ATTACHMENTS

Minutes
Mead Public Library
Board of Trustees
December 9, 2020

A meeting of the Mead Public Library (MPL) Board of Trustees was held on Wednesday, December 9, 2020 in the City Hall Common Council Chambers. The following Board of Trustees members were present: Trustees attending remotely: Board President Maeve Quinn Meg Albrinck, Chris Campe, Alderperson Mary Lynne Donohue, Marcos Guevara, Vice-President Kathie Norman, and Sherry Speth. Staff members present: Director Garrett Erickson. Staff attending remotely: Administrative Assistant Sydny Mehn. Board members absent: Kyle Whelton

1. **OPENING OF MEETING:**
   - 1.1 CALL TO ORDER AND DETERMINATION OF QUORUM – MAEVE QUINN, PRESIDENT. Quinn called the meeting to order at 4:10 p.m. She determined there was a quorum present.

   - 1.2 PLEDGE OF ALLEGIANCE. Quinn led the Pledge of Allegiance.

   - 1.3 PUBLIC COMMENT [5 PEOPLE AT 5 MINUTES EACH] (PLEASE SIGN IN PRIOR TO MEETING). There was no public comment.

   - 1.4 APPROVAL OF MINUTES. Norman **moved** to approve the minutes from the November 19, 2020 meeting, Albrinck **seconded**. The motion **passed.**

2. **CLOSED SESSION**
   - 2.1 MOTION TO CONVENE IN CLOSED SESSION FOR THE PURPOSE OF EVALUATING THE PERFORMANCE OF THE LIBRARY DIRECTOR UNDER THE EXCEPTION SET FORTH IN WISCONSIN STATE STATUTES 19.85(1)(c) FOR CONSIDERING EMPLOYMENT, PROMOTION COMPENSATION, OR PERFORMANCE EVALUATION DATA OF ANY PUBLIC EMPLOYEE OVER WHICH THE GOVERNMENTAL BODY HAS JURISDICTION OR EXERCISES RESPONSIBILITY. Donohue **moved** to convene in closed session. Norman **seconded**. The motion **passed**. In light of the very positive annual review, Albrinck **moved** to increase the salary of Library Director Garrett Erickson by 2% for the 2021 year. Campe **seconded**. The motion **passed**. Donohue **moved** to reconvene in open session. Speth **seconded**. The motion **passed**.

3. **UPCOMING MEETINGS**
   - 3.1 LIBRARY BOARD OF TRUSTEES – (1/28/21 @ 3 PM)

4. **ADJOURN**
   - 4.1 MOTION TO ADJOURN Donohue **moved** to adjourn the meeting, Norman **seconded**. The motion **passed**. Being no further business, the meeting adjourned at 4:58 p.m.

Generated by Sydny Mehn on Friday, December 11, 2020.

1.4

City of Sheboygan
spirit on the lake

January 14, 2021

HONORABLE MEMBERS OF THE COMMON COUNCIL:

I hereby submit the following appointment for your consideration:

William Bulson to be considered for appointment to the Library Board to fill a vacancy with the term expiring on 04/19/2021.

MICHAEL J. VANDERSTEEN, MAYOR

MAYOR'S OFFICE

CITY HALL
828 CENTER AVE.
SHEBOYGAN, WI
53081

920-459-3317
sheboyganwi.gov

City of Sheboygan
spirit on the lake

William L. Bulson

The Rev. William L. Bulson began at Grace Episcopal Church in Sheboygan on November 15, 2020.

Fr. Bulson is originally from Kentucky. He has degrees in Russian literature and Slavic linguistics from the University of Kentucky in Lexington and The Ohio State University in Columbus. This included brief study in Moscow with the Pushkin Institute.

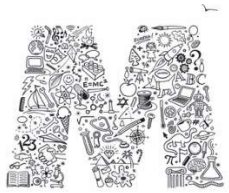
Fr. Bulson received his Master of Divinity from Virginia Theological Seminary, and has served parishes in Appalachia, Minnesota, and Japan, mostly in multi-ethnic and multilingual congregations. With the Episcopal Diocese of Minnesota Fr. Bulson co-translated the Book of Common Prayer into Hmong. He served as Rector most recently at St. Alban's Anglican-Episcopal Church in Tokyo, Japan.

Fr. Bulson has been an Oblate with the Order of St. Julian of Norwich in White Lake, WI since 2008. His call to ministry as a parish priest has been confirmed after a time of discernment as a novitiate monk with the order.

MAYOR'S OFFICE

CITY HALL
828 CENTER AVE.
SHEBOYGAN, WI
53081

920-459-3317
sheboyganwi.gov



MEAD LIBRARY

A RESOLUTION in memory of the late **Bernard Markevitch** and his many years of service to Mead Public Library.

WHEREAS, Bernard Markevitch was first appointed to serve the Mead Public Library Board of Trustees in July 1998 and he served for 11 years. He was also appointed to the Mead Public Library Foundation Board in October 2000 and continued in that role as President through December 2020.

WHEREAS, **Bernard Markevitch** leaves behind a legacy of volunteerism, leadership and vision spanning several decades at Mead Public Library while serving as President of the Library Board, Foundation and Friends of Mead Public Library, and

WHEREAS, **Bernard Markevitch** united other community members in helping secure the financial future of the library, and

WHEREAS, **Bernard Markevitch** helped lead efforts to utilize a combination of private and public funds to develop new public spaces in the library, including the Jerry Black's Café, Maas Teen Learning Center and Hansen Teen Library Center, and

WHEREAS, **Bernard Markevitch** worked to continuously maintain and improve the appearance of the library along with furthering its role as a cultural center through the addition of artwork both inside and outside the building, including the installation of the Ruben Vega collection, and

WHEREAS, Bernard Markevitch recognized years ago that even though he would never personally embrace the "crazy world of the internet," he fully supported the necessity of Mead Public Library investing in its website, digital resources, automated check-in/out systems and other technology so that library services could be more efficient and meet the many needs of the residents of the City of Sheboygan. This support has proved to be critical in the efforts of Mead Public Library being able to provide essential library services during this pandemic, and

WHEREAS, Bernard Markevitch was a leader who understood the value of following his strong words of support with countless real actions ranging from choosing paint colors for the library, speaking at Common Council meetings to encourage fair budgeting for Mead Public Library, supporting the teen advisory board's recommendations for furniture and design, recreating holiday decorations every year, thinking up new clever ways for community members to celebrate their support, working with the Friends of Mead Public Library to create a menu of bountiful festive appetizers and desserts for the annual Yuletide Celebration, and extolling the power of the library changing lives in numerous handwritten personal notes and letters, and

WHEREAS, Bernard Markevitch was one of the first to describe Mead Public Library as "the gem of the City of Sheboygan" and utilized his leadership, talents and humor to creatively bring together the whole community in support of our treasured library, and

WHEREAS, **Bernard Markevitch** was a tireless advocate and ambassador for Mead Public Library's mission of connecting people with ideas, resources and technology to educate, entertain and empower, and

NOW THEREFORE BE IT RESOLVED that the Mead Public Library Board does hereby publicly commend **Bernard Markevitch** on his decades of service and advocacy on behalf of the library. His hard work, leadership and dedication contributed to the excellent reputation that Mead Public Library enjoys in the community.

