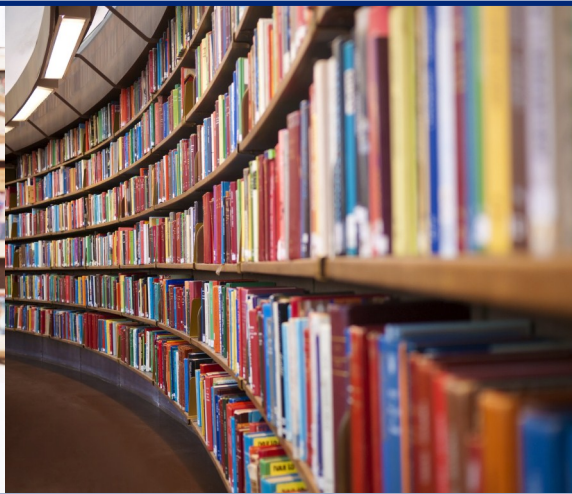


Florida Libraries

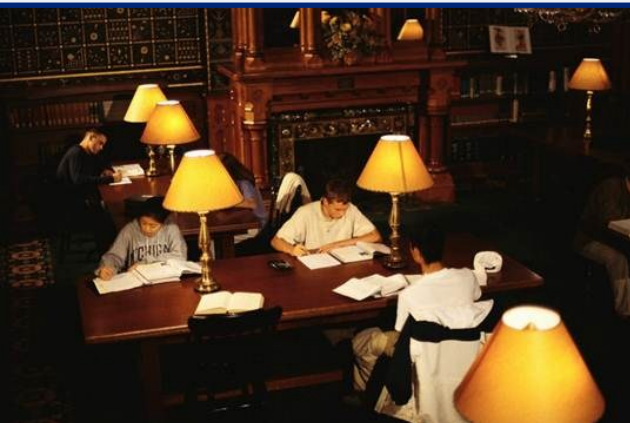


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Libraries Strengthen Communities



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Much has changed since Selfridges first opened its doors. Five years on from series one, Europe is on the brink of war and London is enjoying one last defiant period of hedonism and decadence. Having rocked the retail world with his pioneering new store, Mr. Selfridge now has his sights set on joining the establishment and rebuilding his family life.

3 DVD Set - 10 Episodes
 Item #: MST64412

To purchase this DVD and other educational resources, visit shopPBS.org/teachershop

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Message from the President

Spring traditionally is a time of change, new growth, and renewal. This year for FLA we are seeing all of those in play.

Under change we have just entered our new era of directorship with Martina Brawer and are beginning the process of saying goodbye to Faye Roberts. Martina took the helm on January 15th, and Faye assumed the role of Transition Consultant on February 1st. We are excited at all the possibilities Martina brings to our director's role, and melancholy about watching Faye leave us. Faye once summed this period up best with an analogy of spinning plates. In Faye's first column as Executive Director back in 2008, she said that assuming the role from Ruth O'Donnell was like, "taking a handoff from a skilled juggler – while multiple plates on sticks are spinning overhead." Martina is now taking hold of those same sticks and keeping watch over the spinning plates.

With new growth comes new opportunity, and opportunities are abounding this spring. Hopefully, you had a chance to participate in our most recent Library Snapshot Day, coordinated by our Public Relations Committee. As the results of this very successful tool are made available, take advantage of the opportunity to share Florida's library stories with your patrons, friends, business community, and governing entities. Quotes and pictures from Snapshot Day, are a great way to introduce yourself to your city, county, state, and federal elected officials.

Another opportunity comes thanks to our hard-

working Legislative Committee. Library Legislative Day is scheduled each spring in Tallahassee to congregate at the Capital and share our stories with our local delegates. Of course, we all know that the relationships with our elected officials aren't built in one day. Share your successes and events with your local officials throughout the year by sending them pictures, news, and photo opportunities at your events.

Looking for a good spring read? Take advantage of an opportunity to read the "One Book, One State" selection, *Drive* by Daniel Pink. Are you more motivated by internal factors than external rewards? Read the book and participate in the opportunities for group discussion being offered by the Leadership Development Committee. Check the Web site for more information and sign up to participate in, or have a program in your library!

Opportunities are everywhere this spring for you to become more involved in your organization. President-elect, Linda McCarthy, made new committee assignments for the year that began at the conference. If you haven't had the chance to be directly involved in the work of FLA before, make this the year you take a more active role. All of the committees are vibrant and active; and the work they do is very rewarding and appreciated. Of course, the main opportunity was our FLA conference. Our Conference Committee put together a line-up of amazing programs that are sure to help you "Envision Excellence" in whatever type of library you call home. From the pre-conference session of "You Are the Patron" presented by Tony and Kari Ann Stamatoplos where people learned to see service

through the eyes of the patron; to the Closing Session with J. Jeff Kober who brought us customer service ideas from Disney...the masters of customer service; we were informed, challenged, and energized with opportunities for growth. Speaking of opportunities, I hope you didn't miss seeing our keynote speaker, and the inspiration behind this year's theme, Amy Herman, as she introduced you to the "Art of Perception," and taught us how to see things you might now be missing. Amy also presented a follow-up session for those interested in learning more. During the conference we all had multiple opportunities for "envisioning excellence" through workshops presented by some of Florida's best and most innovative librarians, as well as some of our national favorites. I hope you had time to join your friends and colleagues at the Buena Vista Palace for a time of growth and renewal.

And, speaking of renewal, now is the perfect time to renew your FLA membership, if you haven't already done so. Membership brings with it reduced conference rates, multiple networking opportunities, continuing education offerings, and the chance to make a difference for the better in our profession. Renewal is fast and easy using the links on the Web site. While you are on the Web site or renewing, please consider donating to our Honor Role to support our advocacy efforts. Your donation is tax deductible, and furthers our opportunities for advocating for all our types of libraries and librarians.

In closing, spring also brings the change that happens every year in our FLA leadership. I will wrap up what has been a rewarding and fast-paced year as your FLA President, and look forward to the awesome leadership we will have under Linda

McCarthy. It has been an honor and a privilege to serve as your FLA President this year. Being in this role gives you a wonderful opportunity to see the big picture of the organization and how each of you are the key to its strength and success. Each of our Committee's: Awards, Conference, Continuing Education, Finance, FL Public Library Standards, Human Resources, Intellectual Freedom, Leadership Development, Legislative, Library Personnel Recruitment, Membership, Nominating, Past Presidents, Planning, Public Relations, and Scholarship; and our Member Group's: Academic Instruction and Information Literacy Roundtable, Academic Libraries, Black Caucus, Florida Virtual Campus, Friends Foundations and Boards, GLBT Library Services Support, Government Information, Learning Support, Library Technology, Management and Administration, New Members Roundtable, Outreach and Programming, Public Library Directors, Reader's Rights and Privacy, REFORMA de Florida, State University Libraries, Technical Services, and Youth Services are energetic and hard working and always eager for new participants. It is your commitment and dedication that makes FLA great. Thank you for giving me the opportunity this year to work with you. I look forward to watching our organization grow and thrive in these years to come, and am excited about the roads we will travel together.



