THIRD & FOURTH QUARTERS
2016
VOL. 5, ISSUE 3

Ohio Libraries Quarterly

Interview with a Librarian:
Sheila Campbell

2016 Summer Reading Report

Health Effects of 3D Printing

Looking Back: State Library News
from 1907, 1966, 1979, & 1997

STATE LIBRARY OF OHIO

State Librarian Beverly Cain

Special Libraries and Library Programs

Special libraries provide a wide array of services and resources to stakeholders in government, business, and other specialized settings. The State Library of Ohio, providing library services to state officials and employees, libraries, and Ohioans, is one example of a special library. This issue of Ohio Libraries Quarterly provides updates on a few of the State Library's better-known programs: the Ohio Digital Library, Choose to Read Ohio, Ohio Ready to Read, Summer Reading Program, and LSTA grants for libraries.

In addition to the State Library, some of Ohio's state agencies have libraries that provide information and resources for the employees of that agency, other state employees and officials, and Ohioans. The Ohio Bureau of Workers' Compensation (BWC) has a library that provides free informational services on the topics of occupational safety and health; workers' compensation; and rehabilitation for employers, local and state government, legal and health care professionals, Ohio's work force and the general public. Staff from the BWC Library authored an article in this newsletter regarding safety and health issues surrounding the use of 3D printing technology.

This issue of Ohio Libraries Quarterly also features an interview with Sheila Campbell, Librarian for the Columbus Zoo and Aquarium Library, which exists for the purpose of fulfilling the information and research needs of the staff and docents of the Columbus Zoo and Aquarium and The Wilds, and to promote the exchange of scientific information.

Special libraries fill a unique role in the library community with collections that are in many cases focused on a single field of interest and/or targeted to a particular group of users. The Special Libraries Association (SLA) is the national professional organization that helps bring special librarians together. SLA has chapters in Central Ohio, Cleveland, and Cincinnati as well as in locations all around the country. For more information, visit www.sla.org.

This is the last issue for 2016. Next year the State Library will celebrate 200 years of service with exhibits, publication of a book, and a culminating event in August. The Ohio Libraries Quarterly will highlight milestones in our history and detail our celebration activities throughout the year.

Beverly Cain
State Librarian of Ohio

ILEAD USA - Ohio is a program that teaches librarians to work with each other, develop their leadership skills, and use participatory and emerging technologies to solve a clear problem in their community. **Applications for ILEAD USA – Ohio 2017 are now available on our website.**

ILEAD USA – Ohio fosters the development of team projects over a nine-month period through a combination of three face-to-face meetings and intermittent online sessions. At the end of nine months, each team will present their project with the goal of either sustaining these projects as ongoing library programs or directly applying the knowledge gained to future collaborative projects.

We are looking for up to 5 teams of 4 to 5 individuals to make up the participants for the ILEAD USA – Ohio 2017 program. Teams are made up of individuals who have identified a community problem and are interested in learning how to use technology to solve that community need. Preference will be given to teams that are made up of individuals representing at least two different library types and at least three different libraries. Teams must apply as a single entity. This means that you will need all of your team members and a project idea before submitting your application.

If you need assistance creating a team or developing your idea, please contact Evan T. Struble at estruble@library.ohio.gov or 614-752-9178.

Ohio Libraries Quarterly

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STATE LIBRARY OF OHIO

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OHIO LIBRARIES QUARTERLY

State Library of Ohio
274 E. First Avenue
Columbus, Ohio 43201
(t) 614•644•7061
(f) 614•466•3584
library.ohio.gov

State Librarian
Beverly Cain
614•644•6843
bcain@library.ohio.gov

Associate State Librarian
for Library Development
Missy Lodge
614•644•6914
mlodge@library.ohio.gov

Associate State Librarian
for Library Services
Ann M. Watson
614-728-4988
awatson@library.ohio.gov

Editor & Designer
Marsha McDevitt-Stredney
Director, Marketing &
Communications
614•644•6843
marshams@library.ohio.gov

Ohio Libraries Quarterly Committee
Cindy Boyden
Janet Ingraham Dwyer
Kirstin Krumsee
Bill Morris
Evan Struble
Julia Ward, Copy Editor

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THIRD & FOURTH QUARTERS
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Interview with a Librarian: **Sheila Campbell**

Sheila Campbell, Library Media Specialist, Columbus Zoo and Aquarium, sat down with Marsha McDevitt-Stredney for an interview and discussion about her career and unique collections and services at this special library.

Marsha: Tell me a little bit about your early education and career path to your current position.

Sheila: My career path is kind of a zigzag. I went to Bowling Green University and graduated in 1973 with a degree in English Literature. You could minor in library science at Bowling Green at that time, so I minored in library science and sociology. All I knew was that I liked libraries. I liked literature. I liked reading. I liked research. I really had no career plan, except, I thought, maybe I wanted to work in a library, which seemed to combine all of my "likes."

My first job was at the Stark County Library when it was in its old Carnegie building. I was a reference assistant for two years then was promoted to manager at the East Canton branch in 1976. I became the head of reference at North Canton Public Library in 1979 until my husband's job transferred us to Washington, Pennsylvania. I became Head of Technical Services at the Citizen's Public Library in Washington, PA in 1980. We were transferred again to the Indianapolis area in 1981 and lived in Mooresville, Indiana—just a little southwest of Indianapolis.

I had begun the Kent State University Masters of Library Science program in 1976, commuting to the main campus while working at the East Canton Branch. Once we moved to Indiana, I continued my studies at Indiana University. My two children came along and delayed things for a while, but eventually I received my MLIS from IU in 1982. Once again my husband was transferred, this time to Birmingham, Michigan, where I did not work, but when we were transferred again to Columbus in 1991, I started volunteering because I knew I wanted to get back into the workforce at some point as my kids were growing up. I volunteered as a consultant at the Ohio State University Herbarium on Kinnear Road from 1992-1997 in the Museum of Biological Diversity in the Herbarium's rare book collection, a botany collection that one of the professors, Dr. Emanuel Rudolph, had donated. I helped to organize and begin a program to catalog it.

In 1994, I was hired by the Columbus Metropolitan Library through a grant to index the Columbus Dispatch, 1960s and 1970s issues. It was quite interesting to me because I didn't really know any of the history of Columbus since I grew up in Pittsburgh. This project ended in 1996. During 1996, for 3 months, I filled in for a librarian at the Nationwide Library, who was on maternity leave. The librarian decided not to return, so I was offered the job, but I really didn't like working without windows and business really wasn't my thing.

In 1997, I saw an ad in the Upper Arlington News for a zoo librarian, which was kind of an odd thing. I interviewed, and thought, "I have an English Literature background. What are they going to want me for?" But I got the job. They wanted me for my library skills, not for the science background that I didn't have, and I've been at the Columbus Zoo ever since.

Marsha: That's amazing! You have experience in public, university, corporate and special libraries. Did you know that you wanted to be a librarian as an undergraduate?

Sheila: I didn't have anything set in stone, but I thought something educational. I didn't want to be a teacher, but I did like doing research. I spent a lot of my time while growing up in Pittsburgh in libraries. I used to spend time in the Carnegie Public Library in Oakland and in the natural history museum. Must have been a hint of things to come at the zoo!

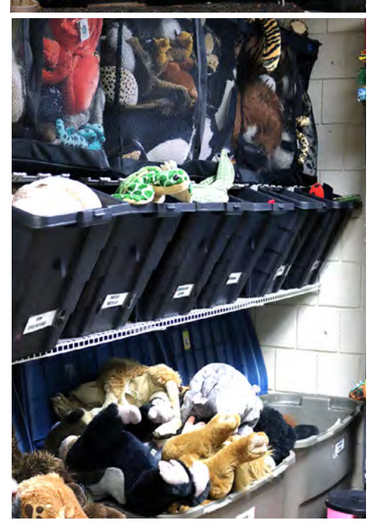
Marsha: You've been fortunate to find interesting work throughout your career.

Sheila: After working for so many years in the public library, I wasn't sure that I wanted to stay there, so I kept my eyes open and always looked around to see what other opportunities arose combining research and libraries.

Marsha: When you worked on your library science degree in Indiana, did you specialize in one area?

Sheila: I didn't, because I don't know that we had the opportunity. I did enjoy a special libraries course and did a lot of research into different kinds of special libraries. I liked children's literature. But, I was required to take a wide range of courses, so I couldn't really specialize.

Sheila Campbell



All photos (except Columbus Zoo School) by Marsha McDevitt-Stredney

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Marsha: It sounds like by not specializing, it really helped prepare you for all of these different positions.

Sheila: It definitely helped prepare me to be flexible and to not have tunnel vision and say, "I only want to work in an art library..." I have that issue with patrons who say, "I want to be a zookeeper, but I only want to work with cats." That's not how it works. A broader understanding of and experience in a subject area opens up more opportunities.

Marsha: I was here for a tour in the spring with CO-ASIS&T (Central Ohio Chapter of the Association of Information Science and Technology) and you talked about your patrons, if you will, or customers. I think our readers would be interested to know the different groups that you serve as a librarian?

Sheila: Talk about variety. I work with teachers from pre-K to grade 12 and beyond. I receive inquiries and letters from students in third grade and up as well as the general public. I work with people of all ages and educational backgrounds, docents and volunteers, zoo staff, which includes our educators, the keepers, the administrative staff, interns, interpreters, and seasonal employees. If visitors are on grounds and they have a question, zoo staff write the visitor's name and contact information and their question on a zoo post card and bring it to me and I contact the visitor with the information they need. The public can't come into the library, except by appointment. The majority of reference questions come through email or snail mail and some by phone. Anybody can call the zoo for information. The variety of requests is amazing—authors who are writing books (I've had several children's authors that are writing about particular animals, and they'll will send me their transcript and want to make sure the information is correct); art students from CCAD (they have a class that comes to the zoo every fall and spring doing an illustrated book that includes animal drawings and they contact me for information about animal anatomy—that can be as specific as wanting to know the diameter of an orangutan's wrist); teachers requesting help with science curriculum; home school teachers; vacation bible school teachers; etc.

Marsha: How did they find you? It's not easy to find you on the website.

Sheila: I know the zoo library is hard to find. We are not on the zoo map

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INTERVIEW continued

and there is no signage at the zoo to direct people to the library. We have such excellent public libraries in central Ohio that most people can find what they need there. But there is a section on the Zoo website about information resources that provides a link to my email. Click on "Schools and Teachers" on the drop down menu under "Discover," then scroll down to "Resource Center." https://reservations.columbuszoo.org/Info.aspx?EventID=5

Marsha: What type of support do you provide to staff that work directly with the animals?

