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In your capacity as a professional librarian, what aspects of your job bring you the most joy?

When I left the classroom, I thought that I would miss “my students”. I now have many students with varying interests. I like finding that one book that makes a student enjoy reading. I really like getting students hooked on a book series especially our reluctant readers. They know what to expect from an author, which takes some of the fear out of reading.

Please discuss one personal characteristic that you feel has contributed to your success as an Information Professional.

I am not concerned with failure. I think sometimes as adults we want to do (continued on page 2)
everything right the first time in front of our students. I know that when I use technology it doesn’t always go right the first time. It is a great learning opportunity for my students and I to problem solve through issues that we are having with technology.

What one issue should future librarians be prepared to address?

I am sure that this is a current issue, as well as an issue we will continue to face in the future; social media. How do we prepare our students to live in this real time world and be safe? Maybe it is not our students we need to prepare, but our staff. Our students are already living it at home, and now it is following them to school. How does the school system use this media to educate our students? We know students are excited about it. How can we transfer and use that excitement in our classroom? Can we use that technology in both places to benefit everyone?

In our coursework we often discuss the importance of collaboration. Can you share with us an instance of successful collaboration?

State testing is looming over everyone’s head. I have worked with the third through sixth grade teachers in my buildings to come up with a plan to practice and reinforce reading and testing taking skills that students can use during the NESA testing. Teachers are teaching the necessary curriculum with me reinforcing test taking skills during my library classes. The students have created posters that are in their classrooms that they can use on any test that they take. I feel we are making our students better test takers. It takes the pressure off the testing situation and lets them focus on the questions being asked.

On a lighter note: When the workday is done, what do you like to read?

At school, I try to be a good role model and read at the end of each checkout period. I really enjoy reading books that I can recommend to students. I try reading unknown authors that might interest students. The students always ask me what I am reading and can they have it next.

I am not a librarian that reads every day at home. Sorry!! I go in spurts. I will read consistently for a few months and then nothing. I always have a book on my night stand though ready when I get the itch. I like to read many different genres. I am not picky. My least favorite is science fiction.

Thank you, Lynn, for sharing your professional insights!

Lynn Behounek; Wildwood Elementary School, Ralston
What is your education / library/experience background?

My education began again in 2009. I had been doing administrative work for most of my life, but when I changed to a paraprofessional job in a public school I knew I belonged in that setting. It was after much discussing and debating that I came to the conclusion the library would be the best fit. I enjoy reading, I am an organizer, and I love children! In addition to that, my hope is to work in a rural setting so it is likely I would be teaching the elementary students computers/technology. And I love my technology too!

What is on your reading list? What are your favorites? Your recommended? Your want to read lists?

My reading list is anything other than textbooks! A couple favorites are Catherine Coulter, and Patricia Cornwell. Neither Catherine nor Patricia have graced my presence lately as I am busy with children, work and school. What I am eager to read when I have the chance is the Ted Dekker series: Black, Red, White, and Green.

What professional journal or article have you read and would recommend? Why?

As many students have said before me, I have read only what was necessary for class, nothing more. BUT... I am fully interested in what our seasoned librarians would recommend! I intend to use those resources as much as possible when I finally have the time.

What do you do in your “down time”? Do you have any hobbies? How do you relax?

Down time!?! Are you kidding?!? All joking aside I do make a little time for watching my children play sports. My two sons, Aaron and Jon, are my pride and joy, as well as my older daughter, Ashley, who lives way too far away! When the weather is nice, my best friend Beth, the kids and I enjoy playing in water – wherever we can.

What deep dark secret would you like to share?

I was a city girl that thought country living would not be my style. I was never so wrong in my life. The pace is different and I now detest being in the city.

Name one of your personal or professional qualities that will make you a leader in 21st century library and information centers?

The ability to think outside the box through collaboration, the study of current trends and the willingness to go the extra mile to make sure output is high quality.

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Thank you, Jenifer, for taking the time to share your talents and your ideas!

(Malec cont.)

**What advice do you have for other students who are currently enrolled in Library Science studies?**

The main advice... Many of us have finally come to the realization after years in other fields that this is where we belong; even when the world around us is suggesting there is no need for us. We need to be enthusiastic advocates for our schools and the students we will eventually serve.