Dated this 28th day of January, 2021

Garrett Erickson Library Director

Maeve Quinn Board President

MEAD PUBLIC LIBRARY - 2020 FINANCIAL REPORT

December 202(*Account Balances as of:* *January 25, 2021* *12:12 PM*

ACCT	DESCRIPTION	P/Y APPROP - CURRENT YEAR ENCUMBERED	APPROP 19	SPENT 19	BALANCE 19	% SPENT
ADMINISTRATIVE SERVICES						
510110	FULL TIME SALARIES - REG		311,661.00	297,738.24	13,922.76	95.53
	SUB TOTAL		**311,661.00**	**297,738.24**	**13,922.76**	**95.53**
510310	FICA		18,973.00	18,106.52	866.48	95.43
510311	MEDICARE		4,437.00	4,234.62	202.38	95.44
510320	WI RETIREMENT FUND		20,959.00	19,935.34	1,023.66	95.12
510340	HEALTH INSURANCE		52,233.00	34,320.96	17,912.04	65.71
510350	DENTAL INSURANCE		5,796.00	4,816.80	979.20	83.11
510351	UNFUNDED PENSION LIABILITY		29,650.00	29,649.96	0.04	100.00
510360	LIFE INSURANCE		606.00	562.06	43.94	92.75
510400	WORKERS COMP		140.00	140.04	-0.04	100.03
510410	UNEMPLOYMENT		0.00		0.00	
	SUB TOTAL	**0.00**	**132,794.00**	**111,766.30**	**21,027.70**	**84.17**
521100	BANKING FEES		1,350.00	1,389.42	-39.42	102.92
521110	FINANCIAL SERVICE FEES		2,800.00	3,900.00	-1,100.00	139.29
521400	ADVERTISING & MARKETING	0.00	9,400.00	0.00	9,400.00	0.00
521900	CONTRACTED SERVICES		37,800.00	33,791.86	4,008.14	89.40
	SUB TOTAL	**0.00**	**51,350.00**	**39,081.28**	**12,268.72**	**76.11**
525155	PROFESSIONAL DEVELOPMENT		4,000.00	0.00	4,000.00	0.00
527100	STAFF PARKING - CAR ALLOWANCE		11,000.00	9,643.30	1,356.70	87.67
	SUB TOTAL	**0.00**	**15,000.00**	**9,643.30**	**5,356.70**	**64.29**
530100	OFFICE SUPPLIES		9,500.00	5,619.98	3,880.02	59.16
530130	POSTAGE & DELIVERY		5,000.00	4,899.96	100.04	98.00
	SUB TOTAL	**0.00**	**14,500.00**	**10,519.94**	**3,980.06**	**72.55**
538001	DONATION PURCHASES		2,000.00	2,978.10	-978.10	148.91
539999	MISC EXP (LATE FEES)		100.00	0.00	100.00	0.00
	SUB TOTAL	**0.00**	**2,100.00**	**2,978.10**	**-878.10**	**141.81**
540215	GEN PUB OFFICIAL		3,000.00	0.00	3,000.00	0.00
	SUB TOTAL	**0.00**	**3,000.00**	**0.00**	**3,000.00**	**0.00**
590255	PARKING/SPECIAL ASSESSMENT		4,050.00	6,424.79	-2,374.79	158.64
	SUB TOTAL	**0.00**	**4,050.00**	**6,424.79**	**-2,374.79**	
ADMINISTRATIVE COST CENTER TOTAL		**0.00**	**534,455.00**	**478,151.95**	**56,303.05**	**89.47**

MEAD PUBLIC LIBRARY - 2020 FINANCIAL REPORT
December 202(*Account Balances as of:* *January 25, 2021* *12:12 PM*

ACCT	DESCRIPTION	P/Y APPROP - CURRENT YEAR ENCUMBERED	APPROP 19	SPENT 19	BALANCE 19	% SPENT

PUBLIC SERVICES

ACCT	DESCRIPTION	P/Y APPROP - CURRENT YEAR ENCUMBERED	APPROP 19	SPENT 19	BALANCE 19	% SPENT
510110	FULL TIME SALARIES - REG		945,465.14	886,270.47	59,194.67	93.74
	SUB TOTAL		**945,465.14**	**886,270.47**	**59,194.67**	**93.74**
510310	FICA		56,788.00	53,334.00	3,454.00	93.92
510311	MEDICARE		27,621.00	12,473.30	15,147.70	45.16
510320	WI RETIREMENT FUND		60,280.00	58,479.42	1,800.58	97.01
510340	HEALTH INSURANCE		157,640.00	108,141.36	49,498.64	68.60
510350	DENTAL INSURANCE		9,239.00	7,296.42	1,942.58	78.97
510360	LIFE INSURANCE		848.00	698.88	149.12	82.42
510400	WORKERS COMP		460.00	459.60	0.40	99.91
	SUB TOTAL	**0.00**	**312,876.00**	**240,882.98**	**71,993.02**	**76.99**
521800	PROGRAM SERVICES		10,000.00	75.62	9,924.38	0.76
521900	CONTRACTED SERVICES		36,400.00	40,349.30	-3,949.30	110.85
525155	PROFESSIONAL DEVELOPMENT		5,800.00	0.00	5,800.00	0.00
530205	DISPLAYS		1,000.00	208.10	791.90	20.81
538001	DONATION PURCHASES		70,000.00	86,330.81	-16,330.81	123.33
	SUB TOTAL	**0.00**	**123,200.00**	**126,963.83**	**-3,763.83**	**103.06**
538002	MATERIALS - ALL CATAGORIES	0.00	364,234.00	369,525.36	-5,291.36	101.45
538100	OTHER CONTENT	0.00	69,000.00	75,539.67	-6,539.67	109.48
649200	EQUIPMENT REPLACEMENT	0.00	6,000.00	5,999.91	0.09	100.00
	SUB TOTAL	**0.00**	**439,234.00**	**451,064.94**	**-11,830.94**	**102.69**
538000	TOTAL MATRL'S ACCTS	0.00	**439,234.00**	**578,028.77**	**-15,594.77**	**131.60**
PUBLIC SERVICE COST CENTER TOTAL		**0.00**	**1,820,775.14**	**1,705,182.22**	**115,592.92**	**93.65**

MEAD PUBLIC LIBRARY - 2020 FINANCIAL REPORT
December 202(*Account Balances as of:* *January 25, 2021* *12:12 PM*

ACCT	DESCRIPTION	P/Y APPROP - CURRENT YEAR ENCUMBERED	APPROP 19	SPENT 19	BALANCE 19	% SPENT
SUPPORT SERVICES						
ACCT	**DESCRIPTION**	**P/Y APPROP - CURRENT YEAR ENCUMBERED**	**APPROP 19**	**SPENT 19**	**BALANCE 19**	**% SPENT**
510110	FULL TIME SALARIES - REG		523,883.00	510,215.92	13,667.08	97.39
	SUB TOTAL	**0.00**	**523,883.00**	**510,215.92**	**13,667.08**	**97.39**
510310	FICA	0.00	31,565.00	29,590.08	1,974.92	93.74
510311	MEDICARE		7,392.00	6,920.27	471.73	93.62
510320	WI RETIREMENT FUND	0.00	28,325.00	29,727.86	-1,402.86	104.95
510340	HEALTH INSURANCE		127,842.00	150,352.56	-22,510.56	117.61
510350	DENTAL INSURANCE		7,680.00	9,693.18	-2,013.18	126.21
510360	LIFE INSURANCE		432.00	299.36	132.64	69.30
510400	WORKERS COMP		247.00	246.96	0.04	99.98
510410	UNEMPLOYMENT COMPENSATION		0.00	1,666.00	-1,666.00	-100.00
	SUB TOTAL	**0.00**	**203,483.00**	**228,496.27**	**-25,013.27**	**112.29**
	SUB TOTAL	**0.00**	**727,366.00**	**738,712.19**	**-11,346.19**	**101.56**
521900	CONTRACTED SERVICES		58,102.00	28,747.49	29,354.51	49.48
523122	SOFTWARE MAINTENANCE	0.00	31,500.00	23,947.95	7,552.05	76.03
524110	BUILDING EXTERIOR MAINT	0.00	21,000.00	60,065.39	-39,065.39	286.03
524124	HVAC MAINT & BOILER INS	0.00	3,000.00	1,778.29	1,221.71	59.28
524126	ELEVATOR MAINTENANCE	0.00	2,000.00	1,757.80	242.20	87.89
	SUB TOTAL	**0.00**	**115,602.00**	**116,296.92**	**-694.92**	**100.60**
525100	ELECTRICITY	0.00	94,600.00	93,792.81	807.19	99.15
525105	WATER	0.00	1,600.00	1,501.27	98.73	93.83
525110	SEWER	0.00	1,400.00	1,578.39	-178.39	112.74
525120	TELEPHONE	0.00	4,000.00	4,189.89	-189.89	104.75
525140	GAS - UTILITY	0.00	33,750.00	15,936.28	17,813.72	47.22
525155	PROFESSIONAL DEVELOPMENT	0.00	320.00	0.00	320.00	0.00
	SUB TOTAL	**0.00**	**135,670.00**	**116,998.64**	**18,671.36**	**86.24**
530200	PROG SUPP (CAT & CIRC SUPPLIES	0.00	12,000.00	20,661.90	-8,661.90	172.18
530222	JANITORIAL SUPPLIES		7,898.00	10,876.36	-2,978.36	137.71
	SUB TOTAL	**0.00**	**19,898.00**	**31,538.26**	**-11,640.26**	**158.50**
530255	TOOLS & SMALL EQUIPMENT	0.00	200.00	209.21	-9.21	104.61
	SUB TOTAL	**0.00**	**200.00**	**209.21**	**-9.21**	**104.61**
538001	DONATED PURCHASES	0.00	78,000.00	314,019.70	-236,019.70	402.59
	SUB TOTAL	**0.00**	**78,000.00**	**314,019.70**	**-236,019.70**	**402.59**
540200	INSURANCE (FIRE)	0.00	10,000.00	16,496.28	-6,496.28	164.96
	SUB TOTAL	**0.00**	**10,000.00**	**16,496.28**	**-6,496.28**	**164.96**
642200	IT EQUIPMENT	0.00	19,500.00	19,493.62	6.38	99.97
	SUB TOTAL	**0.00**	**19,500.00**	**19,493.62**	**6.38**	99.97
SUPPORT SERVICES COST CENTER TOTAL		**0.00**	**1,106,236.00**	**1,353,764.82**	**-247,528.82**	**122.38**
LIBRARY TOTAL		**0.00**	**3,461,466.14**	**3,537,098.99**	**-75,632.85**	**102.18**