Sheila: It depends, because sometimes they're supporting me. When we get new animals, I am often getting basic information about the species from them before I do research on more specific information about behavior, nutritional requirements, etc. Often they're working on special projects and they'll either tell me what they're working on or ask me to see what I can find about it, or they already have a list of citations that they want me to track down. Some of the keepers in the regions of the zoo are regular users of the zoo library, which is a much better situation than when I first came. Then nobody used the library because they hadn't had one before and didn't know what services I could offer. People weren't as computer-savvy then and the Internet was not as superfluous as it is now. I think probably just about every region uses the library at some point or another now, usually by email or by phone. I help them when we have special days at the zoo, like Rhino Awareness Day or Tiger Awareness Day: individual days in different regions, where special display tables are set up and the keepers are out talking to people. I help them set up or create displays, provide table cloths, bio facts and books, create infographics or find a good picture of something that they're looking for. I never really know what they're going to need. Some things are typical, because you know they're going to ask you for books and biofacts, but often they need help creating, laminating, displaying.

Marsha: I assume that many of the staff belong to their own professional associations for their publications. Do they subscribe on their own, or do they ask for them through the library?

Sheila: Most keepers are members of the American Association of Zookeepers (AAZK) which provides information about animal behavior and enrichment. Most are members of the Association of Zoos and Aquariums (AZA), the professional organization that accredits and set standards for zoos. Journals for both of these organizations offer publishing opportunities for keepers. I am a member of both of those organizations as well as Ohio Library Council, OELMA, Ohio Preservation Council, and OhioNET.

Marsha: In terms of accreditation, does the Association of Zoos and Aquariums (AZA) ask about a library or resource center?

Sheila: When I first came to the Zoo in 1997, libraries weren't mentioned in the accreditation requirements. Now the accreditation guidelines recommend that all AZA accredited zoos have a resource center for their staff and employees. There are about 230 accredited zoos in the U.S. with about 80 that have something they call a library, sometimes just a small collection or reading area. Out of those, there are about 20 that have professional librarians.

Marsha: Your peer group of zoo librarians is spread across the country.

Sheila: The logistics of getting together in person are difficult. When the annual AZA conference happens, if it's nearby, it is possible to meet with a small group of zoo librarians who attend. But, unless you're presenting... it costs a lot to go and the zoo librarian is not the top priority to go to those meetings. There's a core group of zoo librarians who have their MLIS in the country that includes the Brookfield Zoo, Shedd Aquarium, St. Louis Zoo, the Bronx Zoo, San Diego Zoo, Minneapolis Zoo, Riverbanks Zoo, Disney, Cleveland, Columbus and Toledo Zoos.

Marsha: Do you have an opportunity to interact with them and talk about your work?

Sheila: The AZA Library listserv allows us to interact. Our core of professional zoo librarians have had several WebEx meetings in the past few years that allows us to offer PowerPoint presentations to see other zoo library facilities and learn about their services and preservation projects to introduce ourselves to our peers.

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Marsha: I would imagine the turnover in your specialty is low, because it just seems like such a wonderful job.

Sheila: Yes, there are not many zoo librarians and not many full-time zoo librarians. I work about 25 hours a week, more if there is a special event.

Marsha: Do you have colleagues in vet school libraries?

Sheila: Yes, there are vet school libraries that are part of the AZA Library listserv. The University of Missouri, as well as the Delaware Valley University in Pennsylvania are members of the listserv. And I use the resources and the librarian's expertise at The Ohio State University Veterinary Library regularly.

Marsha: You may not have a typical day, but is there a typical week?

Sheila: Not really. Information requests have top priority so I know I will be working on those, but the amount varies weekly/monthly. March seems to be the peak month where I usually have over 100 requests for information. I also have certain projects that I'm always working on: I monitor the information manual for the zoo that the keepers and all the volunteers and docents use when they're looking for information about animals that we have or anything about zoo history, buildings, operations—you name it. It is my responsibility to keep it up to date and maintain it online; our educators give me topics for their programs on a regular basis so that I can pull together resources to help them create the programs or to use in the classroom; and I support whatever projects, programs, workshops that zoo staff pull me into. I have curated a zoo art show and coordinated a conservation lecture.

Marsha: Do you have to be knowledgeable about levels of development to determine what is age-appropriate for the content and how difficult it might be?

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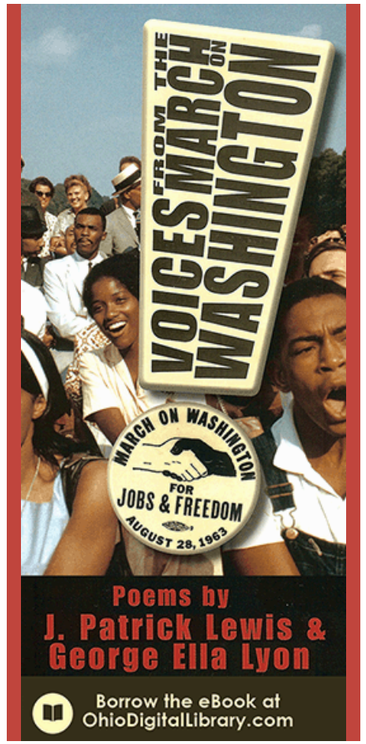
Unlimited Access to *Voices From the March on Washington*

***for* Ohio Digital Library Users**



By Janet Ingraham Dwyer
Library Consultant - Youth Services
State Library of Ohio

The eBook ***Voices from the March on Washington***, a 2017 and 2018 Choose to Read Ohio selection, will be available for unlimited downloads between January 1 and June 30, 2017 in the Ohio Digital Library. After that time, the title will resume normal circulation in the collection.

Voices from the March on Washington by J. Patrick Lewis and George Ella Lyon is a collection of 70 poems from a variety of first person perspectives written for a teen audience. The poems in this collection weave together multiple voices to tell the story of the March on Washington, DC on August 28, 1963. From the woman singing through a terrifying bus ride to DC, to the teenager who came partly because his father told him, "Don't you dare go to that march," to the young child riding above the crowd on her father's shoulders, each voice brings a unique perspective (description provided by publisher).

Ohio author J. Patrick Lewis is the 2011 winner of the National Council of Teachers of English Award for Excellence in Poetry for Children and is former U.S. Children's Poet Laureate (2011-2013). He has written over 60 books for children. His book, ***The Brothers' War: Civil War Voices in Verse***, was a 2011 and 2012 Choose to Read Ohio selection. George Ella Lyon is the author of 45 books and has been appointed Kentucky's Poet Laureate for 2015-2016.

With ***Voices from the March on Washington*** available for African American History month in February and National Poetry Month in April, public libraries have numerous opportunities for timely programming around the title's themes.

A companion web resource with downloadable publicity items and a toolkit featuring programming suggestions, discussion questions, and author biographies are available at:

library.ohio.gov/services-for-libraries/digital-resources/#VoicesFromtheMarchonWashington.

2017 & 2018 Choose to Read Ohio Booklist

The State Library of Ohio, Ohioana Library Association, and Ohio Center for the Book have selected 20 books for the 2017 & 2018 Choose to Read Ohio booklist.

Choose to Read Ohio (CTRO) promotes reading across Ohio by encouraging Ohioans of all ages to read and share books by authors native to, residing in, or associated with the Buckeye State. CTRO is a project of the State Library of Ohio and the Ohioana Library Association in collaboration with the Ohio Center for the Book, Kent State University School of Library and Information Science, and Ohio's libraries.

CTRO booklists follow a two-calendar-year program cycle, but readers are encouraged to read and share any current or past CTRO books at any time. Previous CTRO booklists have spotlighted titles by Ohio authors and illustrators including Jacqueline Woodson, Susan Orlean, Toni Morrison, Denise Fleming, Will Hillenbrand, Virginia Hamilton, Angela Johnson, Paula McLain, J. Patrick Lewis, Daniel Kirk, Cinda Williams Chima, Katrina Kittle, and many others.

The 2017 & 2018 booklist was developed by an advisory committee representing schools, libraries, and literary organizations, with input from 55 additional teachers, librarians, and other book lovers.

Books for Young Children

Curious Critters: Marine
by David FitzSimmons.
The Farmer's Away! Baa! Neigh!
by Anne Vittur Kennedy.
Henry Finds His Word
by Lindsay Ward.
I Wanna Go Home
by David Catrow (illustrator) & Karen Kaufman Orloff (author).
Wind Flyers
by Angela Johnson (author) & Loren Long (illustrator).

Books for Tweens/Middle Grades

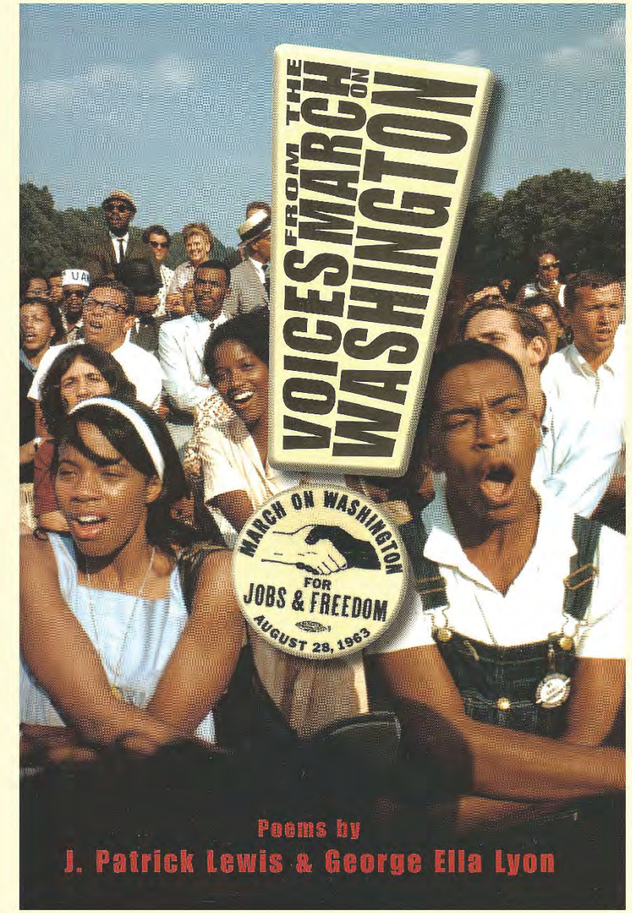
Eliza Bing Is (Not) a Big Fat Quitter
by Carmella Van Vleet.
Moonpenny Island
by Tricia Springstubb (author) & Gilbert Ford (illustrator).
The Seventh Most Important Thing
by Shelley Pearsall.
Winterfrost
by Michelle Houts.
The Year of the Book
by Andrea Cheng (author) & Abigail Halpin (illustrator).

Books for Teens

East
by Edith Pattou.
Fat Angie
by e. E. Charlton Trujillo.
There Will Be Bears
by Ryan Gebhart.
The Vigilante Poets of Selwyn Academy
by Kate Hattemer.
Voices from the March on Washington
by J. Patrick Lewis & George Ella Lyon.

Books for Adults

All the Light We Cannot See
by Anthony Doerr.
The Bluebird Effect: Uncommon Bonds with Common Birds
by Julie Zickefoose.
Everything I Never Told You
by Celeste Ng.
The Story Hour
by Thrity Umrigar.
Super Boys: The Amazing Adventures of Jerry Siegel and Joe Shuster, The Creators of Superman
by Brad Ricca.



