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**Contenidos de este número**

1. After Harvey Libraries Reopen, Organizations Step Up

By [Lisa Peet](http://lj.libraryjournal.com/author/lpeet/)



Salvaging books at HCPL’s Kingwood Library
Photo courtesy of Harris County Public Library

Over a five-day period, Hurricane Harvey devastated the Gulf Coast area of southeastern Texas and parts of Louisiana. More than 50 inches of rain fell, killing at least 66 people, displacing 30,000 others, and causing up to $190 billion in damages.

When skies finally cleared at the end of August, cleanup efforts began in earnest. In Rockport, where Harvey first made landfall on August 25, the Aransas County Public Library sustained major damage and has not reopened, and at the Ellis Memorial Library in Port Aransas, the collection was described in a Facebook post as “a total loss.”

The Houston area, to the northwest, received more scattered damage, and by the Tuesday after the Labor Day weekend, the Houston Public Library (HPL) and Harris County Public Library (HCPL) had reopened a number of their branches. They will continue to do so on a rolling basis—but it will be months before services approach business as usual.

**HPL: EMPHASIS ON THE “US”**

On September 5, HPL opened the 18 of its 42 libraries that had sustained little or no damage. Although full services were not yet restored to the Central Library, it did have electricity and Internet services and was able to provide space to some city departments that were unable to work out of their own offices because City Hall, across the street from the Central Library, took on several feet of water.

The library is also hosting Camp HoUSton—emphasis on the “us”—which is providing child care for approximately 150 City of Houston employees until schools reopen on September 11. Services to families and children are of primary importance right now, HPL director Rhea Lawson said. “These children have seen so much,” she told LJ. “They’ve been so scared. They’ve been displaced and we want to bring the joy back in [their] eyes… through a lot of programs—games and crafts and movies and things like that, story times—to give parents and caregivers and children a chance just to snuggle and lose themselves…to have some sense of normalcy and comfort.”

Out of 500 HPL employees, Lawson estimated that at least 50 lost power in their homes, 40 had to evacuate, and 25 were in shelters. But even before the Tuesday reopening, many volunteered to staff branches in multi-service centers over the weekend to provide WIC (food for Women, Infants, and Children) services to those in need. “We’re overwhelmed with volunteers,” said Lawson. “I’m so proud of my team because they want to find a way to help people. Everybody has this sense of wanting to do something to help push the city forward.”

Six HPL buildings sustained major damage, most of it water-related: the McGovern-Stella Link Neighborhood Library, Clayton Library Center for Genealogical Research, the HPL Express Location Morris Frank Library, McCrane–Kashmere Gardens Neighborhood Library, Kendall Neighborhood Library, and Lakewood Neighborhood Library (eight library vehicles were also lost). Many have severely waterlogged flooring, which will require removal before mold sets in, and the HPL team will need to assess damage to the collections.

Lawson hopes to open the remaining branches gradually. “One of the reasons that we’re taking our time opening is because we want to make sure that when people come in, they get the best we have to offer,” noted Lawson. “We’re going to make sure those places we open are fully staffed and we are offering a bevy of services.”

One thing HPL is not wanting for is offers of aid. “We’ve been overwhelmed—warmly so—with so many people wanting to know how they can help us,” Lawson told LJ. “Right now, we want to do this week and see how it goes, and have a better answer for people after we get our service back up and running. Then there may be some opportunities for collection restoration.” People have also volunteered to help sort and carry books, said Lawson, “and as we start doing that kind of work, I’m sure that there’d be an opportunity, if people are close by, to come by and help us out.”

She added, “We’re just trying to get our feet back under us and start to provide services to folks. I’m sure there’ll be an opportunity for us to reach back out to our colleagues and say, ‘You know, here’s what we really need. This is the area where we really need the help.’ ” In the meantime, she said, people can follow HPL on [Facebook](https://www.facebook.com/houstonlibrary/), [Instagram](https://www.instagram.com/explore/tags/houstonlibrary/), and [Twitter](https://twitter.com/houstonlibrary) to see how recovery efforts are going.