MEAD PUBLIC LIBRARY - 2020 FINANCIAL REPORT

December 202(*Account Balances as of:* *January 25, 2021* *12:12 PM*

ACCT	DESCRIPTION	P/Y APPROP - CURRENT YEAR ENCUMBERED	APPROP 19	SPENT 19	BALANCE 19	% SPENT

APPROPRIATIONS AND EXPENDITURES BY COST CENTER

ACCOUNT	DESCRIPTION	ENCMB 19	APPROP 19	SPENT 19	BALANCE 19	% SPENT
25551100	ADMINISTRATION	0.00	534,455.00	478,151.95	56,303.05	89.47
25551110	PUBLIC SERVICES	0.00	1,820,775.14	1,705,182.22	115,592.92	93.65
25551150	SUPPORT SERVICES	0.00	1,106,236.00	1,353,764.82	-247,528.82	122.38
	FUND EQUITY INCREASE					
	Total All Cost Centers	**0.00**	**3,461,466.14**	**3,537,098.99**	**-75,632.85**	**102.18**

REVENUES APPROPRIATIONS AND RECEIPTS

ACCT	DESCRIPTION	APPROP 19	RECEIVED 15	BALANCE 19	% REC
411100	REAL ESTATE TAXES	2,423,314.00	2,423,314.00	0.00	100.00
431251	COVID-19 ROAD TO RECOVERY		63,895.54	63,895.54	
431709	MONARCH SHEBOYGAN COUNTY	669,835.00	669,835.06	0.06	100.00
431710	MONARCH OZAUKEE COUNTY	11,872.00	12,358.55	486.55	104.10
431711	MONARCH RESOURCE	100,000.00	100,000.00	0.00	100.00
431712	MONARCH - ADJACENT COUNTIES	39,961.00	39,961.04	0.04	100.00
441116	JURY & WITNESS FEES		41.60	41.60	
431722	MONARCH - LSTA GRANT	0.00		0.00	
434211	STATE GRANT	0.00		0.00	
447606	PHOTOCOPIES	10,000.00	4,053.86	-5,946.14	40.54
447636	LATE BOOK CHARGES	30,000.00	10,286.35	-19,713.65	34.29
447641	LOST BOOKS	6,500.00	3,402.01	-3,097.99	52.34
447699	MISCELLANEOUS	0.00	242.38	242.38	
449901	VENDING COMMISSIONS	1,301.00	656.87	-644.13	50.49
467101	CONTRIBUTIONS	150,000.00	448,743.43	298,743.43	299.16
461101	INTEREST ON 850 INTERFUND ACCT		29,277.58		
469101	SALE OF EQUIPMENT	0.00		0.00	
469501	CASH OVER/SHORT	0.00	0.00	0.00	100.00
492850	INTERFRUND FROM 850 ACCT	0.00		0.00	100.00
	Total Revenues	**3,442,783.00**	**3,806,068.27**	**363,285.27**	**110.55**

MEAD PUBLIC LIBRARY - 2020 FINANCIAL REPORT

December 202(*Account Balances as of: January 25, 2021 12:12 PM*

ACCT	DESCRIPTION	P/Y APPROP - CURRENT YEAR ENCUMBERED	APPROP 19	SPENT 19	BALANCE 19	% SPENT
MEAD PUBLIC LIBRARY BALANCE OF 2019 COMBINED ACCOUNTS						
	DESCRIPTION		**APPROP 19**	**SPENT 19**	**BALANCE 19**	**% SPENT**
510110	FULL TIME SALARIES - REG		1,781,009.14	1,694,224.63	86,784.51	95.13
510310	FICA		107,326.00	101,030.60	6,295.40	94.13
510311	MEDICARE		39,450.00	23,628.19	15,821.81	59.89
510320	WI RETIREMENT FUND		109,564.00	108,142.62	1,421.38	98.70
510340	HEALTH INSURANCE		337,715.00	292,814.88	44,900.12	86.70
510350	DENTAL INSURANCE		22,715.00	21,806.40	908.60	96.00
510351	UNFUNDED PENSION LIABILITY		29,650.00	29,649.96	0.04	100.00
510360	LIFE INSURANCE		1,886.00	1,560.30	325.70	82.73
510400	WORKERS COMP		847.00	846.60	0.40	99.95
510410	UNEMPLOYMENT		0.00	1,666.00	-1,666.00	
521100	BANKING FEES		1,350.00	1,389.42	-39.42	102.92
521110	FINANCIAL SERVICES FEES		2,800.00	3,900.00	-1,100.00	139.29
521400	ADVERTISING & MARKETING		9,400.00	0.00	9,400.00	0.00
521800	PROGRAM SERVICES		10,000.00	75.62	9,924.38	0.76
521900	CONTRACTED SERVICES		132,302.00	102,888.65	29,413.35	77.77
523122	SOFTWARE MAINTENANCE		31,500.00	23,947.95	7,552.05	76.03
524110	BUILDING EXT MAINT		21,000.00	60,065.39	-39,065.39	286.03
524124	HVAC MAINT + BOILER INS		3,000.00	1,778.29	1,221.71	59.28
524126	ELEVATOR MAINTENANCE		2,000.00	1,757.80	242.20	87.89
525100	ELECTRICITY		94,600.00	93,792.81	807.19	99.15
525105	WATER		1,600.00	1,501.27	98.73	93.83
525110	SEWER		1,400.00	1,578.39	-178.39	112.74
525120	TELEPHONE		4,000.00	4,189.89	-189.89	104.75
525140	GAS - UTILITY		33,750.00	15,936.28	17,813.72	47.22
525155	PROFESSIONAL DEVELOPMENT		10,120.00	0.00	10,120.00	0.00
527100	STAFF PARKING - CAR ALLOWANCE		11,000.00	9,643.30	1,356.70	87.67
530100	OFFICE SUPPLIES		9,500.00	5,619.98	3,880.02	59.16
530130	POSTAGE AND DELIVERY		5,000.00	4,899.96	100.04	98.00
530200	PROG SUPP (CAT & CIRC SUPPLIES)		12,000.00	20,661.90	-8,661.90	172.18
530205	DISPLAYS		1,000.00	208.10	791.90	20.81
530222	JANITORIAL SUPPLIES/SERVICES		7,898.00	10,876.36	-2,978.36	137.71
530255	TOOLS & SMALL EQUIPMENT		200.00	209.21	-9.21	104.61
538001	DONATION PURCHASES		150,000.00	403,328.61	-253,328.61	268.89
538002	ADULT PRINT		364,234.00	369,525.36	-5,291.36	101.45
538100	OTHER CONTENT		69,000.00	75,539.67	-6,539.67	109.48
539999	MISC EXP (LATE FEES)		100.00	0.00	100.00	0.00
540200	INSURANCE (FIRE)		10,000.00	16,496.28	-6,496.28	164.96
540215	GEN PUB OFFICIAL		3,000.00	0.00	3,000.00	0.00
590255	PARKING (SPECIAL) ASSESSMENT		4,050.00	6,424.79	-2,374.79	158.64
642200	IT EQUIPMENT		19,500.00	19,493.62	6.38	99.97
649200	EQUIPMENT REPLACEMENT		6,000.00	5,999.91	0.09	100.00
	TOTAL MEAD PUBLIC LIBRARY EXPI	**0.00**	**3,461,466.14**	**3,537,098.99**	**-75,632.85**	**102.18**