Borrow the eBook at OhioDigitalLibrary.com

Cardholders from Ohio Digital Library member libraries have unlimited access to the *Voices from the March on Washington* eBook from January 1 - June 30, 2017.

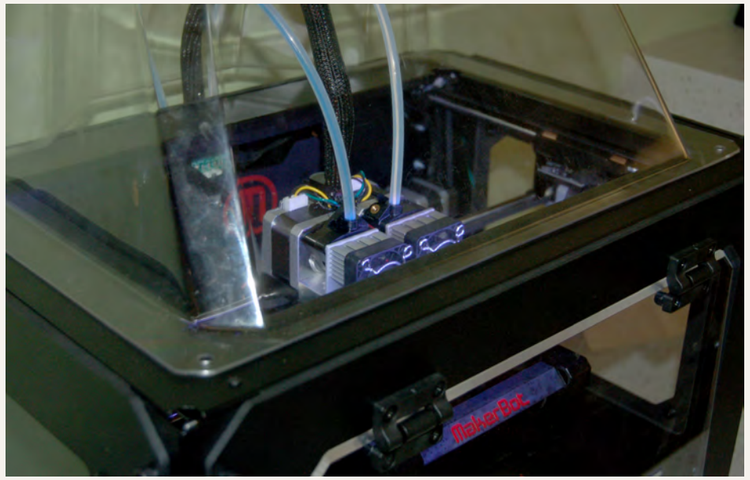
THE OHIO DIGITAL LIBRARY

Download this flyer as a PDF at library.ohio.gov/services-for-libraries/digital-resources/#VoicesFromthe-MarchonWashington and insert your library's logo

The Health Effects of 3D Printing

Basic steps to protect your patrons and staff

By Sharon Roney, Amelia Klein, and Andrew Hart
Ohio Bureau of Workers' Compensation



As makerspaces and fab labs increase in popularity, more and more libraries are adding 3D-printing capabilities. According to a 2015 American Library Association (ALA) report, 428 public library branches have made this technology available. Some potential issues of 3D printing, such as the threat of printing weapons and copyrighted works, are often considered. However, discussion of the health hazards associated with 3D printing is rare.

Ultrafine particles and volatile organic compounds

Several studies have shown that 3D printers produce high amounts of ultrafine particles (UFPs) and volatile organic compounds (VOCs) while in use, and that these particles and vapors are detectable for many hours after the printers have been shut off. UFPs have been linked to adverse health conditions, such as asthma and cardiovascular issues, because they can pass through the lungs and travel to other organs. They can also transfer toxic material into the body, including blood and tissue cells. The US Environmental Protection Administration has classified many VOCs as toxic air pollutants. Exposure to certain VOCs, such as benzene and methylene chloride, has been linked to cancer.

UFPs and VOCs are produced by thermal decomposition when a 3D printer heats and melts a plastic filament. The most popular filaments used in 3D printing are acrylonitrile-butadiene-styrene (ABS) and polylactic-acid (PLA) filaments. Brent Stephens conducted one of the first studies on desktop 3D printer UFP and VOC emissions in 2013 in the journal *Atmospheric Environment*. Since then, several other studies have tested 3D printers, using both ABS and PLA filaments. Most of the studies were conducted with low-cost 3D desktop printers, the kind that libraries are most likely to purchase. The studies concluded:

- 3D printing raises the levels of UFPs dramatically in the printer's area of operation.
- Low-cost desktop 3D printers and filaments may produce higher amounts of UFPs and VOCs than more expensive brands.
- ABS filaments produce more particle emissions than PLA filaments.
- Even with an enclosure, nonventilated 3D printers only see a small reduction in UFP emissions.
- The carcinogen styrene is produced by ABS filament heating.
- The hazardous chemical methyl methacrylate is produced by PLA filament heating.
- As a 3D printer ages it produces higher emissions of UFPs and VOCs.

All of the studies concluded that 3D printers should be placed in well-ventilated areas to limit exposure to UFPs and VOCs. Some 3D printers have built-in ventilation systems; libraries should purchase these over nonventilated, less expensive versions.

ABS and PLA food safety

The main food safety concern with 3D printers is bacterial growth due to small fissures in printed objects. Items made by 3D printers are porous, allowing bacteria to grow over time and to potentially become a health hazard. Also, children playing with 3D-printed objects run the risk of coming into contact with bacteria growing on the object after it has become soiled. Cleaning the object might prove difficult because high dishwasher temperatures can melt or warp the item (especially with PLA-printed objects). Some filaments (other than ABS and PLA) are food safe, including polyethylene terephthalate (PET), which has been FDA approved for direct food contact.

ABS-created plates, cups, and utensils can transfer dangerous chemical residues, including 1,3-butadiene, a probable human carcinogen that can cause irritation to skin and mucous membranes through contact with food. Also, UFPs and other residues from the 3D printing process could still be on the printed material. These levels are small but should still be of concern to those using 3D-printed material as dinnerware.

As new studies are conducted, we will continue to learn more about the hazards of using this technology, as well as the ways we can protect ourselves and our patrons from short- or long-term health effects. Until additional data is available, library staffers should do the following to reduce

Ohio Digital Network

By Missy Lodge
Associate State Librarian for Library Development
State Library of Ohio

The application to become a DPLA (Digital Public Library of America) service hub has been accepted and the "Ohio Digital Network" was approved October 4, 2016.

In 2015, the four digitization hubs, in collaboration with the State Library, OPLIN, OhioLINK, Ohio History Connection and several other institutional partners, began the process necessary to become a Digital Public Library of America (DPLA) service hub. DPLA is an online portal that brings together the riches of America's libraries, archives, and museums, and makes them freely available to the world, with a particular emphasis on providing resources to students and teachers. DPLA's goal is to have one service hub per state; the State Library of Ohio submitted Ohio's application in August 2016.

The process to become a service hub began in June 2015 with an LSTA planning grant awarded to Columbus Metropolitan Library. The planning grant, led by consultants from the Bishoff Group, brought together the various partners to begin the discussion of what a DPLA service hub for Ohio would look like and through six working groups began to address issues such as technical infrastructure, metadata requirements, governance, and sustainability. The State Library agreed to submit the application and administer the project for a minimum of three years. The planning grant culminated with a service hub application submitted to DPLA on August 5, 2016.

DPLA Service hubs are state or regional digital libraries that aggregate information about digital objects from libraries, archives, museums, and other cultural heritage institutions within its given state or region. It is the goal of DPLA to have one service hub in each state to aggregate digital content, provide training, and to promote DPLA and local content.

DPLA
DIGITAL PUBLIC LIBRARY OF AMERICA
visit dp.la

Staff at DPLA indicated that, although the application has been approved, configuring the technology, developing and signing data exchange agreements, and the onboard process will take time. It will be approximately nine months before Ohio content is available through DPLA.

So what should the Ohio library community know at this time?

- The Ohio Digital Network governance structure has been established. The Executive Committee is comprised of Beverly Cain, Stephen Hedges, Gwen Evans, and Stacia Kuceyeski. They will be working to select two representatives from their respective community type to serve on the Advisory Committee.
- Three working groups have been established: Technical, Metadata and Advocacy. Look for calls in the next few weeks for membership on these committees.
- The State Library is beginning the process of hiring three staff to coordinate the implementation of the Ohio Digital Network.
- You can start exploring the riches of DPLA at https://dp.la.

For more information on DPLA go to: https://dp.la/info/. For more information about the Ohio service hub go to www.dplaohio.org/ or contact Missy Lodge, mlodge@library.ohio.gov. ■

3D PRINTING continued

their exposure to UFPs and VOCs:

- Use 3D printers with either built-in ventilation or in well-ventilated areas.
- Keep patrons from up-close monitoring of printing activity for long periods.
- Carefully consider the risks associated with the type of plastic filament used in devices.
- Restrict patrons' printing of items that could be used around food, such as utensils and plates.
- Follow manufacturer's instructions.

Libraries or any public space providing or considering 3D printing services should evaluate their space and printing policies to ensure this technology is used as safely as possible. Free safety consulting programs are available through many state workers' compensation systems. ■

SHARON RONEY is library administrator, AMELIA KLEIN is a librarian, and ANDREW HART is reference librarian for the Ohio Bureau of Workers' Compensation, Division of Safety and Hygiene, in Columbus.

This article originally appeared in *American Libraries Magazine* on 10/11/2016.

Ohio Ready to Read Debuts New Website

By Janet Ingraham Dwyer
Library Consultant - Youth Services
State Library of Ohio

Libraries provide opportunities for young children and their caregivers to sing, talk, read, write, and play, and opportunities for the caregivers to learn how early experiences are very important and influential to healthy development. Early literacy skills—basically, what very young children learn about reading and writing before they learn to read and write, from the alphabet to crayon-holding technique—are essential to future success in school and life. And the public library's children's area is an ideal place for caregivers and children to explore and build these skills. Ohio Ready to Read (ORTR), the statewide early literacy initiative, supports public libraries in this great work.

ORTR invites you to visit its newly redesigned website at ohreadytoread.org. The ORTR site features a streamlined, mobile-friendly design and an array of resources to assist librarians who support Ohio's families and young children. Explore tips, techniques, and best practices for library programming, from planning storytimes to serving English Language Learner families. Take advantage of self-paced education on kindergarten readiness and student learning, including an overview of topics in Ohio education, a toolkit of strategies for success in supporting families and students, and more. Sign up for an in-person Early Literacy 101 training workshop, enjoy a video tutorial introducing the concept of digital sensory storytime, and use ORTR's resource collections on early literacy research, advocacy, grant seeking, and partnerships.

The new ORTR website is a Dynamic Website Kit designed by Laura Solomon at the Ohio Public Library Information Network (OPLIN). The Dynamic Website Kit is a web design and site hosting solution available to Ohio's public libraries.

For up-to-the-minute information, visit and like ORTR's Facebook page. ORTR posts news, articles, research, tips, freebies, and other fun and useful links about literacy and related aspects of early childhood.

ORTR is a joint initiative of the Ohio Library Council and State Library of Ohio, established to educate Ohio's families on the importance of early childhood literacy through resources and activities available at Ohio's public libraries. ORTR supports library-based activities that contribute to the reading readiness of 0-5 year olds, that support the developing reading proficiency of K-3rd graders, that promote student success from kindergarten through college and career, and that encourage the love of reading at all ages.

ORTR provides many services at no cost to libraries. These services help Ohio's libraries to share early literacy information with their communities, develop early childhood library programs that promote literacy, and teach parents, caregivers, and other significant adults about early literacy concepts.

ORTR and its services and resources are made possible in part by federal Library Services and Technology Act funds awarded to the State Library of Ohio by the Institute of Museum and Library Services. ■

Sparks! Ignition Grant

The State Library of Ohio has been awarded a federal Sparks! Ignition Grant for Libraries in the amount of $25,000 by the Institute of Museum and Library Services (IMLS). The funding will be used to develop and pilot Libraries by the Numbers, a web-based data visualization tool for Ohio's public libraries. Public libraries are required to submit data to IMLS every year through the Public Library Survey. Libraries by the Numbers will enable Ohio public libraries to use their own statistical data from the survey to create and share easy to understand infographics. Public libraries may then use these customized infographics to communicate their value and aid their staff, boards and the public in developing stronger library services.

