

a *Yalsa* publication



Outstanding Books for the **COLLEGE BOUND**

Titles and Programs for a New Generation

EDITED BY ANGELA CARSTENSEN

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INTRODUCTION

ANGELA CARSTENSEN

A NEW, REVISED *Outstanding Books for the College Bound and Lifelong Learners* (OBCB) list is created every five years by a committee comprising public and school librarian members of the Young Adult Library Services Association (YALSA) and college librarian members of the Association of College and Research Libraries (ACRL).

The lists are “primarily intended for students in grades 9–12 who wish to enrich and strengthen their knowledge of various subject areas in both classic and contemporary literature,” and the purpose of the list is to “provide reading recommendations to students of all ages who plan to continue their education beyond high school” (as stated in the OBCB Policies, included as an appendix to this volume). The lists also have a long history of appealing to adult lifelong learners, parents, teachers, administrators, and the librarians serving those constituencies.

Current criteria for choosing titles for the lists include readability, cultural and ethnic diversity, balance of viewpoints, variety of formats and genres, and title availability. Recently, the focus has been on a balance between “modern classic titles and those that are newer or speak to current events.”

This book is a compilation of the Outstanding Books for the College Bound lists from the past ten years (1999, 2004, 2009), and highlights practical suggestions for using the lists.

Chapter 1 is the first history of the OBCB to be written and published. It demonstrates how the evolution of the OBCB has echoed (and at times contradicted) changes in the American educational system since its beginnings in 1959. This chapter answers the question: Who started the lists and why?

The following four chapters offer practical advice on using the lists with readers in school, public, and college libraries, with a chapter devoted to each, as well as a chapter devoted to lifelong learners. From collection development and readers' advisory to curriculum development and programming, the OBCB lists are relevant for librarians serving teens, young adults, and adult lifelong learners.

Each year, changes were made in the OBCB tradition. In 1999, the title of the lists was changed, adding "and Lifelong Learners" to its name. In 2004, ACRL members were included on the selection committee for the first time. As for the books themselves, a comparison of the 1999 and 2004 lists shows that starting in 2004 the focus shifted from tried-and-true classics to recent literature, or "modern classics."

The year 2004 also ushered in a new set of categories for the lists, created to mirror college curricula. In 1999 the five categories were fiction, nonfiction, biography, drama, and poetry. In 2004 they were changed to humanities, history, literature and language arts, science and technology, and social sciences. In 2009 the categories were updated to arts and humanities, history and cultures, literature and language arts, science and technology, and social sciences.

The introductions to the 2004 and 2009 lists are careful to state that the lists include a combination of fiction, nonfiction, poetry, biography, and drama, creating a conscious bridge to the past.

In the final section of this book, the 1999, 2004, and 2009 lists are combined and re-sorted by genre. It is fortuitous that these three lists incorporate the old and the new, the classic and the modern, creating genre lists with a broad range.

Annotations have been expanded to more adequately express the subject matter and importance of each title. Titles also honored by the YALSA Alex Awards, Best Books for Young Adults (BBYA), and Michael L. Printz Award committees are indicated. All publishers and publication dates are for the first edition, and any titles currently out of print are marked *o.p.*

As the *Outstanding Books for the College Bound and Lifelong Learners* tradition continues to help young students get the most out of their college education, to enhance the educational and cultural experiences of all readers, the tradition can never stop evolving. It will be exciting to witness where the OBCB lists might go from here, to continually reflect the times, the literature, and the librarians dedicated to their creation.

FORTY YEARS OF OUTSTANDING BOOKS

ORIGIN, HISTORY, AND COMMITTEE PROCESSES

PAULA BREHM-HEEGER

IN 1959 THE *National Education Association Journal* published the first installment of what would become the long-running Outstanding Books for the College Bound and Lifelong Learners lists. While the list was first published in the December 1959 issue of the *NEA Journal* as “Outstanding Fiction for College-Bound Students,” it was actually compiled by the Book Selection Committee of the American Library Association’s Young Adult Services Division (YASD). The original YASD selection committee was chaired by Marian L. Trahan from the Oakland Public Library and included a total of six members representing public libraries in Boston and Detroit, schools in New York and Connecticut, and one representative from the *ALA Booklist and Subscription Books Bulletin*. Of the many lists that have been produced on a regular and lasting basis by the Young Adult Library Services Association (formerly the Young Adult Services Division), the Outstanding Books for the College Bound-list appears to be the only one that was created at the request of an outside group.

By the time the Outstanding Fiction for College-Bound Students list was published in 1959, there had been a long history of collaboration between the NEA and ALA dating back to the turn of the twentieth century. For example, in *Assessment of the Role of School and Public Libraries in Support of Educational Reform*, released by the U.S. Department of Education, it was noted that as early as 1897, the then ALA president John Cotton Dana “urged the National Education Association (NEA) to appoint a committee to study the interrelationships between the two organizations.”¹ This report goes on to note that at that time few school libraries existed, and public libraries continued to “assume an educational role for almost forty years, supporting the needs of students and teachers.”² Additional evidence of

collaboration appears in the NEA's *Addresses and Proceedings* documents from the late 1950s. These documents include reports from a joint committee of the National Education Association and the American Library Association, whose function centered on "identifying problems of mutual interest and relationships in the field of library services and education, and of making recommendation for action on these problems to the appropriate units within the two associations."³

This committee's existence indicates that the NEA/ALA relationship was active and ongoing in the 1950s. Reports from this joint committee focus on general issues, including advocacy efforts aimed at legislation of interest to both associations and cooperative programs by the NEA at the annual ALA conferences. Both the 1958 and 1959 reports also mention several book selection and book recommendation activities by the ALA youth divisions, including the revision and publication of "Aids in Selection of Materials for Children and Young People" and arrangements for the *NEA Journal* to publish book lists and editorial reviews with the cooperation of YASD. It is worth noting that both the 1958 and 1959 reports indicate interest on the part of the NEA/ALA joint committee in cooperative programs focused on higher education.