Gladys Roberts
FLA President,
2013 - 2014



Carolynn Volz and Barbara Stites

There's a good chance you know a winner! Did you nominate them?

The 2014 FLA Award Winners were recognized at the Florida Library Association Annual Conference, May 7 – 9, 2014

Buena Vista Palace and Spa, Lake Buena Vista, Florida

Imagine winning statewide recognition for your efforts!

Here's what one recipient says

about winning the FLA's award for Librarian of the Year:

"One feels good and appreciated when honored with distinguished awards. [I was] very grateful and appreciative to be nominated by my staff and recognized by my professional association for my years of services and accomplishments to librarianship. Additionally it provided great PR in my local area community with the news media. It gave me another way to tell my library's story, give credit to my staff, Library Advisory Board members, Friends' group, and County Administration. It was a fun and happy occasion!"

~Mary Jane Little, 2006 Librarian of the Year

Speaking of "great PR" . . . this year FLA offered 15 awards, including a new one, Excellence in Marketing and Public Relations.

New for 2014! *Excellence in Marketing and Public Relations.* It is more important than ever for libraries to get the word out on all that they offer -- to be able to tell their story well and show their positive impact. For the first time, Florida libraries that do an excellent job of telling their story will have the opportunity to receive statewide recognition. [Learn more about this new award.](#)

The 14 other awards recognize ...

- **Over-all achievement** ([Library of the Year](#), [Librarian of the Year](#), [Lifetime Achievement](#), and [FLA Leader of the Year](#))
- **Excellence in a specific field** ([Youth Services](#), [Websites](#), [Learning Design](#), and [Business Support/Workforce Development](#))
- **Embodiment of values and ideals** ([Intellectual Freedom](#), [Innovation](#), [Changing Lives](#))
- **Contributions by library supporters** ([Friends, Foundation or Board Members](#), [Citizens](#), [Business or Media Partners](#))

Learn all you need to know at the [FLA Awards page](#). There are five additional awards granted by FLA's **Friends, Foundation and Boards** Section. [Learn more about those here.](#)

It's never too early to begin planning your nomination for 2015. FLA members can nominate themselves, their co-workers, or their library.

Have an unsung hero? **Nominate someone for an FLA Award and let them know that their work makes a difference!** Award winners also inspire others to reach for new possibilities.

Visit www.flalib.org/awards.php for more detailed criteria on each award.

In general, nominations are accepted each year beginning in November and the deadline is usually in February, but check the official site above for more details and specific dates.



Barbara Stites and Carole Fiore

Nominate someone for a Florida Library Association Award and make their day!



Five Years of Florida Book Challenges

By Robin Shader

My first book challenge occurred in the late '90s, while I was working as a children's librarian with the Ocean County (Public) Library in New Jersey. One day an obviously pregnant woman asked for help finding a book that would help her accurately explain where babies come from to her four-year-old son. We looked through the children's nonfiction section until we came upon the book *Getting Ready for New Baby* by Harriet Ziefert. The book included illustrations of cartoon doggies having sex, among other details of reproduction. The mom thought it was perfect. Not long after that, the library received a formal request for reconsideration of the same book (from a different patron) who found the illustrations completely inappropriate for children.

Similar incidents happen regularly in schools and libraries; a book that is perfectly appropriate for one person is completely inappropriate for another. Sometimes explaining library goals and values and offering to help find something more suitable can quell the concern. Sometimes the concerned citizen is determined to have a book relocated, labeled, restricted, or removed from the collection through a formal challenge process.

Why do people challenge books?

Emily Knox, associate professor in the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign, researches why people challenge books. She reads documents from challenge cases, interviews challengers, and attends hearings when possible to identify common themes. Knox

summarized her findings at the American Library Association (ALA) Annual Conference in 2013¹. In her presentation she noted three categories of beliefs held by challengers:

1. Society, parenting, and childhood: Challengers believe society is in decline so there should be boundary setting. Public institutions should be supportive of society's desire to set boundaries and should help parents by excluding materials that might be inappropriate. Innocence must be protected!
2. Public institutions and procedures: Challengers believe the library is a public symbol of the community, whose procedures are inadequate and opaque. They don't understand how a book gets on the shelf. They don't know anything about selection and technical services. They don't understand what it means when librarians say "We read a review in Booklist."
3. Reading practices and interpretive strategies: Challengers feel that children do not have the skills to interpret the text; if a child reads something in a book he will want to do it (drugs, sex, etc.) and this will lead to bad moral character. Reading changes lives, and complainants are concerned about what those changes might be.

Knox concludes that challenges are about local control. Complainants challenge objectionable materials because it's within their power. It's one small thing that they can do to make a difference.

Challenge Statistics and Trends

According to the ALA Web site (<http://www.ala.org/bbooks/about>) most challenges are initiated by parents, and the most common reasons are because the books are "sexually explicit," contain "offensive language," and are "unsuited to age group." Most challenges occur in schools.

ALA tracks challenges through their Office for Intellectual Freedom (OIF). Each year, during Banned

Books Week, OIF reports the number of challenges (reported to them) and publishes the top ten most challenged titles of the previous year. In 2012 there were 464 challenges reported by OIF.² Although Florida does not currently track challenges, information shared by OIF and identified through internet searches was used to create the following table of challenges in Florida over the past five years.

Table 1. Florida book challenges in schools and public libraries, 2009-2013

Title	Author	Date	Location	Summary
<i>Only in Your Dreams: A Gossip Girls Novel</i>	Von Ziegesar, Cecily	2009	Public Library	This challenge began in 2008 with an e-mail sent from a concerned parent of a thirteen-year-old to each member of the County Commission and many others. The complaint initially included this book and <i>The Bermudez Triangle</i> by Maureen Johnson, but expanded to include close to forty titles. The books were challenged due to sexual content, drugs, and other mature themes. All titles were retained but moved to a separate "high school books" section in a compromise worked about between the library and the Leesburg City Commission. The petitioners were not satisfied so took their complaint to the Lake County Commission. The County Attorney advised that moving the books or labeling them might violate the First Amendment. (An article about this incident, written by then Director Barbara Morse, appeared in the Spring 2010 edition of <i>Florida Libraries</i> .) ³
<i>The Heroin Diaries: A Year in the Life of a Shattered Rock Star</i>	Sixx, Nikki	2010	School	The father of a female student complained to Hernando High administrators that the book was inappropriate for high school students due to explicit language, descriptions of drug use and photos. The principal agreed and the title was removed from the suggested (optional) reading list for the college-level Advanced Placement Psychology class. ⁴
<i>Running with Scissors</i>	Burroughs, Augusten	2010	School	Two concerned parents emailed the principal of Plant High School (Hillsborough County) challenging the inclusion of this book on a suggested reading list in a class where juniors and seniors earn college credit. A school board member and school district employee joined the parents as complainants. Per district policy, review panels were convened in nine high schools and each made their own determinations. Four high schools voted to keep the book and place a "Mature Reader" label on the front cover, three schools will require parental consent, two schools voted to ban the book. ⁵