"The State Library of Ohio is very pleased to have received the Sparks! Ignition Grant for Libraries from IMLS to develop and pilot Libraries by the Numbers" expressed State Librarian Beverly Cain. "Project Manager Kirstin Krumsee has spent the past year working with State Library staff to develop this project in response to an expressed need for a tool to help libraries use data to demonstrate the library's relevance and value to the community. Libraries collect data regarding almost everything they do, but it can be challenging to present that data in a meaningful way. This project will help change that."

The federal IMLS Sparks! Ignition Grants for Libraries provide opportunities to expand and test the boundaries of library and archive services and practices. Sparks! grants support the deployment, testing, and evaluation of promising and groundbreaking new tools, products, services, or organizational practices. The FFY2017 Sparks! program received 54 applications and awarded 16 grants, totaling $342,450.

"These recipients represent the best of the best," said IMLS Director Dr. Kathryn K. Matthew. "The grantees' projects were selected from a competitive pool of proposals and rose to the top of our rigorous peer-review process. Their leading-edge work will provide fresh ideas for the museum and library fields and will lead to better programs and services for all served by these valued institutions."

The one-year grant period for Libraries by the Numbers began October 1, 2016. Information about the project, from development through post completion, will be shared with libraries across the state through the statewide listserv, presentations at Ohio library conferences and as it progresses, at national library conferences. Within the State Library, this project will enable the library consultant staff to better provide libraries with data resources to aid in the strategic planning process.

About the Institute of Museum and Library Services (IMLS)
The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 35,000 museums. Their mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. IMLS grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to thrive. To learn more, visit www.imls.gov. ■

INSTITUTE of Museum and Library SERVICES

OHIO LSTA UPDATE

By Cindy Boyden
Library Consultant - LSTA Coordinator
State Library of Ohio

The LSTA Advisory Council is currently reviewing 13 **Competitive Grant** proposals. These submissions carry a potential total award of $350,889 and cover such topics as music generation, preservation, digital literacy for seniors, and many more. Stay tuned – awards will be announced after the December 2016 State Library Board meeting.

A **Conservation Grant** program, co-sponsored by the Ohio Preservation Council, provided 13 Ohio libraries a total award of $59,023 toward preservation and/or digitization of unique materials. The State Library of Ohio is pleased to announce our intention to offer the initiative again in 2017. Look for additional details after January 1, 2017.

During FY2015, $64,133 dollars were awarded to Ohio libraries via the Open Grant program. These grants are available on a rolling cycle, for all library types, require no local match funds, and provide "seed monies" for a variety of library initiatives. This quarter, **Open Grants** were awarded to Jackson Local Schools and Garnet A. Wilson Public Library. Consider applying for an Open Grant today!

Jackson City Library was awarded a Television White Space (TVWS) grant in the amount of $7,221. This grant will provide increased internet access to Jackson area citizens.

The State Library of Ohio is currently working with The Bishoff Group, a consulting firm based in Colorado, on our LSTA Five-Year Evaluation.

Looking for available grants? Visit our website at: library.ohio.gov/services-for-libraries/lsta-grants/#AvailableGrants ■

Across the Finish Line:
The 2016 Ohio Summer Reading Program Report

Prepared by Janet Ingraham Dwyer
Library Consultant - Youth Services
State Library of Ohio

Ohio's public libraries make the most of every summer with creative, community-oriented programs designed for everyone from babies to seniors. The traditional summer reading challenge (to read a set number of books/pages/hours to complete the program and win a prize) remains a popular core service, but an increasing number of libraries are diversifying their summer challenges to incorporate STEM, arts, and other hands-on activities; community involvement; and social media experiences.

Approximately two-thirds of libraries set a completion goal for SRP participants. Among those libraries as a group, the completion rate was 49% of children, 43% of teens, and 88% of adults.

Formal enrollment in registration-based summer reading challenges was significantly down in all age categories from 2015, when libraries reported a total of 442,892 people registered. This continues a 2-year downward trend in traditional SRP** registration. But as noted by Adele Infante (Grafton-Midview Public Library), registration only reveals a small bit of total participation. According to Adele, "Items read, entries submitted, and programs attended are more telling numbers."

Program attendance was most certainly telling: while fewer people are enrolling in SRP, drop-in attendance at scheduled programs and events is skyrocketing. In 2016, total attendance at Ohio library programs and events related to SRP was **1,248,836***, including:

744,982...at children's programs
89,156.....at teen programs
114,420.....at adult programs
300,278...at all-ages programs

In 2016, **399,133*** people enrolled in summer reading programs at Ohio libraries, including:

266,628 children
54,952 teens
77,553 adults

This is an 18% overall increase from 2015 and continues a 2-year sharp upward trend in event attendance. There were significant increases at every age level, including a 35% jump in attendance at all-ages programs. Dianna Oda (Brown Memorial Library) reflected that "Though children in our area are not as interested in 'incentive' reading, the craft/activity numbers increase every year." Elaine Betting (Lorain Public Library System) observed, "Our programming was off the charts this summer, but participation in the actual reading program was down. The wellness aspect of this year's program really resonated with our patrons. We had yoga and other exercises for kids and adults, brain games, and outdoor play. The adults had a healthy eating series of programs at our Main Library, and it was so well attended we might go on year-round!"

Like Lorain PLS, which used "Exercise Your Mind," most Ohio libraries used or adapted the 2016 sports and wellness themes provided by the Collaborative Summer Library Program. Physical activities, health and fitness classes, sports and games, and food programs were popular in

*This is the number of people who registered for an enrollment-based SRP at a responding library, or who were otherwise counted as a unique participant (through head counts, counts of reading logs distributed, etc.). 20 Ohio public libraries did not respond to the survey, so their SRP enrollment is not reflected in this number.

**The term "summer reading program" and abbreviation SRP are used for convenience and familiarity; with more libraries moving from a strictly reading-based summer challenge to a varied challenge that incorporates reading along with other mental, physical, and creative activities, the terminology is shifting as well. Note that CSLP's name is "Collaborative Summer LIBRARY Program"; many libraries and library systems are re-naming their summer challenges to use terms like "summer library program" or "summer learning program".

***These numbers are total attendance at responding libraries' SRP-related library programs (storytimes, performers, parties, etc.). It is not expected that these numbers indicate unique attendees, because of the likelihood that individuals attended multiple programs.

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Photos: *Top L*: Kids go all-in for bubble soccer at the Alexandria Public Library's SRP kickoff. *Top R*: Staff members at the Lorain Public Library System get ready to exercise their minds. *Bottom L*: Children wrote and recorded their own original songs with the support of a local musician at the Athens County Public Libraries' songwriting workshop. *Bottom R:* At Way Public Library's "Drummunity" program, each child had a drum to play while the instructor discussed patterns and music.

many communities. A notable minority of librarians reported that the overall sports-oriented theme, or the CSLP artwork, were not successful in their areas. But for most, the theme resonated. Rachael Barker (Dr. Samuel L. Bossard Memorial Library) wrote, "The sports theme this year was perfect for all ages. It even motivated me to become more fit and active. During one of my summer reading school visits, one elementary student said, 'You're kinda like a gym teacher and a librarian.'" Amber Becraft-Johnan (Sardinia Library, Brown County Public Library) said that her library "had a walking 'goal' this year related to the theme, and gave a reward for the person who walked the most steps." Brown County used the walking challenge to market their books on CD and Playaways.

Other enhancements to the traditional reading challenge included a family reading program at Mary L. Cook Public Library, where, according to Kathy Daniels, "families read together and completed activities together, attempting to win a big family prize." Guernsey County District Library is among a growing number that have traded the reading log for an activity log; Donna King reported: "Completion of weekly activities permitted children to enter drawing tickets for prizes. One of the activities was two hours of reading a week. We intend to use this system again. We received positive feedback: happy children, happy parents!"

Another trend is empowering patrons to choose their own challenges, which is particularly responsive to teens' needs for independence, self-expression, and accountability. At Pemberville Public Library, Laurel Rakas reported: "We had the teens establish their own reading goals, and we offered a small prize for completion, along with an entry for an Amazon gift certificate. This was very motivating! Our teens read 384 books this summer, as opposed to 42 the previous year." Similarly, Robin Heintz (Piqua Public Library) wrote that at her library, "teens had options this year: they could earn prize entries by coming to events, creating art, visiting our Facebook page, downloading eBooks, reading, etc. We were pleasantly surprised with the number that chose to read. One very shy young lady came to the end party to collect her prize for being our #1 reader. She read and submitted 97 books this summer. (And yes, she REALLY read them.)"

Self-expression and creativity were also encouraged at Athens County Public Libraries where, Taryn Lentes noted, "Some of the most rewarding programs this summer were the ones that let kids create something from start to finish. All seven of our branches put on a Bag Factory where kids left with a book bag they had made themselves, from picking the fabric to sewing it together. We also had three songwriting workshops where participants got to work with a local musician to write and record their own song as a group. They worked together, had a great time, and created some amazing songs!"

SUMMER continued on p. 14

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Shelby County Libraries was among the systems that redid SRP down to the name. Rikki Unterbrink shared the story: "We tried something more experience- and community-based this year and it turned out really fantastic. Instead of just reading to earn prizes, our participants were encouraged to do four of six suggested activities each week, and reading was just one of these options. They could do more reading, but they had to do it in a specific place such as in a park or near water. Other activities included STEM-based activities like building a robot or a foosball table out of a shoebox. We were nervous about patron reaction to this, and were super surprised to find that they all seemed to love it! We even got reluctant readers to participate. We also offered more weeks of activities and saw much better prolonged participation into July, which is usually when things drop dramatically. We will definitely do our Summer Library Program this way next year."

Librarians value and seek out partnerships and collaborations to enhance the libraries' offerings and enhance the quality of life throughout the community. The libraries in Montgomery County participated in a county-wide Summer Reading Initiative. According to Amy Allgeier (Washington-Centerville Public Library), "Schools and libraries worked together to help promote summer reading as a whole. Our library started something new this summer to help bridge our two entities together. Each elementary school in our district chose a night for their school to have a 'School Night at the Library.' Families were encouraged by the principals to attend so that they could register or update their reading progress, meet with their principals and teachers, create crafts, and listen to stories read by teachers. The school with the highest percentage of its student body in attendance won a big banner for the school to display."

The sports and wellness theme encouraged other partnerships. Hillary Scholz related that Cardington-Lincoln Public Library "had a local fitness academy join us for a program on how to stay active during the summer, and a yoga instructor from the local YMCA." Several libraries used the Children's Museum of Manhattan's EatPlayGrow curriculum to share healthy practices with young children and their families, and others brought in Zumba instructors and other experts to get peoples' heart rates elevated in the library (in a good way).

One hundred thirty-six library locations reported serving as lunch or snack sites in the USDA's Summer Food Service Program (SFSP), administered in Ohio by the Ohio Department of Education. The number of library SFSP sites has increased by approximately 20% in each of the past two years. This is a tremendous rise in libraries that directly participate in feeding young people who may be at risk of food insecurity and hunger during out-of-school time. Many additional libraries brought summer reading challenge registration and prizes, books, or enrichment programs to SFSP sites in their communities.