**What do you see as key future trends and challenges for Library Information Specialists?**

One key trend for the future in Library Information is technology, and it brings many challenges with it. Many technologies are exceptional resources to use; from e-books, to research, to design, and more. The problem lies with the continual changes or upgrades to systems and software that are required to keep schools current, many that will not fit into budgets. As Media Specialists we will need to go beyond the training provided us and become the master LIS that people will value.

**What do you think will be your legacy in this profession?**

Break the image that so many have of the librarian. I want to make my library one that students are eager to come to. I intend to inspire the love of learning through their love of reading.

"Education is not preparation for life; education is life itself."

Announcements:
Scholarships, Registration, Comprehensive Exams, Graduation

Scholarship Opportunities

**Nebraska Library Association**

The NLA established the Louise A. Nixon Scholarship Fund to provide $1000.00 to any Nebraska student in pursuit of a Master's Degree in Library/Information Science, or a Master's Degree in a media program that meets the ALA/AASL curriculum guidelines. The $250.00 Duane Munson Scholarship is available to help practicing librarians and paraprofessionals to gain additional library-related education and training. For submission and deadline information, visit the NLC at: http://www.nebraskalibraries.org/scholarship.htm

**Nebraska Educational Media Association**

NEMA awards continuing education scholarships to school librarians who wish to gain additional professional training in the field on a full or part time basis. For more information, visit NEMA at: http://schoollibrariesrock.org/scholarships.html

**American Library Association**

The American Library Association and its units provide more than $300,000 annually for a Master's Degree in library and information studies from an ALA accredited program, or for a Master's Degree in school library media that meets the ALA curriculum guidelines for a National Council for Accreditation of Teacher Education (NCATE). The scholarship process is open annually from October-March. Applications and reference forms are available during that time period. Instructions and general information remain available year round. For a complete list of available scholarships, visit the ALA http://www.ala.org/ala/educationcareers/scholarships/index.cfm

P.E.O. Continuing Education Grant

Grant opportunity for Spring 2012, apply in September/October 2011. The Program for Continuing Education is a grant providing financial assistance to women whose education has been interrupted and who find it necessary to resume studies due to changing demands in their lives. They must have a need for financial assistance with their educational expenses to improve their marketable skills. Eligible women must be a citizen of and studying in the US or Canada, must have had at least 24 consecutive months as a non-student in her adult life, is within 24 consecutive months of completing her educational goal, and is not enrolled in a doctoral degree program. Grants may be awarded for academic or technical courses. Maximum grant is $3000. No matter the amount awarded, the grant is for one time only. This grant will next be available for the Spring 2012 semester. All applications must be received at least 10 weeks prior to beginning of the term for which the grant is requested. If interested, please contact Mary Kay Nelson 308-785-2193 or marynelson@amykirchnerdesign.com

New Grant Opportunities

**Internship Grants from the Nebraska Library Commission**

The Nebraska Library Commission is now offering internship grants (range: $500 - $1,000) to accredited Nebraska public libraries who wish to increase awareness about library professions and education and the opportunities for employment in Nebraska libraries. This internship grant program achieves several goals -- Interns see what goes on behind-the-scenes and are introduced to the varied and exciting work in libraries. Libraries often find they can

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expand services and programming. Community members appreciate seeing fresh faces and knowing that “one of their own” is working locally. Public libraries may choose to partner with other libraries to offer a greater variety of work settings. The online application is due February 28, 2011. Visit http://www.nlc.state.ne.us/NowHiring/Internships.asp for details and to apply. The Nebraska Library Commission’s internship grant program is funded through a Laura Bush 21st Century Skills program grant from the Institute for Museum and Library Services and offered in partnership with the Nebraska Library Association. Contact Kathryn Brockmeier, kathryn.brockmeier@nebraska.gov, 800-307-2665, for more information.

**Elementary Education, Secondary Education and Reading Comprehensive Exams**

**Comprehensive Exam Deadlines**

Selective Retention must be submitted and approved before students can register for comprehensive exams. Please make note of the following registration deadlines.

**Summer 2011:**

**Elementary Education Majors:** The registration deadline is May 6th for those students taking their comprehensive exams during the Summer 2011 semester. Elementary Education graduates must attend the Comprehensive Exam meeting on May 18 (Tentative date) at 8 pm. Approximate due date, June 21st.