MEAD LIBRARY
710 North 8th Street
Sheboygan, WI 53081
920-459-3400

MEMORANDUM

TO: Todd Wolf, City Administrator

FROM: Garrett Erickson, Library Director

DATE: January 19, 2021

SUBJECT: 2020 Annual Report

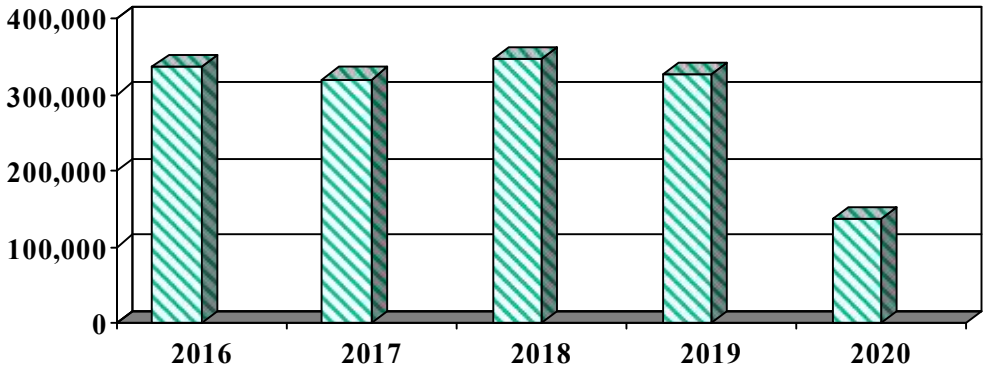
Mead Public Library continued to provide materials, programs and services to help meet the informational, recreational, educational, social and cultural needs of the community despite the COVID-19 pandemic. Throughout the year, service levels were adjusted to ensure the safety of visitors and staff while providing essential library services. The following timeline highlights important dates as we reacted to the pandemic:

- March 12th, Governor Tony Evers declared a statewide public health emergency
- March 13th, President Donald Trump proclaims a national emergency
- March 13th, Mead Library cancels all upcoming programs and meeting room reservations as it awaits further guidance from health officials
- March 16th, Mead Library closes the building to the public, fearing it would contribute to the community spread of COVID-19 with its high foot traffic. Mead begins to offer virtual programming to all age groups
- April 16th, Governor Evers issues Emergency Order #28 “Safer at Home” requiring non-essential organizations to close and requires employees to stay home
- April 27th, Mead Library begins offering curbside delivery so the community can access library materials
- May 13th, the Wisconsin Supreme Court strikes down Emergency Order #28
- May 26th, Mead Library reopens building to the public
- July 20th, Mask wearing became required and enforced
- Fall, Chromebooks and WiFi hotspots purchased and offered for checkout to those who need more Internet access than currently rationed each day

At this time, the library remains open, however, access to various collections and services have fluctuated due to staffing issues. The library is still not offering use of meetings rooms or hosting events based on the current recommendation of the Wisconsin Health Department ("Avoid gatherings of 10 or more people").

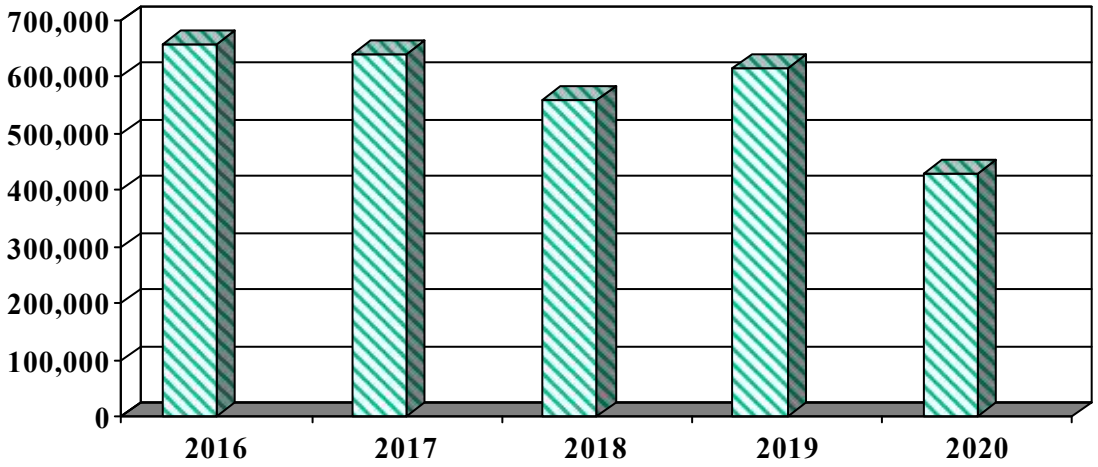
In 2020, 136,431 people visited the library, down from 326,128 the year before. Citizens across the state have been asked to stay home for all but essential trips, which most people are heeding. In addition, the library was closed for six weeks, and has operated on reduced hours since re-opening. Services and access to browsing of some collections have been limited as well.

Annual Library Visits



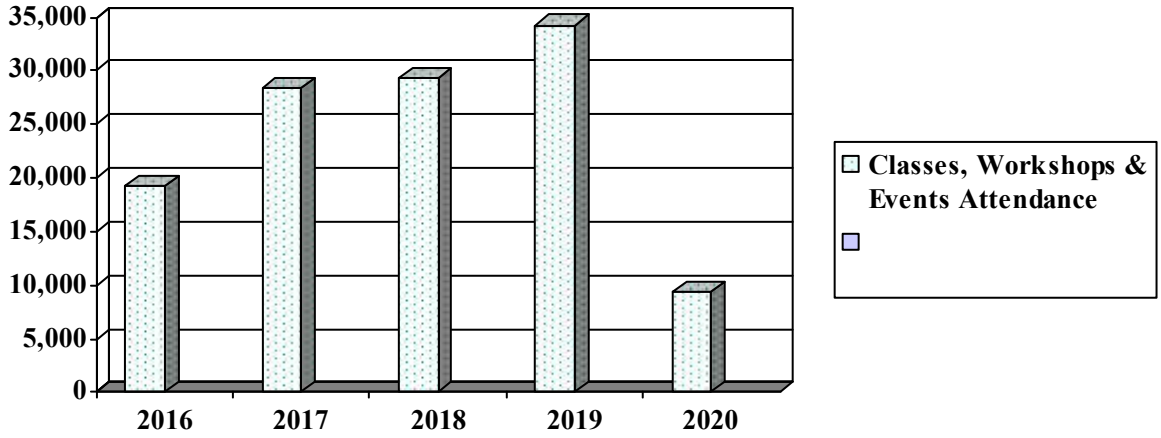
In 2020, library users checked out 334,156 items, which included books, audiobooks, CDs, DVDs, magazines as well as digital downloads. As the number of physical checkouts fell, Mead Library Staff quickly pivoted to purchase and promote access to more digital resources.

Checkout of Combined Physical and Digital Materials



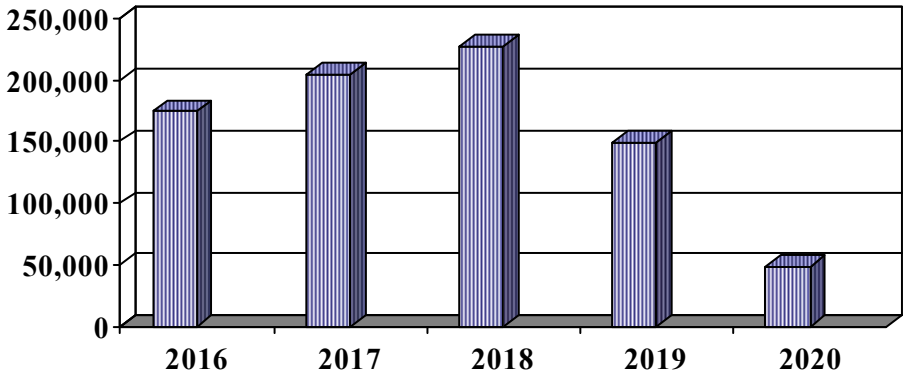
The library offered 413 classes, workshops and events that attracted 9,427 participants. The majority of these programs were hosted virtually in 2020.

Classes, Workshops and Events Attendance



Free Internet access continues to be among the most important resources offered by the library, since many members of our community lost jobs during the accompanying recession. In addition, many schools and colleges moved to a virtual learning environment rather than in-person classes. Oftentimes, these people depended on Mead Library for their online access.

Internet Sessions



2020 Highlights & Achievements

Mead Library, like all organizations, struggled to fulfill its mission in 2020 due to the COVID pandemic and the challenges associated with it. The library is meant to be a gathering place for the entire community and a hub providing access for all to information, lifelong learning resources and technology. Prior to the pandemic, we regularly entertained an average of 1,000 citizens per day. In the second half of 2020, the gate count was approximately half of our normal average. As anyone can imagine, the pandemic required a complete overhaul of how the library safely offers its services to the community.

The staff are proud that the library has stayed open in some form for all but six weeks of last year, while many other public libraries in Wisconsin were closed. The library staff are committed to serve the community, knowing well that many people depend on the library and the plethora of services it provides. Some of those services include: Internet access for job seekers, homework help for school-aged youth, early childhood literacy programs for pre-school children, reading and research services for adults and shelter for the homeless.

While the library was closed, many housekeeping projects were completed. Of utmost importance were changes to make the library safe for people to use during the pandemic. Furniture was moved or placed in storage to facilitate proper social distancing. Sneeze guards were constructed around all service points on the floor. Staff office furniture was replaced (using donated funds) to better protect those staff who work in close proximity. Touchless doors and bathroom appliances were installed. Finally, we used this time to update or repair infrastructure, including repainting the first and second floors of the library.