At Garnet A. Wilson Public Library, Jennifer Slone observed, "It's astonishing to see that we were able to provide over 2,000 hot meals for children in our community in just an 8-week period! The Summer Food Service Program definitely takes investment, commitment, and a good deal of hard work, but the rewards for our community are overwhelming. There's nothing like providing such a valuable resource, seeing the health and happiness on the faces of our youngest and most vulnerable patrons. Once their bellies are full, they trot off to find books, toys, games, and friends in our children's area, and our staff knows that we've helped our community in a truly meaningful capacity."

More than just a fun summer diversion, SRP has always supported literacy development and student learning. Even as enrollment has dropped, participation has risen, and librarians continue to develop opportunities to support their communities in meaningful, responsive ways. And this can be tremendously beneficial for the people in the community. As Kristine Spyker (Auglaize County Public District Library System) shared, "I had a patron tell me that this is their summer vacation. Heading to the library during the summer months is what they look forward to. They enjoy coming to the free programs and reading for a chance to win prizes. The family was particularly low on funds, but the mom and kids were ecstatic to know that they didn't have to miss out on any summer fun because of it." This is the power and benefit of the library SRP.

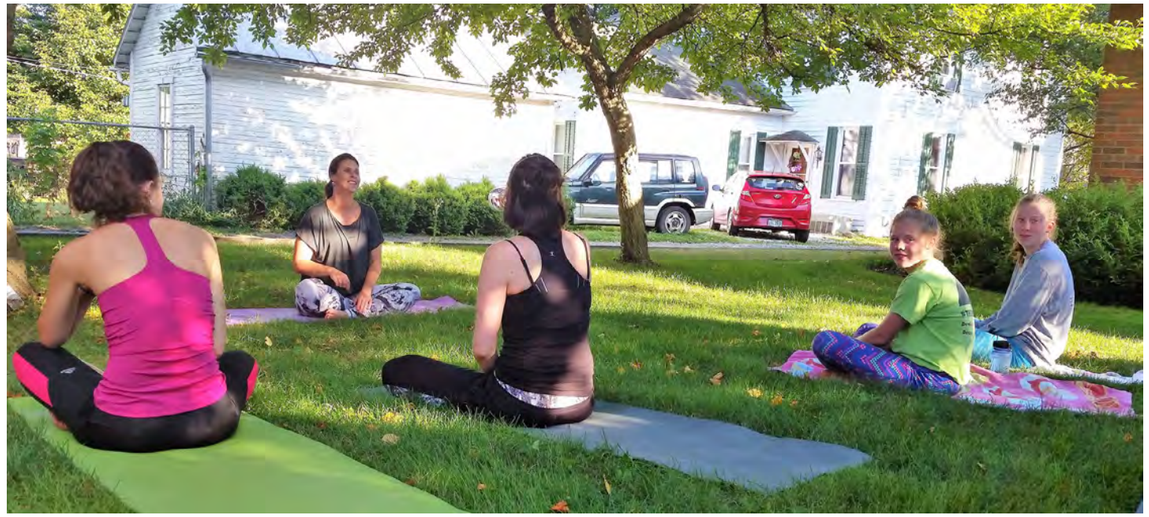


Photo: Teens enjoy a yoga program at the Alexandria Public Library.

This report describes 2016 Ohio public library summer reading programs. 231 of 251 Ohio public library systems reported their 2016 summer reading program (SRP) results using the Ohio SRP Evaluation Survey. Evaluative comments and suggestions from the Ohio SRP Evaluation Survey are shared with the Collaborative Summer Library Program, Upstart, Regional Library Systems, Ohio State Fair, Ohio Department of Natural Resources, and Ohio Renaissance Festival as appropriate. Additional comments or suggestions about Ohio Summer Reading Program resources are welcome at any time. Contact library consultant Janet Ingraham Dwyer at jdwyer@library.ohio.gov or 614-644-6910 to share your feedback, or if you would like a copy of the complete survey results. A video slideshow companion to this report will soon be posted to YouTube.

Permission to quote from surveys was granted by each survey respondent quoted. Permission to publish photos was granted by: Alexandria Public Library, Athens County Public Library, Delaware County District Library, Dover Public Library, Lorain Public Library System, Sandusky Library, St. Paris Public Library, and Way Public Library. ■

Photos: *Top L*: A participant at Athens County Public Libraries' Bag Factory program crafts a one-of-a-kind book bag. *Top R*: A summer reader and his stuffed friend enjoy the trampoline at St. Paris Public Library's Friends on the Go program. *Middle L: Young patrons try out the fun and challenging Parkour training discipline at Delaware County District Library. Middle R:* Based on the classic children's game show, Dover Double Dare was the summer's most popular program at Dover Public Library. *Bottom R:* Kids enjoy a high-energy Zumba workout at Sandusky Library.

A Children's Garden at Avon Lake Public Library

By Mary P. Crehore, Director
Avon Lake Public Library

Located in northeastern Lorain County, Avon Lake Public Library received a 2016 Ohio LSTA Summer Library Program grant from IMLS to create a children's garden in an exterior building bay, just outside of the Children's department. The garden was the focal point of our summer reading program, "ALPL Had a Farm, ABCDE." Not only did we want our young patrons to learn about farming, farm animals, and raising food, we also wanted them to experience the enjoyment and fulfillment of digging in the dirt and planting, harvesting and eating vegetables. In addition, we wanted clients of Community Resource Services, a local non-profit that is an arm of the Salvation Army and the Second Harvest Food Bank of North Central Ohio, to benefit from the fresh produce grown in our garden.

Early on in the planning process, our Children's Services Manager was approached by a Boy Scout interested in gardening, who offered to partner with us on creating the garden as part of his pursuit of an Eagle Scout Award. Unsolicited, we also heard from master gardeners in the community with tips on planting our garden, a bee aficionado who gave us a bee house (for non-stinging Mason bees), and an expert on deer fencing (Avon Lake is over-populated with deer).

On a crisp Saturday morning in late April, with help from our Boy Scout, his friends and many adult volunteers, our five raised garden beds (each 4'x8') were installed and filled with rich soil, and the walkways were spread with pea gravel. Several days later, our Site Manager installed the deer- and rabbit-proof fencing. Both seeds and sprouts were planted in the beds, including tomatoes, beans, peas, lettuces, eggplant, cucumbers, beets, zucchini and radishes. The three brick sides of the bay and the arc of the sun, in tandem with the rich soil, created a mini-greenhouse effect, and everything grew like wildfire!

Inside the library, we offered many programs throughout the summer related to our garden and farming. A local 4-H club brought farm animals to the library once a week for patrons to meet, touch and learn about. We incubated 14 chicken eggs at the Children's desk—watched over by a 24/7 "chick cam"—and 12 hatched. After ten days of peeping and cheeping in the department, the chicks were given to two local farms. Fifty children participated in our weekly "Playing in the Dirt Garden Club." Every session started with weeding the beds, followed by learning about some aspect of gardening and tasting whatever was ready for picking, and ending with quiet time to record thoughts and draw pictures in a garden journal. We used the journal as a program evaluation tool. Parents looked on in amazement as their children ate vegetables they would never sample at home! By the end of the

All photos provided and given permision to use by Avon Lake Public Library

growing season, the little red radish was declared the overall favorite. And even though garden club children were welcome to take home vegetables, most of the children gave their bounty to feed those who seek assistance at Community Resource Services.

The outcomes of our garden far outweighed our investments of time and money. We discovered:

- **Gardens bring people together.** Avon Lake is an avid gardening community, and once word got out that the library was planning a garden, we got plenty of free advice on planning and help with installation. Along the way, Girl Scouts made plaster stepping stones for the pathways; the City of Avon Lake donated a rain barrel; and Avon-on-the-Lake Garden Club erected the bee house while members taught the children about various aspects of growing and maintaining a garden.

- **Gardens encourage healthy habits.** The "Playing in the Dirt Garden Club" members not only ate vegetables from the garden, they also sampled the same vegetables as store-bought. The fresh, from the garden vegetables were preferred every time. And Avon Lake parents rejoiced when their children finally ate their vegetables.

- **Gardens are good community ambassadors.** Our Public Relations Coordinator posted photos and information about the garden on our Facebook page on a regular basis throughout the summer. As a result, we noted a huge spike in "likes" and "shares" of these postings as compared to others. Staff touted the garden out in the community wherever and whenever they could. We found that people liked to talk about gardening, both theirs and ours.

- **Gardens encourage life-long learning.** Not only did circulation of our non-fiction gardening and farming collection increase by 21 percent, May to August, but patrons in other departments attended gardening-related programs, for example, an adult program on beekeeping and another on rain barrels. As we intend to plant the garden again next spring, we hope the enthusiasm and interest of this summer carries over for summers to come—both at the library and in our patrons' own home gardens.

Our children's garden was pleasurable on so many levels. There is a huge amount of competition for children's time in our community, including the lure of electronic devices. We were pleased that many children wanted to dig in the dirt, touch worms and ladybugs, pet farm animals, learn about bees, watch eggs hatch, and sample vegetables. They became scientists through direct observation, recording their findings in their weekly garden journals. They became cooks when they attended Chef Amee's cooking with vegetables class. They became artists when they participated in a program on "painting" with vegetables. They became charitable of one another when they harvested vegetables for others not so fortunate to have enough to eat. They became responsible citizens every time they tended the garden and gave back to their community. The grown-ups may have created the garden, but the children of Avon Lake brought it to life through their curiosity and delight in it.■

Countdown to our Bicentennial in 2017
The following pages contain digital copies of news publication from our past. These include the *Ohio State Library Monthly Bulletin* from 1907, pages from *News From the State Library* published in 1966 and 1979, and *The State Library of Ohio News* from 1997.

Ohio State Library

MONTHLY BULLETIN

Vol. 3. MAY, 1907. No. 2.

BOARD OF LIBRARY COMMISSIONERS.
J. F. McGrew, Springfield, Ohio.
Charles Orr, Cleveland, Ohio.
John McSweeney, Wooster, Ohio.

STATE LIBRARIAN AND SECRETARY OF BOARD.
C. B. Galbreath, Columbus, Ohio.

TRAVELING LIBRARY DEPARTMENT.

Soon after the organization of the Library Commission under the law of 1896, the Board entered upon the consideration of ways and means to make the library more accessible to the people. It was agreed that inasmuch as the institution is supported by general taxation, all citizens of the State, as nearly as possible, should enjoy alike the privileges of the library. They already had free access to books on the shelves for purposes of reference, but the members of the Board were unanimously of the opinion that something should be done to make the material in the library more readily available to those living remote from the State Capital.

It was decided that every encouragement, consistent with limited appropriations, should be extended to this class of prospective patrons by furnishing information from the reference department through the mails. A circulating department also was opened on equal terms to all citizens. Books were sent out by mail and express, the borrowers paying transportation both ways.