Title	Author	Date	Location	Summary
<i>The Catcher in the Rye</i>	Salinger, J.D.	2010	School	Challenged by the mother of an eleventh-grader in the Martin County School District due to inappropriate language, specifically use of the 'F' word and taking the Lord's name in vain. ⁶ The book was retained.
<i>World History: Patterns of Interaction</i>	Published by McDougal Littell	2010	School	Challenged at Sarasota High School by a local conservative blogger who claimed the textbook is inaccurate and promotes Islam. The review committee voted to retain the textbook and it was appealed to the school board who voted in July 2010 to retain it. ⁷
<i>Forever</i>	Blume, Judy	2010	School	Parents of a student in Sugarloaf School in Summerland Key requested removal of the book from the school library due to sexual content. The school's reconsideration committee voted to retain the book. ⁸
<i>Snakehead</i>	Horowitz, Anthony	2011	School	Challenged at the Westside Elementary School library in Brooksville (Hernando County) by the parent of a third-grader because "drug and weapons smuggling and gang violence is too much for any child to have access to at that age." The title was retained but access limited to fifth-graders. ⁹
<i>My Mom's Having a Baby</i>	Butler, Dori Hillestad	2011	Public Library	The book tells of a little girl named Elizabeth who is curious about childbirth and how her mother became pregnant. Retained at Hillsborough County Public Library System. ¹⁰ The book was challenged in Texas earlier in 2011 and was covered on Fox News Channel's <i>Fox & Friends</i> in February, 2011. ¹¹
<i>It's Perfectly Normal: A Book About Changing Bodies, Growing Up, Sex, and Sexual Health</i>	Harris, Robie H.	2011	Public Library	Challenged in the Lee County Library System after the mother of a six-year-old requested it be moved to the adult section. The book was retained in the children's section. ¹²
<i>Fifty Shades of Grey</i>	James, E.L.	2012	Public Library	Pulled by the Library Director, but later returned to the Brevard County, FL public libraries' shelves "in response to public demand." ¹³ Media attention prompted Bay County Administration to initiate a review at Northwest Regional Library System (headquartered at the Bay County Public Library) that determined the book fit within the library's selection criteria. All copies in the trilogy were retained. ¹⁴
<i>Speak</i>	Anderson, Laurie Halse	2013	School	Challenged by the parent of a student in the eighth-grade gifted language arts class at Laurel Nokomis Middle School (Sarasota County) due to profanity, subject matter, graphic depiction of rape, and alcohol. A school-level review committee determined the title should be retained. The decision has been appealed to the school-district level. ¹⁵
<i>World History</i>	Published by Prentice Hall	2013	School	This textbook was challenged in Brevard County in August 2013 due to its pro-Islam coverage. It was retained, although a supplemental booklet developed by a committee of local experts will be used along with the textbook. ¹⁶ Later in 2013 the Volusia County School Board decided to retain the same textbook. The controversy in Volusia County erupted after a Deltona High parent complained to a friend who posted information on Facebook and organized a protest rally. ¹⁷ The Brevard controversy was covered on Fox News' <i>Hannity Show</i> , ¹⁸ the Volusia challenge was covered on Fox News' <i>The Kelly File</i> . ¹⁹

It is impossible to thoroughly analyze challenge trends in Florida with such an incomplete record of challenges, but the data collected does mirror national statistics about challenges; most occurred in schools, and most were challenged by parents for the top reasons cited by OIF. Although some books were restricted, moved, labeled, or banned - most were retained. Even with such a small sample size, some patterns do emerge:

- Two children’s sex education books were challenged but retained (*My Mom’s Having a Baby* and *It’s Perfectly Normal*).
- Two of the challenges (*Only in Your Dreams* and *Running with Scissors*) included requests to label materials as “mature.” Information on the Kids’ Right to Read Project Web site, <http://www.ncac.org/Kids-Right-to-Read>, indicates that attempts to rate and label books are a growing trend nationwide. (The issue of labeling will be addressed during the 2014 FLA Annual Conference in a program called “Rating Library Materials: Censorship or Guidance?” presented by Pat Scales and sponsored by the FLA Intellectual Freedom Committee.)
- There were three attempts to remove textbooks due to “pro-Islam” content (*World History: Patterns of Interaction* and *World History*).
- There were three cases where books assigned or included in optional reading lists for advanced place-

ment classes were challenged (*The Heroin Diaries*, *Running with Scissors*, *Speak*).

- At least four of the challenges received national coverage on the Fox News Channel (*Only in Your Dreams*, *My Mom’s Having a Baby*, *Fifty Shades of Grey*, *World History*). *Fifty Shades of Grey* was covered on every major network.

Challenges are “sexy,” controversial stories and consequently are very attractive to the news media. News and social media coverage will widely disseminate the story very quickly. Librarians should pay attention to these stories since they have the potential to attract more support for the challenge, and could inspire challenges in other communities. (See Barbara Morse’s article, “Handling a Book Challenge in Today’s World”³ to learn more about the influence of news and social media on challenges.)

Preparing for Challenges

Libraries need policies specifying the library’s mission, responsibilities, and criteria for adding and removing materials from the collection. These are the documents you will reference when handling challenges. Whether a book is added or removed should have everything to do with whether it meets pre-established criteria, and nothing to do

with the personal feelings of staff or governing board members. James LaRue, recently retired director of the Douglas County (CO) Library, had handled nearly 200 challenges when he wrote his 2007 book, "The New Inquisition: Understanding and Managing Intellectual Freedom Challenges."²¹ LaRue writes, "...my discussions with thousands of librarians have clearly demonstrated a plain fact: Censorship occurs most often, and most successfully, in those libraries that have not taken the trouble to adopt essential policies and procedures."²² If your policy does not provide clear guidance for decision-making, revise it.

You can't prevent challenges, but you can prepare for them by doing the following:

- Create jargon-free policies which clearly articulate your mission, intellectual freedom philosophy, selection criteria, and reconsideration process and make them available to the public.
 - Provide library policies to all governing body officials for official approval. If possible have these policies reviewed and revised or reaffirmed regularly.
 - Establish a clear process for handling expressions of concern and challenges and review it with staff regularly. Make this part of your orientation for new staff members.
- Stay informed about intellectual freedom issues and resources. See the resource list below for recommended sources. FLA members interested in Intellectual Freedom issues are encouraged to volunteer for the FLA Intellectual Freedom Committee and/or join the FLA Readers' Rights and Privacy member group.
 - Ensure you know and understand your institution's mission, collection policies, and the procedure for handling expressions of concern and challenges.



