

**Año 3 Número 75 mayo 2018**

Contenidos de este número

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**Estimado Colega,**

**Hemos sido testigos del crecimiento exponencial de los datos y el vertiginoso desarrollo de la tecnología de la computación. De la forma en que nuestra vida diaria se transforma debido a la digitalización e incorporación de nuevos conceptos, tecnologías, medios y aplicaciones.**

**Los datos masivos se han entendido como algo que puede hacerse a gran escala para extraer las nuevas percepciones o crear nuevas formas de valor que de alguna manera transformarán los mercados, las organizaciones, las relaciones de los ciudadanos y los gobiernos.**

**Estos y otros motivos impulsan al Instituto de Investigaciones Bibliotecológicas y de la Información a través de su Seminario de Investigación sobre Metadatos a extender su invitación al**

**CONGRESO INTERNACIONAL SOBRE METADATOS 2018**

**“LA REVOLUCIÓN DE LOS DATOS”**

**En una semana se presentarán talleres, conferencias, casos de estudio en progreso, mesas redondas y presentación de trabajos que le permitirán actualizarse en temas tales como:**

**Web Semántica; Datos enlazados e interoperabilidad; Gobierno abierto y Ciudadanía digital; Datos científicos: Políticas de ciencia abierta; Perfiles y equipos de trabajo, actuales y futuros.**

**Lo invitamos a revisar el programa académico:**[**http://132.248.242.8/cim2018/index.php/programa-academico**](http://132.248.242.8/cim2018/index.php/programa-academico)

**Los talleres que se impartirán:**[**http://132.248.242.8/cim2018/index.php/talleres**](http://132.248.242.8/cim2018/index.php/talleres)

**Y a realizar su inscripción:**[**http://132.248.242.8/cim2018/index.php/inscripciones**](http://132.248.242.8/cim2018/index.php/inscripciones)

**Será un placer verle en el Congreso. La sede donde se desarrollará es: Auditorio Mario de la Cueva, Torre II de Humanidades, piso 14.**

**Atentamente,**

**Lic. Jorge Castañeda  
Difusión, IIBI-UNAM**[**inscripec@iibi.unam.mx**](mailto:inscripec@iibi.unam.mx)**Tels.: (52-55) 562-30352 y 30193**

1. **A Must-Listen Library Podcast**

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What did you *not* learn in library school? What lessons have you learned from#TheLibraryLife? We’d like to feature your stories in Season 4, launching in  June, so don't hold back. 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1. **Senate Votes to Save Net Neutrality**

**By**[**Matt Enis**](https://lj.libraryjournal.com/author/menis/)

**The U.S. Senate today voted to keep net neutrality protections in place, using the powers of the Congressional Review Act (CRA) to block the Federal Communications Commission’s (FCC) December 14 decision to overturn the Open Internet Order.**

**Established in 2015, the Open Internet Order is a regulatory framework codifying a decade of FCC precedent prohibiting Internet Service Providers (ISP) from blocking or slowing content created or hosted by their competitors, or charging fees for web-based services to reach customers on an ISP’s network without being throttled. All 49 members of the Senate Democratic Caucus voted to restore these net neutrality rules, along with Senators Susan Collins (R-ME), John N. Kennedy (R-LA), and Lisa Murkowski (R-AK).**

**The legislation will face a much tougher fight in the House of Representatives, where Republicans hold a 43 seat majority. If approved there, it would need to be signed by President Donald Trump.**

**Despite these long odds, the Democratic Caucus believes that net neutrality is an issue with broad bipartisan support among the public, particularly young voters. In a national survey of 1,077 registered voters, conducted in December by the Program for Public Consultation at the University of Maryland, 83 percent of respondents were opposed to the FCC’s repeal of net neutrality rules—including 75 percent of Republicans, 89 percent of Democrats, and 86 percent of Independents.**

**“I have literally never seen an issue that polls so decisively on one side,” Sen. Brian Schatz (D-HI), told *The Hill* last week.**

**This legislation, regardless of its success or failure, will require Republican legislators to go on record with a stance on net neutrality ahead of the 2018 midterm elections. Opponents will be vulnerable to accusations that they favor phone and cable companies—which regularly receive the worst ratings among the 43 industries tracked by the**[**American Customer Satisfaction Index**](https://acsimatters.com/2017/07/11/pay-tv-and-isps-dead-even-dead-last-in-acsi/)**—over the needs of their constituents.**

**LIBRARY, EDUCATION GROUPS SPEAK OUT**

**On Monday, officials from the American Library Association (ALA), Association of Research Libraries (ARL), Rural Broadband Policy Group (RBPG), Consortium for School Networking (CoSN), and the State Educational Technology Directors Association (SETDA) hosted a joint press briefing to reiterate the need for net neutrality protections for libraries and educational institutions, and to urge Senators to vote for the legislation, which was introduced by Sen. Ed Markey (D-MA).**

**“Strong, enforceable network neutrality protections are essential to ensuring open and nondiscriminatory access to information for all, and that is a vital concern for our nation’s libraries,” said Larra Clark, deputy director of ALA’s Office for Information Policy.**

**Giving ISPs the opportunity to charge fees for paid prioritization of Internet traffic is likely to have negative consequences for institutions such as libraries, Clark said. “A world in which libraries and other noncommercial enterprises are limited to the Internet’s ‘slow lanes’…undermines a central priority for a democratic society: citizens must be able to inform themselves and each other just as effectively as the major commercial and media interests can inform them.”**

**Paid prioritization could also stifle innovation outside of the corporate sector, noted Krista L. Cox, director of public policy for ARL.**