The traveling library system, already in operation in a few other states, was considered. No appropriations had been made for that specific purpose, but ample warrant was found for its establishment in the following clause of the law:

The Board of Library Commissioners shall * * * make such rules for the government of the library and the use of its books and other property of the library as they may deem necessary."

In order that the library might enter upon its larger mission to the State, the traveling library system was introduced. On November 6, 1896, the first traveling library in Ohio was sent to a women's club in

Mt. Vernon, Miss Nora Mulvane, Librarian. Unheralded it prepared the way for thousands to follow. The second traveling library went to a similar organization in Piqua, November 12, Miss Mary M. Jones, Librarian. The first sent to a school went to Adelphi, J. B. Selig, Superintendent, librarian. Yankee Hill was the first rural school to patronize this department, Elba Pence, teacher and librarian. The first traveling library drawn by a farmers' organization went to Darby Grange, No. 729, West Jefferson, W. H. Hamilton, lecturer and librarian.

The Legislature at its regular session in 1898 appropriated $4,000

Four Traveling Libraries have been issued to D. C. Bundy, Barnesville, Ohio, for the use of Belmont Grange.

for traveling libraries. This help was most opportune. It at once relieved the drain on the State Library and made it possible to meet the growing demand with books selected for this new department.

The subsequent history of the traveling library in Ohio has been a record of uninterrupted and accelerating growth. It is steadily and satisfactorily accomplishing the purposes of its founders. No other work undertaken by the state in recent years has done so much to stimulate a library interest among the people. Through this agency books have gone out to those who need them most — to communities that have no local library privileges. No explanation is necessary to demonstrate that a well chosen collection of books in such a community may become an influence for good and a stimulus to better things.

As will be seen by reference to the application forms, organization and the appointment of a local librarian are necessary before a traveling library may be received from the State Library. These preparatory steps and the experience that comes through the practical management of a small collection of books, naturally encourage organization of a more permanent character. It is eminently fitting that the State should do this missionary work. Where patrons cannot afford to go to the books, books at the trifling expense of transportation should go to the patrons.

For five years the Members of this Club, The Athenians, of Bellefontaine, Ohio, have found the Traveling Library indispensable in their work.

If it is the duty of the State to educate, it is likewise its duty, within reasonable limits, to furnish the means of education.

One of the great advantages of the traveling library system is the facility it provides for exchange. When the books have been used by one organization they can readily be transferred to another, and this exchange can be carried on almost indefinitely. In time the patrons of one community have thus the opportunity, at small expense, to read many books.

In Ohio, when the books in a traveling library are returned to the State Library they are not kept intact as a collection, but are placed on shelves in the order of their classification. From these shelves traveling libraries are made up and sent to different parts of the State. This

makes additional work for those who issue the libraries, but at the same time enables them to make selections that are more satisfactory.

A permanent record is kept of the traveling libraries issued and lists of the books included in each are constantly at hand for reference. They serve as a guide in sending out traveling libraries to organizations that have already had one or more of these. These records complete, together with map here produced on small scale, continually furnish tangible evidence of what this department is actually accomplishing.

Dots on above Map indicate points to which 1,027 Free Traveling Libraries (36,000 volumes) were issued from Ohio State Library in 1905. (In 1906, 1,106 libraries, aggregating 40,007 volumes, were issued.)

Since the introduction of this system by the State, it has been utilized in different localities as a successful agency in the distribution of books. The Public Library of Cincinnati, which, under the present special act is open to the people of Hamilton County, first extended the sphere of its activities by the establishment of delivery stations. Recently it has supplemented these with a number of traveling libraries that are doing excellent work. The free traveling libraries of Franklin County, organized in 1898, under the direction of Judge Tod B. Gallo-

way, have been welcome visitors to the rural schools of the county. The Brumback County Library of Van Wert has inaugurated a traveling library system of its own with gratifying results. This system will doubtless be introduced in other sections of the state. It is remarkably elastic and readily adapts itself to local conditions.

The statistical table exhibits the steady growth of the Traveling Library Department of the Ohio State Library. According to the Year Book for 1907, issued by the League of Library Commissions, Ohio

Library in Union Township High School, Union County, where Traveling Library books are always to be found. J. A. Yealey, Supt.

leads all states of the Union in the number of traveling libraries issued annually and the communities reached by this method of book distribution. For the year ending November 15, 1906, 1,106 traveling libraries, aggregating 40,007 volumes, were issued to 796 different communities. These traveling libraries were distributed as follows: To women's clubs 187; to schools 526; to granges, 110; to independent study clubs, 126; to religious organizations, 94; to libraries, 27; to men's clubs, 26.

The following explanatory notes, sent out in response to inquiries, define the traveling library, set forth its objects, and state the conditions under which it is loaned:

TRAVELING LIBRARIES.

Objects: 1.—To furnish good literature to the public. 2.—To strengthen small libraries. 3.—To create an interest in the establishment of new libraries.

A traveling library is a collection of from twenty-five to thirty-five books sent out by the State Library to a reading club, an association of citizens, a board of education, or a public library, to be kept four months, with privilege of renewal.

On receipt of a request on the forms furnished by the State Library, properly filled by the members of the club, the officers of the free public library, board of education, or other association, the books will be shipped. The parties receiving the books must pay transportation both ways.

Troy Ministerial Association. Rev. W. H. Wehrly, Librarian.
The Association has been issuing Traveling Library books for the past six years.

No catalogues of books in the circulating department of the State Library are sent to patrons for the following reasons: 1.—We have no appropriation for the publication of a catalogue. 2.—We are frequently adding new books, and a catalogue would not show what could be furnished. 3.—Thousands of books are continually in circulation, and we should rarely be able to furnish the list made from a catalogue.

Where patrons desire it, a list of books can be made in accordance with general directions and submitted for approval before the Traveling Library is shipped.

If a list of books desired is sent with the application, it will be furnished as nearly as possible; if only the general subjects are named, books relating to those subjects will be sent.

The Ohio State Library desires a wider circulation for its Traveling Libraries. Those wishing to borrow them should address a card or letter to the State Librarian, requesting application forms and instructions.

INSTRUCTIONS ISSUED WITH TRAVELING LIBRARIES.

The following instructions are sent with each traveling library to the person selected to take charge of the collection of books: —

We do not presume that you need any specific directions in regard to your duties as librarian of this collection of books. Your good judgment and appreciation of the purposes for which the Traveling Library Department of the Ohio State Library has been established will be the best guide to your work.

Your position, however, is not without its opportunity. You may make this little library an influence for good while it is in your charge. A general rule that you may safely follow is compressed into a single sentence: — Keep the books in circulation and do not lose them. If a book is lying idle, try to think of some one in the community who would be interested in it and read it. If the members of your organization are not using all the books, there may be others to whom they could be safely loaned and who would appreciate the opportunity to read them. The traveling library movement is missionary in character.

You will find it advantageous to have shelves provided for the books. This can be done at trifling expense. If more shelf room is provided than will accommodate the books sent you, the additional space can be used for other books donated or loaned to your organization. You may thus lay the foundation for a permanent local library. Here is your opportunity. You "have only to reach forth to it" and it is yours. Some kind of a library is possible in every community.

The best return that you can make for the loan of this library is a report showing that the books have been widely circulated and read.

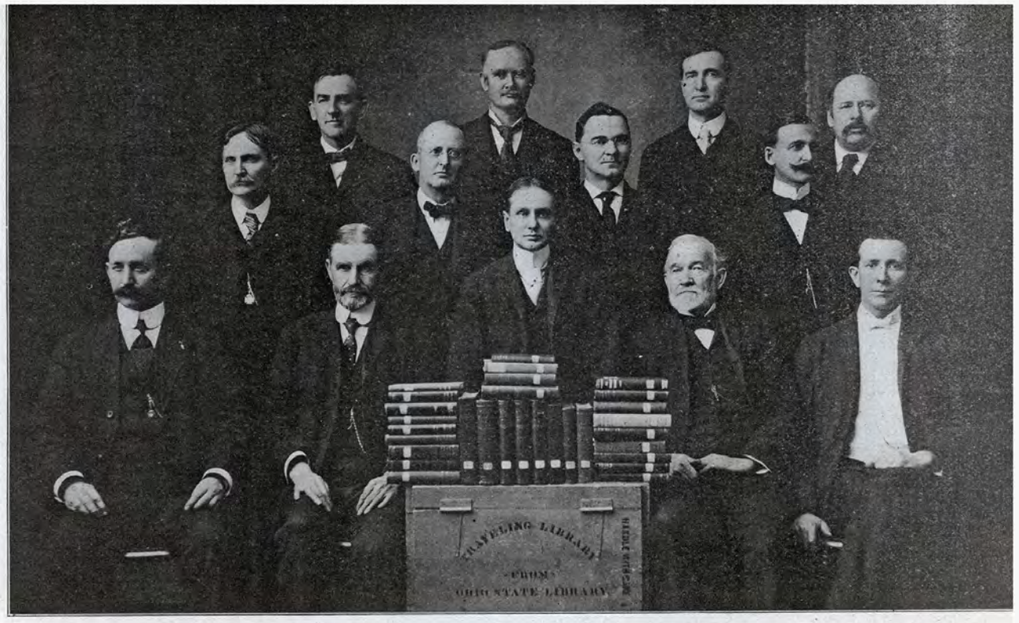
NOTES TO PROSPECTIVE PATRONS.

Remember that it is easy and inexpensive to borrow a traveling library. You have only to request the printed blanks from the State Librarian, fill them in accordance with directions, return them and pay transportation. The State Library will do the rest.

It is believed that many small libraries will find it most advantageous to borrow and place on their shelves for use of patrons one or more traveling libraries. A number have already done so.

County libraries with small revenue for books may borrow traveling libraries and distribute them to various parts of the county. They will prove cheap and efficient aid in the organization of county work.

In no instances, perhaps, have traveling libraries been more successfully used than in rural schools, under the administration of progressive township superintendents. Prof. A. B. Graham, of the Ohio State University, former superintendent of the schools of Springfield township, Clark County, Ohio, in the following communication tells how the traveling libraries may be used to build up permanent libraries in the country schools.



Twice Five Club of Logan, Ohio. — Appreciative patrons of the Traveling Library Department of the Ohio State Library.

Wilmington Public Library, Miss Minnie Farren, Librarian. This library has used about one thousand volumes from the Traveling Library Department of the Ohio State Library.

NEWS — FROM THE — State Library

No. 64, December 21, 1966

FROM THE STATE LIBRARIAN

The end of 1966 also marks the 149th anniversary of the founding of the State Library. As the State Library embarks on its 150th year in 1967 we are in the midst of great change.

The changes taking place in libraries all over the nation are the result of the increasingly complex society in which we find ourselves. We face new problems as a nation, as people living in a changing society and as librarians trying to serve the educational, informational and cultural needs of readers.

For many years Ohio libraries have made a great contribution to the communities they serve. And now, caught up in this great national change, Ohio libraries are embarking on a new stage in their history. A comprehensive assessment of the State Library and Ohio libraries has not been made since 1935, when Miss Sandoe completed the last statewide survey.