This growing interest in higher education by both the NEA and ALA in the late 1950s is not surprising. In 1958, the United States Congress passed the landmark National Defense Education Act, and the number of students attending postsecondary degree-granting institutions had increased during the 1950s. In 1949 the total fall enrollment in degree-granting institutions was just under 2.5 million. By 1959 this figure had increased to more than 3.6 million—a more than one million student increase in a decade.⁴ This increase is noteworthy, too, because prior to the passage of the act, financial support by the federal government for higher education had actually declined in the 1950s. This decline coincided with the completion by returning World War II servicemen of their postsecondary education. While the Servicemen's Readjustment Act of 1944 (the GI Bill) supported approximately one million veterans in the pursuit of higher education, this support peaked in 1949. When these GIs began to leave the ranks of college students in the early 1950s, overall federal government support for college attendance likewise decreased.⁵

When the Soviet Union launched their Sputnik satellite in 1957, however, everything changed. Once again, federal support for students seeking higher education began to increase. While the efforts for educational support of the kind provided by the 1958 National Defense Education Act had been gaining ground for several years, "the immediate catalyst for the legislation was the Soviet Union's launch of the Sputnik satellite in 1957, which directly challenged the scientific, technological, and military prowess of the United States."⁶ Among its many provisions, the National Defense Education Act made "over the period of four years . . . available nearly a billion dollars for school improvement" and also made it possible for students to take loans for college education at subsidized rates with the intention to "increase the flow of talent into science, mathematics, and foreign language careers."⁷

A review of the articles appearing in the *NEA Journal* from 1958 to 1960 hints at the complex nature of the U.S. educational landscape in late 1950s and provides insight into the reasons the NEA turned to YASD's Book Selection Committee for the creation of the Outstanding Books for the College Bound (OBCB) book lists.

NEA Journal articles suggest increasing concerns about Soviet skills in science and technology. However, many articles also indicate a desire by educators to expand students' knowledge of culture and to support students' creativity in an era when science, math, and technology-related subjects were topping the nation's list of educational priorities.

Several writers in the *NEA Journal*, in fact, express their concern about the negative consequences for students subjected to a standard curriculum with such a specific focus. In his 1959 *NEA Journal* article "Hard Education?" Charles G. Spiegler relates a story about a public librarian desperately attempting to recruit young people for an after-school program taking place at the library focused on the history of jazz. Mr. Spiegler notes that, to his dismay, one after another of the students refused to attend, too focused on their extensive homework to participate. He articulates his concern that "we have begun . . . to harden the once-soft underbelly in our educational system by definite, absolute courses of study, strictly defined, strictly to be adhered to in a well-disciplined age of conformity. And yet, to my mind this isn't hard education at all! In fact, it's the easiest, softest, laziest type of education I know."⁸ A similar theme can be found in an April 1959 article by Charles C. Cole Jr. In his article Cole discusses the need to ensure that the minds of new undergraduates are stretched, especially those of gifted and top-performing students. He expresses his concern that the current emphasis on standardized curriculum does not always do enough to hold the attention of students with exceptional abilities.⁹

NEA Journal writers for these years seem acutely aware of the opportunities and challenges presented by the increase in numbers and changing demographics of students seeking a college education. In an October 1958 article Walter Graves discusses these changes in the makeup of the student body, noting that, "For every student in college 50 years ago, there are now 11 jamming our college classrooms."¹⁰ Graves also acknowledges the "greater heterogeneity" of college students.¹¹ In his October 1959 article Charles Spiegler argues that with millions of young Americans coming to college from various backgrounds, including less-intellectual backgrounds, "dare we, in a democracy, do less than send them back to their cultures somewhat better than we found them?"¹² And a March 1960 article echoes many of these themes by pointing out that the study of different cultures by girls pursuing higher education is "important in developing respect for the values and philosophies of other peoples" and that these college-bound girls are "intelligent, maturing young people who need challenge."¹³

Interestingly, while the ambivalence about the new focus on science and math education and the challenges and opportunities that resulted is obvious in the *NEA Journal*, a review of articles in the *Young Adult Services Division Journal* from the same era does not seem to reflect similar concerns. For example, the December 1959 issue features a "Recent Adult Books for Young People" book list and an article about a conference institute titled "Adults Books for YA Scene," but there is no specific mention of the Soviets, the Cold War, or a growing national focus on the need to improve science, math, and technology skills.

It is in this context, then, that the NEA turned to YASD to create the first OBCB list, and that the list focused, tellingly, on fiction, followed by biography and theater lists in the early 1960s, with no general nonfiction list produced until 1971. Even

more telling, it wasn't until 2004—more than forty years after the initial OBCB list—that a science and technology list was even introduced to the OBCB series. Throughout the 1960s, the focus of the lists remained on fiction, biography, and theater. Even when the focus of the lists began to expand in the 1970s and 1980s the specific subject areas remained nonscientific and nontechnical, with topics such as dance, performing arts, poetry, and music—a stark contrast to the focus on science and technology evident in the *NEA Journal* articles of the late 1950s and 1960s.

• EVOLUTION AND CHANGE IN THE 1970S •

The 1960s witnessed a remarkable increase in the number of people attending degree-granting institutions. By the fall of 1969, approximately eight million people were enrolled in postsecondary institutions—a more than twofold increase from the 3.6 million enrolled in the fall of 1959.¹⁴ In 1965, the Higher Education Act was passed, representing the next major piece of federal legislation supporting higher education. It was also in 1965 that the *NEA Journal* published an Outstanding Books for the College Bound list for the final time. The Outstanding Theater for the College Bound list was featured in the *NEA Journal*'s October 1965 “Bookshelf” section.

By the time the OBCB list was set to be updated in the 1970s, the ownership of the list clearly belonged, then, to the YASD. Any mention of the NEA or the NEA's role in the creation of the list among the committee members selecting the OBCB titles is practically nonexistent in OBCB documents from the 1970s forward. However, it is worth noting that in an August 1971 committee correspondence, the idea is presented that “these lists are used for the most part (at least 90 percent of the 1000s sold) by high school English teachers and librarians in small to medium sized high schools” and that the style of annotations provided for the list should be made in light of what “might be more meaningful to that audience.”¹⁵ The NEA may no longer have been involved in the publication of the lists, but teachers and educators remained a primary audience for OBCB.

Prior to 1971 the lists had been produced one at a time and released at periodic but not regular intervals. In 1971 the concept to revise all the lists together was discussed, and the pattern of revising the OBCB list every five years seems to have been established at that time.¹⁶ The 1971 committee began what would evolve into an ongoing discussion on many OBCB committees about what types of books should be included on the list. The available documents from 1971 do not include any official selection criteria. The statement is made that the list is “not a ‘good reading’ list” but a “strong survey list” designed to “give a readable, interesting, broad introduction to a field,” and it is specifically noted that this list is different from the Best Books list (presumably a reference to the Best Books for Young Adults list).¹⁷

When the committee charged with producing the 1976 OBCB list began their work in 1974, demand for the OBCB list was strong. Correspondence from YASD president Carol Starr to OBCB committee chair Ruth Smith states that the OBCB lists “were among the most frequent requests the YASD office receives.”¹⁸ This popularity was likely a significant factor in the decision to continue to update the lists on a regular basis.