**“Open Internet has fostered equitable access to information and sparked new innovations including distance learning, such as Massive Open Online Courses (MOOCs). It is also critical for non-commercial voices seeking to widely share information. Without the rules governing net neutrality to ensure that blocking and [traffic] discrimination do not occur, the Internet could be available only to those [with] the financial resources to pay to have their content prioritized. As libraries undertake cutting-edge research and build platforms that are, in turn, building blocks for other innovations that reverberate through the public and private sectors, we think it is really critical to maintain the character of an open Internet.”**

**As an example, Cox questioned how paid prioritization might impact an institution such as the National Library of Medicine, which uploads 10 terabytes of data each day, and offers access to vast medical datasets, video tutorials, and other content to doctors and researchers.**

**FIGHTING ON**

**Arguing that the Open Internet Order was unnecessary and that abolishing it would foster innovation in emerging fields such as telemedicine and self-driving cars, the FCC, led by chairman Ajit Pai, overturned the net neutrality rules in December, despite widespread public opposition to the move. The FCC’s revocation was officially published in the Federal Register on May 11, and is scheduled to go into effect on June 11, officially freeing ISPs to block or throttle content and implement paid prioritization policies.**

**Pai, a former lawyer for telecom giant Verizon, has frequently described the elimination of net neutrality as a return to the “light-touch regulatory framework” that helped the Internet thrive for decades. In reality, the FCC had used fines and legal actions to prevent ISPs from throttling and blocking content**[**since 2005**](https://transition.fcc.gov/eb/Orders/2005/DA-05-543A2.html)**, when fewer than half of U.S. households had broadband access. Pai’s FCC has given few indications that it would use similar tactics to police ISP behavior on a case-by-case basis.**

**Dozens of states and cities have since taken action to preserve net neutrality locally via legislation, regardless of how the federal bill pans out. Washington and Oregon have already passed state laws. A bill currently moving through California’s state legislature would be even stricter than the Open Internet Order, and would include a ban on paid data-cap exemptions. Sen. Brad Hoylman (D-Manhattan) recently introduced a version of the California bill to the New York State Senate. The governors of Vermont, Hawaii, Montana, New Jersey, and New York have issued executive orders requiring ISPs to refrain from blocking or throttling practices in order to be eligible for government contracts.**

**In March, mayors Bill de Blasio of New York City, Steve Adler of Austin, TX, and Ted Wheeler of Portland, OR, announced the**[**Cities Open Internet Pledge**](https://actionnetwork.org/letters/sign-to-email-your-mayor-set-net-neutrality-protections-in-my-city)**, promising that they will require all ISPs doing business with their city governments to adhere to net neutrality principles. More than 100 other mayors have since committed to the pledge.**

**If the CRA effort fails in the House of Representatives, these states and cities will likely face lawsuits from ISPs, arguing in part that FCC’s repeal preempts states from passing such regulations.  However, as a February article on the technology website [Ars Technica points out](https://arstechnica.com/tech-policy/2018/02/why-ajit-pai-might-fail-in-quest-to-block-state-net-neutrality-laws/), the FCC explicitly states in its overturn of the Open Internet Order that Internet access should be classified as an unregulated information service, and that Congress never intended to subject broadband to FCC jurisdiction under Title II of the Communications Act. This could put ISP legal teams in the position of arguing that the agency doesn’t have the authority to regulate ISPs, yet still has broad authority to preempt state regulations.**

**About Matt Enis**

**Matt Enis (**[**menis@mediasourceinc.com**](mailto:menis@mediasourceinc.com)**,**[**@matthewenis**](https://twitter.com/#!/matthewenis)**on Twitter,**[**matthewenis.com**](https://matthewenis.com/articles)**) is Senior Editor, Technology for *Library Journal*.**

**https://lj.libraryjournal.com/2018/05/industry-news/senate-votes-save-net-neutrality/**

1. **Chicago PL to Build Branch in Obama Center**

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

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**Chicago Mayor Rahm Emanuel high-fives a local student as Chicago Public Library commissioner and CEO Brian Bannon (l.) looks on at May 2 partnership announcement.  
Photo credit: Brooke Collins**

**While the planned Barack Obama Presidential Center (OPC) will not contain a traditional presidential library of physical archives from Obama’s two terms as president, it will hold a library: a branch of the Chicago Public Library (CPL), located in one of the OPC’s four buildings. Rather than a presidential library’s usual patrons—researchers and scholars—the new CPL branch will serve the Jackson Park neighborhood of Chicago’s South Side, the OPC’s future home. This partnership will be the first of its kind.**

**CPL commissioner and CEO Brian Bannon, Obama Foundation executive director Robbin Cohen, and Chicago Fleet and Facilities commissioner David Reynolds signed a letter of intent in April. The foundation and the City of Chicago signed a tentative rent-free deal on May 1, and on May 2 announced the partnership. In attendance were Chicago Mayor Rahm Emanuel; representatives from the Obama Foundation (a Chicago-based nonprofit founded in 2014) and CPL, including Bannon, library board president Linda Johnson Rice, and a local branch manager; and a group of neighborhood children. A detailed Memorandum of Understanding and lease agreement will follow.**

**On May 14, the public park activist organization Protect Our Parks, Inc. filed a federal lawsuit to block construction of the Obama Presidential Center. The lawsuit alleges that the OPC was an “institutional bait and switch,” as the original transfer of public park land to the foundation was for an official presidential library. That transfer, according to the suit, now violates the park district code, as the OPC is a nongovernmental private entity.**