The new Survey, now well under way, will appraise our accomplishments, resources and problems. But it is going to do more than this. It is going to give us the information we need to analyze our problems in the light of the new demands and responsibilities of the library in our complex society. The Survey recommendations are going to help us act to fill the gaps between our resources and our needs so that libraries can make their full contribution to Ohio's development.

A Citizens Advisory Committee will assist in the study. However excellent the Survey, it is going to be up to the libraries, the communities and the people of Ohio to decide how good Ohio library service should be and what place libraries should have in Ohio society today.

A tremendous job lies ahead for librarians and trustees throughout Ohio. As we at the State Library review our objectives and make progress toward new goals, we hope to use this Newsletter to keep you informed about what is going on at your State Library. We invite your visits, your comments, your letters.

The staff joins me in wishing you a Merry Christmas and a Happy New Year.

JOSEPH F. SHUBERT
STATE LIBRARIAN

News
Volume No. 204
Date January 22, 1979

The State Library of Ohio
65 South Front Street
Columbus, Ohio 43215
466-2693

C 276
STATE LIBRARY OF OHIO
65 SOUTH FRONT STREET
COLUMBUS, OHIO 43215
DEPOSITORY D 460

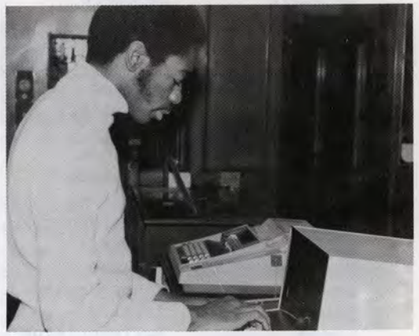
LIBRARY CONTROL SYSTEM INTRODUCED

On December 1, 1978, the State Library staff began entering patron information into the Library's automated circulation system. By mid-January full bibliographic information on over 200,000 cataloged titles will have been entered using OCLC computer tapes. The on-line computer based circulation system is expected to be in full operation by the end of January, 1979.

The Library Control System (LCS) will identify materials owned by the State Library and The Ohio State University Libraries and designate location and availability of each item. Items can be charged out through computer terminals and delivered to library users through the state's interdepartmental delivery service or the postal system. Saves can be placed on library materials in use and overdue notices generated automatically. Missing items are noted. Multiple requests for a specific item will alert the acquisitions librarian to the need for added copies. Each of these operations can be carried out in seconds rather than minutes.

The LCS has been in operation at the OSU Libraries since 1970. In November 1971, a terminal providing access to the OSU collection was placed in the State Library. In early 1976, the State Library began exploring various ways of automating its manual circulation system. After examination of a number of commercial systems, in the fall of 1977, planning began for implementation of the LCS as a circulation system for the State Library.

"Effective service to State Library users is our goal," says Jane Sterzer, President of the State Library Board, "and we see use of the LCS as a factor in providing that service."



Library users watch while Phyllis Davis, Supervisor of Loan Services, and Rosa Sawyer check on the availability of materials through the newly installed Library Control System (LCS) terminals. Loan Assistants (center) Leonard Wilson and (l to r) Susan Kohls and Rosa Sawyer.

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STATE LIBRARY OF OHIO
65 SOUTH FRONT STREET
COLUMBUS, OHIO 43215-4163
NOV 13 1997
DEPOSITORY 0460

THE STATE LIBRARY OF OHIO

News

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Issue 3

October
1997

65 South Front Street, Columbus, Ohio 43215-4163

Libraries Connect

Ohio's three statewide library programs, the **Ohio Public Library Information Network** (OPLIN), the **Ohio Library and Information Network** (OhioLINK) and the **Information Network for Ohio** (INFOhio) in coordination with the State Library of Ohio, are beginning an aggressive campaign called "Libraries Connect" to maximize the sharing of their resources.

"Libraries Connect" was born from a meeting convened in September by Ohio's State Librarian Michael Lucas, who spearheaded the effort for these three programs to formalize their ongoing coordinated initiatives.

"Ohioans are experiencing a rapidly accelerating and universal need for access to information. This need for timely and easy access to information impacts a number of issues of vital interest to Ohioans striving to improve their quality of life," Lucas said. "These issues include developing a skilled workforce; providing educational equity to all students; fostering life-long learning opportunities; creating an environment conducive to business and job growth; and promoting healthy

(Continued on page 3)

Libraries Connect *(continued)*

lifestyles for all citizens. Libraries are a way to respond to this critical need for information."

The Ohio legislature-funded programs - OPLIN serving public library customers, OhioLINK, a program of the Ohio Board of Regents, serving academic library customers and INFOHIO serving public school library customers - have always tried to coordinate their efforts. "Libraries Connect" formalizes their intentions and provides a foundation for them to work together to define common information needs and to investigate ways to effectively and efficiently provide information to Ohioans, Lucas explained. All four parties are excited about the possibilities and plan to continue these discussions monthly.

The three have already begun to share electronic resources to meet the common information needs among constituencies. For

(Continued on page 4)

Libraries Connect *(continued)*

example, OhioLINK and INFOhio have begun a pilot program with high schools across the state where advanced placement English classes have access to traditional OhioLINK resources, such as full-text poetry and literature databases. The pilot program is expected to garner two positive results: it expands access to students who will benefit from the information and familiarizes them with the Ohio-LINK system, which many will use in college.

Additionally, OPLIN, in its unique position of delivering information to the general public, is working with INFOhio to leverage both the information resources of public libraries and the expertise of school media centers in creating programs that both support the core curriculum and enhance the learning needs of Ohio's children.

Already, all three benefit economically by using a common telecommunications provider, OARnet, the Ohio Academic Resources Network.

Future plans include the cooperative purchase of databases; the development of a effective and efficient statewide delivery service; creation of a training program which will allow users to take full advantage of available electronic resources; and the ability to identify unique electronic resources available within the state.

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Welcome, Congratulations, and Farewell

We welcomed a new board member and staff member, celebrated promotions, and said goodbye to others in 2016.

Judge Michael Merz joined the State Library Board and was sworn in at their January 21, 2016 meeting. Judge Michael Merz currently serves as a United States Federal Magistrate Judge and as President of the Dayton Public Library Foundation. He has previously served on the Dayton and Montgomery County Public Library Board (1991-2006) serving twice as President of the Board.

Phil Willke joined the State Library staff as Library Assistant in Circulation & Special Services in May, 2016 and was promoted to Librarian in Research & Catalog Services in November 2016. Prior to the State Library, Phil worked at the Dublin Branch of the Columbus Metropolitan Library as a Customer Services Associate. He also has experience working in the Franklin University Nationwide Library and the Consumer Health Library at Mount Carmel Hospital.

Jen Johnson was promoted to Library Consultant within the Library Programs and Development Department in November. Jen's primary responsibilities will focus on the newly approved DPLA Service Hub for Ohio. She will act as Project Manager for the Ohio Digital Network. Jen joined the State Library staff in 2013 as a Librarian in Research & Catalog Services and was promoted to Electronic Resources Librarian in 2014.

Judith Cosgray was promoted in August to Library Supervisor for SEO Library Center, a branch of the State Library located in Caldwell. Judith joined our staff in 2012 as a Library Consultant with an emphasis on outreach to state government.

Cheryl Lubow retired as a Librarian 2 with 13 years at the State Library and over 38 years total years of service in libraries.

Linda Savage retired as a Library Assistant 2 with over 37 years of service at the State Library.

Carla Bartram retired as a Library Assistant 2 from SEO Library Center with over 27 years of public service.

Kirstin Krumsee was appointed to serve on the Depository Library Council of the GPO. The DLC is composed of 15 members, each of whom serves a three year term. DLC members advise the Director on policy matters relating to the Federal Depository Library Program (FDLP).

Mandy Knapp left her position as Library Consultant to work at OPLIN in a newly created position working with e-Rate and digitization efforts.

Katy Klettlinger left her position as Library Consultant to work for Mid-Atlantic as a LYRASIS Member Representative.

John Philip, former Head of Field Unit Operations at the State Library passed away on February 1, 2016. John retired from the State Library in 1995 after 25 years of dedicated bookmobile service and library system development. Often referred to as the "bookmobile guru," John was both diligent and passionate in his work to support outreach services with bookmobiles.

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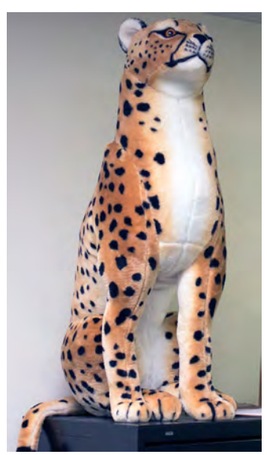
Sheila: Yes, that's a real issue. I have to consider age and grade level in my responses to information requests and our education programs are tied into the educational standards as well, so I need to be aware of the science standards. This summer I helped coordinate a teacher workshop about literacy and choosing quality science trade books to teach science concepts in the classroom. We've wanted to do this program for a long time, because authors don't necessarily write picture books that are accurate and often elementary teachers are not qualified to assess the accuracy of the information. I encourage elementary educators to use quality, age appropriate resources in their classroom teaching. I also need to keep in mind the knowledge level of our volunteers and docents, taking into account their educational background, their knowledge of the zoo and animal behavior, etc. I can usually tell what they don't know through the reference interview.

Marsha: You have the advantage of being able to do a more in-depth reference interview when it's in-person, and ask follow-up questions that you don't get with email. How do you handle that?

Sheila: That's tough when I get letters, because I have to guess what they really are asking me and it depends on the grade level and the quality of the writing. Phone calls, in-person requests and emails allow me to ask follow-up questions which I often need to do.

Marsha: There is a wide variety of formats and materials that you have, including some 3-D samples.



Sheila: The 3-D items are generally biofacts. Some are cataloged and others can be located on an Excel inventory list, color-coded by location. Items are arranged by type of animal, except for the skulls, most of which are cataloged. The difficulty is monitoring the collection and making sure each item is returned and in its correct place on the shelf so that people can find them.

Users have access to the Excel spreadsheet on our intranet. The inventory list and shelf arrangement is as simple as possible, so that everybody, our educators, docents, volunteers, and seasonals, can all understand what they're looking at because they have different levels of understanding of zoological terms.

Marsha: Do you keep records of how they were acquired?

Sheila: We do. Some biofacts are on loan to us from U.S. Fish and Wildlife. We have permits to have them in our collection and the inventory sheets from USFWS are very specific and coded. Periodically USFWS contacts us to verify that we have all of the items we are supposed to and to update their status, i.e. — broken, missing, etc. I send items back to them if we no longer use them. We also get donations, but we don't encourage this. Often people don't know how to discard clothing made from endangered species and I refer them to USFWS.

Marsha: Do they have a database that you can search if you need something?

Sheila: They do, but there is not public access. I just contact them via email. We also have items that are on long-term loan from Ohio State from their Museum of Biological Diversity. They were animal pelts that they were organizing and rearranging and did not need, so we borrowed them. Now we've gotten to the point where we know what gets used and what doesn't, so we're probably going to be sending some of them back. Space to store things is a real issue.