Any library staff member in Florida who needs assistance handling a challenge is encouraged to contact the Florida Library Association office.

Robin Shader is the Director of the Northwest Regional Library System (serving Bay, Gulf and Liberty Counties), and is the Chair of the FLA Intellectual Freedom Committee.

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Intellectual Freedom/Challenge Resources

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Creating a Social Media Strategy at Your Library



By Lynette Schimpf

It is essential to have a plan for the social media presence at your library for a variety of reasons. Social media is easy to start but hard to maintain, and even harder to measure. Having a plan will help you focus, and make maintaining and measuring easier. Because there are many social media options, a plan will contribute to determining which of the many sites work best for your library. It is imperative to first ask some key questions before delving into the world of social media. These questions will help you determine what your library wants to accomplish with its social media presence and will define your social media plan. There are a lot of options and possibilities in creating a strategy. This article focuses on what was used in developing the social media strategy at the Orange County Library System (OCLS).

At the time of building our social media strategy, OCLS had already created accounts with Facebook and Twitter. Ideally, establishing a social media plan is best before any accounts are created but most libraries, like us, probably already have active social media accounts. That is fine; the social media strategy process will help fine tune what you already have. The task of developing a social media strategy can be

overwhelming. In an effort to help make it more manageable, we asked ourselves a series of key questions. The first step was to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of our social media presence and relevant areas of our organization. It is important to take an honest look at your organization and to evaluate assets as well as challenges in order to develop a social media strategy that works for your library. For OCLS, one of the main assets is that the library system has an individual dedicated to social media. This is a position that other libraries may not have and therefore their social media plan needs to take that into consideration and create their plan based on the time that can truly be dedicated to updating and posting to social media.

The next question to ask is, "What do you want to accomplish?" This is one of the most important questions since the chaotic nature of social media can lead to many different sites that may not be appropriate for your library. There may be a popular social media site that is getting a lot of buzz but understanding your organizational goals as well as what you want to accomplish will determine if the next big thing in social media is right for your library or if it will be a waste of

time. The library's main objective is to cultivate interactive relationships with the customers of OCLS and promote its programs, services and information. This objective influences all content that is posted.

Ask who is your audience? If you already have a Facebook page, then you can utilize Facebook analytics to see demographics on who currently is engaging with your page. Knowing who your core audience is, along with your online audience, will contribute to the understanding of what type of content they want. Posting content that connects to the online audience is the most important aspect of social media. Creating interesting, informative, and engaging content is a creative process which benefits from having several individuals involved. OCLS has Team Social Media, a dedicated committee of employees who brainstorm content ideas. As a library system in a major metropolitan area, our audience is broad. We included all customers of OCLS but we also added local social media influencers. The intent is to post content that could potentially be picked up by local influencers and re-tweeted, posted, or blogged about in order to help promote library services. When OCLS considered this question, we decided to create several Facebook and Twitter accounts geared specifically for teens, children, and general.

Think about what message you want to convey



about your library. We thought about our services as well as the individuals who would be posting the social media content and established the following message early on in our social media endeavors and continue to use it. We decided that we want our community to think of OCLS as an indispensable value to the Orange County community with many useful resources. We want the public to perceive OCLS as cool and technologically engaged. This general theme helps in coming up with appropriate content to post.

Look at what resources are available at your library. Is there a staff member who is knowledgeable about social media? There may be someone who is passionate about social media and uses it consistently. There are some popular social media sites that should

definitely be considered including Facebook and Twitter. Meanwhile, there are many others which although popular might not be a good fit for a library. Each social media account that you have needs regular attention. Concentrating on a few social media sites will help your library keep social media at a manageable level. That being said, there will be social media accounts that you may want to add. OCLS added Instagram to the list of promoted social media accounts after observing it for a while and considering the benefits. Pinterest is another social media site that OCLS added after observing its attributes. Once you decide which social media accounts you are going to focus on, the next step is to promote them by putting your social media accounts on your website, posters, newsletters, emails, window clings, flyers, bookmarks, online catalog and wherever else possible. Let your patrons know that your library is social!

Determining if social media is worth the effort or successful is a difficult task. There are many ways to evaluate social media so understanding what is important to your library is essential. OCLS officially reports overall Likes, Followers, Checkins (Foursquare) on all of the social media accounts promoted which include Facebook, Twitter, Instagram, Foursquare, Goodreads, and Pinterest. Overall likes/followers provides a good indication if your social media sites are

successful but looking at actual interaction gives a more in-depth understanding and more specific information on what types of content your online audience prefers. Thankfully, many social media sites have analytics where engagement and reach, and other statistics are recorded. There are also sites that charge to provide social media statistics. OCLS uses Hootsuite Pro which provides additional helpful analytics. Klout provides a Klout score that gives a general indication of overall social media health. Some analytic tools available in social media accounts also provide information on when the majority of your users are on a particular social media site. This information helps determine the best time to post content. There is a lot of helpful advice and information available online that suggest the types of content that get the highest engagement rates along with many tips and tricks for social media. It is important to be selective in taking advice about social media. A lot of the suggestions are for companies that need to generate a profit and are less focused on nonprofits and libraries. However, it is easy to try out a suggestion and then analyze statistics to determine if it was successful or not.

In order to maintain a consistent flow of information on the OCLS social media sites, a content/ editorial calendar is utilized. The one used at OCLS

was created in Google Docs but there are other templates available online as well. This calendar has a breakdown by month and then day. Every month, content is entered for each day indicating the social media site where it is scheduled to post. Although there is a significant initial time commitment in determining what to post ahead of time, it saves time throughout the month and makes it easier to keep social media accounts active. If there is not time for a detailed content marketing editorial calendar, a good alternative is to make a general guide that can be used repeatedly. The general guide has subjects assigned to specific days. For example, on Mondays post about children's programs, ebooks, etc. On Tuesdays, post about adult programs and so forth. This is what OCLS originally did and it was a great help in consistently posting valuable content. Scheduling posts is also very helpful in maintaining an active social media account. Scheduling options in Facebook and Hootsuite allow users to schedule future posts to a variety of social media accounts for free. There are other social media schedulers available that are similar to Hootsuite. They all include similar functions with minor differences.

The OCLS social media goals are included in the OCLS strategic plan and are updated on a quarterly basis. One area that OCLS focuses on is fostering community engagement, and social media promotion



falls under this umbrella. During this fiscal year, the overall goals for social media are to continue to promote the library, and to engage the community as well as engage staff system wide in social media promotion.