**A Chicago Plan Commission meeting to discuss modifications to the OPC’s boundaries and the long-term grounds lease is scheduled for May 17.**

**The joint proposal calls for the Obama Foundation to offer CPL a seven-year, rent-free lease for 5,000 square feet within the 50,000 foot building, one of the four proposed OPC structures on the 19.3 acre campus slated to open in 2021. The branch, designed to CPL’s specifications and fully funded by the Obama Foundation, will include flexible reading and study space that can be converted to open seating for programs and events; a dedicated children’s area; a YOUmedia learning lab teen program; open meeting space for public use; and a multimedia collection with an emphasis on civic engagement—the core of the Obama Foundation’s mission. The collection will also include specialized material focusing on Obama’s life and legacy.**

**CPL will hire an estimated eight new staff members to handle core library services, as well as computers and collection materials. The city of Chicago will cover the library’s portion of utilities, cleaning, security, and snow removal. Chicago’s City Council will approve the lease and budget.**

**The branch’s location, adjacent to what is envisioned as the Obama Reading Room, will allow for joint OPC/CPL programming. But first and foremost, the space will be a state-of-the-art public library branch, with a collection, services, and programming appropriate to the local community.**

**“When designing the campus of the Obama Presidential Center, we’ve listened to what those in the community most want and set out to offer something for everyone,” explained Cohen, who will be overseeing the collaboration. “With a partnership with CPL, we realized we could both address the need for a library in this neighborhood, and give young people in the area a fun and educational way to engage with the [OPC].”**

**“We are thrilled about this partnership,” Michael Strautmanis, the Obama Foundation’s vice president of civic engagement, told *LJ*. “The mission of the Obama Foundation is to inspire and empower people to change their communities.… We want to create a place at the OPC that allows us to fulfill that mission, and there’s no better partner than CPL to do that.”**

**EXTENDING THE REACH**

**CPL first connected with foundation staff in 2016, said Bannon, when he began an ongoing conversation with Strautmanis about public libraries and their vision. Among other things, they spoke about President Obama’s vision for the OPC as a place to “push the envelope on democracy and leadership, and this idea of creating spaces where young people can learn together, create together,” Bannon told *LJ*.**

**That turned into a series of discussions about how the OPC could leverage CPL’s existing local network, such as its partnerships with the Art Institute of Chicago or the Museum of Science and Industry, to extend its reach and vision. Bannon brought foundation members to the YOUmedia center at CPL’s Harold Washington Library Center, and to tour the new Chinatown branch.**

**In his previous role as vice president of citizenship and strategic programs at the Walt Disney Company, Strautmanis had worked with CPL in partnership with the American Library Association (ALA). “I knew Chicago libraries were special,” said Strautmanis, a Chicago native. “My mom’s a librarian.” As the conversation evolved, Strautmanis and the foundation began to envision CPL as the partner they were looking for, and Barack and Michelle Obama agreed.**

**“I think what [the foundation] realized is, why would they try to recreate what CPL and public libraries in general already do so well in terms of public and civic engagement?” noted Bannon. “Instead of trying to rebrand and learn from CPL, which is what we were trying to help them do, why not just actually put a library on the campus?”**

**The partnership also moved forward with support from Emanuel, who has allocated significant city funds to CPL in his six years as mayor and who has Obama’s ear as well.**

**NO PAPER ARCHIVES**

**In 2017, the foundation made news with its announcement that the OPC would not incorporate the physical records, documents, and artifacts from president Obama’s eight years in office. Presidential records are traditionally administered within presidential libraries or archives by the government-run National Archives and Records Administration (NARA). However, the material from Obama’s administration will be made available online through a separate NARA-run**[**Barack Obama Presidential Library**](https://www.obamalibrary.gov/about-us)**. The physical material—40 tractor-trailer trucks worth—is currently stored in a former furniture store in Hoffman Estates, IL. Once the original records are fully digitized, they will be stored in an existing NARA facility that meets the agency’s archival storage standards.**

**By choosing not to be connected to the federal presidential library system, the OPC will be able to bypass the design and security specifications that a NARA facility would require. The four-building campus, with its anticipated $500 million price tag, will be entirely funded through private donations through the Obama Foundation.**

**As a privately funded facility, the OPC will be able to have full control over its design, personnel, and services. But the Obama Foundation won’t control any of the decisions made by CPL for its new branch.**

**“They are going to be all in and don’t control who we hire, they don’t control the programming, they don’t control the collections that we select, they don’t get to tell us what to do with our Internet filtering policy,” said Bannon. “They get what a public library does as an independent entity, and they’re willing to bet on getting out of the way and putting us there.”**

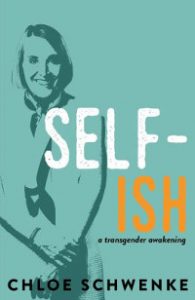
**https://lj.libraryjournal.com/2018/05/industry-news/chicago-pl-build-branch-obama-center/**

1. **Trans Voices**

**BY**[**LJ REVIEWS**](https://reviews.libraryjournal.com/author/ljreviews/)

**Lester, CN. Trans Like Me: Conversations for All of Us. Da Capo. Jun. 2018. 240p. notes. ISBN 9781580057851. pap. $16.99; ebk. ISBN 9781580057844. SOC SCI**

