as a librarian, DuVernay organized several events and programs such as panel discussions, poetry readings and book signings, a film screening, and a book club. She also presented a poster at the 2017 BCALA conference in Atlanta and was a BCALA grant recipient. Effective October, 2017, DuVernay was promoted to special collections librarian. The special collections area of the Levi Watkins Learning Center houses materials relevant to African American history and culture. DuVernay is proud to be a librarian and looks forward to a long and successful career.



GIFs: Making an Older Form of Technology New Again

by Toccara D. Porter

Introduction

Have you ever seen a short, looping clip that repeatedly replays a scene from a television show or even just a comment from someone (like the “Can’t Wait” clip from Bart Scott; the former New York Jets linebacker gave that response as part of an interview after beating the Patriots in the NFL playoffs)? What you most likely saw is a GIF. This popular technology is found in a number of online platforms including Google Images and Instagram; Twitter has an Add-a- GIF option when you send tweets.

GIFs

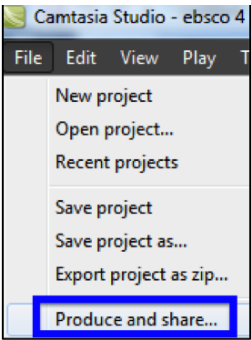
GIF stands for graphical interchange format (Nicholson, 1998). GIF is an image file format like that of TIF, JPEG, and PNG that is used for web-based graphics. Developed in 1987 by CompuServe, an early pioneer of commercial online services in the United States, GIFs were used to create high-quality, high-resolution graphics (CompuServe Incorporated, 1987, p. 1-2). GIF-making applications allow you to transform a series of images or a video clip into an animated image file. Typically, these applications will give you options to

loop the file (replays the file once the end of the video is reached) infinitely or to stop the loop after a number of times. Without the looping option, you need to refresh the page to replay the animation again.

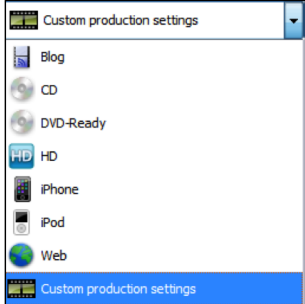
Creating GIFs

Camtasia Studio 7, which is an older version of this screen-capturing software, is the main tool I use to create GIFs. For example, I created this GIF (<https://www.softchalkcloud.com/lesson/serve/BMCG6cSNaUv3po/html>, see Demo page) for a biology science information literacy module to show students how to search in an EBSCO academic database for articles on the measles, mumps and rubella vaccine. This is another example of how a GIF can be presented. You must purchase the software to access a version for Windows or Mac computers. There are free GIF-making applications but the free tools often do not offer the level of customization as a fee-based tool. Once you record the video in Camtasia and are ready to save it, you can render the file as a GIF animation. The three screenshots below show how this is done in Camtasia Studio 7:

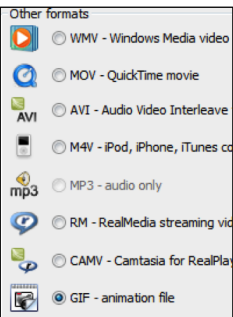
1. Go to File. Select Produce and share.



2. Select Custom production settings.



3. Select the GIF – animation file button (under Other formats).



After step 3 there will be other options that let you customize how you want to loop the file. Depending on which

version of Camtasia that you use, the screens may look slightly different.

GIF-making Applications

Many GIF-making applications are easy to use; making the animated GIF creation process relatively simple, depending on your familiarity with the applicable software and screen-capturing best practices. Below are tools that you can try out to create GIFs:

- Software like TechSmith’s Camtasia and Jing, Adobe Photoshop, Adobe Premiere have GIF-making features. Note: Jing is a free tool but it does not have an editing option. You must use it with Camtasia to create the GIF; look for the “Edit in Camtasia” option.
- Free websites like [Giphy.com](https://www.giphy.com), [GIFMaker.me](https://www.gifmaker.me) and [MakeaGIF.com](https://www.makeagif.com) are notable GIF building tools.
- If you want to convert Web published videos into animated GIFs use the free Google Chrome extension, MakeGIF Video Capture.

Using GIFs in Libraries

Libraries have relied on using screenshots and screen-capture software to create video tutorials that show students how to conduct online research. Both of these technologies, however, have their limitations. A screenshot will get to the point quickly, but cannot capture the actions of a user fully interacting with a database search. Whereas, video tutorials will show a database in action, but it may not address the students’ need in a timely manner; students may get impatient with lengthy videos. GIF technology is a hybrid of these two technologies,

making it possible to “chunk” (record small amounts of research instruction into discrete actions while presenting those actions in motion) the GIF.

As a former distance education librarian, I routinely created step-by-step instructions to help students setup interlibrary loan accounts, authenticate off-campus logins, and search for full text articles. Therefore, as part of a show-and-tell element, I positioned GIFs alongside of textual directions to visually represent those processes. Text-heavy directions, alone, can make a task seem quite daunting. But, adding visuals, whether in static or multimedia form, can help students see that the task at hand is quite practical and a task that they can do independently. This point is important given that online and distance learners often access resources in asynchronous, online settings independent of a librarian.

Conclusion

GIFs are a useful way to demo services, show short chunks of a search process (e.g., generating a citation for record in a database), or add humor into your interactions with library users online. Check out the resources list below, especially the “10 Second Demos” article and presentation content that I co-authored with another librarian, Karla Aleman. We provide a historical overview of the literature on GIFs, and discuss in depth recommended best practices for creating GIFs including deferring loading time, how to record only enough area of the screen to capture the interaction, and we address accessibility issues

for learners with visual impairments. Perhaps this is one form of technology that just might pique your interest.