Looking Ahead:

Obviously, the national, state and local COVID pandemic strategies will dictate how library services are reintroduced to the public in 2021. We are hopeful that by mid-year, the majority of the population will have been vaccinated and life will slowly return to a new normal. Accordingly, the library will respond by opening more of the physical building to facilitate browsing of the physical collection; more Internet workstations will be added back into inventory and daily rationing of time periods on computers will be relaxed; meeting spaces will be reopened; and in-person library programming will resume.

To conclude, 2020 was a challenging year to say the least. Library decision-makers were constantly debating how to continue offering popular services to the public, while simultaneously maintaining a safe environment for all. We look forward to moving beyond the pandemic in 2021 and once again fully opening the library's doors to serve our community.

CAPITAL IMPROVEMENTS REQUESTS
2021

Project Title:	HVAC Control Replacement
Department:	Mead Public Library
Budgetary Fund:	Capital Improvements Fund

JUSTIFICATION

The replacement of existing Johnson pneumatic HVAC controls is needed. Current controls in each room are based on the 1950's compressed air technology, lacking the ability to monitor and report issues from the central controller. Existing controllers are proprietary and require an annual maintenance agreement with Johnson Controls, eliminating the ability to obtain competitive bids in an effort to reduce annual maintenance costs. Upgrading to the digital control system will improve efficiency and realize savings of $5,239 annually on the library's energy costs. Phase three of four.

Discussion of Operating Cost Impact:

Improved energy efficiency generating annual savings of $5,239. Obtaining the ability to secure competitive bids for annual maintenance agreements realizing additional cost savings unavailable with current proprietary technology. By completing the project phase III & IV in 2021 would realize a savings of $54,841 for the 2022 CIP project year.

Item Replace: Model Johnson Controls Make/Model _____ Age 44 years

Disposition	(Check one box)
Trade-In	
Sale/Auction	
Transfer	
Salvage	✔

DEPARTMENT OPERATING COST ANALYSIS

	2019	2020	2021	2022	2023	TOTAL
Personal Services						0
Supplies						0
Services						0
Utilities	-3,450	-1,310	-2,620	-3,929	-5,239	-16,548
Other						0
Total	$ -3,450	$ -1,310	$ -2,620	$ -3,929	$ -5,239	$ -16,548

DEPARTMENT REVENUE SUMMARY

	2019	2020	2021	2022	2023	TOTAL
G O Debt			80,715			80,715
Grant - County						0
County - Grant						0
----------						0
----------						0
Total	$ 0	$ 0	$ 80,715	$ 0	$ 0	$ $ 80,715

DEPARTMENT COST ANALYSIS

	2019	2020	2021	2022	2023	TOTAL
Planning						0
Land Acquisition						0
Purchase						0
Construction						0
Other			80,715			80,715
Total	$ 0	$ 0	$ 80,715	$ 0	$ 0	$ 80,715

Title: **Code of Conduct** Chapter: **Miscellaneous** Approved By: **Library Board of Trustees**	Document Type: **Policy** Document Number: **14.01** Original Effective Date: Date of Last Revision: **7/23/2020**

Code of Conduct

Mead Public Library is committed to providing excellent customer service in a safe and inviting atmosphere conducive to the use of the library spaces and resources. Staff and library patrons share responsibilities to ensure this atmosphere is maintained at all times. The following guidelines are set forth to define those behaviors and activities that are and are not allowed on library property. Library staff will enforce these guidelines in a consistent and impartial manner.

The following behaviors and activities are examples of conduct not allowed on Library property:

- All illegal activities
- Entering with concealed or openly visible firearms or other dangerous weapons, with the exception of those carried by authorized law enforcement agents
- Damaging, defacing, destroying, or stealing library materials, equipment, and property
- Carrying, consuming, and/or being under the influence of drugs or alcohol
- Harassing or threatening another person or staff
- Behaving in a disorderly manner
- Refusal to wear a face covering when required by the library and/or displaying obvious signs of infectious disease during a pandemic or epidemic.
- Panhandling or soliciting
- Using library restroom facilities for inappropriate purposes such as loitering, bathing, etc.
- Smoking or use of electronic smoking devices in the library building and within 25 ft. of the main entrance outside the building
- Loitering or interfering with free passage
- Using cell phones, audio, or personal equipment in a manner that disturbs others or interferes with library use and service
- Violating computer use policies
- Bringing animals into the library except for persons with disabilities as defined by the Americans with Disabilities Act (ADA).
- Refusing to provide library card or other identification to library staff when requested.
- Leaving children under the age of 10 unattended by a responsible person
- Trespassing on library property during a banning period.

Members of the public shall not enter the building unless fully clothed including, but not limited to, a shirt or other covering of their upper bodies and shoes or other footwear. Persons whose bodily hygiene is so lacking as to constitute a nuisance or health hazard to other members of the

public or to the staff and create an impediment to the use and/or the provision of Library services and so shall be required to leave the building.

Anyone who disregards the above-listed prohibited behaviors or engages in any other conduct deemed inappropriate by Library staff is subject to removal from library property and/or restriction of library privileges. Violations of the Mead Public Library Code of Conduct may also result in a formal banning from Mead Public Library and/or criminal prosecution.

SHEBOYGAN COUNTY

Division of Public Health
Health and Human Services Department

January 27th, 2021

Sheboygan County Leadership Continues to Support Masking Amidst Recent Senate Action

Yesterday, the Wisconsin Senate took action to revoke the Governor's mandate that requires masking in public places when social distancing is not possible. The State Assembly may consider the same later this week. While it may not be the Legislature's intent, some will perceive this action as meaning masking is not that important.

People in our community, state and nation continue to contract and die from COVID19. Although vaccines are on the way, we aren't out of the woods yet and we need to continue to implement best practices, which includes continuing to wear a face covering in public.

We have heard community members, local government officials and business owners alike share that the Governor's mask mandate takes some of the onus or pressure off of them to take individual action, including displaying masking signage on their entrances. Revoking the masking requirement by the Governor will cause statewide inconsistency in messaging and approach.

If the state mask mandate is repealed, it is unlikely that we will pursue a local ordinance or public health order at this time. However, as County leadership, regardless of what the legislature does, we will continue to lead by example and emphasize the importance of everyone wearing a mask in public places when they can't social distance. We will continue to urge people to take personal responsibility and err on the side of caution in order to protect the health and safety of our community and keep our hospitals from being overwhelmed.

Vern Koch
County Board Chairman

Starrlene Grossman
Health Officer

Adam Payne
County Administrator

Matthew Strittmater
Health and Human Services Director

Telephone (920)-459-0321 or 1-(800)-596-1919 Facsimile (920) 459-0529 TTD (920) 459-3258	**Health and Human Services Building** 1011 North 8th Street Sheboygan, WI 53081	Public.health@sheboygancounty.com www.sheboygancounty.com

The Case for Taxonomic Reparations

Melissa Adler

University of Kentucky, School of Information Science,
341 Lucille Little Library Building, Lexington, KY 40506 USA,
<Melissa.adler@uky.edu>

Melissa Adler is Assistant Professor of library and information science and affiliated with the Committee on Social Theory and the Department of Gender and Women's Studies at the University of Kentucky. Her book, *Cruising the Library: Perversities in the Organization of Knowledge,* will be published by Fordham University Press in April 2017. Her articles have appeared in the *Journal of the History of Sexuality, Knowledge Organization,* and *Information & Culture.*

Adler, Melissa. 2016. "The Case for Taxonomic Reparations." *Knowledge Organization* 43(8): 630-640. 53 references.

Abstract: Critical histories of subjects and classifications have unearthed the spatial-temporal situatedness of knowledge organization structures and terminologies. Coming to terms with the cultural foundations upon which our knowledge organizations are built and the ways they change and stay the same means that we also confront difficult truths about epistemic and systemic violence. This paper brings KO scholars into dialogue with critical race theorists, indigenous studies scholars, and queer theorists around conversations about reparations and reparative reading practices. It argues that historical studies that expose processes of exclusion and marginalization reveal the need and possibilities for creating reparative taxonomies. The paper identifies specific cases, including #BlackLivesMatter, indigenous subject headings and classifications, and the Digital Transgender Archive as models for taxonomic reparations.