Having a social media plan is important to the success and maintenance of your social media presence, but it is also important to factor in flexibility. Social media is forever changing and having a plan that can easily be modified and adapted is critical. Creating a social media strategy can be an overwhelming experience but if you begin by answering some questions and thinking about your goals, it is worth it. A strategy, even a very basic strategy, will help your organization stay focused and contribute to an active and thriving social media presence at your library.

Lynette Schimpf is currently the Social Media Specialist at the Orange County Library System.

Larry Baker Goes Back to School



By Joyce Sparrow

Novelist Larry Baker sets his latest novel, *The Education of Nancy Adams*, along the St. Johns River. The story opens with a woman and a gun. The woman is Nancy Adams, a 38 year-old broke, childless widow who has returned from Atlanta to reside in her family home. She is sitting on her dock using a rifle to plink corked Coca-Cola® bottles bobbing on the river. She is pondering her new goal to “start over, grow up, be nicer, and be happier”.

After graduating as 1977 Kennedy High School valedictorian and earning a history degree at Notre Dame, Nancy lived her life as Mrs. Jack Vandergriff, a physician’s wife, and worked as a substitute teacher and book reviewer. She calls herself “an educated woman in spite of herself.” After Jack’s death in a plane crash, Nancy accepts a job teaching history at Kennedy, where “the greatest love of her adolescence,” Russell Parsons, is now principal. When Nancy asks Russell how she got into this position, he responds: “You’ve come back home. Jack is dead. You’re alive. That’s all that matters.” Russell believes Nancy can mentor Dana O’Connor, a gifted senior who is a single mother for her daughter Tess and surrogate parent for her younger brothers.

Baker captures all the gossip and cattiness among the high school teachers and students,

where everyone is trying to be an adult. Baker shows the subtle similarities between the teachers who are hesitantly approaching middle age and the teenagers who have their lives ahead of them.

Along with Nancy’s memories of her childhood spent on the St. Johns River, race and politics tie the novel to Florida. In a recent interview Baker said:

“The basic conflict in this story occurred to me as I was reading the St. Augustine Record back in 1989 or perhaps 1990. The paper devoted two full pages to showing the pictures of all the graduating seniors at, the then only, two schools in the county. One school’s page was almost entirely full of white faces; the other was clearly more diverse, with lots of black kids shown. To me, that was a story. A few years later I found the characters I needed, put them together and wrote a first draft--15 years ago. Since then, my other books pushed this one out of the way, but I never forgot it. And, of course, all you have to do is watch the news to see how the other issues, besides race and class, are everyday occurrences in high school: bullying, academic competition, religion, student/teacher relationships, and slowly evolving attitudes about homosexuality. High school seems like the perfect Petri dish to mix all those things together, and Florida has a long list of individual cases in the news.”

Concerning politics, Baker commented: *"I have watched Florida politics evolve, too. Any state that can have a Bob Graham in one generation and a Rick Scott in another is fascinating."*

He continued with his comments on Nancy Adams:

"I put the story in the late 20th Century because I want the reader to know how Florida and the country have already evolved. Nancy's story is one in which she cannot see the future, but she can identify some of the trends. Nancy would never call herself a feminist, because she is still searching for what she really is. But I think she is a remarkable woman who must shed much of the illusions of her past, like we all must do. By the end of the story, she is on her feet, clear-eyed, and much stronger."

As he has done in his previous novels, *The Flamingo Rising* and *A Good Man*, Baker's deep-thinking characters continue to find their ways. *The Education of Nancy Adams* will be exclusively released in June 2014 from Ice Tea Books, a fiction imprint for Ice Cube Press. Baker is available for interviews and book discussions. Baker has been selected for the Florida Literary Arts Coalition 2014-2015 Writer's Circuit. More information is available at <http://www.floridarts.org/writer-s-circuit/>. Baker can be reached at flamingo@avalon.net.

More Reading and Writing

In her new book *How to Write a Cozy Mystery*, Florida author Nancy J. Cohen guides writers through the process of creating an amateur sleuth and plotting a story. She follows the plots of her Bad Hair Days mysteries set in South Florida to guide writers through the formula. Cohen begins by stating that the best way to get started writing cozy mysteries is to read them. She emphasizes that editors and readers prefer series. Cohen explains that cozy mysteries have two key elements: a close knit group of characters and a setting that allows new characters come and go, and die. That explains why her mysteries featuring hairstylist Maria Shore Vail, set somewhere between Fort Lauderdale and the Everglades, are a success. *Hanging by a Hair*, the eleventh book in the series, is scheduled for release in April 2014. In *How to Write a Cozy Mystery*, Cohen explains her connection to the Sunshine State: "Florida life suits me and I want to share my enjoyment of the rich, earthy vegetation, the graceful sight of palm fronds swaying in the breeze, the blaring tangerine sunsets, and the seductive fragrance of gardenia blossoms. I hope to convey the tart taste of key lime pie, the sweetness of fresh-squeezed orange juice, and the honeyed flavor of homegrown bananas . . . As part of the South Florida melting pot of immigrants and northern transplants, its population can be diverse."

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A Tale of Two Libraries: Merging Collections and Cultures on Campus



By Alan Asher, Ann Lindell, and Tom Caswell

Due to campus space issues and budget considerations, the stand-alone library branch holding research collections and providing direct service to the University of Florida (UF) School of Music closed in December 2012. This article addresses issues that led to the facility's closure, as well as details the collaborative decision-making process that led to the Music Library's collections and service programs incorporation within the existing UF Architecture & Fine Arts Library. Issues include communication, collaboration with stakeholders, challenges surrounding the preparation of both collections for the merge, staff training, policy reviews, and planning for future development of collections and services.

The Music Library at the University of Florida began in 1948 as a music listening room, staffed by a Music Department faculty member and another employee. At that time materials, particularly scores and recordings purchased by the department to support courses, were housed there. Comparatively few books on music were purchased as part of the general library collections. In 1972, the Music Reading Room was established and officially became a part of the UF Libraries system. Over the years, it developed from primarily a listening facility for course related musical recordings to a research collection known as the Music Library, staffed by a professional librarian, two full-time staff, and student assistants. The Music Library provided reference and research services, along with access to

scores, books, Long Playing (LP) phonograph records, compact discs (CDs), other audio-visual materials, and reference works. By the late 1990s, the Music Library collections had outgrown the space it occupied in the School of Music Building. An engineering study was conducted to determine if compact shelving could be installed, and the results revealed structural deficiencies, even with the current collections and furnishings. At this point a portion of the collection was sent to offsite storage, and collection-building decisions from this point on were greatly informed by space issues. These issues, coupled with consequences associated with severe budget cuts to the University (and its Libraries) led to the decision, in early summer 2012, to close the Music Library and relocate its collections to another campus library by the end of the calendar year.