Resources List

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Center for the Study of Multicultural Children’s Literature

BEST MULTICULTURAL CHILDREN’S BOOKS OF 2017

Compiled by Dr. Claudette Shackelford McLinn, Lessa Kanani'opua Pelayo-Lozada, Lettycia Terrones, and Patricia Miranda

ALL THE WAY TO HAVANA, by Margarita Engle, illustrated by Mike Curato, 40 pages, published by Godwin Books/Henry Holt and Company., ©2017 (Elementary school, fiction, picture book)

AMINA’S VOICE, by Hena Khan, 197 pages, published by Salaam Reads, ©2017 (Upper elementary school, fiction)

BEFORE SHE WAS HARRIET, by Lesa Cline-Ransome, illustrated by James E. Ransome, 32 pages, published by Holiday House, ©2017 (Elementary school, nonfiction/biography, picture book)

BRONZE AND SUNFLOWER, by Cao Wenxuan, translated from the Chinese by Helen Wang, illustrated by Meilo So, 386 pages, published by Candlewick Press, ©2017 (Upper elementary school, fiction)

CLAYTON BYRD GOES UNDERGROUND, by Rita Williams-Garcia, illustrated by Frank Morrison, 166 pages, published by Amistad, an imprint of HarperCollins Publishers (Upper elementary school/Middle school, fiction)

CRANE GIRL, THE: BASED ON JAPANESE FOLKTALES, by Curtis Manley, illustrated by Lin Wang, 40 pages, published by Shen’s Books, an imprint of Lee & Low Books Inc., ©2017 (Elementary school, folklore, picture book)

CROSSING EBENEZER CREEK, by Tonya Bolden, 230 pages, published by Bloomsbury, ©2017 (Middle school/High school, historical fiction)

CROWN: AN ODE TO THE FRESH CUT, by Derrick Barnes, illustrated by Gordon C. James, 32 pages, published by Bolden, An Agate Imprint [A Denene Millner Book], ©2017 (Elementary school/Middle school, fiction, picture book)

DANZA! AMALIA HERNÁNDEZ AND EL BALLET FOLKLÓRICO DE MÉXICO, written and illustrated by Duncan Tonatiuh, 32 pages, published by Abrams Books for Young Readers, ©2017 (Elementary school, nonfiction/biography, picture book)

DIFFERENT POND, A, written by Bao Phi, illustrated by Thi Bui, 32 pages, published by Capstone Young Readers, ©2017 (Elementary school, fiction, picture book)

EPIC FAIL OF ARTURO ZAMORA, THE, by Pablo Cartaya, 236 pages, published by Viking (Upper elementary school/Middle school, fiction)

FATIMA AND THE CLEMENTINE THIEVES, story and translated by Mireille Messier, illustrated by Gabrielle Grimard, 32 pages, published by Red Dear Press, ©2017 (Elementary, fiction, picture book)

FIRST RULE OF PUNK, THE, written and illustrated by Celia C. Pérez, 310 pages, published by Viking, ©2017 (Upper elementary school/Middle school, fiction)

FREDERICK DOUGLASS: THE LION WHO WROTE HISTORY, by Walter Dean Myers, 40 pages, published by Harper, an imprint of Harper/Collins Publishers, ©2017 (Upper elementary school, nonfiction/biography, picture book)

FRIDA KAHLO AND HER ANIMALITOS, by Monica Brown, illustrated by John Parra, 40 pages, published by North South, ©2017 (Elementary school, nonfiction/biography, picture book)

GRAND CANYON, written and illustrated by Jason Chin, 56 pages, published by Roaring Brook Press., ©2017 (Elementary school, nonfiction, picture book)

GRANDMA’S TINY HOUSE: A COUNTING STORY! By JaNay Brown-Wood, illustrated by Priscilla Burris, 32 pages, published by Charlesbridge, ©2017 (Preschool/Kindergarten, fiction, picture book)

HELLO, UNIVERSE, written by Erin Entrada Kelly, 313 pages, published by Greenwillow Books, an imprint of HarperCollins Publishers, ©2017 (Upper elementary school/Middle school, fiction)

LEGENDARY MISS LENA HORNE, THE, by Carole Boston Weatherford, illustrated by Elizabeth Zunon, 48 pages, published by Atheneum Books for Young Readers, ©2017 (Upper elementary school, nonfiction/biography, picture book)

LET’S CLAP, JUMP, SING & SHOUT; DANCE, SPIN & TURN IT OUT!: GAMES, SONGS & STORIES FROM AN AFRICAN AMERICAN CHILDHOOD, collected by Patricia C. McKissack, illustrated by Brian Pinkney, 173 pages, published by Schwartz & Wade Books, ©2017 (Preschool/Elementary school, nonfiction & fiction [multiple genres])

LONG WAY DOWN, by Jason Reynolds, 320 pages, published by Bloomsbury, ©2017 (Middle school/High school, fiction/novel in verse)



MAMA AFRICA! HOW MIRIAM MAKEBA SPREAD HOPE WITH HER SONG, by Kathryn Erskine, illustrated by Charly Palmer, 48 pages, published by Farrar Straus Giroux Books for Young Readers, an imprint of Macmillan Publishing Group, LLC, ©2017 (Upper elementary school, nonfiction/biography, picture book)

MAYA LIN: THINKING WITH HER HANDS, by Susan Goldman Rubin, 112 pages, published by Chronicle Books, ©2017 (Upper elementary school/Middle school/High school, nonfiction/biography)

MIGUEL’S BRAVE KNIGHT: YOUNG CERVANTES AND HIS DREAM OF DON QUIXOTE, by Margarita Engle, illustrated by Raúl Colón, 32 pages, published by Peachtree, ©2017 (Elementary school, nonfiction/biography, poetry, picture book)

MUDDY: THE STORY OF BLUES LEGEND MUDDY WATERS, by Michael Mahin, illustrated by Evan Turk, 48 pages, published by Atheneum Books for Young Readers, ©2017 (Elementary school, nonfiction/biography, picture book)