The 1976 committee appears to have been one of the most active OBCB committees. The 1970s were a time of great change and transition for higher education,

and it makes sense that the committee working in the middle of this decade would likewise be interested in updating and changing the makeup of the OBCB list. At the beginning of the 1970s, 2,384,000 students in postsecondary degree-granting institutions were age 25 years and older. By 1980 this number had increased to 4,535,000.¹⁹ In 1970, 3,537,000 students entering degree-granting institutions were female. By 1980 this number had risen to 6,223,000. The ethnic makeup of higher education students was changing, too. In 1976, 82.6 percent of students were white and 15.4 percent were minority. By 1980, this had changed to 81.4 percent white and 16.1 percent minority. During the overall 1976–2008 time period, the percentage of Hispanic students rose from 3 percent to 12 percent, the percentage of Asian/Pacific Islander students rose from 2 percent to 7 percent, and the percentage of black students rose from 9 percent to 14 percent.²⁰

It was in this historical context that the 1976 OBCB committee began their work. The July 1974 letter inviting committee members to serve on the OBCB Revision Committee included a very basic function statement “to revise the 5 ‘outstanding’ lists published for ALA for young adults for completion in 1975.”²¹ In a September communication to her committee, Chair Ruth Smith set out basic suggestions for how the work of the committee should be accomplished. In October she offered detailed suggestions of how committee members could locate potential titles for the list. This October communication included a suggestion to consider ways that ALA’s Association of College and Research Libraries division publications might be a resource for finding titles for consideration—an important and insightful suggestion on the part of Smith, as in later years ACRL would be asked to take a direct role in the production of the OBCB list.

The question of how to best define an outstanding book is discussed at length in committee correspondence in 1974. Smith attempts to answer the question with assistance from YASD president Carol Starr. This discussion includes one of the few mentions of the NEA’s role in the creation of the OBCB by any OBCB committee; Smith relates that Starr informed her, “the ideas originated with the National Education Association for the purpose of providing the college bound with material they ‘should have read’ when they finish high school.”²² Smith’s dissatisfaction with this explanation is clear as she poses the rhetorical question to her committee, “How’s that for an ambiguous statement?” Smith does provide some additional detail about the evolving definition of an “outstanding book” by stating in one letter that these are books that should be “important titles which presumably will stand the test of time because they are concerned with fundamentals rather than fads.”²³ This ongoing discussion leads Smith to suggest to her committee that they “formulate a set of criteria on which we can agree and submit them to YASD for approval.”²⁴

The 1976 committee also clearly struggled with another issue that has probably become a familiar conundrum for OBCB committee members over the years: how to effectively gather potential titles. Unlike other YASD/YALSA book lists and awards, titles that can be considered for the OBCB lists were not (and continue not to be) bound by format or publication date. This issue, combined with questions about how best to define *outstanding*, led the 1976 committee to discuss several changes to the list, including format, number of titles, and scope.

Minutes from the 1975 ALA Midwinter Meeting include a series of questions about the lists asked by the committee, such as, “Can we redo them as we see fit?

Why is there no creative writing list? Why is nonfiction except biography and theater all lumped together? Why not a list of 'The Arts'? Why not a list or lists of 150–200 titles of basic books? Can the content of the books determine the number and type of lists?"²⁵ With no overview or history of the NEA's involvement in the creation of the lists and no historical context for understanding the reasons the subject areas were selected for previous OBCB lists, the 1976 committee suggested significant revisions to OBCB. The 1976 committee would not be the first to consider revising the list's format and topics. Nor would they be the first group to express concern about retaining "Outstanding Books for the College Bound" as the list title.

The 1976 committee provided a plan to overhaul the list, along with specific selection criteria developed for each of what they proposed to be four new lists. They suggested the following statement of purpose for the OBCB committee be officially adopted by the YASD board of directors: "These lists offer the thoughtful student a careful selection of those ageless and contemporary books that encompass the ideas, experience and discoveries which have made significant contributions to human knowledge. Reading these books will promote the self-growth and openness of ideas necessary to develop a creative and evaluative mind."²⁶

The changes suggested by the committee were not, however, approved by the YASD board of directors. In a letter to her committee and to YASD president Carol Starr, Smith communicates the rejection of the committee's plans and instructs her committee to "proceed with our assignment by following the original format . . . retain the original five categories and make the additions and deletions which will bring them up to date."²⁷ While Smith's committee failed to enact changes during their tenure, they did submit a formal committee report at the 1975 annual conference restating their proposed changes and asking that they be enacted before the next release of an OBCB list.²⁸

One other noteworthy development during the tenure of the committee that produced the 1976 OBCB list was a January 1975 *Library Journal* article discussing the updating of the OBCB list. This article stated, "Librarians and publishers both will be waiting to see the result of the updating project, which is being carried on at a time when unprecedented heavy pressures for the restriction of the reading of young people are being mounted evidently with the backing of the United States Commissioner of Education Terrel Bell."²⁹ After the publication of this *Library Journal* article, Ruth Smith received a letter from a concerned mother of a 13-year-old in New Jersey. This mother wrote to express her belief in *not* restricting reading for young people.³⁰ In response to the letter, the executive director of YASD wrote to the New Jersey mother and assured her that "'hostile pressure' will not affect the revisions of these lists" and that the development of the lists "help librarians who are trying to withstand pressure from adults trying to restrict the reading of teenagers."³¹

• 1980S •

The work of Ruth Smith and her innovative 1976 committee appears to have prompted a fresh look at the Outstanding Books for the College Bound list. At the 1979 ALA Midwinter Meeting the YASD board authorized the formation of a new

committee to begin revising the OBCB list. The function statement for this 1980 committee was “To revise the YASD ‘Outstanding Fiction for the College Bound’ list. To establish criteria for the selection and procedural guidelines for the list. To examine procedures and make recommendations related to the future production of the entire set of Outstanding lists, including consideration of a name change.”³²

Despite a clear interest in having the committee members revise elements of the list beyond the traditional work of adding and eliminating titles, OBCB committees during the 1980s continued to follow one traditional procedure for creating the list. While the entire list with its separate topic areas was referred to collectively as Outstanding Books for the College Bound, and all titles were released at the same time, selection for the titles in each of the four or five topic areas was accomplished by separate committees, with each committee having a different chairperson. These individual committees had similar but independent selection criteria that they were instructed to “develop carefully and with thought.”³³ The individual topic-area lists were given titles that included the topic in the title name such as Outstanding Fiction for the College Bound and Outstanding Biographies for the College Bound. This was the procedure for the 1986 committee, which, like previous committees, had individuals appointed to work on each topic-area list, and each topic area was chaired by an individual with one person acting as the coordinator of the other chairs and committees to ensure that the final list was submitted in the proper format. However, it was during the 1986 committee’s tenure that this tradition began to change. That committee made the recommendation “to prepare Outstanding Books for the College Bound as a single work that combines separate lists”—a recommendation that was enthusiastically received by YASD’s publishing staff.³⁴