**In their debut work, composer Lester sets out to answer many questions about the trans experience and how society accepts or rejects trans individuals. From how and whether to treat transgender children to the impact of trans celebrities and the press’s treatment of trans people, Lester provides arguments using research that ranges from social to hard science. Lester is consistently empathetic and therefore sometimes seems less than confident as they both defend their point and concede that other, conflicting experiences are equally valid. As a result, plenty of the discussions are left open to debate. In one instance, regarding the concept of sex vs. gender, Lester contradicts themselves in a later chapter. Still, they cover a significant amount of material, making this a great sampler for broader study. While the subject is an important one and Lester writes with sensitivity, this work struggles to take a firm stand, except in the notion of the importance of acknowledging the plurality of transgender experiences. VERDICT Despite its flaws, this work is accessible for both scholars and readers interested in trans rights and a useful companion to Charlie Craggs’s*To My Trans ­Sisters*.—Abby Hargreaves, Dist. of Columbia P.L.**

**Schwenke, Chloe. Self-Ish: A Transgender Awakening.Red Hen. May 2018. 260p. ISBN 9781597096089. $17.95. BIOG**

**In her debut book, Schwenke takes readers on a journey from her childhood in a marine corps family, where she felt like a girl trapped in a boy’s body, to her work as a senior advisor on democracy, human rights, and governance for Africa under the Obama administration. Although presented in narrative format, the writing at times comes across as a series of essays detailing the reality, and often struggles, of transitioning one’s gender presentation in American society while simultaneously reflecting on the author’s former life with her ex-wife and two children along with her spiritual journey as a Quaker. “In my distress I owned that authenticity, together with the satisfaction of having brought such a person into the lives of family and friends. For me, Chloe is worth it. For others, the arrival of Chloe is not always welcomed.” Schwenke’s story provides a personal perspective into the life of a person who transitioned in order to be true to herself. In many ways, her story raises questions and generates discussion regarding the future of gender definitions and norms. VERDICT A candid memoir that belongs on the shelves of all libraries.—Mattie Cook, Flat River ­Community Lib., MI**

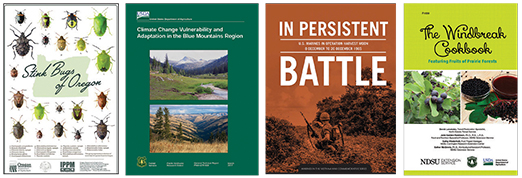
**Stein, Arlene. Unbound: Transgender Men and the Remaking of Identity. Pantheon. Jun. 2018. 336p. notes. bibliog. index. ISBN 9781524747459. $27.95; ebk. ISBN 9781101972502. SOC SCI**

**Sociologist Stein (Rutgers Univ.; *The Stranger Next Door*) invites readers to learn about the experience of those on the transmasculine spectrum. The story of Ben—a wakeboarder, sports photographer, and political organizer from Maine—structures the narrative. Readers also meet Parker, Lucas, and Nadia: three other individuals who underwent chest masculinization surgery on the same day and at the same clinic as Ben. Stein’s decision to find her research participants in a clinic waiting room does mean the book is structured around transition. However, Stein allows each subject room to define for themselves what that journey has meant. While three of the four main figures identify on the transmasculine spectrum, the fourth participant, Nadia, is comfortable as a butch lesbian, who also has her breasts removed. Stein provides context for these stories by drawing on interviews with clinicians and a range of secondary literature. Unlike many outsider examinations of trans lives, Stein attends to the material vulnerabilities of her research participants rather than treating them as a subject of abstract debate. VERDICT This thoughtful study centers the lives and experiences of trans men in the millennial cohort. It will be of interest to trans and cis readers alike.—Anna J. Clutterbuck-Cook, Massachusetts Historical Soc.**

**https://reviews.libraryjournal.com/2018/05/books/nonfic/soc-sci/trans-voices/**

1. **The GPO’s Year of Change | Notable Government Documents 2017**

**BY MARK ANDERSON**

**THE GOVERNMENT PUBLISHING Office (GPO) in 2017 saw major activity. It completed the digitization of the *Congressional Record* and named four new depository libraries: Zach S. Henderson Library, Georgia Southern University, Statesboro; Pope County Library, Russellville, AR; Fort Stockton Public Library, TX; and Allen County Public Library, Fort Wayne. Fourteen libraries signed Memoranda of Agreement to join the Preservation Partnerships Program, in which individual depositories can pledge to retain and preserve specific documents or collections and provide permanent no-fee public access.**

**The GPO also saw turnover in important roles: in ­October, Laurie Hall was officially appointed Super­intendent of Documents (SD) after having served in an acting capacity since April 2016. She oversees the Library Services and Content Management Operations, which includes the Federal Depository Library Program (FDLP) and the Cataloging and Index Program.**

**In November, GPO director Davita Vance-Cooks left for work in the private sector. Vance-Cooks was confirmed by the Senate in 2013 as the nation’s 27th Public Printer—the first woman and first African American to serve in the post. Her focus was on modernizing the agency. GPO deputy director Jim Bradley took over as acting director until his retirement in March 2018; he was succeeded by GPO chief of staff Andrew M. Sherman, who will serve as acting deputy director.**

**UPDATING CODE**

**Throughout 2017, Vance-Cooks continued to lead ­lobbying effort to reform Title 44 of the U.S. Code, which defines the mission and responsibilities of the GPO and FDLP. Several previous attempts to legislate change were frustrated by budgetary issues and politics.**

**HR 5305, the FDLP Modernization Act of 2018, was introduced on March 15 and referred to the Committee on House Administration and the Committee on Oversight and Government Reform. The legislation largely reflects recommendations of the depository library community, including strong affirmations of the public’s right to no-fee access to government information and that depository libraries are an effective means of providing that access.**

**HR 5305 introduces the term *information dissemination products* (IDPs) and affirms that any recorded information in any format falls under the jurisdiction of the Superintendent of Documents.**