ONE LAST WORD: WISDOM FROM THE HARLEM RENAISSANCE, by Nikki Grimes, artwork by Cozbi A. Cabrera, R. Gregory Christie, Pat Cummings, et. al., 120 pages, published by Bloomsbury, ©2017 (Upper elementary school/Middle school, poetry)

OUT OF WONDER: POEMS CELEBRATING POETS, by Kwame Alexander with Chris Colderley and Marjory Wentworth, illustrated by Ekua Holmes, 40 pages, published by Candlewick Press, ©2017 (Upper elementary school/Middle school, nonfiction, poetry, picture book)

PATHFINDERS: THE JOURNEYS OF 16 EXTRAORDINARY BLACK SOULS, by Tonya Bolden, 124 pages, published by Abrams Books for Young Readers, ©2017 (Upper elementary school/Middle school, nonfiction/biography)

PIECING ME TOGETHER, by Renée Watson, 264 pages, published by Bloomsbury, ©2017 (Upper elementary school/Middle school/High school, fiction)

REFUGEE, by Alan Gratz, 338 pages, published by Scholastic Press, ©2017 (Upper elementary school/Middle school, fiction)

RED CLOUD: A LAKOTA STORY OF WAR AND SURRENDER, by S.D. Nelson, 56 pages, published by Abrams Books for Young Readers, ©2017 (Elementary school/Middle school, nonfiction/biography, picture book)

ROOSTER WHO WOULD NOT BE QUIET!, THE, by Carmen Agra Deedy, illustrated by Eugene Yelchin, 48 pages, published by Scholastic Press, ©2017 (Preschool/Elementary school, fiction, picture book)

SCHOMBURG: THE MAN WHO BUILT A LIBRARY, by Carole Boston Weatherford, illustrated by Eric Velasquez, 48 pages, published by Atheneum Books for Young Readers, ©2017 (Upper elementary school/Middle school, nonfiction/biography, picture book)

SPARKLE BOY, by Lesléa Newman, illustrated by Maria Mola, 32 pages, published by Lee & Low Books Inc., ©2017 (Preschool/Elementary school, fiction, picture book)

STARS BENEATH OUR FEET, THE, by David Barclay Moore, 294 pages, published by Alfred A. Knopf, ©2017 (Upper elementary school/Middle school, fiction)

STEF SOTO, TACO QUEEN, by Jennifer Torres, 166 pages, published by Little, Brown and Company, ©2017 (Upper elementary school/Middle school, fiction)

WORLD IS NOT A RECTANGLE, THE: A PORTRAIT OF ARCHITECT ZAHA HADID, written and illustrated by Jeanette Winter, 56 pages, published by Beach Lane Books, ©2017 (Elementary school, nonfiction/biography, picture book)

YOU CAN’T BE TOO CAREFUL, written and illustrated by Roger Mello, translated by Daniel Hahn, 36 pages, published by Elsewhere Editions, ©2017 (Elementary school, fiction, picture book)

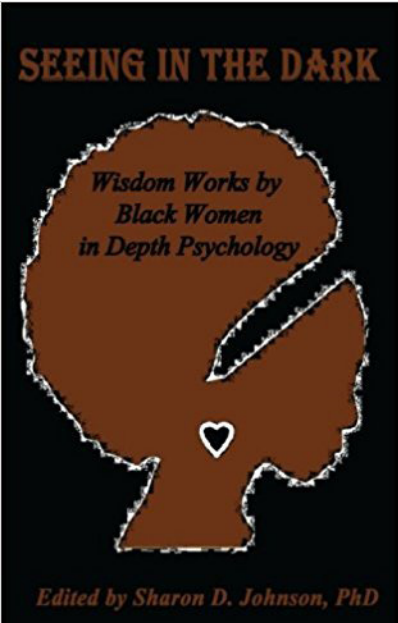


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O P - E D

Book Review: Seeing In The Dark: Wisdom Works by Black Women in Depth Psychology

By Danisha Baker-Whitaker



“Seeing In The Dark: Wisdom Works by Black Women in Depth Psychology” (2017) is an edited collection of essays and creative works by depth psychologists. Editor Sharon D. Johnson is joined by contributors Sherrie Sims Allen, Patricia Arah Ann Taylor, Kimberly L. Howell, Alisa Orduña, and Marcella De Veaux. All of the women find unique yet unifying ways to share their expertise and experiences. Each shares an artfully crafted essay that firmly grounds the work in the discipline while allowing any uninitiated reader to develop an awareness of the principles of depth psychology and the relevant connections to interactions with self and others.

In fact, knowing (thy)self, based on the foundational philosophical dictum, is a recurring theme in the essays. After the Introduction, the book arranges its content into three sections: “Woman, Know Thyself”, “Soma and Psyche”, and “History, Historicity, and Healing”. The

reader doesn’t have to be a depth psychologist to anticipate that this text, then, will delve deep. The women use poetry and prose to acknowledge, expose, explore, accept, and heal. The cathartic process can prove both informative and inspirational to the reader. Each essay presents a relatable scenario and allows the reader to challenge cultural, social, and professional interactions in a way that sustains self without prohibiting growth and transformation.

Woman, Know Thyself

Dr. Allen explores anger and rage as strategic change agents in climates of social injustice. She presents and interrogates stereotypes (historical and contemporary) associated with Black women in “Revisioning the Myth of the Angry Black Woman”. Dr. Taylor examines agency and respect on the job in “My Legacy and the Legacy of Enough in the Workplace”.

Seeing in the Dark: Wisdom Works by Black Women in Depth Psychology. (2017)

\$14.95.
ISBN 9780998226002.
153 pages

Soma and Psyche

Dr. Howell approaches the task of “Re-Visioning Hollywood’s Gods” with sincere authenticity guided by her personal experience with Body Dysmorphic Disorder (BDD). She chronicles this challenging time while invoking the work of James Hillman to understand the triumphs and tragedies of celebrity. Doctoral candidate Alisa Orduña presents a sensory-rich account of her first Medicine Walk in “Stepping into Forest: Incorporating the Lost Girl Back into Self”.