This 1986 OBCB committee began their work facing questions that had plagued earlier committees. Communication from the 1986 committee indicates that the number of titles to be included in the overall list, as well as the specific criteria for selection titles, was still up for debate. For example, Mary Ann Paulin, chair of that year’s Outstanding Biographies for the College Bound list, asked in one memo, “Are we limited in numbers to the titles that will fit on a trifold, the old format?” and in the same memo wondered “how much emphasis will be given to balancing the lists and to choosing books readable by students.”³⁵ Paulin also suggested a set of specific criteria be used in selecting titles, including “accuracy, objectivity, credibility, believability and literary quality.”³⁶

A July 1985 letter from OBCB Fiction Committee chair Leslie Edmonds states that while she did speak with YASD executive director Evelyn Shaevel and “other chairs of other committees” about the list and the work of the committee, there remained “many unanswered questions” regarding the format and the topics on which the OBCB list should focus.³⁷ The ongoing questions about selection criteria are addressed in Edmonds’s letters to her committee, and she does recommend that specific criteria such as literary merit, readability, and balance of types of fiction be used.³⁸

One additional criterion Edmonds mentions in her communications regarding selection of titles is “titles from 1980 to present need to be added.”³⁹ The inclusion of this statement indicates that the apparent long-running tradition of viewing the OBCB list as an update appears to have continued throughout the 1980s. During

this era the OBCB committee continued to be referred to as the Outstanding Books for the College Bound *Revision* Committee.

• 1990S •

The OBCB committees worked throughout 1990s to expand the kinds of titles and subjects that were included in the OBCB lists. They may have, as Paulin suggested in her 1986 communication, been looking to increase the readability of titles and interest of students in topics on the list. Topics such as film and music appeared. Committee correspondence from this decade focuses heavily on discussions of specific titles and was less concerned with defining what exactly qualifies as an outstanding book. Questions and comments related to criteria still do appear, however, such as a May 1990 comment by one committee member about a title: "I'm not sure it will stand up over time as a book to be read over and over again."⁴⁰ Communication from the January 1989 Midwinter Meeting of the Outstanding Nonfiction for the College Bound Committee reinforces that the question of selection criteria was still being discussed as "establish criteria for the list" is the first item on the committee's Midwinter agenda. The idea that the list remains a "revision" of earlier OBCB lists is also evident, as multiple discussions about the "elimination of some titles" and the need to "determine titles to retain from previous list"⁴¹ appear in committee communications from the early 1990s.

The committees of the early 1990s clearly struggled with the "many questions about the ground rules for the compilation of the lists."⁴² It is not surprising then that in 1994 the first documented Guidelines for Outstanding Books for the College Bound were established. This signaled an end to much of the confusion and concern about criteria and committee procedure. These guidelines codified the informal procedures which had been used by various OBCB committees for several decades. The guidelines included a clear charge and purpose for the committee and defined the target audience as well as guidelines for title eligibility and committee voting and selection procedures.

• RECENT CHANGES •

The eve of the twenty-first century brought two significant changes to the OBCB committee and list. First, 1999 is the first year the list was published under its new name, "Outstanding Books for the College Bound and Lifelong Learners." The inclusion of "lifelong learners" in the list name is not surprising, as by fall 2000 nearly six million people older than the age of 25 were enrolled in degree-granting institutions, with 2,749,000 of these students actually being more than 35 years old.⁴³ This trend in the diversity of students shows no sign of changing as projections for 2012 are that more than seven million students will be more than 25 years old and more than three million will be over the age of 35, making lifelong learners a growing audience for this particular YALSA selection list.⁴⁴ The second significant change in 1999 was that, for the first time, the committee included members from ACRL. This experiment in making the OBCB list a joint production of YALSA and ACRL has continued to evolve with the 2004 and 2009 committees. In the 2004

ALA Midwinter Meeting postconference report, OBCB chair Mary Arnold notes that both she and the individual from ACRL acting as the ACRL liaison for the committee believed that future ACRL recruits for the OBCB committee “need more information about the selection committee procedures and time commitment.”⁴⁵ This issue was addressed by the 2009 committee by having a limited number of ACRL committee members involved. This targeted ACRL involvement allowed the YALSA members, many of whom have experience in selecting nontextbook titles for inclusion on book lists designed for a general audience, the chance to work in a focused manner on gathering input from ACRL without losing focus on the nature of the OBCB list.

The 2004 OBCB committee made a significant change to the list format. This committee abandoned the traditional format, more than four decades old, of using specific topic headings such as biography and fiction in favor of more general, liberal-arts-based topics such as history, science and technology, and literature and languages. Committee reports from 2004 indicate an interest in shifting toward academic categories with “scope and criteria statements based on academic standards.”⁴⁶ The driving force behind this change to the list was, in the words of 2004 OBCB chair Mary Arnold, “the unique makeup of the committee.”⁴⁷ According to Arnold, 2004 YALSA president Caryn Sipos was focused on creating a new, meaningful partnership between ACRL and YALSA, and the inclusion of ACRL members on the OBCB committee was part of this focus. When it came to the list format, Arnold reports that “it was the academic librarians who pushed to change the sections to closer resemble college department tracks . . . as an ancillary result, since ACRL members are much more likely to read and recommend nonfiction, we ended up with a heavily nonfiction list as well!”⁴⁸ The format change proved to be a success, and the most recent 2009 OBCB list follows this new, updated format.

The latest iteration of the OBCB list demonstrates that this long-running list is one of the most durable, flexible lists offered by YALSA. It has been examined and reinvented by decades of dedicated committee members, and the result of this hard work continues to keep the OBCB in demand and relevant to today’s college students and lifelong learners. While they would likely be thrilled to know that individuals seeking postsecondary education of any sort are still using the OBCB, one can’t help but wonder what the OBCB founders would think of the changes to the list and the most current version. Would they be surprised? Would they approve of the changes? Or would they simply be happy to learn that students still read and librarians still work diligently to connect these students to just the right resources to help them succeed in college and in life?

• NOTES •

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OUTSTANDING BOOKS AND PUBLIC LIBRARIES

THE LIST AS MERCHANDISING TOOL

MARY ARNOLD

The fact of knowing how to read is nothing, the whole point is knowing what to read.

—Jacques Ellul

WHILE THE Outstanding Books for the College Bound and Lifelong Learners list has been a valuable addition to the librarians' toolbox for more than half a century, tools must be used to be effective. Rapid developments in technology offer many new merchandising and marketing variations on the tried and true avenues of booktalking, displays, programs, and readers' advisory. Let's look at ways in which we can capitalize on traditional and innovative library reading connections for college-bound students (and everyone interested in learning and examining new thoughts and ideas) using recent Outstanding Books for the College Bound lists to meet "needs" and create "wants." These outstanding books can help us create an atmosphere that encourages building a community of committed readers eager to share reading responses to new ideas.