Marsha: Do you consult the Ohio State University Copyright Center?

Sheila: Yes, and I just took a webinar through ALA about copyright. It's very helpful to get updated on that periodically. Since zoo staff often use digital materials now, I need to stay current. Generally, we try to use in-house photos, because we do have a zoo photographer and a library of photos of our animals. And now the Columbus Zoo Media channel is available on YouTube that is a great resource for people for brief videos about the Columbus Zoo animals, enrichment, and conservation programs.

Marsha: Are you responsible for organizing the online videos and digital photos library?

Sheila: No, I work with our photographer. He's got storage issues, too. One of our dream projects is that we'd like to make a digital archive of all the media items that we have, but there's just nobody that has time to do that. Preserving historical items about the zoo is another issue. I am not aware of any local organization that collects historical items of the Columbus Zoo in a systematic way.

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The State Library or Columbus Metropolitan Library may have documents from the city government, because we're part of the city of Columbus, but I haven't really been able to find any large cache. Anytime we have an anniversary, we request that zoo members and staff donate anything historical that they feel they can part with. We have built our historical archives in this way and periodically people will voluntarily donate items. I've got a stash of historical material that really needs to be assessed for preservation and digitized.

Marsha: And, you're part-time. Columbus Memory may have a few relevant items.

Sheila: Actually when they first started, the Ohio Historical Society asked the Zoo to participate and we collected 15 or 20 items that are still in the memory scrapbook. I don't think we've added anything since then. I've been working with Jack Hanna's office because his staff is starting to think about organizing Jack's collection. They purchased a software program called PastPerfect and had an intern inventory about 200 items that include statues, awards, musical instruments, cloth, you name it. But that project goes in fits and starts. At some point, Jack's staff will pursue that, but right now they don't have time, money, or the time to look for money. Grants to support education and conservation programs take priority. I've had some excellent volunteers over the years that started inventorying the historical items in the Zoo Library. Our Excel index has been very helpful because I often get questions about what the first animals from the zoo were and where they came from, or information about animals we have had in our collection in the past. I use the Excel inventory to save time poring over articles.

Marsha: Although the zoo's mission is slightly different than a museum, a museum or exhibit about the history would be fascinating to your visitors.

Sheila: Our Education Director is a member of the Ohio Museum Association. And IMLS includes zoos and aquariums in the range of libraries and museums that they support. There has been discussion about having a Jack Hanna Museum that would also incorporate the history of the zoo. It's just never come to fruition. People get upset about how we store and use our animal pelts, because if they were in a museum they would be stored laid flat out and in temperature-controlled rooms. But we use them in education programs where we want visitors to touch and feel and learn, so, while an environmentally controlled space would be nice, it is not our top priority.

Marsha: You are doing education not preservation.

Sheila: Yes, we are.

Marsha: What are some of your biggest challenges working in the zoo library?

Sheila: There's always a learning curve, I guess, wherever you are. There are times that I get information requests about topics that I've never ever heard of but I like learning about new things. If you're a special library, your mission is your overriding organization's mission. The Columbus Zoo's mission is "to lead and inspire by connecting people and wildlife" and a conservation message is a large part of that mission. When I'm responding to people's requests... some ask questions that I know they're not thinking about the realities, the effect certain choices they make have. "I want to have a tiger for a pet." An exotic animal does not make a good pet—they don't really think about the outcomes—it's going to grow up, be bigger and stronger than you and you can't control it; there are diseases that can pass between animals and humans and dangerous situations that can arise. I want to discourage bad conservation ideas, but not in a preachy kind of way

Marsha: Do you need to know the laws regarding wild and exotic animals?

Sheila: I share the legalities, health and handling issues. I also have to respond to ethical questions about the pros and cons of zoos and captive breeding and animal welfare. Sometimes it's a high school question, but sometimes it's a personal question, too. The frequency depends on what's happening in the news. People contact us more frequently about animal welfare issues after an event like the one at the Cincinnati Zoo where the little boy fell into the gorilla exhibit and Harambe, the gorilla, had to be euthanized. I worked in a public library for many years and I don't remember ever getting questions that were as tough to answer.

Marsha: Do librarians from the public libraries contact you with their patrons' questions?

Sheila: Occasionally, but the public librarians might well be referring people to the zoo with questions like... someone saw an animal in their backyard and they don't know what it is. Patrons often call about this and send pictures, so we can help identify it. Or, they found a wounded animal, what should they do with it? Those kinds of questions the public library probably doesn't get very often. Then we're a referral library, even though people think if they find a wounded animal the zoo will take it. That's not necessarily true. We refer them to the Ohio Wildlife Center. Someone sent me a smashed spider once, because she wanted me to identify

INTERVIEW continued on p. 32

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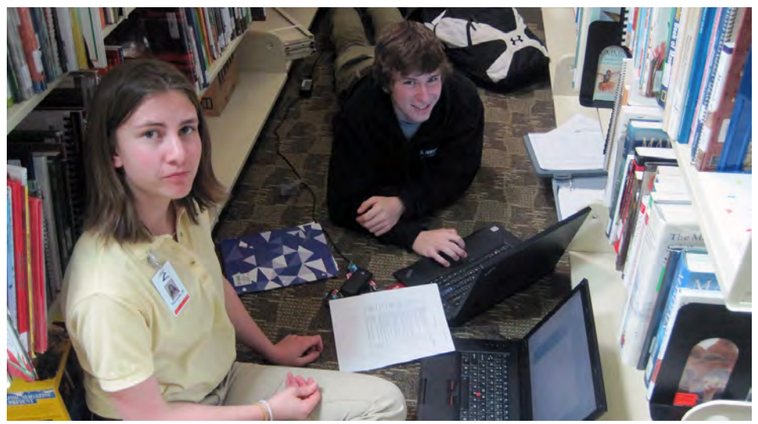

Above: Students engaged in active learning in the Columbus Zoo School classroom and doing research in the Zoo's library.
Next page: Students outside with Sheila Campbell.
Photos provided by Emily Cunningham, Columbus Zoo & Acquarium

it. She hated spiders and she had smashed it with a book. It was a large spider that she put in a plastic bag. That doesn't happen very often, but every once in a while people do send things that you think "Wait a minute!" Sometimes it's behavioral issues with pets: I have a boa constrictor and it is not eating or a star turtle that looks discolored. Those questions I refer to our keepers.

Marsha: Do the keepers have a role in education and outreach?

Sheila: Yes! Keepers serve as the first line of public relations, interacting with our visitors to help increase the public's awareness of the important role of zoos in wildlife conservation. Keepers participate in regularly scheduled "keeper talks" throughout the year. These are informal presentations where zoo visitors are encouraged to ask questions. Our keepers also participate in "behind-the-scenes" tours, docent training sessions, teacher workshops, conservation presentations and donor events.

Marsha: One of the challenges you face is that your collection is located in two different buildings. Can you talk a little bit about how that happened and what's good about it?

Sheila: Part of my collection is housed in the Education Building, primarily picture books and teacher curriculum guides, and the main collection is located in the Battelle Ice Bear Outpost in the Polar Frontier region because of Zoo School, which is the high school that we have here at the zoo for 11th and 12th graders. This was most convenient for Zoo School students to be able to use the library's resources because each session that they are here is only for 2½ hours, so their time is really limited. Our online catalog allows patrons to look at our collection on the web where they can reserve items or can contact me via email or in person to request something. Having two locations is very inconvenient sometimes because, invariably, I will be in Education and need something from the Polar library or vice versa. However, the good news is that it forces me to go out

on grounds where I run into Docents, volunteers, and zoo staff and I have become a familiar face to them and they know what I do. So I make an effort to get out and walk around the zoo and go to the business office and visit with people. I chitchat a little bit and they'll say "I was going to call you the other day, but I forgot," and it reminds them to ask me for something that they really needed. And walking around grounds also forces me to get out and get my steps on my Fitbit!

Marsha: That's outreach and they might not perceive that is what you're doing.

Sheila: Library resources are mentioned during orientation and training for new employees as well. During their tour of all of the regions and offices at the zoo, they stop at the library and I give them my card. If they don't come by on their tour, I make a point to stop by their office and introduce myself and offer the library's services.

Marsha: How did the Zoo School actually end up in the Polar building?

Sheila: Zoo School began around 2003 and the classroom was in the Education Building, not far from where the library was located then. When Polar Frontier was being built and Zoo School was relocated to that facility, the powers that be felt that having the library near Zoo School would be a good idea. I was destined to be moved one way or another at that time since my current space was to be reconfigured for another purpose, so the library collection was split between Education and Polar since the entire collection would not fit in either place. Curriculum guides, picture books and lesson plans that Education staff use in their programs are kept in the Education Building to be more convenient for Education staff and journals, reference and the adult collection is housed at Polar to be more convenient for Zoo School students.

Marsha: Do you have a collections budget?

Sheila: Actually my budget includes everything—online subscriptions, journal subscriptions, materials, supplies, and professional development. The amount has varied over the years, depending on what is happening. But the zoo has been very supportive of the library.

Marsha: Do you ever refer inquiries online to the Ohio Web Library databases or to a public library?

Sheila: I do often refer patrons to the Ohio Web Library and I use it as well, because I am often able to find full text articles there and that saves me a trip to Ohio State. I'm always glad when they renew those LSTA grants.

Marsha: If you need something quickly for Ohio State, can you call and have it send it to you?

Sheila: Yes, the librarian at the vet library has helped me out several times when our zoo vets and keepers needed an item quickly. Usually I reserve items and have them send it to the vet library, or visit the library to find articles in their online subscriptions. I use the biology pharmacy library, the vet library, and health sciences library. Parking at Ohio State is at a premium, so I generally try to use the vet library where parking meters are available for quick visits and/or the parking lot is close to the library.

Marsha: Do the keepers publish their work?

Sheila: They do. They publish papers and present at conferences. Our keepers have very specialized interests, for example freshwater turtles, so they write an article to present at the freshwater turtle conference and have me pull together articles they need to help them write it. I created a database of all in-house authored papers several years ago.

Marsha: You have a stuffed animal collection; what can you tell me about it?

Sheila: The plush animals are part of our prop collection and are primarily puppets. Props are used in our education programs and summer camps. Programs run the gamut from our preschool, scout programs and overnight camp-ins, to home school programs and with themes like adaptations, habitats or food chains, etc. We've got games and models, life-size bear replicas, and table cloths and much more.

Marsha: The props, or stuffed animals, do you order those from a specialty catalog?

Sheila: Folkmanis is a favorite supplier, because their products are really lifelike. We also use Nature Watch and Acorn Naturalist.

Marsha: Do you also serve the staff at The Wilds?

Sheila: I do. I work with their education department, staff, and interns. They also have a very small collection of resources that I help to coordinate.

Marsha: What is the most rewarding part of your work? What brings you the greatest satisfaction in your role?

Sheila: Connecting people with the information they need is very rewarding to me, especially to the people that I work with who are the most dedicated, committed and inspirational people that I have ever met. It's great to be a part of the Columbus Zoo family. ■