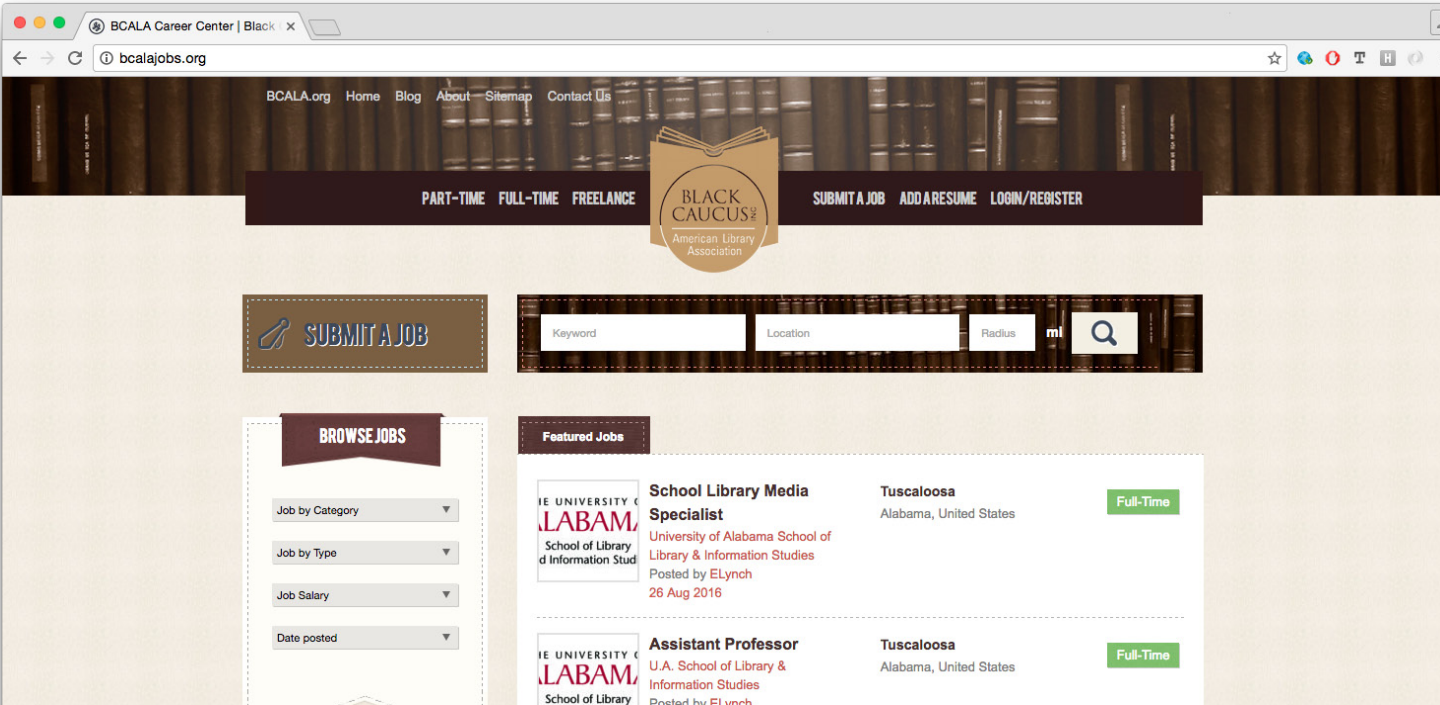
History, Historicity, and Healing

Dr. De Veaux uses The Great Migration as a means to explore the reality of regional Black experiences. Her essay details southern and northern systems of oppression and she suggests healing and delivery may come from “Acts of Liberation: Creative Resistance”. Johnson considers cultural complexes in “Race and Inferiority: What the Harlem Renaissance can Teach Us Today”.

Despite the grounding in depth psychology, the text is very

approachable. Readers will be educated by the inclusion of Jung, imaginal dialogues, and explorations of the unconscious. They will be reassured by the inclusion of Dr. Beverly Tatum, bell hooks, and shared cultural experiences. Seeing in the Dark encourages knowledge of self, critical reflection, agency, and advocacy. Recognition and memory work together to provide an acceptance of ourselves, as ourselves; enlightened, we are able to see...and shine...and love.

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A Review of “Good Touch Day” by Sandra A. Roberts

By Tahira A. Ahmad, Queens Library



When my review copy of “Good Touch Day” arrived in the mail and I saw the illustrations on the cover page, I immediately felt the title was rather vague. Why? Because I could not perceive the connection between the title and illustrations. If I were a child, this probably would have discouraged me from reading the book (this is something very important to children in particular; they need that interesting cover photo or illustration to explain the title. A child more than half the time would pick a book with colorful illustrations or an interesting, simple title). The same thing goes for us adults. We’re immediately drawn to books/novels that have interesting, engaging photos or catchy titles. This could be a “Human thing”.

As far as I know, there are currently no story books (or perhaps very few) on the market that introduce children to what it means to be a massage therapist and why some people choose it as a career. By explaining what a “Good Touch Day” is, Roberts has also established the importance

of understanding what the “healing hands” of a massage therapist do. This should be one good reason a parent or teacher may recommend this book as a reference tool, if not as part of a career day book display/reading list.

In “Good Touch Day”, Roberts’ experiences as a massage therapist is quite evident in her explanations - her expression of ideas and direct message to a younger readership population.

Although the intended audience are children, adults will find this book more useful as a teaching tool and therefore will likely gravitate toward it more than children. After all, it is a well written book that introduces children to that “difficult to explain” concept of “good and bad touching”.

With such an almost rehearsed focus, “Good Touch Day” addresses the issue of “Stranger Danger” head on with a lighthearted story that is aimed at exploring the innocence of childhood. The story is mostly about a little boy (Frederick), sharing his

parents’ talents with his classmates in such a beautiful way that only includes issues that are relevant. Issues that will not cloud a young reader’s imagination.