YALSA selection lists have long been a staple tool for library collection development, and the annotated OBCB list, updated every five years, is especially useful in highlighting recent titles that selectors may have missed. School librarians mention that the rigorous committee selection process plays a big part in teachers' willingness to adopt subject-related books from the OBCB lists. OBCB plays a unique role in that its usefulness extends to many potential audiences—students, parents, educators, and anyone interested in continued learning and intellectual growth. Readers employ book lists to help them focus interest and choose from the plethora of titles in print, and compilers of book lists hope to influence readers to read specific books. Think of the appeal of Web 2.0 reading websites like Goodreads, Shelfari, and LibraryThing, or the reader-created Listmania book lists on Amazon. Many librarians become reading partners and use these networks as a virtual readers' advisory perch, creating

sites like the NEO-RLS Teen Learning Group on Goodreads, where teen librarians from library systems in northeast Ohio share reading suggestions with the world—a great forum to acquaint avid readers with the OBCB tool. Librarians can set up a Goodreads account and form a group with a title that becomes a hub for others to join, then recommend and discuss titles from OBCB lists.

• READERS' ADVISORY •

Librarians have shared the list with schools that have used it as the basis for summer reading suggestions. Barbara Ruszkowski, librarian at Padua Academy in Delaware, created a summer reading assignment using the 2009 list, which provides a wide variety of reading choices. And as teen librarians well know, that element of choice is all important. Student readers shared reviews of their chosen books that included discussion of readability and interest levels, ease of use, logic of organization, and special features—not unlike the committee considerations for nonfiction titles! Students were also asked to evaluate how reading the book might influence their lives—certainly a prime objective of OBCB committee members as well. Padua teachers particularly recommended titles aimed at adult readers in science, math, and technology, and because the list provides annotations, teachers, students, and parents are easily able to determine the appeal of a book.

There is a growing community of homeschooled students at the high school level, and a variety of online schools, whose families utilize public library resources. Introduce the OBCB lists to parent-educators and administrators for homeschooling associations and virtual academies. Many of these organizations ask to use library meeting space to conduct mandated standardized testing, providing a built-in audience for a quick set of OBCB booktalks to welcome them to the library.

Public librarians are often the first port of call in the college search. While information about college majors, facilities, scholarship opportunities, and the like are crucial, preparing students for the level of reading comprehension that college-level study requires is something we are uniquely prepared to do. Both the 2004 and 2009 lists create reading categories based on college departments of study, so students can get a taste of reading in their chosen area of study and gain a critical understanding of differing viewpoints on issues and ideas. Share the recent OBCB lists with community partners like the Cleveland Scholarship Center (www.cspohio.org), which partners with local county public libraries for events like FAFSA Super Sunday in February. Get lists (and YALSA website links) into the hands of high school guidance counselors and literature and language arts departments. Include a link to the YALSA selection list page from the section of your library's website on the college search process, and highlight one of the annotated titles (don't forget a graphic of the book cover!). Make note of the fact that the books on these lists will also improve vocabulary, which helps those taking the SAT and ACT tests, as well as those writing well-crafted college application essays. Reading a variety of books in various subject areas also introduces students to terms that apply to a particular field of study.

John Briggs, a member of the College Board SAT Reading Development Committee, believes “students need to discover that there are books that our culture has kept as a legacy and these should not be forgotten.”¹ The 2004 OBCB committee

press release recognized such legacy books by explaining why classics like *To Kill a Mockingbird* were not included on this list. It then pointed to other reading tools of great value in finding those classic titles, particularly fiction, that appear on so many lists of great books and recommended reading, from the National Book Awards and Pulitzer Prizes to the Modern Library Association's 100 Best Novels list.

Many public libraries offer the NoveList Plus database as a readers' advisory tool for customers, and guess what's available through NoveList—the most recent OBCB lists! Show readers how to customize their own college-bound reading by creating folders for annotated titles and how to use the various NoveList custom features to locate additional high-quality reading.

Take books from the list to local schools' college information events to decorate your table or booth, with a copy of the entire list as a bookmark. As you share the many library resources available to aid in the college-application process, throw in a few short book blurbs for the titles you've brought along. Create a scrolling PowerPoint display on a laptop that includes information on the rich resources on the OBCB list, and look for a way to let interested students and parents check out a title right then and there.

Many librarians host book groups in the library or at other community locations, including schools, recreation centers, senior centers, and others. Annotated OBCB lists are a wonderful resource to help book groups to choose titles that may have flown under their radar and can be a new way to host a "Great Books" book group. For many of the OBCB titles, there are ready-made book discussion suggestions on publisher websites, ReadingGroupGuides.com, Litlovers.com, Bookspot.com, and others. The marvel of Skype makes a virtual author visit a possible OBCB-related program that would enhance a book group experience, allowing readers to interact with an author, express their own responses to the book, and ask questions. Or partner with a school librarian for a series of enrichment programs and activities around titles on the OBCB lists that could include Skype interactive author visits.

At Cuyahoga County Public Library (www.cuyahogalibrary.org), a committee of library staff from every age-specific service area highlights under-the-radar titles on the library catalog page. A feature like this on your library's website could easily encompass OBCB categories like social sciences, science and technology, or history and cultures, particularly timed to the college application cycle. Readers could mouse over the book cover for title and author and OBCB list year, click to open the catalog record with full annotation, reserve the book, and check out the cloud tag "OBCB" for additional titles in the library catalog. For some books, readers could choose to listen to a podcast booktalk that gives library staff the chance to "build a buzz" for great college-bound reading. Podcasts can be created and linked to any catalog record, so every OBCB book can get its own commercial! You could even create a hot link from the catalog record and from any auxiliary library teen or college/career web pages to the online list at the YALSA website.

In addition to staff recommendations for OBCB titles, let readers get into the act. "Patron buzz" makes the library interactive and participatory. Web 2.0 applications allow library staff and readers to create categories for readers' advisory by "tagging" OBCB titles by specific category of interest (drama/poetry/biography/history and cultures) or in general ("Great reads if you're college bound" or "Never stop learning and growing").

• BOOKTALKS •

Booktalking has a proven track record as an effective way to highlight good reading and connect readers with books they may otherwise miss. While school classrooms are a no-brainer for finding a ready student audience, we know there are other audiences to be mined. And you don't necessarily have to start from scratch. That's the great benefit of professional online networks, websites, and a variety of publications that provide the basis of an effective, exciting booktalk for many of the titles on the recent OBCB lists. One such title with a novel multimedia approach that appeals to today's young readers is *Booktalking Bonanza: Ten Ready-to-Use Multimedia Sessions for the Busy Librarian* by Betsy Diamant-Cohen and Selma K. Levi. The techniques for sharing the excitement of a book can be readily adapted to OBCB titles like M. T. Anderson's *Feed*, Sara Gruen's *Water for Elephants*, or Ishmael Beah's *Long Way Gone: Memoirs of a Boy Soldier*. Offer regular booktalk programs at a local senior center, or booktalk a selected OBCB title when you represent the library at your community Chamber of Commerce, school board, or city council meeting.