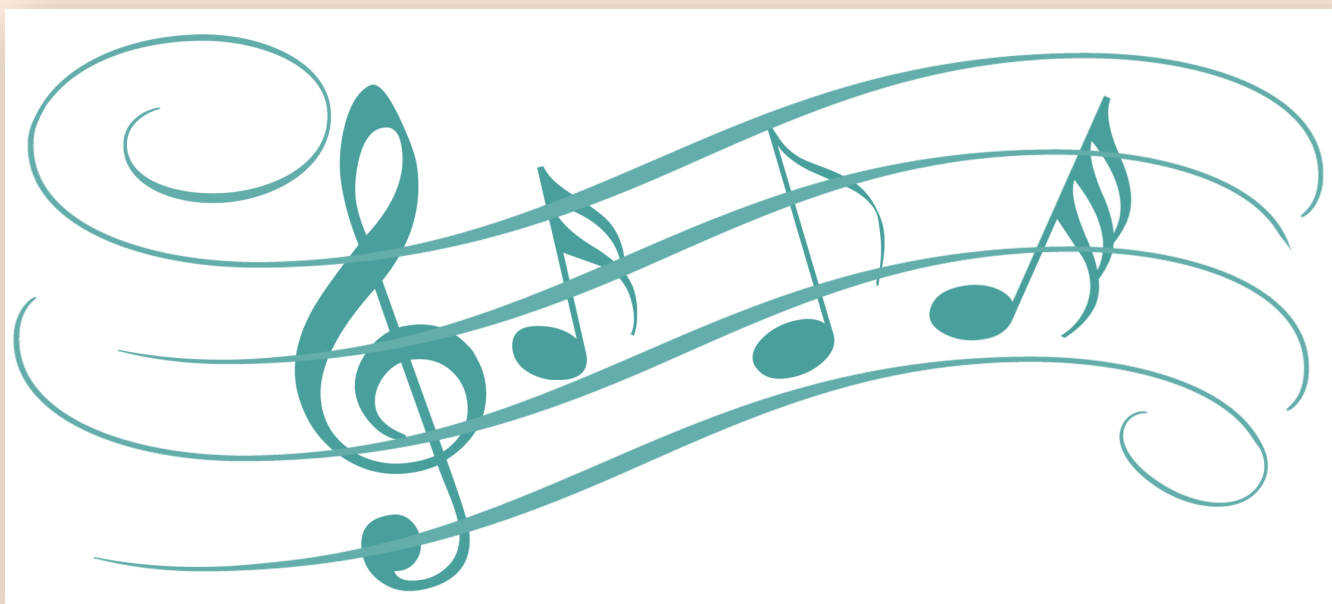
Two alternatives were identified: move the music collections to Library West, UF's large Humanities and Social Sciences Library, or make room in the Architecture & Fine Arts (AFA) Library, which held materials supporting the School of Art & Art History and the College of Design, Construction & Planning. As a part of the decision-making process related to the relocation, librarians engaged with School of Music faculty and administration. After discussion and consideration of the available spaces, service models, and distance from the current facility, the stakeholders from the School of Music endorsed moving the collections to the

AFA Library. While a greater number of volumes could have been housed on campus had the collections moved to Library West, the music faculty favored the alternative because of the AFA Library's closer proximity to the School of Music, a service model similar to the Music Library (small staff with specialized knowledge and a "concierge" level of services to a smaller community), and relatively quiet and pleasing physical environment.

Located only two-tenths of a mile from the School of Music, the AFA Library, with a staff of three professional librarians (after the addition of the Music Librarian) and three full-time library associates, serves a campus population of over 50,000 students with a patron clientele drawn primarily from the College of Fine Arts and the College of Design, Construction & Planning. These two colleges encompass the School of Music, and the Schools of Art & Art History, Architecture, Landscape Architecture, Building Construction, Interior Design, and Urban & Regional Planning. The AFA library serves approximately 2400 majors and 167 full-time faculty. The three faculty librarians in the AFA Library provide reference and research assistance and manage the

collections in the disciplines listed above. The library associates in the AFA library manage student assistant staff, circulation and reserve functions, Interlibrary Loan, serials processing, and processing of monographs and multimedia. Acquisitions and cataloging are handled centrally.

The Music Library officially closed its doors on December 14, 2012. Immediately, the intense logistical planning and months of preparation came to fruition as the staff of the AFA Library moved the course reserves collection, the reference collection, and over 10,000 CDs and DVDs during the December intercession. It had been determined that 2000 linear feet of music materials, in addition to the entire collection of CD sound recordings, would be relocated to AFA Library. In order to accomplish this, the equivalent amount of material from AFA Library needed to be moved to other locations or weeded from the collections. The circulating and reference collections of both Libraries were heavily deaccessioned. Thousands of volumes were weeded, sent to offsite storage, or relocated to other collections (Special Collections, Marston Science Library, Library West, Latin



American Collection) on campus. Nearly 10,000 LP recordings were sent to offsite storage.

Because the Music Library was closed to the public during Fall and part of Spring semester, the music collection (beyond reference, course reserves, and sound recordings) was effectively in closed stacks for months. To mitigate this for students and faculty, the provision of access to music materials was a priority. A request link for music collection materials was added to the online public catalog and items were paged three times daily, and occasionally on an ad hoc basis. Librarians facilitated physical visits to the closed collections for faculty and for classes on request. Communication at this time was critical. Weekly emails to stakeholders (School of Music faculty and administration, Libraries staff and administration) detailed progress on the moves, and provided information needed to use the collections. There were a total of six phased moves, due to having little staging space in the affected libraries. Just prior to the final move, during spring break, of music materials to the AFA Library, an entire collection shift (between two floors with only a book truck sized dumbwaiter) was accomplished with the aide of volunteers from Libraries across campus.

Post-merge, staff development and education has been a priority. While the Music Librarian position was transferred to the AFA Library, the other two Music Library positions were cut and the staff reassigned elsewhere within the library system. AFA Librarians, with mostly Art and Design expertise, as well as the three staff members, have been relying heavily on the new Music Librarian for an education in music sources, history, and notation.

The collection merge was a catalyst for analysis of service policies for all of AFA Library collections, old and new. Music recordings were now allowed to circulate and borrowing periods for all non-book media were standardized. This allowed for the reduction of listening/viewing workstations to be greatly reduced, especially since standard CD and DVD recordings are able to be played on public computer workstations.

A year after the merger of the collections of the Music Library with the AFA Library, anecdotal evidence reveals that patrons have been pleased with the results. Patrons familiar with the Music Library prior to the merge frequently remark that they prefer the AFA Library's physical openness, abundance of natural light, longer service hours, and larger number of staff available to assist them.