I would have loved it if Roberts had talked more about things we can teach young children BEFORE we begin to teach them specific touching rules. For example, the correct names of their different body parts (not necessarily anatomical names), including their private parts. Once children can name their body parts and know about the different kinds of touches, they will be more confident when responding to or reporting uncalled-for situations to trusted adults.

One obvious fact is that this book, is an excellent conversation starter for parents, teachers and caregivers to discuss and empower their children. While “Good Touch Day” is not about race, some readers may

appreciate the fact that the main characters in the story are African Americans. Hopefully this will not affect readership, for the issue being discussed is much bigger than race or culture. It is universal.

A very nice valuable treat included at the end page of this book is a diagram of the human body. Although particularly aimed at pointing out various muscles that can benefit from a massage therapist’s therapeutic touch, the diagram can also serve as a model for teaching parts of the body that can receive “appropriate touches”.

The illustrations are cute, different and almost unique, but not very engaging. I’m not sure what particular age group Roberts had in mind in terms of readership, but as an adult, I found the first couple of pages lacked the enthusiasm I needed to continue reading. The silliness of childhood mostly became obvious

towards the end of the book (page 24).

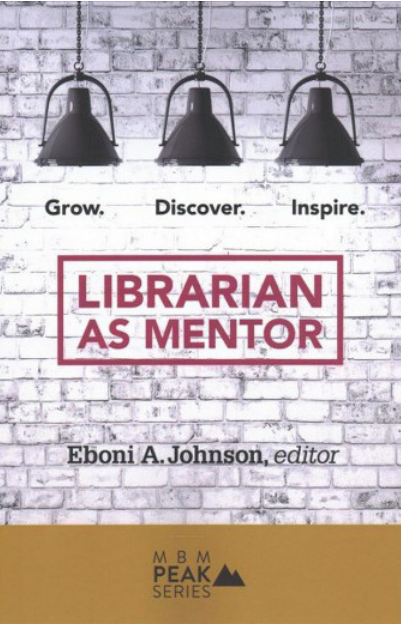
The author clearly drew from her experience as both an educator and massage therapist. The characters are warm and gentle. A seemingly lighthearted look at a very important topic. Without a doubt, the storyline addresses what has long become a taboo topic in many of our public schools and homes - the idea that some forms of “touching” are nurturing, comforting, and acceptable, while others are inappropriate. This can be very confusing to a child.

A nice reference tool for anyone who cares about empowering our children, and a job well done Robert. Thanks for the opportunity.

Good Day Touch. (2017)
ISBN 9780998608600
32 pages

Book Review: Librarian as Mentor

By Linda Jolivet, Laney Community College



“Librarian as Mentor”, Edited by Eboni A. Johnson is a well-organized book that examines a wide spectrum of topics related to mentoring. Divided into four sections and fourteen chapters, this book examines the role of mentors, peer mentoring, career mentoring, and community mentoring. Institutions beyond libraries are included, such as museums and historical entities.

The essays are well-written, with bullets at the beginning of each chapter for “Top Takeaways in This Chapter”, and ending with “Reflections—Key Lessons for Librarians”, and bibliographic information for further reading. Documentation and discussion of many types of mentoring relationships makes this a book I would highly recommend for anyone in the library profession, or library studies programs. A great deal of self-reflection has gone into each essay.

The first section, “The Role of Mentors”, contains chapters in which the philosophy, purpose, goals and benefits of mentoring can be broadly applied to mentoring in various settings. Chapter 3, “It Takes a

Village: Mentoring from All Sides”, Diana M. D'Agostino concisely states: "Mentoring is a natural outcome of active participation in your village.” (p.27). This author also stresses the importance of trust in mentoring relationships, and how the values of mentoring are in alignment with those of the library profession; teaching and sharing information.

Chapter 13 on mentoring community members (Rachel G. Rubin) argues that traditional mentoring is about facilitating individual learning and development toward professional growth and career advancement. This chapter suggests widening the lens to include members of the community. The author suggests mentoring community members around library issues to assist library leaders to advance the goals of their individual organizations and to create more community advocates. This is a great goal, but I would categorize this as advocacy, rather than mentoring. Building relationships with library-support groups, keeping community members informed and educated regarding library issues differs from “mentoring”.

Other essays discuss the qualities of a good mentor, mentoring in non-library settings, such as a museum, mentor as cultural translator, peer mentoring, LIS Ph.D. programs as a training ground for becoming a mentor and mentee, and mentorship in preparing for the new generation of library professionals. Peer-to-peer mentoring in library school programs, MLS and Ph.D. programs is an area fertile for development for

formal mentoring programs.

The benefits of mentoring, both formal and informal are covered, but perhaps increased inclusion regarding what occurs when mentorship programs are unsuccessful, mentorship training programs that prepare individuals to be effective mentors, and discussion and examination of models from the business and tech worlds, and

other professions would round out this book. Charlotte Beers Plank, Chapter 12, mentions overcoming differences, and mentorships that have failed on a personal level, but a broader exploration of this aspect of mentoring is needed. A list or guide to current, formal mentoring programs that readers can apply for, or read about would have been a helpful inclusion.



Electronic Resources Librarian Vacancy at Pratt Institute

POSITION SUMMARY:

Under the general supervision of the Chair of Library Faculty, but with routine day-to-day collaboration with the Head of Technical Services, the Electronic Resources Librarian is responsible for the management of electronic and digital resources and serials subscriptions specifically regarding issues of access, user support, and resource acquisition. As library resources evolve and with a view across formats, this position will contribute to the evaluation of scholarly and disciplinary resources by providing data on elements such as format options, usage patterns, cost, and relevance to Pratt’s areas of study and research. In addition to familiarity with subscription based electronic resources, the candidate will be knowledgeable about managing access to born digital and open access resources.