Online book trailers have become the librarian's best trick for using social media to promote great reading. Libraries have built teen programs around creating these two-minute book commercials and uploading them to YouTube and other media websites. YALSA's Teens and Technology Interest Group program "Lights! Cameras! Booktrailers!" presentation at ALA Annual Conference 2010 showcased a panel of authors and librarians who have successfully used book trailer contests to meld teen interests in reading and technology.² Software like Photo Story or Movie Maker allows you to create, add images (from sources like creativecommons.org, Wikimedia.org, or loc.gov, the Library of Congress website), edit, and add special effects. Using flip cameras is fun and easy, as demonstrated on this site, which also includes lots of suggestions for storyboarding techniques and sites for free downloads: <http://sites.google.com/site/flipworkshop/home/video-book-trailers/creating-a-book-trailer>.

In "Digital Booktalk: Digital Media for Reluctant Readers," Gunter and Kenny emphasize the importance of making meaningful reading connections with our younger digital-native customers. They believe that while story remains the core of both traditional print and digital media, technology is changing and broadening the definition of literacy and how students acquire reading and writing skills. They encourage educators to explore mediated instructional strategies using technologies like the Digital Booktalk web portal to motivate and match readers, especially reluctant or struggling readers, with books.³

Ever see digital photo frames used at strategic locations in the library, like at the circ desk, fiction area, teen area, or shelving range for college-related materials? Using Microsoft Publisher or PowerPoint, you can create postcard OBCB book ads as JPEGs and present a slideshow of good reading to catch customers' attention. "Always be selling" doesn't apply only to retail! "Read Me" shelf talkers (use colorful paper and the marvelous annotations created by OBCB members) call attention in the stacks to titles from the list and are a quick and easy merchandising tool.

• SOCIAL NETWORKING •

Do you blog at your library website? Be sure to blog OBCB titles! Feature a selection of books from the humanities, social sciences, and history and cultures, and be sure instructors at your local high schools, junior colleges, and universities are aware of the uniquely useful arrangement of categories for the 2004 and 2009 lists based on academic disciplines. An added bonus is that these titles are, for the most part, recently published, include a great deal of nonfiction, and tend not to duplicate “classic” reading widely promoted in other recommended reading lists.

If your library has an institutional presence on social networking sites like Facebook or Twitter, use them to promote OBCB. Your Facebook wall is a great bulletin board for recommending good reading. If you tweet about library programs and activities, promote a different area of OBCB reading each month.

• DISPLAYS •

OBCB lists lend themselves wonderfully to thematic displays. It’s recommended that you re-create the bookstore style of reading abundance with multiple copies of titles and eye-catching realia and props (fall back-to-school displays using OBCB titles might include swaths of colorful artificial leaves, a variety of baskets, perhaps a colorful fall-themed cloth, and, of course, your harvest of good reading).

Library displays traditionally build around special days or times of year—be sure to include OBCB titles in every display you create. *Chase’s Calendar of Events* offers ideas for celebrating enrichment reading every month:

January—Book Blitz

February—Library Lover’s Month

March—International Ideas Month

April—National Poetry Month and National Library Month

May—Creative Beginnings Month

June—Bathroom Reading Month

July—Social Wellness Month

August—American Adventures Month

September—Banned Books Week and Library Card Sign-Up Month

October—Right-Brainer’s Rule Month and Go on a Field Trip Month

November—Inspirational Role Models Month

December—Spiritual Literacy Month

• PROGRAMMING •

When librarians plan programs and activities of interest to their local communities, we always include displays about and information on library resources related to the program topic. Try some of the following ideas in your community.

In conjunction with local college information nights, the library could host a “campus life” panel of college freshmen sharing their real-life experience in a college classroom and dorm, discussing the kinds of supplemental reading that

actually appear on a college syllabus, and talking about how reading titles from recommended lists like OBCB can be a practical way to prepare for the rigors of college-level reading. Teen librarians can then offer traditional booktalks, podcasts, and links to online book trailers for titles from the most recent OBCB lists.

What about hosting a program highlighting titles from a particular academic discipline? Invite a professor from a local college to speak on his or her field—an art professor could talk about college art courses while the librarian booktalks Carmen Bernier-Grand's *Frida: Viva la Vida! Long Live Life!* (Marshall Cavendish, 2007). In twenty-six original free-verse poems, the author depicts the thoughts, feelings, and life events of Mexican self-portraitist Frida Kahlo. The poems are accompanied by twenty-four full-color reproductions of Kahlo's paintings.

A sociology professor's discussion could be supplemented by Jared Diamond's *Collapse: How Societies Choose to Fail or Succeed*. What do the lack of Icelandic fisherman, the 2008 Chinese Olympics, and Easter Island tree cutters all have in common? Much more than you might think. *Collapse* explores the political, technological, and ecological decisions that merge in order to sustain or destroy societies.

Promote environmental science with Richard Preston's *The Wild Trees: A Story of Passion and Daring*. Three buddies on spring break climb into a California redwood and discover a new ecosystem atop the trees. Join this group of young scientists in the canopy as they learn safe climbing techniques for the oldest and tallest trees of North America and encounter new species of plants, animals, and love.

The Outstanding Books for the College Bound and Lifelong Learner lists represent one of the most versatile and useful tools public librarians can wield. Make it work for you and the readers you serve.

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OUTSTANDING BOOKS FOR NONTRADITIONAL STUDENTS AND LIFELONG LEARNERS

PENNY JOHNSON

ARE WE NOT all potentially college bound?

The term *college bound* creates images of eager teenagers, filling their last years in high school with academically challenging classes such as AP English, physics, and calculus. College campuses are presumably for young adults, newly independent, focusing on sports, parties, and professors. But many high school graduates do not go directly to college. Financial, academic, or personal reasons often send young adults into the workforce or after other pursuits. Millions of teens may never step foot on a college campus, although many do finally enroll in a college program, and the number of latecomers is rising.

Indeed, according to the National Center for Education Statistics, an agency of the U.S. Department of Education, the traditional college student is not typical. Fully three-quarters of all enrolled postsecondary students do not fit the description of “young single adult.”¹ Adults beyond the 18–22 age bracket are returning to college to retrain for a new career, to enhance a current job situation, or to fulfill a lifetime goal. *College bound*, then, is really a term that can describe any adult in America.

Thus a collection of lists with the title *Outstanding Books for the College Bound* is quite useful for anyone at any age. Like keeping fresh batteries in a smoke alarm, choosing to read books from these lists keeps minds energized and ready for whatever circumstances may arise.