**It authorizes the SD to establish a national collection of IDPs and provide permanent public access through an online repository established and operated by the GPO director. The national collection is also defined to include collections housed in the nation’s depository libraries and in the electronic collections of federal documents that reside on servers at academic and public libraries, museums, and digitization initiatives such as Google Books, the HathiTrust, Project Gutenberg, and the Internet Archive.**

**HR 5305 charges the heads of federal agencies and offices to provide electronic and tangible IDPs for inclusion in the national collection. It authorizes the SD to establish a comprehensive catalog of metadata for all historical IDPs that includes hyperlinks to those digitized by nonfederal entities. It also formalizes the Preservation Partnership Program.**

**HR 5305 represents the strongest congressional affirmation yet of our principles and role. Though at press time it had yet to pass a single committee, the depository library community remains hopeful and confident.**

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**FEDERAL**

**The al-Qaeda Organization and the Islamic State Organization: History, Doctrine, Modus Operandi and U.S. Policy To Degrade and Defeat Terrorism Conducted in the Name of Sunni Islam. by Paul Kamolnick. Strategic Studies Inst. & U.S. Army War Coll. 2017. 334p. illus. SuDoc# D 101.146:AL 7/4.**[**purl.fdlp.gov/GPO/gpo81181**](https://permanent.access.gpo.gov/gpo81181/index.htm)

**This work documents the distinct history and doctrinal beliefs of al-Qaeda and the Islamic State (IS), the transnational adversaries that conduct terrorism in the name of Sunni Islam, examines al-Qaeda’s and IS’s basic strategic concepts and terrorist methods, considers strategic implications, and offers ­recommendations for policymakers, military planners, strategists, and professional military educators.**

**Best Practices for Collecting Onsite Data To Assess Recreational Use Impacts from an Oil Spill. by E. Horsch & others. 2017. U.S. Dept. of Commerce, National Oceanic & Atmospheric Administration (NOAA) Technical Memorandum NOS OR&R 54. Assessment & Restoration Div. 2017. online. 121p.**[**https://doi.org/10.7289/V5/TM-NOS-ORR-54**](https://doi.org/10.7289/V5/TM-NOS-ORR-54)

**On April 20, 2010, 41 miles off the coast of Louisiana in the Gulf of Mexico, an explosion and subsequent fire aboard BP’s Deepwater Horizon drilling rig led to the largest offshore oil spill in U.S. history. Federal and state natural resource trustees engaged in natural resource damage assessment (NRDA) to document the environmental harm and ultimately restore the gulf and compensate the U.S. public. This manual provides guidance on methods and considerations for collecting such data.**

**Certification Status and Experience of U.S. Public School Teachers: Variations Across Student Subgroups. U.S. Dept. of Education, Inst. of Education Sciences, National Ctr. for Education Statistics. 2017. online. 222p. illus. SuDoc# ED 1.102:C 33.**[**https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017056**](https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017056)

**This snapshot of U.S. public school students’ teachers’ credentials and experience uses two datasets available to the National Center for Education Statistics (NCES): the Schools and Staffing Survey (SASS) and National Assessment of Educational Progress (NAEP). The report pre­sents the percentage of U.S. public school students taught by educators with state certification, more than five years of experience, and a postsecondary degree in the subject in which they teach. Access varies among students by demographics, school settings, states, and large urban school districts.**

**The City Becomes a Symbol: The U.S. Army in the Occupation of Berlin, 1945–1949. by William Stivers. Ctr. for Military History, U.S. Army. 2017. 326p. illus. maps. SuDoc# D 114.2:C 67/2/B 45.**[**purl.fdlp.gov/GPO/gpo88399**](https://permanent.access.gpo.gov/gpo88399/cmhPub_45-4-1.pdf)

**Thoroughly researched and documented, this book illuminates the development of the Cold War from the vantage of Occupied Berlin. It provides a detailed account of the army’s role in the first four years of the occupation, supplemented with maps, photographs, and an extensive ­bibliography.**

**Climate Change Vulnerability and Adaptation in the Blue Mountains Region. ed. by Jessica E. Halofsky & David L. Peterson. U.S. Dept. of Agriculture, Forest Svc., Pacific Northwest Research. 2017. 331p. illus. maps. SuDoc# A 13.88:PNW-GTR-939.**[**purl.fdlp.gov/GPO/gpo86352**](https://permanent.access.gpo.gov/gpo86352/pnw_gtr939.pdf)

**The Blue Mountains Adaptation Partnership (BMAP), one of the largest climate change adaptations on federal lands to date, encompasses the Malheur, Umatilla, and Wallowa-Whitman National forests in Oregon and Washington. BMAP was formed to find solutions to minimize the negative effects of climate change and facilitate the transition of diverse eco­systems to a warmer climate. This state-of-the-science synthesis projects changes in climate and hydrology and the potential effect on water resources, fisheries, and ­vegetation.**

**Deepwater Horizon Oil Spill: Alabama Trustee Implementation Group Final Restoration Plan I and Environmental Impact Statement; Provide and Enhance Recreational Opportunities. National Oceanic & Atmospheric Administration. 2016. online. 536p. illus.**[**ow.ly/VmkG30jxqz7**](http://www.gulfspillrestoration.noaa.gov/2017/04/alabama-trustee-implementation-group-releases-first-restoration-plan)

**The Alabama Trustee Implementation undertook this restoration planning effort to restore natural resources and services affected by the 2010 Deepwater Horizon oil spill. The focus is to address the loss of recreational shoreline uses in Alabama and propose compensatory restoration projects that would provide the public with additional activities.**