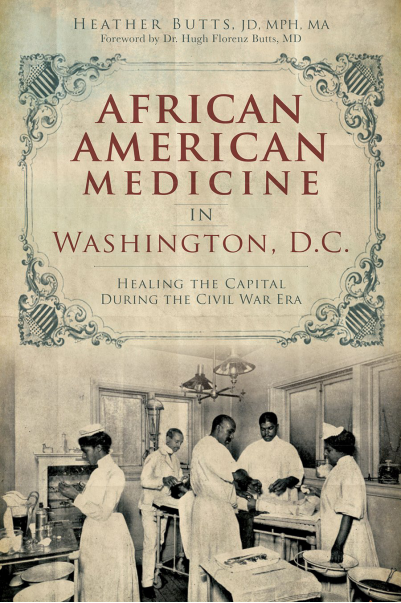
The Electronic Resources Librarian is a 12-month per year, full-time, tenure-track faculty position at the Assistant Professor rank. Library faculty have academic departmental liaison responsibilities that include collection development and management, information literacy instruction, and outreach. Located on Pratt’s historic 25-acre campus in the culturally diverse neighborhood of Clinton Hill, Brooklyn, Pratt recognizes the strength that stems from a diversity of perspectives, ideas, backgrounds, approaches, and experiences. We aspire to continue to grow as a place that always welcomes and encourages individuals of all backgrounds to contribute to and be part of Pratt culture.

For more information and to apply, visit: <https://tinyurl.com/y97hxf4>

Librarian as Mentor (2017)
ISBN 9780997175721
192 pages

African American Medicine in Washington, D.C.: Healing the Capital During the Civil War Era.

By Eddie Hughes, Southern University



The History Press
Published: 2014
153 pages
\$19.99
ISBN: 978-1-62619-655-1

African Americans served in every United States of America military involvement since America’s Revolution of Independence. For many, serving in the military infers marching into battle as soldiers to kill or be killed. During the American Civil War, colored troops served as soldiers on the battlefield; moreover, they also served in the professional capacity of caring for the wounded.

Heather Butts goes to great length to introduce contemporary readers to the existence of qualified African American doctors who were practicing medicine before the American Civil War began. Along with introducing the modern era to African American physicians who lived during the mid-19th century, Butts also describes, in particular, the “innate prejudice” and rejection they endured. From Butts we learn that during the American Civil War, African Americans were not desired as Union soldiers nor as doctors, nurses, or stewards; nonetheless, once the United States government “raised 150,000 colored troops” to

serve in the military, as soldiers in combat, it was agreed that qualified African American surgeons could “get appointments” as their healers.

Before the start of the American Civil War, more than half of Washington D.C.’s African American population were free and with the signing of Abraham Lincoln’s Emancipation Proclamation, all of D.C.’s enslaved population became free; in addition, when Union armies commandeered plantations, those slaves, became liberated contraband. Many of these newly freed people made their way to D.C., thus adding to the number of African Americans in the city. Due to the racial climate of the mid-19th century, African American surgeons in D.C. were assigned only to “tend to the sick and injured” African American soldiers and citizens; to this end, the Contraband/Freedmen’s Hospital in D.C. was created to serve the entire African American community.

Butts reviews the general attitude of indifference the nation had toward healthcare of African

Americans during the mid-19th century. Although the nation was cavalier toward the healthcare of African Americans, Butts introduces her readers to a cadre of African American doctors and nurses, by name, who were serious about the “well-being and survival” of African Americans; as well, although scarce, she also introduces her readers to white doctors and nurses, who were genuine in their concern and efforts of caring for injured African American soldiers, as well as, sick African American civilians. Butts does a remarkable job of portraying the “dehumanizing, physical, psychological and emotional” conditions African American health providers were compelled to work under; yet, they were “able to use their skill and ability to heal” the Black community of Washington D.C.

Unfortunately, Butts’ effort also encompasses a few misprints and typographical eras which can be tolerated because such errors are often the result of the publisher and less the fault of the author.

Nevertheless, it is hard to tolerate the reference of the historically Black Howard University as “predominately white”. Another problematic issue is Butts utilizing her literary license as a revisionist and altering language within direct quotes. When using direct quotes of white people, from the Civil War Era (Walt Whitman, and Generals Sherman & Grant), Butts uses the terms “African American” when the speakers are referring to Black people. This undertaking is clearly a revisionist act because the idiom “African American” was not a part of the American lexicon in the mid-19th century. At the same time, when she quotes Black doctors of that era (John Rapier and Anderson Abbott) the term “Colored” is installed as it is a more accurate expression for that time period.

Butts’ book is a wonderful reminder that African Americans did not sit idly by and pray for a favorable end to the American Civil War. Instead, they contributed their “skills and ability” toward the United States

winning that war. There are movies and legendary stories that are told of gallantry and heroism of African Americans serving as soldiers in combat and undercover acts of valor such as Robert Smalls’ flight of navigation; however, little to nothing is known of the brilliant, courageous, and skillful surgeon, Major Dr. Alexander Augusta who, along with others, served as healers during the Civil War and established nursing programs, founded medical associations, and continued to heal and teach years after the war was over. Although the conditions were subpar and the racial tension was extreme, “African American healthcare providers of all levels... utilized their talents and served their country” with dignity and distinction.

African American Medicine in Washington, D.C.: Healing the Capital during the Civil War Era is recommended for all libraries with a patron community that has an interest in Civil War affairs.

“Dehumanizing, physical, psychological and emotional” conditions African American health providers were compelled to work under; yet, they were “able to use their skill and ability to heal”

Online Citizenship Preparation with USA Learns Citizenship

By Evelyn Fella



A Need and a Solution

With a 26 percent increase in the number of immigrants applying for naturalization*, and citizenship classes across the U.S. filling up with long waiting lists, a need for more immigrant services was apparent. To address this need, the California State Library, the Sacramento County Office of Education (SCOE) and the Immigrant Legal Resource Center worked together to answer the question:

“How can technology be used to help underserved immigrants pursuing citizenship?”