Libraries can effectively use these titles for adult collections and programs as well as for teen audiences. For example, consider inviting the public to a seminar on educational opportunities for nontraditional students. Emphasize the usefulness of the OBCB book lists to attendees who are considering a return to formal schooling.

Another seminar designed to teach study skills to nontraditional students would also be useful to patrons. Use books from the OBCB lists to demonstrate techniques for effective learning.

• OUTSTANDING BOOKS FOR THOSE UNBOUND BY COLLEGE •

Of course, all education is fundamentally self-education. Professors and formal curricula may guide us, but we are ultimately responsible for our own education. Thomas Carlyle stated, “[What we become] depends on what we read, after all manner of professors have done their best for us. The true university of these days is a collection of books.”²

Whether we have left our college days behind or still dream of donning a cap and gown, we have a lifetime of opportunities to educate ourselves unbound by college curricula and requirements. Seeking those opportunities is imperative. Futurist Alvin Toffler observes, “The illiterate of the twenty-first century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”³

Librarians and library staff should be the foremost role models in their community for self-education. A continual process of learning, unlearning, and relearning is imperative for those who profess to be the “information gurus” that a library career implies. While considering how to encourage others to pursue a lifetime of learning, library specialists should also examine their own education plans.

What is one of the best ways to foster lifelong learning? As with any worthwhile project, finding the best-quality tools. Time and energy are finite resources. For those who choose to invest that time and energy in self-education, *Outstanding Books for the College Bound* offers a convenient way to identify titles worthy of attention.

Recognizing lifelong learning as a satisfying, and indeed necessary, pursuit, those unbound by college can find many meaningful ways to organize and pursue their self-appointed education. OBCB book lists can provide road maps and guides through the journey. Consider these reading action plans for both librarians and their patrons.

• BE YOUR OWN COLLEGE ADVISEMENT CENTER •

Formal college programs provide a plan that includes a list of required courses. College curricula usually include general education requirements along with requirements in a student’s major field to ensure a well-rounded education. For instance, the University of Wisconsin requires every student to take courses in natural science, social science, and humanities, literature, and art. As students enrolled in their own Lifelong Learner University (Go LLU!), readers can use OBCB book lists to create and fulfill their own curriculum requirements. Using any university’s plan as a template, readers can choose books that match the same requirements. For example, following the UW plan, readers could choose a book from the science and technology list, the social sciences list, and the arts and humanities list. Then choose a “major” and read several books from one list, such as history.

Libraries can build on this model by sponsoring a Lifelong Learner University book group, where participants create their “curriculum” together using the OBCB

book lists. This type of program can help re-create some of the social aspects of on-campus life as readers meet to discuss each book.

• SOMETHING OLD, SOMETHING NEW, SOMETHING RANDOM, SOMETHING TRUE •

Sally Ashmore of Omaha, Nebraska, has a reading plan for her lifelong learning program based on the phrase “something old, something new, something random, something true.” She reads one book matching each criterion, and then begins again. She considers the OBCB book lists a valuable tool for locating high-quality books as she reads through the cycle. Sally especially appreciates the nonfiction listings. Readers not associated with libraries or academia often find it difficult to identify outstanding nonfiction books. These book lists highlight great titles that otherwise might go unnoticed by readers.

Libraries might print book lists arranged according to the “something old, something new, something random, something true” cycle, thus offering a new way for patrons to pursue a reading plan.

Another library collection display idea is to create “book bundles” featuring OBCB books. A book bundle, as described in an article in the June 2010 issue of *VOYA*, is a set of three or four books packaged with a rubber band and a tag.⁴ Each bundle has a specific theme. The OBCB book lists provide several theme ideas, or bundles could be created using the “something old, something new” pattern or the “college advisement center” theme.

• GOING DEEP, GOING WIDE •

College students and those unbound by college face the same dilemma when choosing how to spend their leisure reading time. Does one spend those precious few hours reading a book in his or her field, or outside that field? An education, be it formal or self-administered, that provides both depth and breadth produces a well-rounded individual who can contribute in many venues. These lists of outstanding books allow a reader to go deep or go wide, or to choose both directions at once.

Amy, a newly graduated microbiologist, is eager to read all the books on the science and technology list to deepen her knowledge and expertise in her field. Vicki, a busy graduate student, feels she barely has time to eat or sleep. Any extracurricular reading she chooses must scream “research efficient.” She appreciates the history list that points her in the direction of excellent books in her field that meet her criteria for possible future use.

On the other hand, Roger seeks to expand his horizons beyond his everyday pursuits. After spending a full workday concentrating on technology, he prefers to read a book from the OBCB arts and humanities list or history and cultures list. He finds going wide with his reading choices gives him a much-needed break from job-related stress.

A library could consider providing an online blog or forum for readers who are “going deep” in a particular genre or subject. Allow them to share insights as they read all of the books on one list.

Dedicate an area of library shelves to OBCB books. Arrange the books according to OBCB subject rather than traditional Dewey or Library of Congress designation, thus allowing those who are seeking deep or wide reading experiences to easily locate relevant titles.

• FEEDING THE CREATIVE MIND •

The accepted definition of creativity is the production of something original and useful. To be creative requires generating many unique ideas and then combining those ideas into the best result. Avid reader Jarkko Laine recognizes reading as excellent fuel for the creative mind. In a guest column posted to *Design Pepper Blog* on Feb. 5, 2008, he states, “I read all the time. It helps me learn new things, become a better writer, entertain myself. But most importantly, reading feeds my creativity.”⁵

Creative readers expect the books they read to be informative and mind-expanding, yet entertaining. Reading is not a drudgery to add to an already overloaded schedule. One of the dangers of neatly organized and annotated book lists such as OBCB is the implication that a reader should start at the top of a list and toil through it. Thus reading these books joins the same category as eating vegetables or getting a flu shot. That does not sound like an effective formula for feeding the creative mind.

To create a storm in the mind and generate new creative ideas, reading needs to be fun, lively, and, yes, sometimes unorganized. To eliminate reading drudgery, one might open up this outstanding collection of book lists and point. This method for choosing a book may lead to a subject or author that enlightens in a completely unexpected, unintended way. Entrepreneur Burke Hedges writes, “Reading, like no other medium, can transform your life in a flash, and you never know which book, at which time in your life, might be the one that rocks your world and inspires you to grow in ways you never thought possible.”⁶

A library might encourage patrons to feed their creativity with a “reading grab bag.” Write the titles of OBCB books on individual slips of paper. Place the slips in a grab bag or box. Invite patrons to pull a slip from the box to determine his or her next book. (Libraries will need a system to assure all the books in the grab bag have immediate availability to avoid disappointed readers!)

• FINDING THE TIME •

While browsing through these lists of outstanding books, Natalie’s excitement grew as she contemplated reading from this diverse collection. And then reality sank in. As a busy young mother, how would she ever find the time to enjoy them?