**Eclipse Kit and Activity Guide. National Aeronautics & Space Administration. 2017. 44p. illus.**[**eclipse2017.nasa.gov/eclipse-kit**](https://eclipse2017.nasa.gov/eclipse-kit)

**This well-designed guide contains more than a dozen home or classroom activities for youngsters of all ages, including step-by-step instructions, materials lists, and background information on eclipses and our solar system. While the total eclipse of 2017 is behind us, you can get a jump on the next, in 2024.**

**Field Trip Guides to Selected Volcanoes and Volcanic Landscapes in the Western United States. U.S. Geological Survey. 2017. Scientific Investigations Report 2017-5022.**[**pubs.er.usgs.gov/publication/sir20175022**](https://pubs.er.usgs.gov/publication/sir20175022)

**The North American Cordillera is home to a greater diversity of volcanic provinces than any comparably sized region in the world, owing to the interplay among changing plate-margin interactions, tectonic complexity, intracrustal magma differentiation, and mantle melting. This report links to 19 detailed guides to areas such as Mount St. Helens and Mount Hood, featuring history, maps, photos, local info, and a road log.**

**In Persistent Battle: U.S. Marines in Operation Harvest Moon, 8 December to 20 December, 1965. by Nicholas J. Schlosser. History Div., Marine Corps Univ. 2017. 54p. illus. maps. SuDoc# D 214.14/6:B 32.**[**purl.fdlp.gov/GPO/gpo82899**](https://permanent.access.gpo.gov/gpo82899/InPersistentBattle_Harvest_Moon.pdf)

**Part of the “Marines in the Vietnam War Commemorative Series,” this document looks at Operation Harvest Moon, the marines’ last large-scale, conventional operation in country. The battle demonstrated many of the frustrations and problems faced by American forces in South Vietnam against the Viet Cong–led insurgency, including the disparity in fighting abilities between the marines and South Vietnamese Army units and lack of coordination between the Marine Corps and other U.S. forces.**

**Iranian Naval Forces: A Tale of Two Navies. Office of Naval Intelligence. 2017. 42p. illus. maps. SuDoc# D 201.2:IR 1.**[**purl.fdlp.gov/GPO/gpo85530**](https://permanent.access.gpo.gov/gpo85530/Iran-022217SP.pdf)

**This work offers current information on the major reorganization of Iran’s two navies and provides a brief history of Iran’s naval forces, including Iran’s Persian imperial past, the spread of Islam, and the Iran-Iraq War. Nearly a decade after the re­organization, the United States has a better understanding of Iran’s ultimate intentions for the maneuver and clearer insight into how its navies are progressing. Our authorities, the report concludes, must address each of these navies as distinct, with independent strategies, doctrines, and ­missions.**

**Landscapes of West Africa: A Window on a Changing World. U.S. Geological Survey Earth Resources Observation & Science Ctr., U.S. Agency for Intl. Development/West Africa (USAID/WA). 2016. 236p. illus. maps. SuDoc# ID 1.2:AF 8/2.**[**eros.usgs.gov/westafrica**](https://eros.usgs.gov/westafrica/)

**Beautifully illustrated with maps, graphs, tables, and images, this text describes the natural environment of 17 countries in West Africa and the impact human populations have had over the past four decades. The atlas tells a story of rapid environmental change with the hope that the data will help build a clearer picture of past and current land use and land cover and guide us in making informed choices to support livelihoods now and for future generations.**

**My Public Lands, Middle School Teaching Guide: Citizen Voice in Land Use Decisions.by Scott Richardson. U.S. Dept. of the Interior, Bureau of Land Management (BLM). 2017. 26p. maps. SuDoc# I 53.7/2:P 96/4.**[**ow.ly/VHge30jFzmg**](https://www.blm.gov/sites/blm.gov/files/CI_flpma.pdf)

**Three innovative classroom exercises introduce students to public land management. Working in small groups, students learn about the history of the BLM and explore the inter­connected concepts of balanced land management and public involvement.**

**North Cascades Ecosystem: Draft Grizzly Bear Restoration Plan/Environmental Impact Statement. U.S. Dept. of the Interior, National Park Svc., U.S. Fish & Wildlife Svc. 2017. 325p. illus. maps. SuDoc# I 49.2:B 38/8/DRAFT.**[**ow.ly/QgEz30jFziw**](https://www.nps.gov/noca/upload/NCEG-draft-EIS-newsletter-electronic.pdf)

**Three agencies have drafted this plan to evaluate the impacts of four possible approaches to restoring the grizzly bear to the North Cascades Ecosystem, a portion of its historical range. The project will seek to achieve a restoration goal of 200 bears while creating guidelines for human-­grizzly conflicts; capture, release, and monitoring techniques; public education, involvement, and access management; and habitat management. The plan analyzes the potential environmental impacts on wildlife and fish (including grizzlies), the wilderness, visitor use and recreational experience, public and employee safety, socioeconomics, and ethnographic resources.**

**Recipes for Healthy Kids: Cookbook for Schools. U.S. Dept. of Agriculture, Food & Nutrition Svc. 2017. 144p. illus. SuDoc# A 98.9:441/2017.**[**purl.fdlp.gov/GPO/gpo87583**](https://www.fns.usda.gov/tn/recipes-healthy-kids-cookbook-schools)