Thanks to the keen insight and expertise of this partnership, an exciting free course for immigrants considering U.S. citizenship is available on the USA Learns website (usalearns.org). The USA Learns Citizenship course is a comprehensive free online course and a natural extension of the free English courses already available on usalearns.org.

In the new USA Learns Citizenship course, students use a mix of engaging, high-quality multimedia activities to acquire information about the naturalization process and skills needed for the interview. Units cover eligibility, benefits, rights and responsibilities of citizenship, finding legal help if needed, avoiding immigration fraud, and preparing for the oral review of the N-400 and the English and Civics tests in the naturalization interview.

The N-400 Review

Though much is made of the 100 Civics questions, experienced citizenship teachers and USCIS personnel confirmed that for many candidates, the N-400 application review is actually the most challenging part of the interview. During the interview candidates must recognize vocabulary in the officer’s questions that might be considered legalese and unusual even for native speakers. Also, officers can word the questions in any variety of ways with difficult grammatical structures. Not surprising then, the most unique and well-received unit of USA Learns Citizenship is devoted to the N-400 application review during the naturalization interview, material rarely covered elsewhere.

USA Learns Citizenship helps candidates prepare for the initial meeting of the USCIS officer and the N-400 review in the following ways:

- Overview of what to expect when arriving at the USCIS office, with video and audio practice of relevant vocabulary, small talk topics and phrases.
- N-400 questions presented in thematic lessons.
- “Red flag” questions with tips on when to seek legal help.
- 150 key words from the N-400 application form, each presented with an image, a definition, and in a sentence.
- Listening activities designed to improve comprehension of key words and structures in a long question, and to recognize different ways of asking the same question.
- Practicing appropriate responses including asking for clarification.
- Grammar practice of verb tenses in questions and answers.
- Online speaking tools practicing face-to-face responses to “officers” in videos.



Preparing for the Civics Test

Of course, an important part of any citizenship class is helping students learn the 100 Civics questions. With the goal of making the answers meaningful, and not just an exercise in memorization, USA Learns Citizenship has grouped the questions into 15 topical lessons, placing each question in its context of U.S. history or government organization. One-hundred and twenty key words and concepts from the questions are presented with colorful images, definitions, and sample sentences. In each lesson answers to the questions are woven into a narrative and presented in beautiful animations, USCIS video clips, or readings. Activities always follow to verify learning of the content.

Answering the officer’s question is the ultimate tool for self-assessment. The USCIS civics practice test videos are creatively incorporated into the USA Learns speaking tools. Students first practice their pronunciation of possible answers and later, answer the USCIS officer’s questions, face to face.



Practice for the Reading and Writing tests are incorporated into each of the Civics lessons. Students record themselves reading text containing the USCIS reading vocabulary words. They can always repeat and try to improve their pronunciation. Preparation for the writing test is done with the dictation of sentences using the USCIS writing vocabulary. Students receive feedback on each letter typed.

Special Features

Other highlights the of USA Learns Citizenship course include:

- A course guide, similar to a virtual teacher gives special information and tips at the beginning of lessons.
- A variety of “officers” of different ethnicities and different accents provide realistic language input and listening comprehension practice.



- Clearly stated learning goals begin each lesson and learning logs end each lesson for self-assessment.
- Engaging animations that help applicants protect themselves from immigration fraud.
- Intuitive design, easy-to-use navigation for users of all levels of technology experience.
- A user-friendly learning management system tracks learners’ scores and progress.

The usalearns.org website is ideal for non-traditional learning environments such as library classes or tutoring sessions, immigration welcome centers or adult centers, and of course, the independent home learner. Adult education citizenship teachers and library staff will find the site enhances and pairs nicely with their current curriculum. To access the new course, visit usalearns.org and register as a student using a unique email address. Check it out and spread the word about this exciting new and free tool.

Questions?

Do you want to learn more about USA Learns or the USA Learns Citizenship course? Please contact Andrea Willis (awillis@scoe.net) with questions about the project, or email help@usalearns.org for technical support.

About the Developers and Funders

The USA Learns Citizenship course was supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian. Content was developed in partnership with the Immigrant Legal Resource Center and the New Americans Campaign, with support from the Grove Foundation. The core content development, programming, and multimedia work was completed by SCOE’s Internet and Media Services department.

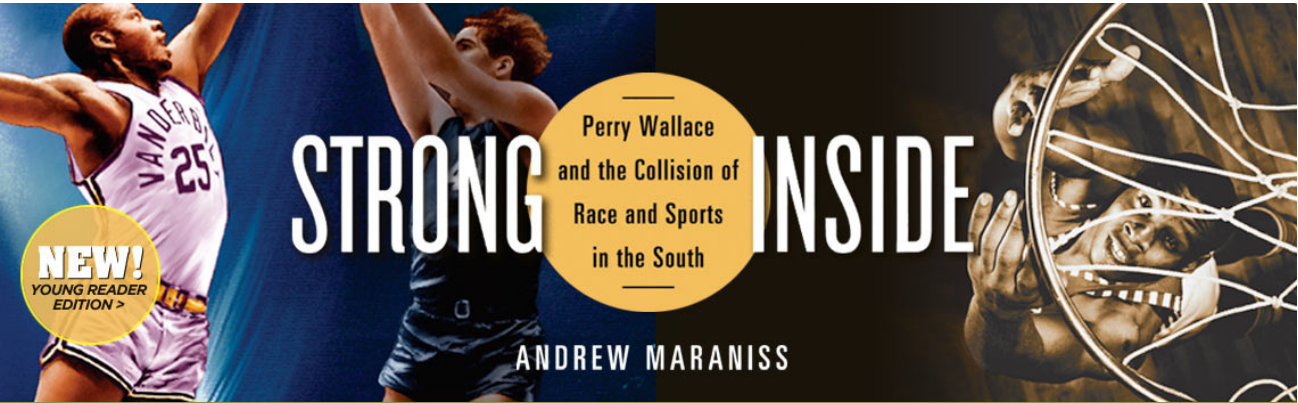
* Source:

<http://www.pewresearch.org/fact-tank/2016/09/15/immigrant-naturalization-applications-up-since-october-but-past-years-saw-larger-increases>

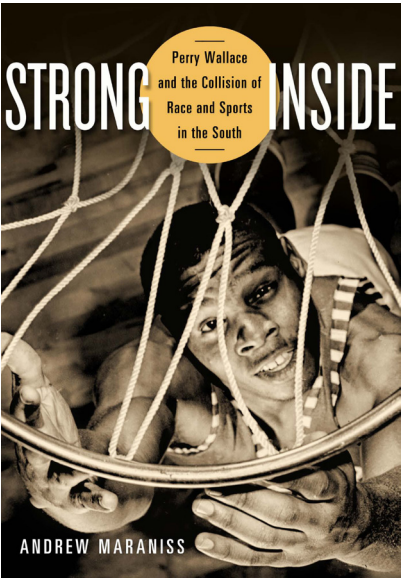
Evelyn Fella, M.A. TESL is an ESL consultant specializing in instructional design and curriculum writing. She has been designing multimedia tools for ESL students and training teachers in their use for over 30 years. Evelyn is the lead writer and instructional designer of the USA Learns courses.

“Strong Inside” Book Review (Original & Young Readers Editions)

By Jessica Anne Bratt & Jason Alston



[Editor’s note: this is a combined review of “Strong Inside: Perry Wallace and the Collision of Race and Sports in the South” by Andrew Maraniss for Vanderbilt University Press (2014), and “Strong Inside (Young Readers Edition): The True Story of How Perry Wallace Broke College Basketball’s Color Line” by Andrew Maraniss for Philomel Books (2017). The 2014 edition will from here on be referred to as the original edition.]



ORIGINAL EDITION:
A relevant, thorough outlook on race, politics, and sports in America. Although now words of diversity, equity, and social justice have been highly politicized, Maraniss takes us back to the start of integrated education. He shows us, through his meticulously detailed writings, the underappreciated pioneers. It is a testament to how talented he is as a writer, to take a biography and weave interconnecting tales, shaping not just Perry Wallace, but

everyone who crossed his path.

Readers need not be basketball fans to appreciate what Perry Wallace endured. Sports enthusiasts will enjoy gleaning many facts and historical side statistics of yesteryear basketball. Growing up in segregation, Perry Wallace takes us on his journey from boyhood to entering high school. Maraniss shapes the Perry Wallace story against the larger movement happening to desegregate

schools in America before and after Jim Crow.

After being recruited by schools around the nation, and seeing how the northern Black college athletes did not fare any better than the southern athletes, Wallace decides to deal with what he is familiar with: the South. The tumultuous college years of dealing with disenchantment, isolation, violence, and racism through both Vanderbilt and the sports world will cause readers to experience sadness, anger, and bittersweet triumph as Wallace remains mentally strong through emotional and physical trauma.

The questions Maraniss poses of what diversity and inclusion looks like can be found all throughout the book. Is it worth being a champion when at the end your struggles are diminished and dismissed? Will we as Americans ever learn from history? While grappling with race in America, Maraniss points to a small yet mighty story in his novel. What happens when integration happens and attractions manifest on a college campus? The attention that Maraniss puts in this novel is incredible. While it seems long, it is a fast read though one should make sure they have time to read it.

(Bratt)

YOUNG READERS EDITION:
The original version of “Strong Inside” may – as previously noted – seem like a long book due to its page length, but the young readers edition is both a quick read, and will not intimidate those looking for something that they can pick up and read through quickly. Published roughly three years after the original version, the young readers edition may be specifically aimed for a younger audience, but author Andrew Maraniss does not sanitize the language used in this edition, and the content is mature enough to keep older audiences interested. The young readers edition is appropriate for middle school and up, but may not be fitting for elementary school audiences due to some sensitive language and content. The chapters are brief and easy to navigate, and because the chapters are short, busy readers can get in quick reads and have convenient stopping points.

The young readers edition captures mainly the collegiate playing career of Perry Wallace, who – along with teammate Godfrey Dillard – were the first Black basketball players in the SEC. This edition begins with some information on Wallace’s experiences as a child and as a

high school basketball player in segregated Tennessee in the 1960s. Wallace then goes on to play for Vanderbilt, and his career with the Commodores was littered with scary moments as he faced not only hostile crowds while visiting other southern states with SEC teams, but also faced hostility from students, some professors, and even an athletic official on his own campus.

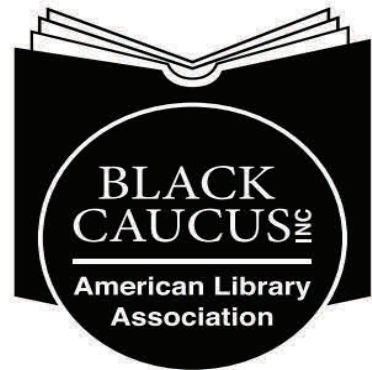
Woven in quite well with the descriptions of the experiences that Wallace and Dillard have on the team and on campus are some connections back to the larger Civil Rights Movement occurring in the United States at the time. Wallace’s reaction to Martin Luther King, Jr.’s death and to a visit to campus by legendary activist Stokely Carmichael establish how Wallace’s integration of the SEC may be an underappreciated piece of the changes occurring in our nation at the time.

We do get some much-needed information on Wallace’s life after Vanderbilt at the conclusion of the young readers edition. All things considered, I highly recommend the young readers edition for history buffs, sports buffs, and anyone looking for a good read but who may not have the time to invest in the original edition of “Strong Inside.” (Alston).



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