Alan Asher, Music Librarian, Architecture & Fine Arts Library, University of Florida

Ann Lindell, Head, Architecture & Fine Arts Library, University of Florida

Tom Caswell, Art Librarian, University of Florida

Florida and World War I

By Nancy Pike

2014 is the 100th anniversary of the beginning of World War I. The Great War's effects were felt in Florida and the rest of the nation throughout the conflict even though the United States did not officially enter the war until 1917.

The draft was signed into law once President Woodrow Wilson issued a declaration of war on April 6. America was not well prepared so there was a scramble to train the needed armed forces and manufacture the required armaments and equipment. 42,000 Floridians served out of a population of about 900,000. Women served in the Navy as clerks and in the Army as clerks and nurses.

The Navy's first training station for aviators was established in Pensacola in 1914. In fact, the first use of a catapult to launch planes from ships took place in Pensacola Bay. Florida's weather ensured that a large number of the airmen serving in WWI were trained in Florida. The Marine Corps selected a site in Miami while the Army set up Carlstrom Airfield near Arcadia.

The military also established infantry and naval bases in Florida. For example, Camp Johnston was organized in 1917 at Jacksonville as an Army training facility. Other bases were built at Tampa and Key West. The National Archive displays photos of Thomas Edison, who did secret work at the Key West Naval Base during the War.

Of course, there were casualties. The USS Tampa Coast Guard Cutter sank in 1918 with all aboard lost, assumed torpedoed.

The insular small towns in Florida and other parts of the South were altered forever. Mass immigration in the early 1900's had filled the United States with a steady stream of labor until, during World War I, immigration from Europe was greatly reduced.

Moreover Congress passed tighter immigration restrictions in 1917. The loss of immigrant labor combined with men leaving for the military and the increase in manufacturing due to the War, greatly increased the need for workers. Industrial companies sent agents to recruit white and African American workers from the South, including Florida. Men surged north at the word of job opportunities and higher wages. Stricter segregation, poll taxes, the rise of the Ku Klux Klan, and destruction of cotton crops by the boll weevil were additional forces in driving blacks toward Chicago and other industrial northern cities.

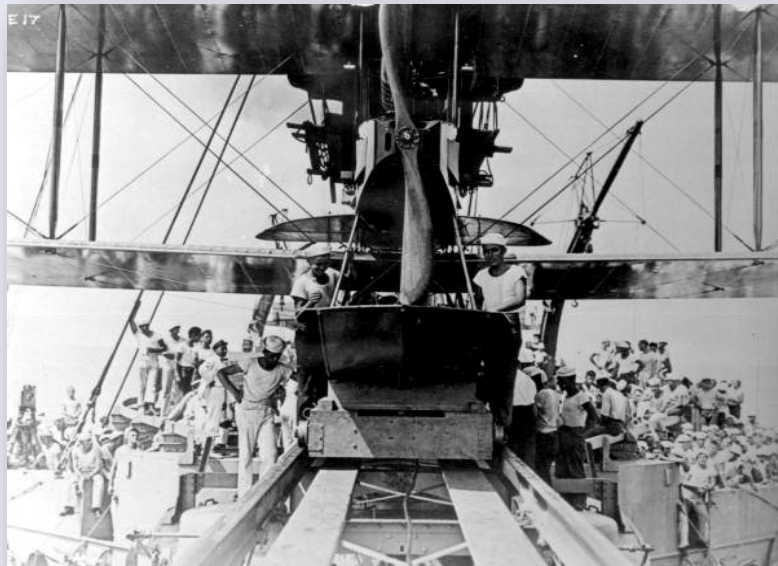
For laborers remaining in Florida, there was plenty of work. Factories retooled to operate round the clock. Farmers were urged to increase food production and consumers were encouraged to conserve food and grow more of their own so that the military could be adequately supplied. Life changed drastically for many women as well as men. As men were drafted, women stepped into their jobs, plus wives took over more of the responsibility at home.

Not all attention was on war. Broadway shows were popular, with New York the center of the entertainment world. But the film industry was also developing, and it initially flourished then subsided in Florida while the War was raging. Henry Flagler's railroad to Key West had been finished in 1912. Automobiles grew in popularity and the Dixie Highway from Chicago to Florida was completed in 1915. Even though stretches remained unpaved, it provided a convenient way for tourists to get to Florida. With the laying of railroads and the increase in automobile traffic, more tourists decided to buy homes in the Sunshine State. And they came in droves! Development was a major issue for Florida in the first few decades of the 20th Century.

Interested in more?

Despite the plethora of resources about World War I, not much has been written about the effects of the Great War specifically on Florida. But information can be pieced together from a variety of sources.

The War to End All Wars unfortunately became World War I instead and still ranks as one of most destructive conflicts in history. It ended at 11 o'clock on the 11th day of the 11th month in 1918 with a total of over 37 million casualties, 2,314 of them from Florida.



Martin aircraft on the catapult of the USS Huntington CA-5 - Pensacola, Florida, 1917.

Florida service cards for veterans of WWI can be found at <http://www.floridamemory.com/collections/wwi/>.

Credit: State Archives of Florida, *Florida Memory*, <http://floridamemory.com/items/show/35167>.

For photos of early aircraft in Florida go to the Florida Memory Project at www.floridamemory.com.

All 2,314 Florida casualties in the War are listed on the George Smathers Library Web site: <http://ufdc.ufl.edu/UF00047842/00001/6j?search=world+%3dcasualties>.

Succinct summaries and in depth multimedia WWI resources are presented at www.firstworldwar.com.

The BBC's two-part documentary *World War I* is on YouTube at <http://www.youtube.com/watch?v=fXhiagFG8KE>.

The Web site of the National World War I Museum at Liberty Memorial in Kansas City, Missouri, offers a fascinating interactive timeline with photos, video and audio clips, plus a simple narrative showing key events during the war: <http://theworldwar.org>.

The World War I Historical Association has a Florida/Gulfcoast Chapter and a website that lists museums around the country with collections featuring the Great War: <http://ww1ha.org/WW1museums.htm>.

An organization called The Order of the First World War in Newberry, Florida, created a Web site that includes a number of links to other War sites: <http://www.orderfirstworldwar.com>.

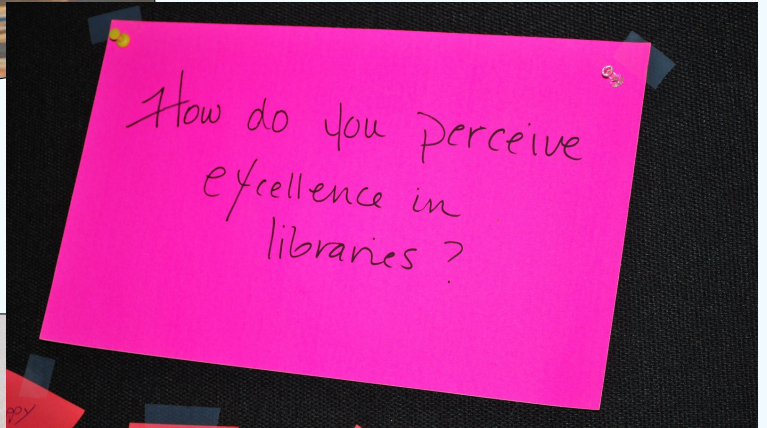
Two war museums in Florida feature World War I materials, information and exhibits: the Armed Forces History Museum in Largo, <http://armedforcesmuseum.com/category/world-war-i/>, and the National Naval Aviation Museum in Pensacola, <http://www.navalaviationmuseum.org/>.