**http://lj.libraryjournal.com/2017/09/library-services/harvey-libraries-reopen-organizations-step/**

1. GPO Requests Recommendations to Update Federal Deposit Library Rules

By [Lisa Peet](http://lj.libraryjournal.com/author/lpeet/)



U.S. Government Publishing Office (GPO) director Davita Vance-Cooks has asked the Depository Library Council (DLC) [to recommend changes to Chapter 19 of Title 44 of the U.S. Code](http://www.infodocket.com/2017/07/31/fgi-warns-this-is-not-a-drill-the-future-of-title-44-and-the-depository-library-program-hang-in-the-balance/), a request that has some members of the government information community concerned and others encouraged. Chapter 19 codifies GPO’s [Federal Deposit Library Program](https://www.fdlp.gov/dlc-contact-form) (FDLP) into law, guaranteeing that the government will provide its information for free to the general public, and has not been significantly revised since the early 1990s.

DLC is asking the public to [submit comments and suggestions](https://www.fdlp.gov/dlc-contact-form) for modernizing FDLP through August 31, after which it will disseminate draft recommendations at the fall 2017 Depository Library Council Meeting and Federal Depository Library Conference on October 16–18 in Arlington, VA. James R. Jacobs, government information librarian at Stanford University, CA, has posted a [Change.org petition](https://www.change.org/p/robert-tapella-mail-house-gov-protect-the-public-right-to-government-information-help-preserve-and-expand-title-44-1c1a445a-a155-4a4b-82d8-78f7682fd060)that interested parties can sign “to assure that any changes to the law strengthen the FDLP and free public access to and preservation of government information regardless of physical or digital format.”

Vance-Cooks, who has been GPO director since 2012, is hoping for revisions that provide depository libraries more flexibility, and update Title 44’s language, which dates back to the early 1960s. However, many in the government information community have expressed apprehensions that opening up Title 44 to revision could threaten the core values of FDLP mandated by Chapter 19: free, ongoing public access to government information.

FDLP, which was established by an 1813 Congressional Joint Resolution, is overseen by the GPO—formerly the Government Printing Office—which is in turn overseen by the Congressional Joint Committee on Printing. The Depository Library Act of 1962 established the system of regional depository libraries and provided for the distribution of all federal government publications among them.

GPO also designates federal depository libraries in all 50 states. Each state may have up to two regional depository libraries, which retain a copy of all government publications received and provide interlibrary loans to other depository libraries. Congressional districts may each contain up to two elective depository libraries, which choose to receive certain classes of government documents, depending on the needs of their constituents. All federal depository libraries, even those that are part of private academic institutions, are required to offer free, public access to these collections.

The 15-member DLC advises GPO on issues related to FDLP, with the development, management, and dissemination of electronic information being a current critical issue.

**SURPRISE CALL FOR REVISIONS**

At a May 2017 Committee on House Administration (CHA) hearing held to examine the GPO’s modernization efforts, Vance-Cooks described visits to more than 250 depository libraries by Library Services and Content Management staff in 2016. She and her staff found them to be grappling with problems including a lack of staffing, funding, and space. Some of these could be alleviated, or at least reduced, by switching to digital holdings. Title 44 contains requirements that these libraries continue to hold print publications, even though many of these publications are available in digital format.

“It would be in our best interest, and it would be of interest to the Federal Depository Library community, to ask them what they think about Title 44,” Vance-Cooks said, confirming this at a second hearing in July. She has asked the DLC to help gather this information, through public forums and by soliciting input from the public—not only within the depository library community but from any stakeholder.

Vance-Cooks’s call for recommendations surprised many in the government document community, having arisen without a previous announcement and without being preceded by a draft bill.

Revisions to Title 44 have been proposed a number of times, but the last substantive changes to the statutes governing GPO and FDLP were enacted in the GPO Electronic Information Access Enhancement Act of 1993 (Public Law 103-40), which expanded GPO’s mission to provide access to electronic records and led to the launch of GPO Access, which was replaced in 2012 by the Federal Digital System (FDsys) and in 2016 by [govinfo.gov](https://www.govinfo.gov/).

**http://lj.libraryjournal.com/2017/08/legislation/gpo-requests-recommendations-to-update-federal-deposit-library-rules/**

1. [DOCUFORUM] Becas Big Data Documental

B

Boletin Fundacion Ciencias de la Documentacion

Compañeros/as, sólo unas líneas para recordaros que el próximo viernes día 29/Septiembre finaliza el plazo para solicitar una de las 10 becas ofertadas para poder realizar el proceso de certificación en BIG DATA DOCUMENTAL.