**Reading Majors:** The registration deadline is April 18th for those students taking their comprehensive exams during the Summer 2011 semester. Reading graduates must attend a Comprehensive Exam meeting April 27th. Approximate due date, June 20th.

**Secondary Education Majors:** The registration deadline is May 6th for those students taking their comprehensive exams during the Summer 2011 semester. The Secondary Exam will be given on June 25th in Kayser Hall.

To register, contact Joyce Jones in the Department of Teacher Education; Phone: 402-554-2212 or 1-800-858-8648, ext. 2212 Email: jpjones@unomaha.edu

**Registration**

**Summer 2011 Registration**

The Summer 2011 class schedule will be made available online on 3-30-11. On 3-21-11 advising flags for Summer 2011 and Fall 2011 will be posted on Mavlink. Summer registration dates are as follows:

- 4-11-11 Currently enrolled Graduate Students
- 4-12-11 Seniors
- 4-13-11 Juniors
- 4-14-11 Sophomores
- 4-15-11 Freshman
- 4-18-11 Open Registration

**Fall 2011 Registration**

The Fall 2011 class schedule will be made available online on 4-01-11. Registration dates are as follows:

- 4-18-11 Currently enrolled Graduate Students
- 4-20-11 Seniors
- 4-22-11 Juniors
- 4-26-11 Sophomores
- 4-28-11 Freshman
- 5-02-11 Open Registration

Classes fill up quickly, so be sure to register on the appropriate dates to increase the probability of getting into the classes you need.

**Graduation**

**2011 Spring Graduation**

The commencement ceremony for the Spring 2011 semester is scheduled for May 6th, 2011 at the Civic Auditorium at 2:00. (Graduation information is subject to change).
Upcoming Conferences, Professional Development and More!

NETA 2011 Annual conference

April 28-29, 2011
This year’s theme is “e3: empower, encourage, engage.” Location: LaVista Embassy Suites & Conference Center, Exit 442, Harrison street. Registration costs: Full conference (2 Days) $115; One day, $80. Find more information at http://www.netasite.org/index.php?option=com_content&view=article&id=57&Itemid=65

School Librarian Day Reflections
On Saturday, March 26 approximately 30 school librarians from Omaha and the surrounding areas came together for School Librarian Day. Sponsored by Eastern Library System, Nebraska Educational Media Association, and the University of Nebraska at Omaha, the day was filled with friendship, fun, and information sharing. Sessions included topics such as library policies, led by Nancy Larimer, Lincoln Public Schools; book talks by Paul Christopherson, Omaha Public Library, and Sally Snyder, Nebraska Library Commission; the future of reading led by Anna Bley, Papillion La Vista South High School, and Joy Harvey, Lincoln Public School; an overview of the Guide to Integrated Library Services, led by Mary Reiman, Lincoln Public Schools; and iPad usage in schools, led by Sara Churchill, Blair Public Schools.

Thanks to all of you for sharing your library talents and wisdom. Also, thanks to Kathy Tooker and Nancy Meyer with Eastern Library System, and all who helped to make this learning opportunity possible.
Do and Give More Than Is Expected of You
By Harrison Barnes

When I was 18 years old I spent three months working as a garbage man in Detroit. It was one of the more interesting experiences of my life. I had taken the job out of necessity because I had the good fortune of being cut off from any spending money by my parents. Facing my first year of college in a few months, I wanted to make sure that I had money for my books and other expenses.

When I started the work I threw myself into it with a great deal of enthusiasm. I had not other choice, so I told myself I would make the most of it. If I did a good job collecting garbage there were all sorts of promotions I could receive. For example, I could be put in charge of mowing city grass on an automatic mower. I might be allowed to paint lines in the street. Alternatively, I might be given the job of going around in a boom crane and replacing city light bulbs.

My job was to ride around on the back of the truck and pick up bags of trash at each stop. Most of the other garbage men rode lazily on the back of the truck between each house, got off at each stop, and then got back on. Not me. I decided early on to simply jog alongside the truck. Instead of picking up one garbage bag per stop, I would try and pick up two, three, or more.

Within a few weeks I was in some of the best shape of my life. I worked so hard at the job that I started pressuring the men driving the garbage trucks to drive faster so that I could pick up more garbage.

I noticed early on, though, that the men did not seem to like me working so hard. I did not understand it at the time, but the men I was working for were unionized and paid by the hour. By picking up so much garbage I was not only shortening their shifts, but also making them look bad. Despite doing such good work, I was actually hurting myself by picking up so much garbage.