Received 31 August 2016; Revised 15 October 2016; Accepted 16 October 2016

Keywords: knowledge, African, reparations, indigenous, Americans, people, classifications, organization

1.0 Introduction

The papers in this special issue add to the growing body of literature inquiring into the historical processes by which subjects and divisions that organize and facilitate access to knowledge take form. In recent decades, scholars and practitioners have tried to make sense of offensive, outdated, one-sided terms, and their relationships by examining subjects and systems through an ontogenetic or historical lens. Frequently, such studies analyze subjects using queer and critical race theories or from indigenous perspectives. They reveal library classifications to be reflective of the times and spaces in which they are created, revised, and amended as well as the perspectives and interests of the writers of the classifications, whether they are agencies of the State, like the Library of Congress, or social reformers who held particular views about "progress," such as Melvil Dewey. Collectively, these studies (Mai 2010; Adler and Tennis 2013; Smiraglia and Lee 2012; Feinberg 2007) demonstrate that we must now take for granted that classifications are inherently biased. They implicitly and explicitly call for new techniques and designs for organizing knowledge. By looking at the spaces in the classifications that do harm, we locate the need and possibilities for repair and redress.

The framing of this special issue around Joseph T. Tennis's (2012) ontogenetic methodology for studying the temporal and spatial dimensions of subjects seems to signal a heightening awareness of the importance of doing knowledge organization (KO) history. The existing historical analyses of subjects tend to reveal the kinds of changes that Tennis observes: branching into more than one class, stepping from one class to another, convergence, and disappearance. Some (Adler, Huber and Nix, forthcoming) have also identified ways in which classifications have remained unchanged since the time of their inception, and have argued that these static structures and associations provide evidence about the processes by which violence has become systemic in classifications. Whereas Tennis reveals a number of changes in the organization of eugenics in the *Dewey Decimal Classification* (*DDC*), we can also observe striking examples that illustrate how certain unchanging structures continue to support eugenicist discourses. For example, the Library of

Congress *Classification* (LCC) locates works on people with disabilities in the class formerly defined as "defectives." While the name has changed, the class continues to reside in the same hierarchies, meaning that certain associations and structures that were designed in the early twentieth century continue to hold well into the twenty-first. Arguably, the original structure was derived from and reinforced state and cultural discourses that identified disabilities as defects in order to support eugenicist agendas. The placement of the class currently labeled "people with disabilities" within the broader category of "social pathology. social and public welfare. criminology" in the social sciences, and the location of that class near sections designated for criminals and groups identified as "dependents" of the state (such as people who are homeless, older people, drug addicts, and so on), supply documentary evidence of the political and social agendas that informed the classification's design. The fact that some of these structures remain unchanged also reveals important information about the embeddedness of those discourses. Indeed, classification systems have a direct bearing on how we organize, seek, and find information about people—often some of the most marginalized and vulnerable. Doing histories of subjects across disciplines helps us to understand classifications in the context of wider policies and agendas, as well as ways in which racism, heteronormativity, imperialism, and patriarchy have become systemic over time in KO systems.

My aim in this paper is to engage critical historical KO with broader conversations about reparations. Proposals for financial reparations for centuries of injustices toward African Americans have been debated for decades, and we have been witnessing an increase in efforts to reconcile and redress centuries of harm to indigenous communities. A reparative turn is also happening in queer studies, as histories of trauma and critiques of heteronormativity reveal openings for repair and creativity. Understanding and coming to terms with painful histories is at the heart of all of these reparative projects, and most calls for reparations include detailed historical accounts of violence and disenfranchisement to support claims that the injustices that took place in the past have real effects on lives and society in the present. "Repair" does not refer to a correction of legacies of wrong-doings, but rather, it is a matter of truth-telling, accountability, negotiation, redistribution, and redress. It is vital that KO scholars continue to do critical historical work to understand the ways in which violence has become systemic, what that means for access to information, how classifications affect self-knowledge and identity formation for seekers of information, and the consequences for making and doing histories of peoples, communities, nations, and territories. In spaces where unjust practices have become deeply embedded and hard to undo, I suggest we consider making reparative taxonomies that consciously respond to injustice. I argue that the marginalization of "others" in our classifications has contributed to long-term disenfranchisement and cultural imperialism, and we need to take seriously the call to hold the information professions accountable, negotiate new ways of organizing information, and think about how taxonomies might work toward redress by redistributing access to knowledge.

Reparative taxonomies might be considered a subset of what Duff and Harris (2002) describe as "liberatory descriptive standards," in contrast to the dominant systems for description that obscure and marginalize certain voices. Duff and Harris present criteria for liberatory description, arguing that transparency is essential at all levels, including making the processes and biases explicit, holding the creators accountable, affirming the open-ended making and remaking of archival records and interpretation, and inviting users to participate in the co-creation of records and meaning. For liberatory description to succeed it must take the users' needs into account and recognize that people come to the archive with different purposes and methods, which require different ways of organization and naming. A liberatory standard for description would (Duff and Harris 2002, 285) "require engagement with the marginalized and the silenced. Space would be given to the sub-narratives and the counter-narratives." Michelle Caswell (2011) has identified the Documentation Center of Cambodia's (DC-Cam) use of ethnic classifications in their database as a liberatory descriptive technique. The insertion of ethnic categories derived from the resources into the database entries has supported the Cambodian human rights tribunal's case in charging the Khmer Rouge regime with genocide. Caswell argues that the "strategic use of categories" by archivists effectively holds perpetrators of human rights violations accountable (163). DC-Cam's database is exemplary of the methods explained by Duff and Harris (2002), as the director of DC-Cam is a Khmer Rouge victim and the organization intentionally deploys categories with purpose and transparency, making the system trustworthy to its users, including victims, scholars, and legal professionals.

Taxonomic reparation, however, suggests that an organization or individual is making amends and holding oneself accountable for doing harm. One might consider certain efforts on the part of the Library of Congress (LC) acts of reparation. For example, the development of the Subject Authority Cooperative Organization (SACO) of the Program for Cooperative Cataloging, which invites catalogers to propose new and changed headings and classes, might be considered a reparative gesture, as it aims to democratize the name and subject authorization process. Although this is certainly better policy, it falls

short of taxonomic reparation. LC's democratic processes are majoritarian and authoritarian, with final decisions being made by a committee. By definition, uniform subject terms and classes simply cannot represent a multitude of voices or perspectives. Additionally, LC has not publicly acknowledged harm or attempted to make amends. As a library that aims to serve a large, global, general public, there is a limit to the changes LC can make at local and particular levels. Activist cataloging and metadata creation, including building taxonomies with communities are necessary for describing and organizing site and subject-specific collections. Later in this paper, I will provide examples of KO projects that might be useful models for reparative taxonomies.

First I provide an overview of some of the foundational KO literature that does the kind of historical, critical work to which I am referring. I bring KO scholars into dialogue with conversations about reparation in and among racialized, indigenous, and queer communities and identify specific cases, including #BlackLivesMatter, indigenous subject headings and classifications, and the Digital Transgender Archive as reparative projects.

2.0 Critical KO and reparation

When Sanford Berman (1971) listed the hundreds of biased and unjust headings in the *Library of Congress Subject Headings* (*LCSH*), he unleashed a movement involving the circulation and submission of petitions by librarians and scholars and arguably led to democratizing subject cataloging practices, such as the creation of SACO. In the years since Berman published *Prejudices and Antipathies*, people have continued to aggressively critique subject classifications in scholarly papers, propose new headings and classes, and invent new systems for organizing knowledge. Indeed, Berman's critiques opened the field to productive conversations, action, and change. The increase and correction of subject headings with regard to groups of people have undoubtedly improved the conditions and methods by which information is sought, found, and obtained.

For thinking about taxonomic reparation, I am interested most specifically in the historical and critical research into subject classifications that address violence concomitant with access to information. Hope Olson's (1998; 2000; 2002; 2007) feminist and postcolonial critiques of knowledge organizations systems have unearthed the complexity of certain tensions and paradoxes in universal classifications, opening up a field of inquiry into the limitations and possibilities for representing a multitude of perspectives and concepts. She has identified some of the present-day problems as results of historical processes that have naturalized structures and relationships. It is now widely acknowledged by KO scholars and practitioners that our current systems were established in the late nineteenth and early twentieth centuries by white, propertied, Protestant men, who adopted Enlightenment era scientific principles to order knowledge according to disciplinary conventions. Categories have been ordered in ways that uphold dominant ideas about bodies and identities. Alternatives to accepted norms are established along universalized and invisible whiteness and heteropatriarchy, for instance.

Bowker and Star's (1999) *Sorting Things Out: Classification and Its Consequences*, is widely regarded as a seminal text that uses historical and theoretical methods to interrogate certain classifications that have organized political, social, and daily life. The authors unmask the relations of power and the political agendas that undergird such systems. Most relevant to this paper is their analysis of the use of classifications in Apartheid era South Africa, and the ways in which social and political agendas are built into the infrastructures that organize information about people by physical characteristics in order to regulate movement, access to services, education, and fundamental human rights.