Recordar que un proceso de certificación no es un curso, sino que es un proceso totalmente virtual/online donde el profesional repasa conceptos ya adquiridos a lo largo de su experiencia profesional, y realiza un examen que certifica sus habilidades en la materia. En este caso el BODY OF KNOWLEDGE (BOK) que se debe controlar está formado por 4 áreas temáticas:

ÁREA 1. ORGANIZACIONES DIRIGIDAS POR LOS DATOS (ODD)
ÁREA 2. TECNOLOGÍAS BIG DATA
ÁREA 3. BIG DATA PARA LA GESTIÓN DOCUMENTAL
ÁREA 4. PROCESOS DE INTEGRACIÓN Y ADOPCIÓN BIG DATA

El proceso de certificación está en su segunda fase, con profesionales certificados de España e Iberoamérica.
Más información y solicitud de la beca en <https://documentalistas.org/plataforma/mod/forum/discuss.php?d=36>

Saludos,

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Dpto. de Información
Fundación Ciencias de la Documentación
[www.documentalistas.org](http://www.documentalistas.org/)

1. Bibliotecarios en red ▪ Feria de Bibliotecas 2017 ▪ Martes 26 de septiembre ▪ De 10:00 a 17:00 horas ▪ Patio del Gran Claustro ▪ Entrada libre

 2017-09-07



1. Eventos IIBI Octubre 2017

Estimado Colega,

El Instituto de Investigaciones Bibliotecológicas y de la Información se complace en hacer de su conocimiento los eventos que tendremos este mes de octubre:

XXXV Coloquio de Investigación Bibliotecológica y de la Información. Las Agendas Internacionales de Información.
El coloquio es uno de los eventos más importantes del IIBI, a través de él se presenta el trabajo de nuestros investigadores a la comunidad académica y público interesado.
Este año el coloquio mostrará los temas más relevantes para nuestra disciplina en la “Agendas Internacionales de Información” y…
Su repercusión en las comunidades BAM (Bibliotecas, Archivos y Museos).
La sostenibilidad del programa 20/30.
La preservación del patrimonio cultural y documental.
La declaración de Río, Art. 10.
Días: 4 al 6
Hora: 10:00 a las 14:00

Gobernanza de Internet y Acceso Público
Esta actividad es un curso taller. Los temas a tratar son
1. Gobernanza de Internet.
2. Actores y procesos en la gobernanza de Internet.
3. Materialidad y diversidad en Internet.
4. Derechos digitales.
5. Principios del acceso público a Internet en bibliotecas.
6. Privacidad en el entorno bibliotecario.
7. Derecho al olvido.
8. Neutralidad de la red y Tasa Cero.
Días: 9 al 13
Hora: 10:00 a las 14:00

Seminario de Investigación de Lectura. En este seminario se analizarán trabajos en común que permitirán difundir conocimientos e incentivar a nuevas investigaciones sobre la contribución de la biblioteca universitaria en desarrollo de las capacidades de sus comunidades y su incremento en el desempeño académico.
I. Lectura y Escritura académicas
II. Lectura estética en la formación académica
III. Vínculo entre la lectura académica y la lectura estética: la ciencia, la literatura y la arquitectura
IV. Vínculo entre la lectura académica y la lectura estética: la literatura, el cine y contenidos digitales
V. Biblioteca universitaria como mediadora entre la lectura académica y la lectura estética
VI. Diálogo “La Formación como Lectura, la Lectura como Formación”
Días: 12 al 13
Hora: 10:00 a las 14:00

Curso Análisis material y tipográfico del libro antiguo en México
El asistente aprenderá a analizar el libro antiguo mexicano aplicando los procedimientos teóricos metodológicos de la Bibliografía Material y del Análisis Tipográfico.
1. Principios metodológicos de análisis tipográfico de Proctor – Heabler.
2. Principios metodológicos de análisis tipográfico de Vervliet.
3. Principios metodológicos de análisis tipográfico de Norton en
el análisis de los postincunables peninsulares.
4. Principios metodológicos de análisis tipográfico de Moll y Cruickshank.
5. Registro sistemático de los datos recogidos para la elaboración de
repertorios de tipografías desde su inicio hasta su fin.
Días: 23 al 27
Hora: 10:00 a las 14:00

INFORMES E INSCRIPCIONES
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1. Thinking Outside the Bin: Why labeling books by reading level disempowers young readers

By [Kiera Parrott](http://www.slj.com/author/kparrott/) on August 28, 2017 [Leave a Comment](http://www.slj.com/2017/08/feature-articles/thinking-outside-the-bin-why-labeling-books-by-reading-level-disempowers-young-readers/%22%20%5Cl%20%22respond)



Illustration by James Steinberg

A child enters the library, looking for something to read. She wanders the aisles, glancing at book spines, running her finger along the shelf, and lingering at a display of new titles. “Can I help you?” asks the librarian, following with more questions about her tastes: What was the last book you read? What was your favorite part? What TV shows or movies do you enjoy?