One day after work my supervisor asked me if I "had a minute."

He looked embarrassed and a little scared: "I'm going to have to let you go," he said.

"Why?" I asked, somewhat puzzled. "I'm doing a good job."

"These guys are complaining to me. They are complaining to their union. You are only here a few months before you go to school. I have to keep them happy. You're getting the work done too fast and costing them money."

Without any argument, I thanked him and went home. When I got home my mother was sitting on the couch watching television. My mother spent twenty-plus years (the better part of her career) working as an investigator for the Michigan Department of Civil Rights. Essentially, this job involved investigating cases of discrimination against people because of their race, age, sexual orientation, and so forth. She then would assist people in either getting their jobs back or suing their employer.

"They told me I was getting fired because I was working too hard," I told her.

My mother got on the phone and called the Department of Public Works, where I had been working as a garbage man. Within ten minutes I had my job back. When I got to work the next day my supervisor apologized, gave me a small raise, and promoted me to a job mowing lawns and doing other sorts of work on city lots. Riding around on a lawnmower all day and screwing around with a weed whacker was like paradise compared to throwing garbage all day.

It was a promotion! However it comes about, I have never heard of anyone who did not

- get promoted
- get a better job
- or find themselves in a better life

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as a result of doing more than was expected of them. The harder you work—and the more you do than is expected—the more you will attract the attention of your superiors and the sooner you will find yourself in a better life. In the case of my job as a garbage man, my hard work attracted the attention of my superiors at first in the wrong way—but then it paid off.

In my job as a garbage man I was surrounded by men whose entire careers had been based on not doing more than was expected of them. In contrast, I was of the belief that I should always do more than was expected of me. This belief is something that I owe every success I have ever had to.

In academics, this means studying more than is expected of you. In the work world, this means doing more than is expected of you in many, many ways. When I was in college, if a teacher told us we had to write a paper of a “minimum” of five pages—I would write a thirty-or forty-page paper.

"Why are you writing such a long paper," my classmates would always ask me.

"Because I want to get an A," I would tell them. And when I wrote such long papers and put so much effort into them, I always got As (often the only A in the class) when everyone else turned in their five-page (or maybe six-page) papers and got Bs and Cs. I even saw many people play with their margins to get to over five pages.

The practice of law (which I did for some time) is like this. I remember one of my first insights into really great lawyering came when I was clerking for a judge. I started to notice that the best lawyers from the best firms did very small, imperceptible things that other attorneys would not.

For example, if they were sending you a bunch of pages paper clipped together they might put a sticky note between the paper and the paper clip so the pages were not marked with the paperclip indentation. This is, of course, excessively anal but it is an example of the smallest of details that the best attorneys do not miss. Their work is proofread meticulously. They are on top of just about every single thing they are doing to an extraordinary degree, and no detail is too small. In contrast, the work of average attorneys would be proofed far less carefully and contain far more errors, typos, and other sorts of things. Forget about a sticky note so there is no paperclip indentation...

Whether it is working as a lawyer or as a garbage man, there is always a way to do much more than is expected of you in every profession. There is no job where you cannot do more than is expected of you. You may not immediately see the results, but over time you will. No supervisor misses their hardest and best workers. You will soon find yourself promoted, given raises, given bonuses, and more. You will be offered a supervisors job eventually. Or you will be hired away by an astute competitor who sees how much you are giving and knows they can channel your energy.

"If I give more than is expected of me, won't I be used and taken advantage of?" you may ask.

There is a remote chance of this occurring. But human nature is to give back in response to receiving. This is how it works 99% of the time. It is just a law of the world.

I have seen so many attorneys get better jobs by giving more than is expected of them. Other lawyers notice and hire them away. They rise up the ranks of firms. They attract clients who also see their devotion. They get to the top fast. It is like this in every profession.

There is no other thing that has given me more in life than performing more than is expected of me. Let your competitors in your job slack off and put in half-assed efforts. A few years from now you will be living the dream while they are stuck or moving backward.

If you are not doing your absolute best and withholding your best work, you are only prolonging your present situation and are dooming yourself to a life of mediocrity (for your abilities) or, at worst, failure.

Resist the urge to do only what is expected of you. Give all you can to everything you do and you will succeed.