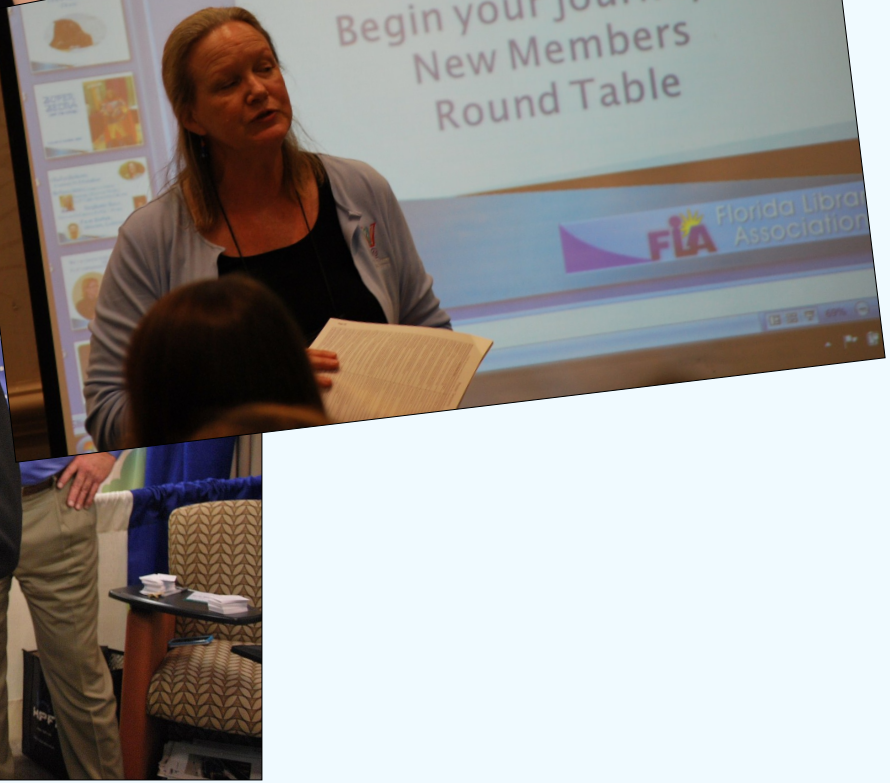
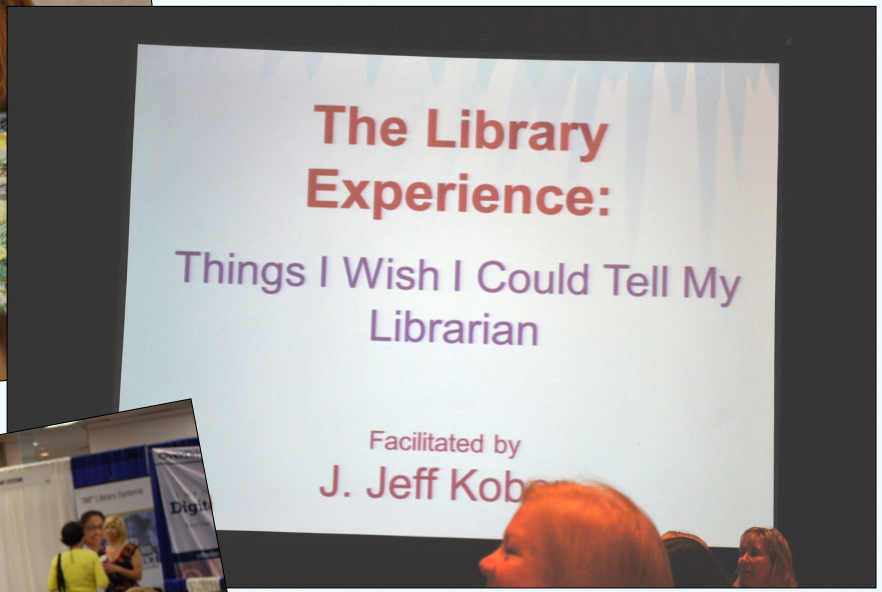
Nancy Pike is the former Director of the Sarasota County Library System and former President of the Florida Library



2014 Annual Conference and Exhibits

Conference Photos











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Congratulations to our Award Winners





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Message from the Executive Director

It was in the Tanglewood Elementary School's brand new library. My fifth grade class was having our first visit. I was fresh from the principal's office for a badly timed prank, feeling smug and indifferent to the books in the age appropriate section to which we were assigned.

Noticing my ennui the librarian showed me to another area of the library where she explained that the words in the small books are pretty much the same as words in the big book, there were just more of them. My mood lifted and with excitement I scanned the shelf and reached for *Little Women*. I include this anecdote because illustrates my feelings about libraries and my commitment to the important purpose they serve. I believe our communities need libraries where people *can access librarians* to help them find information, resources and items that make them feel better, like books and movies and music.

As your new executive director I want to learn what this association can do for you as an individual to help you grow in your profession and for library managers and directors to help them manage their organizations. Florida's library community is large and diverse with many different kinds of libraries and different kinds of libraries within like groups! In my first month, I've met librarians of all types doing so many different things while at the same time uniting through the Florida Library Association to collaborate on programs and projects that serve the library community as whole. I'm excited about joining an association that has many strengths, an army of volunteers and a solid foundation on which to build.

Now, as we all know libraries are going through an evolution, and guess what, FLA is evolving as well, and in many of the same ways. We're looking at using technology to facilitate more member communication and collaboration, arranging for more and different networking and information sharing activities, and offering new professional development and leadership opportunities. And like at all libraries, we'll strive for outstanding customer service and greater outreach and inclusion.

I enjoyed meeting many of you at the conference and I look forward to visiting libraries this summer and over the coming years. At the same time I'll be looking at who our members are and why they join and value their professional association. I think that FLA provides an enormous return for the dues that members pay, including lobbying and advocacy, an outstanding conference, mentoring and leadership opportunities and information sharing. But does the membership agree? Are we providing the right mix of services? I aim to find out and I hope you will help me.

So I'll close with my vision: FLA delivers services that members value. Libraries and librarians join and actively participate. The association membership grows and FLA continues its long tradition of excellent services and support for libraries and librarians in Florida.

Martina Brawer

Executive Director