A growing body of work is moving beyond critique and into actionable recommendations for practice, and some of these can be considered acts of repair. For example, Olson (1998) has suggested a variety of feminist techniques for mapping subjects; Furner (2007) has used Critical Race Theory to question certain "deracialization" measures; Green (2015), the current senior editor of the *DDC*, has accounted for problems regarding indigenous subjects and made recommendations for change; and Drabinski (2013) has suggested that the catalog and its organization of queer subjects present opportunities for critical information literacy pedagogy as they instruct librarians and seekers of information about the epistemic limitations of library classifications.

Below, I draw from critical interdisciplinary fields, as well as library and information science (LIS) scholarship, to understand how reparations are conceived and articulated in different contexts. I begin with the quest for reparations for African Americans, which, according to Robert L. Allen (1998), began over one hundred fifty years ago. I then discuss the ways in which indigenous communities have sought reparations and some of the specific problems resulting from a history of settler colonialism. Lastly, I describe what some scholars describe as a "reparative turn" in queer studies that has taken shape in dialogue with Eve Kosofsky Sedgwick's call for reparative reading practices and Melanie Klein's psychoanalytic work. For the most part, I am drawing from North American contexts for the analysis below, but it is worth pointing out that similar reparations efforts have been

negotiated around the globe for decades, including reparations for Holocaust survivors and Apartheid victims in South Africa.

3.0 Reparations for African Americans

In 1989, Congressman John Conyers introduced a bill to create a presidential commission to examine the need and feasibility of reparations for African Americans. That bill has been put before Congress every year since, but it has yet to be brought to the floor for consideration. Now titled, "The Commission to Study Reparation Proposals for African Americans Act," the 2015 version of the bill states its purpose:

> To acknowledge the fundamental injustice, cruelty, brutality and inhumanity of slavery in the United States and the 13 American colonies between 1619 and 1865, and to establish a commission to examine the institution of slavery, subsequently de jure and de facto racial and economic discrimination against African Americans, and the impact of these forces on living African Americans, to make recommendations to the Congress on appropriate remedies, and for other purposes.

Ta-Nehisi Coates argued in 2014 that lawmakers must have an honest conversation about reparations for the discriminatory policies that have been imposed on African Americans over time. He focuses on the long-term effects of the set of policies known as redlining, which started with federal housing policy and has been reinforced by banks, private investors, insurance companies, and real estate companies. Coates argues that the present gap in wealth between white and African Americans was engineered based on segregationist logic, peaking in the middle of the twentieth century, and it continues today. Relatedly, Michelle Alexander (2014) has published a damning account of the U.S. criminal justice system, arguing that the mass incarceration of African Americans must be understood as an extension of slavery and Jim Crow policies. People who call for reparations argue that the legacy of slavery has had lasting effects in the lives of African Americans, and compensation might begin to address and alleviate disparities in wealth and access to civil rights. Possible remedies include a formal apology from the United States government, payments to descendants of African slaves, and free education for African Americans. Most advocates for reparations for African Americans recognize this as a global issue, as the conditions in the U.S. are tied to a history of colonization in Africa and the African diaspora.

Calls for reparations for African Americans date back to 1854, when the need for redress for the harm done at the hands of American whites was articulated at an emigrationist convention (Allen 1998). After the American Civil War, Sojourner Truth campaigned for free public land for former slaves, and she argued (quoted in Allen 1998, 2): "America owes to my people some of the dividends. She can afford to pay and she must pay. I shall make them understand that there is a debt to the Negro people which they can never repay." Various coalitions and organizations made demands for reparations for African Americans throughout the twentieth century. Perhaps the most dramatic event was the presentation of a "Black Manifesto" by James Forman, former chair of the Student Nonviolent Coordinating Committee, at a 1969 protest. That document demanded $500 million in reparation to African Americans from white churches and synagogues (Allen 1998, 3).

The recent exposure of police brutality against African Americans has brought racism in the U.S. into plain sight, forcing Americans to confront the realities of the legacies of slavery and Jim Crow laws, as well as current policies and practices that continue to disenfranchise and threaten African Americans. The Movement for Black Lives, a coalition of more than fifty organizations, has issued a major policy platform with a highly documented and detailed set of action items. Among them is a set of demands for reparations in areas of housing, K-12 and higher education, and economic equality. They also demand passage of the Conyers Bill (H.R. 40) to examine reparations proposals. Additionally, the United Nations Working Group of Experts on People of African Descent reported on 18 August, 2016 that the U.S. government should pay reparations for slavery. It is worth quoting the UN at length (18):

> Despite the positive measures, the Working Group remains extremely concerned about the human rights situation of African Americans. In particular, the legacy of colonial history, enslavement, racial subordination and segregation, racial terrorism and racial inequality in the United States remains a serious challenge, as there has been no real commitment to reparations and to truth and reconciliation for people of African descent.

The United Nations report also recommends passage of H.R. 40.

The call for reparations has also been heard in the realm of knowledge and scholarship. Aldon Morris (2015) has delivered a compelling account of the marginalization of W. E. B. Du Bois and his work in the sociological community. Morris argues that Du Bois must be considered a founder of sociology and the first scientific sociologist. According to Morris, Du Bois developed methods and theories that were widely adopted in the renowned Chi-

cago School, and he directly influenced and corresponded with such scholars as Max Weber. Nevertheless, Du Bois's scholarship was suppressed by researchers in his day, and in the twenty-first century, knowledge about and by Du Bois and other African Americans remains at the margins of the canon. Julian Go (2016) states, "the cost of such marginalization is not simply an ethical one, it is an epistemic one." Indeed, the classifications that order knowledge in libraries were produced at the same moment that Du Bois was forging a new field and method of inquiry. The racialized structures in library classifications further marginalize and obscure literature about African Americans.

Library classifications provide metanarratives about how librarians imagined African Americans to be of interest "to" a reading public in the U.S., but not "of" the reading public—they were classified as sources of labor and objects of study to demonstrate white supremacy and discourses around public morality. Furner (2007) has challenged the notion that it is possible or advantageous to deracialize the *DDC*. He suggests some possible recommendations for KO practice, including an acknowledgement of bias, accounting for the experiences of users who identify with racially-defined categories, tailoring classifications to specific communities, and evaluative techniques to determine the utility of systems for members of specific communities. Furner's analysis reveals a need for further historical research into the processes by which racialized categories become systemic and naturalized, as well as the ways in which those categories reflect and sustain wider cultural and state discourses about race, and the necessity of working with the communities that use and/or are represented by race-based categories. Current classifications continue to carry associations derived from white supremacist conventions of the times in which the systems were designed. I have suggested elsewhere (Adler 2017) that doing histories of knowledge organization systems provide important evidence about epistemic and systemic violence. These studies demonstrate a need for redress, which might take the form of an acknowledgement and open dialogue about the long-term effects of the application of principles, hierarchies, and names that exclude and marginalize subjects. They also reveal spaces where different ways of organizing knowledge can be imagined.

The foregrounding of Black bodies and lives by way of a seemingly simple hashtag performs the kind of reparative, liberatory knowledge organization work that I am advocating. #BlackLivesMatter collects and organizes all information that uses this tweet under a single stream, while connecting users and activists with a common aim. The liberatory aspects of the hashtag derive from the fact that information about a movement and community was produced and circulated by members of that community. Indeed, #BlackLivesMatter has its limitations, including the misappropriation of the hashtag by people who oppose the movement in order to ridicule and condemn it. I am not making any claims about the efficacy of social media for activist platforms, but rather, I use this example to illustrate the ways in which a political and social movement has taken shape around a highly specific knowledge organization practice. The hashtag draws attention to a movement and a cause, and mobilizes activism and the circulation of knowledge and information. Certainly, there are hundreds of hashtags that do this kind of work. What makes this particular hashtag a model for reparation is that it reassembles knowledge around a political statement and a demand for recognition and action for bodies and lives that are too often marginalized in virtually every aspect of U.S. politics and culture, including media and information outlets, as well as library shelves.

Another example is the Notable Kentucky African Americans Database (http://nkaa.uky.edu) created at the University of Kentucky, which brings thousands of stories of African Americans with Kentucky connections all together in a digital space. Project coordinator Reinette Jones chose to derive headings from the source material to provide accurate and precise subject access. We might also describe earlier KO projects as liberatory or reparative taxonomies. The first documented African American subject access tool that I am aware of is a list of headings compiled by Frances Lydia Yocom at Fisk University Library in 1940.