**Also read:**

[**“Beyond Reading Levels: Choosing Nonfiction for Developing Readers”**](http://www.slj.com/2017/08/literacy/beyond-reading-levels-choosing-nonfiction-for-developing-readers/)

The librarian is engaging in readers’ advisory—matching readers to books. Effective readers’ advisers understand that their success depends on familiarity with a range of books, as well as with their patrons. The librarian may spend several minutes talking with a child, observing body language for clues, and walking together through the stacks while offering suggestions. Professionals know that readers’ advisory doesn’t end when a patron walks out with books in hand. The next time this librarian sees the child, she’ll inquire about the selections, which titles the student enjoyed (or didn’t), further refining understanding of the reader.

That process is often different from the hunt for “just right” books in classrooms and collections in which books are organized by reading level. Rather than having a conversation about interests, children in leveled classrooms and school libraries are often directed to color-coded bins or shelves labeled by level. “Your books have a green sticker on the cover,” a student may be told.

In classrooms across the country, reading instruction, assessment, and labeling of material have impacted how people search for and engage with books, sometimes resulting in restricted reading choices—even for independent reading. That, as Betty Carter, professor emerita of children’s and young adult literature at Texas Woman’s University, noted in a July 2000 SLJ article, is a “formula for failure.”

**WHAT’S WRONG WITH “JUST RIGHT” BOOKS?**

The move toward leveled or “just right” books stems from research showing that children’s reading comprehension improves when they read texts at—or slightly above—their reading level. What that level is, how it’s determined, and how reading instruction is implemented varies from school to school, district to district, and state to state. Two of the most common methods for leveling books are [Lexile](https://lexile.com/)and the “A to Z” gradient found in [Fountas and Pinnell’s Guided Reading](http://fountasandpinnellleveledbooks.com/) system.

“Research says that students should spend most of their time in ‘just right’ or ‘at their level’ books, but that research does not say to limit students and what they would like to read,” says Pernille Ripp, creator of the [Global Read Aloud](https://theglobalreadaloud.com/) and author of Passionate Learners: How to Engage and Empower Your Students (Routledge, 2015).

Most educators and researchers agree that student choice is a huge part of reading motivation. Does restricting kids to a prescribed level do more harm than good? Yes, according to Ripp. “Those levels, to quote Fountas and Pinnell, are ‘a teacher’s tool, not a child’s label.’ But that’s exactly what levels have become—labels that restrict our readers and tell them that their reading identity needs to be based on an outside influence—the teacher—and not their own intuition,” she says.

Donalyn Miller, author of Reading in the Wild: The Book Whisperer’s Keys to Cultivating Lifelong Reading Habits (Jossey-Bass, 2013), has called leveling “educational malpractice.” Schools have gone too far, she believes. “There is a lack of fundamental understanding by many educators about the limitations of leveling systems and their role in children’s reading development,” she says. “Matching children with books solely by reading level removes the teacher’s responsibility for knowing much about children’s literature or teaching children meaningful strategies for self-selecting books beyond level.”

Helping youth develop the skills needed to find interesting, appropriate reading material, without leveling, was the focus of Linda Wedwick Haling’s doctoral research and led her and coauthor Jessica Ann Wutz to write Bookmatch: How to Scaffold Student Book Selection for Independent Reading (IRA, 2008). Now an assistant professor at the Center for Reading and Literacy at the College of Education at Illinois State University, Haling believes that “the readability formulas have some usefulness. But ultimately, they never account for…what the reader brings to the experience. A reader’s ‘match’ to a book is going to change with what prior knowledge the individual brings to that specific topic. What’s most important is teaching kids how to match themselves to ‘just right’ books. In the real world, books are not leveled.”

**http://www.slj.com/2017/08/feature-articles/thinking-outside-the-bin-why-labeling-books-by-reading-level-disempowers-young-readers/**