**This colorful item is from the Recipes for Healthy Kids Competition in which school nutrition professionals, students, parents, chefs, and community members cooked up new ideas to get children excited about making healthy food choices. The recipes feature dark green and orange vegetables, dry beans and peas, and whole grains; all are low in total fat, saturated fat, sugar, and sodium. With fun names such as Porcupine Sliders, Smokin’ Powerhouse Chili, and Squish Squash Lasagna, these kid-tested and ­-approved dishes are sure to be a hit.**

**Responses to Climate Change: What You Need To Know. by Kailey Marcinkowski. U.S. Dept. of Agriculture, Forest Svc., Pacific Northwest Research Station. 2017. SuDoc# A 13.88:PNW-GTR-955 (CD-ROM).**[**www.fs.usda.gov/ccrc/education/responses-climate-change**](https://www.fs.usda.gov/ccrc/education/responses-climate-change)

**Based on curriculum developed by the U.S. Forest Service, this online module is useful to anyone wanting to learn more about climate change and strategies for managing our natural resources. Through the use of engaging graphics and inter­active tools, it orients users to the three principle climate change adaptation options: resistance, resilience, and transition.**

**Safer, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety. Applied Technology Council for the Federal Emergency Management Agency (FEMA). 2017. 282p. illus. SuDoc# HS 5.108:SCH 6/2.**[**www.hsdl.org/?abstract&did=802379**](http://www.hsdl.org/?abstract&did=802379)

**Schools can use the authoritative information here to develop a comprehensive strategy for addressing natural hazards. Based on a two-year project of the Applied Technology Council with funding from FEMA, the document serves to update existing policies and provide new knowledge about natural hazard–resistant design and strategies and procedures recommended by other federal agencies.**

**https://reviews.libraryjournal.com/2018/05/blogs/eviews/research-eviews/the-gpos-year-of-change-notable-government-documents-2017/**

1. **Experience Required**

**By Jennifer A. Dixon**

**Practicums and internships give LIS students valuable experience on the ground but can prove more of a barrier than a boon**

**Students typically pursue a master’s degree in library and information science (LIS) because they hope to become working information professionals. LIS programs and information schools take various approaches to equipping students for the workplace, which often requires practical skills that prove challenging to teach in a strictly classroom (or online classroom)–based environment. Such programs offer at least encouragement and opportunities for students to participate in either internships—paid or unpaid work experiences independent of schoolwork—or practicums—work experiences for credit, often involving a final paper or seminar meetings with faculty.**

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**The first Toronto Academic Libraries Internship (TALint) Program cohort  
Photo credit: Gordon Belray**

**VITAL WORK EXPERIENCE**

**Graduate-level LIS coursework can be intellectually stimulating, introducing interesting theories about information science, but the heavily academic focus in some programs can be in conflict with the need for students to learn the technical tools of their chosen profession. David Shumaker, clinical associate professor in the department of Library and Information Science at Catholic University of America, Washington, DC, explains that not only do students gain useful work skills through experiential learning, ranging from data management to research skills, they also gain a sense of “what it is like to work in a particular setting.” Internships and practicums provide a unique opportunity to ask, “Is this the kind of place where I want to work? The student is better equipped to choose that first professional job and better equipped to perform well in the setting they choose.”**

**Shumaker emphasizes the “student-centeredness” of the approach to practicums at his institution. Students are expected to take on a leadership role in arranging their work experiences and coordinating with host institutions. “We can coach the student to the extent that the student wants the coaching,” he says, but motivating students to take charge is “empowering” and makes it more likely that the practicum experience will fit their professional goals. Practicum experiences also benefit from host institutions that are dedicated to supervising students and encouraging their continuing education.**

**At their best, practicums or internships will be established in a way that supports students taking ownership of their work product and contributing to their hosts’ ongoing objectives, not just filing, shelving, or “doing things the staff don’t have time to do,” says Shumaker. He offers the example of a practicum student who worked on a particularly common research request for their library host and then moved on to create documentation that could guide other employees in tackling such work in the future. “That’s a product that will continue to benefit that library operation over time,” he said, “and it’s nice to have that sort of legacy from a student’s practicum work.”**

**According to Rebecca Raszewski, associate professor and information services and liaison librarian at the University of Illinois at Chicago’s Library for the Health Sciences, a structured practicum gives LIS students the chance to “see how things work, the different approaches to being a librarian, and the different ways we connect with people.” She works with a practicum in which library students spend 12 weeks split between two libraries, presenting an opportunity to compare the methods of professionals in different settings. Students also submit weekly written work describing their experiences and reflecting upon what they have learned. “I don’t see how people could not do” practicums, she tells *LJ*. “If [library schools] want students to get hired, you have to make them do this.”**

**Raszewski also questions the “very low number” of schools that actually require students to take part in a practicum before graduating rather than simply offering the opportunity. Limited buy-in from library schools could be owing to a lack of resources or partner institutions that can take the time to provide a structured and educational practicum experience, she suggests. “It’s true that it is a lot of work and coordination,” for such partners, including providing students with work spaces, interesting projects, and super­vision. Practicum students or interns can, however, provide a benefit to their workplaces, offering fresh ideas based on their coursework and past job experience.**

**MEETING EMPLOYER EXPECTATIONS**

**Experiential education experiences are critical not only for student satisfaction and enrichment but also for what employers expect from new librarians. Mandi Goodsett, performing arts and humanities librarian at Cleveland State University, has studied librarian and library student attitudes toward education and found that LIS graduates think “that their hands-on experiences were the most important part of their degree programs, and the part of their degree program that was lacking the most.” In surveys, professionals mention skills such as instruction, management and administration, and public services as particularly amenable to learning on the job. Goodsett has also found that graduates appreciated pairing experiential learning with coursework, drawing connections between theory and practice.**