In this fast-paced world, we can easily consider sitting down with a good book a luxury that is impossible to afford. The college unbound look with envy at those who enjoy a spring break or a summer vacation when plenty of free time allows reading to take center stage. When juggling work, family, and social obligations, how does one find the time to read?

Libraries should be the leading advocates for finding that reading time. Treat readers like VIPs with comfortable reading accommodations and special quiet nooks. Lead the fight to eliminate the attitude that sitting down with a good book is a luxury most do not have the time to enjoy.

One idea is to provide a graffiti wall in the library featuring pictures of OBCB books. A large whiteboard or chalkboard, a bulletin board, or simply a stretch of white butcher paper can be used. Allow patrons to write ideas on the wall with colorful markers or chalk about how they find time to read.

To jump-start the process, library staff might consider adding the following ideas to the graffiti wall:

- For a designated time daily or weekly, turn off all of the screens—TV, computer monitor, iPod, and phone. (Okay, so the Kindle doesn't count!)
- Read out loud with a partner
- Go to sleep later or wake up earlier
- Read during lunch breaks and coffee breaks
- Take a bath (and a book) instead of a shower
- Always carry a book to take advantage of unexpected moments
- Keep a book in the bathroom
- Designate family reading time each week
- Listen to audiobooks on the road, while doing housework or yard work, or while exercising
- Talk to others about books and reading
- Give yourself permission to stop everything and read

In addition, libraries can spotlight reading with special programs celebrating National Poetry Month, Teen Read Week™, International Children's Book Day, and other observances. Celebrate books!

Sponsor a public workshop on time management, with the speaker emphasizing tips on how to schedule reading time into a busy adult life.

Stephen R. Covey says, "The key is not to prioritize what is on your schedule, but to schedule your priorities."⁷ Avid readers use many techniques to find time for reading despite overcrowded day planners. Libraries should help patrons discover those techniques so they can explore the outstanding books on these lists.

• SHINING AN ADDITIONAL SPOTLIGHT ON OBCB TITLES •

The library is an important symbol of self-education. Libraries should actively identify high-quality materials for the lifelong learner. With OBCB book lists as a tool, librarians can provide specific opportunities for the college unbound to find, appreciate, and share outstanding books. Consider these additional ideas for spotlighting titles:

- Feature the OBCB book lists on the library website. Create a link from each title to the library catalog. Remember to include e-books and audiobooks.
- Create a special spine label designating books that appear on the OBCB lists.
- Take the opportunity to emphasize the origin and purposes of the OBCB lists. Through printed and online resources, answer these spoken or unspoken

ken questions patrons may have about the lists: Why are these particular titles considered outstanding? Who determined what titles were chosen? How are these titles relevant to my life and my situation?

- Create a community journal, both online and on paper. As patrons read a book from one of the OBCB lists, encourage them to write a review and add it to the journal.

A frequently quoted maxim, attributed to former basketball coach John Wooden, observes: “Five years from now, you’re the same person except for the people you’ve met and the books you’ve read.”⁸ By using these power lists of outstanding books, the college bound as well as those unbound by college can add depth and breadth and creativity to their reading experiences. The lists in *Outstanding Books for the College Bound* are a cornucopia for those seeking a lifetime of self-education. Whatever plan a reader uses to feast upon these books, the mind and soul will be well fed. May every librarian seek to be an inviting maître d’!

• NOTES •

1. National Center for Education Statistics, “Special Analysis 2002: Nontraditional Undergraduates,” <http://nces.ed.gov/programs/coe/2002/analyses/nontraditional/index.asp>.
2. Thomas Carlyle, *On Heroes and Hero Worship and Heroics in History* (Public Domain Books, 2006, Kindle edition).
3. Alvin Toffler in “Toffler Quotes,” www.alvintoffler.net/?fa=galleryquotes.
4. Gigi Yang and Erica Segraves, “Book Bundles: Readers Advisory in a Package,” *VOYA* 33, no. 2 (June 2010): 132–34.
5. Jarkko Laine, “Seven Tips for Creative Reading,” *Design Pepper Blog*, Feb. 5, 2008, <http://designpepper.com/blog/post/seven-tips-for-creative-reading>.
6. Burke Hedges, *Read and Grow Rich: How the Hidden Power of Reading Can Make You Richer in All Areas of Your Life* (Tampa: INTI, 1999), 22.
7. Stephen R. Covey, *The 7 Habits of Highly Effective People* (New York: Rosetta Books, 2009, Kindle edition).
8. Goodreads.com, “John Wooden Quotes,” www.goodreads.com/author/quotes/23041.John_Wooden.

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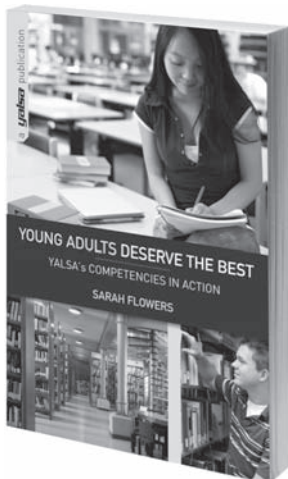
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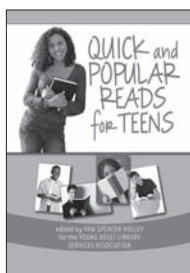
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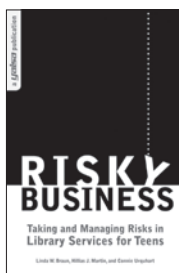
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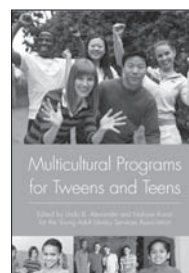
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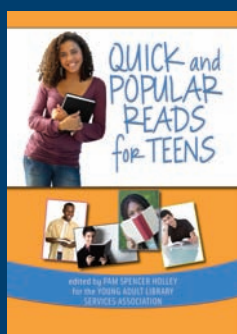
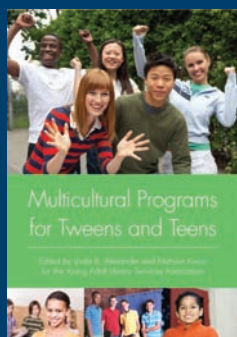
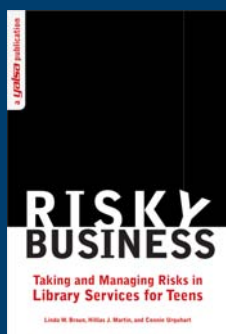
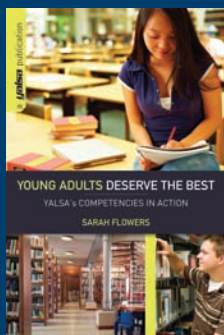
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