**Goodsett’s research has also found that “libraries are frustrated because they need to hire people with skills. Students are graduating, they need a job, but the graduates don’t have the skills the employers want.” Such a disconnect creates a frustrating environment in which aspiring librarians struggle to find entry-level positions. Goodsett observes that library schools fit somewhere on a spectrum between providing academic programming and a clearly professional degree and are struggling to adjust to meet the profession’s needs. She suggests postgraduation fellowships as one solution to the skills gap and a way to build experience while learning. She also advocates for formal mentorship programs to support new professionals.**

**Internships and other experiential education provide important insight into the day-to-day realities of the profession and the ways in which librarians actually work. Some skills necessary for most library settings, including the less exciting aspects such as budgeting and managing interpersonal conflicts, would be very challenging to teach in a classroom. As Shumaker explains, “in addition to the specific competencies that we are trying to teach [through practicums], there is the sense that employers want to be able to hire new graduates who have a sense of what work life is all about and what the expectations are for the way you function and behave in an organizational setting.”**

**Eamon Tewell, reference and instruction librarian at Long Island University Brooklyn, also points out the practicum’s or internship’s potential for learning highly sought-after skills like teaching. “One thing that I find less common among applicants right out of library school is experience teaching, which is a big part of academic library public services work. It’s hard to get teaching experience if you don’t already have some, so it’s a difficult position for students to be in. But having experience doing library instruction, teaching in a different setting, or even including a teaching statement goes a long way for jobs that involve instruction.”**

**CHALLENGES AND BARRIERS**

**“Good internships pay students for their labor, give them solid work experience, and give them support to seek out opportunities and pursue their interests,” according to Tewell. This highlights one common barrier to students embracing internships and practicums—the frequent lack of pay. “Unpaid internships absolutely narrow opportunities for some people and facilitate opportunities for those who can afford to take advantage of them,” he notes. “Practicums are problematic in a similar way in that students work for a library for free while paying their school to do so. Only some students can afford to do that financially, and the students who can afford it gain experience, representing what is essentially a pay-to-play system.”**

**This means that aspiring librarians who cannot afford to work for free miss out on valuable opportunities, and Tewell feels that unpaid internships offer experience “at the cost of exploiting the labor of students” and contribute to the profession’s lack of diversity. Rebecca Stavick, executive director of Omaha’s technology library Do Space and a 2018 *LJ* Mover & Shaker, also highlights the extent to which the current structure of the LIS degree and internships can close doors. It is challenging for schools to teach “soft skills” like customer service and management, she observes.**

**Shumaker points out that internships and practicums may prove impossible for students who already work full-time, or have other demands on their time and resources. He says, “There has been a discussion about ‘can we do a virtual practicum?’ My answer to that is yes, and I can envision more flexible practicums in the future.” Virtual practicums could involve more independent telework with some face-to-face meetings to build working relationships and communication between the student and the host institution.**

**Shumaker also considers incorporating extensive field projects into sections of more standard courses, offering opportunities for students to work independently while also gaining real-world experience. Other LIS programs have included postgraduate paid fellowships, offering a paid entry into information work for newer professionals, as well as service-learning, in which students or early-career librarians can fill service gaps in their communities while gaining experience themselves. Overall, educators and sponsors of intern­ships and practicums are aware of the opportunity barriers for students with limited time or financial means and are eager to democratize these critical educational programs by providing additional substantial hands-on experience as part of their coursework, rather than paying tuition dollars to work for free.**

**BRIDGING THE GAP**

**At the University of Toronto (UT), the faculty of information has teamed up with UT Libraries to create the Toronto Academic Libraries Internship (TALint) Program. Founded in 2014, TALint connects a cohort of incoming students (approximately 30 annually, selected based on factors including undergraduate grades) with two-year academic library internships. These interns work up to 15 hours per week at UT Libraries and are paid a union wage—currently $26.53 CD an hour.**

**Siobhan Stevenson, of the UT Faculty of Information, notes that this provides outstanding work experience for students and that “for the library the [rewards] are huge” as well. Students provide expertise in areas such as digitization, social media, and user interface and are also being hired for nontraditional library work like User Experience design. In addition, working consistently with these interns helps library staff develop their own skills at mentoring and supervision.**

**“People are delighted that the students are getting real experience,” Stevenson tells *LJ*, and “everybody’s on board with this learning-in-place thing. We want these concrete skills and practices, and sometimes the theory is just a lot of noise.” While sparking enthusiasm for the goals of TALint has not been difficult, the process of putting in place an ambitious new academic program is never easy. While one of the great benefits of TALint is that it removes the financial burden on students seeking employment during their graduate school years and lets them avoid unpaid internships, the funds must come from somewhere. In terms of finding support, Stevenson recommends “establishing a close partnership between the faculty or school and the library. To get the funding, the program has to tie into the university’s overall strategic plan and be sensitive to the key goals of the university.”**

**Urging LIS students to connect with their chosen field through experiential learning can, as Shumaker says, “help to bring the entire program in closer contact with the profession,” prompting continued engagement with shifts and trends in the nature of library and information work. As Stavick observes, the future of libraries requires “somebody to…start challenging the rules that we have created around these organizations; to start thinking differently about what libraries need.” She describes a “growing movement” of individuals rethinking professional library education and training. Many library schools emphasize internships and practicums to provide students with the real-life experience they need to become effective professionals. Some practitioners are taking a critical look at how to design library education in a way that opens doors to dedicated information professionals rather than creating barriers.**

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**https://lj.libraryjournal.com/2018/05/library-education/experience-required/**