It must be noted that many people view the acceptance of reparations as a validation of categories at the expense of freedom. In *Black Skin, White Masks*, Frantz Fanon wrote (2007, 179), "I am not the slave of the Slavery that dehumanized my ancestors." Reading Fanon's statement in the context of African American reparations, Chris Buck (2004) explains that (123) "demanding reparations for the historical injustices stemming from the practice of slavery requires the descendants of slaves, as a collective, to affirm an identity that unites them with their enslaved ancestors. The adoption of this identity, however, has the potential to constrain the possibility of engaging in projects of self-creation that depart from the identity." Critics of reparations movements point to the inherent technical problems with determining how, to whom, and in what amounts compensation will be distributed. Such decisions are problems of classification that hinge on biological and social definitions of race and ancestry. In Adolph Reed's view (Reed 2000; Smith 2016), reparations on the basis of race serve to "maintain the dominance of the racialist interpretive frame of reference," and it maintains the fiction that there is a coherent "agenda that can be determined outside of democratic, participatory processes among those whose names decisions are to be made and resources allocated."

These kinds of conflicts are not easily resolved, and it must be acknowledged that all classificatory acts are paradoxical for the way that they facilitate access through constraint and control. This is one reason why I advocate classification and dialogue at global and local levels to present multiple points of view and purposes. It is also why continued dialogue, historical research, and open acknowledgement of racism in library classifications are needed.

4.0 Reparations for indigenous communities

Reparations for indigenous peoples are differently critical, because the abuses against indigenous communities materialized in the form of elimination and removal. Indeed, they are related, as colonialism and violence were supported by white supremacy, and the processes by which land was seized, people killed, and culture removed and replaced by European models, were fueled by much of the same ideas that fueled slavery and subsequent racist policies in the United States. Settler colonialism by Europeans in most parts of the world resulted in the devastating destruction of cultures, languages, land, and lives, with the installation of Western religion, education, and customs to replace local ways of life. Patrick Wolfe marks an important distinction between the abuses of slavery and settler colonialism at the level of classification. He argues that the critical differences of racialization of Native Americans and African Americans resulted from the ways these communities figured into the formation of the U.S. Slavery produced an "inclusive taxonomy" that became fully racialized in the "one-drop rule," meaning that "any amount of African ancestry, no matter how remote, and regardless of phenotypical appearance, makes a person Black." Such an organizing principle reinforced the power of slave-owners, as they could claim ownership and control of anyone of African descent. The increase of Black people increased white wealth. In contrast, indigenous people threatened land-owners' wealth, as they obstructed settlers' access to land. Therefore, a "logic of elimination" drove a different taxonomy of indigeneity, and any non-indigenous ancestry would remove people from the category of "Indian." This organizing principle supported the forced removal of Native Americans from their land and the dissolution of native society from the landscape (388).

It would be a mistake to suggest that a complete description of reparative projects for and among indigenous communities is possible. As Linda Tuhiwai Smith (1999) states, even the term "indigenous" is problematic, as "it appears to collectivize many distinct populations whose experiences under imperialism have been vastly different" (6). According to the United Nations, there are between four thousand and five thousand indigenous cultures in seventy different countries, and reducing these linguistically, epistemologically, and culturally diverse communities into a single category of "indigenous peoples" effaces the differences among them (Burns et al. 2010, 2333). There are many other terms that similarly refer to indigenous peoples, including, "First Nations," "aboriginals" or "native peoples." Very often, people prefer to be referred to by their local tribal or community name. Indeed, every context and community has its specific suite of experiences, precluding any totalizing account of the purpose and efficacy of reparations. Roxanne Dunbar-Ortiz (2014) points out that, among Native Americans, the term "reparations" is rarely used in discussions regarding land claims and treaty rights. More commonly, demands are made for restoration, restitution, or repatriations. Each of these terms suggests a return of lands, sacred objects, and rights that were illegally obtained, rather than a monetary payment. The term "reparation" is more explicitly used in reference to compensation for victims of abuse in residential schools, particularly in Canada and Australia, where governments have acknowledged and begun to address the harm. Aboriginal children were removed from their homes and sent to residential schools, which imposed European standards for education, assimilation, life, and language, often with severe physical and emotional abuse, in order "to break their link to their culture and identity" (Truth and Reconciliation Commission of Canada 2015; also see Cunneen 2005).

Western knowledge organization systems have directly participated in colonial projects, with consequences for access to information for indigenous communities. Research and the production of knowledge is a principle way in which imperialism and colonialism is secured. The formal rules and disciplinary conventions of the Western academy, and the repeated representations of the "other" in scholarship and media are supported by a variety of apparatuses, including classification systems. Smith (1999, 25) writes:

> Imperialism provided the means through which concepts of what counts as human could be applied systematically as forms of classification, for example through hierarchies of race and typologies of different societies. In conjunction with imperial power and with "science," these classification systems came to shape relations between imperial powers and Indigenous societies.

The same can be said for legal research, bureaucratic administration, and law and policy-making. As Chris Cunneen (2005, 68) explains, record-keeping has been essential for colonization: "It is the tool of describing, itemising, and controlling the colonised." Legal processes in colonial contexts legitimize certain forms and sources of information, and privilege documentary evidence over other types.

The reliance on colonial records reinforces power dynamics. As Burns and colleagues (2009, 2332) point out, "the terminology used by the state often reflects a classification established by the force of law within a county and imposes external concepts of identity that may or may not be accepted by indigenous individuals or collectives." Marisa Elena Duarte and Miranda Belarde-Lewis (2015) articulate four overlapping mechanisms by which colonialism operates, each of which centers around classification: first is the categorization of indigenous peoples into a single unit, subordinate to the colonizer, which legitimizes subjugation; second is the theft and settlement of land and social spaces; third is institutionalization and administration; and fourth is the discipline and marginalization of knowledge. Duarte and Belarde-Lewis (2015, 682) suggest that the adoption of "terms that reflect the experiences and perspectives of the marginalized is a step toward the redress of colonial power." As the critical studies cited earlier in this paper demonstrate, the systems that organize knowledge in the twenty-first century continue to carry a variety of assumptions, many of which have been passed down from the systems that organized knowledge for colonialist agendas. Speaking about the Australian context, Cunneen (2005, 75) indicates that racial discrimination is the common factor that links colonial laws, policies, and practices, and it provides a fundamental moral and legal basis on which to build a case for reparations in the post-World War II era. I would like to suggest that taxonomic redress would reorganize and refigure what counts as knowledge, and how indigenous knowledges inform historical narratives and present discussions of rights and restitution.

A number of indigenous KO projects have been well-documented, and understanding them in terms of reparation might help to foreground their underlying activism and purpose. Reading them as decolonizing projects, they can serve as models for revisions of knowledge organization systems in a variety of contexts. For example, Ann Doyle has developed a framework for indigenous knowledge organization, which she calls *Indigenous knowledge organization@Cultural Interface*. Doyle's theoretical framework is based on interviews with indigenous communities and her fifteen years of practice as a librarian at Xwi7xwa Library in British Columbia, Canada. She arrived at seven principles of design: indigenous authority, indigenous diversity, wholism and interrelatedness, indigenous continuity, aboriginal user warrant, designer responsibility, and institutional responsibility. She in fact frames her argument in terms of "repair" to assert that such a practice may have direct implications for policy:

> The recognition of Indigenous self-representation in the public educational infrastructure could contribute to the repair of the historical and contemporary record of Canada and serve to educate all learners and all Canadians about aboriginal presence, agency, and participation. Rebalancing of the record could contribute to the Truth and Reconciliation efforts between Canada and aboriginal people through representation of aboriginal accounts—historic and contemporary—within the memory and collecting institutions of the country. Intellectual access to these materials, I suggest, then has the potential to activate the documents and generate interactions with researchers, scholars, indigenous communities, and others.

Relatedly, Cheryl Metoyer has worked with the Mashantucket Pequot Nation in Canada to develop a thesaurus, based on Mashantucket epistemology, for their museum and research center. Launched in 1995, the thesaurus project (Littletree and Metoyer 2015, 641) was "designed to be user-centered and to reflect the information-seeking behavior of Native and non-Native scholars and researchers who conduct research on American Indians." In New Zealand, Māori knowledge organization practices have featured relatively prominently in the emerging field of inquiry into indigenous knowledge organization. Work on the Māori subject list began in 2005, and a year later the Nga Upoko Tukutuku online thesaurus was launched (Lilley 2015; Te Rōpū Whakahau 2016). The headings are included in the New Zealand National Bibliographic Database as authorized headings. Waikato University adapted and revised sections of the LC*C* by inscribing and reordering topics to reflect and serve Māori communities, readers, and researchers. Whereas the LC*C* classes Māori as ethnographic subjects in New Zealand history, the Waikato version removes the ethnography designation and asserts the agency of Māori people in New Zealand's society and history. It also adds a number of topics that are absent in the LC*C* (Adler 2016). By claiming certain spaces for local history within a universal system, the Waikato classification is not only a decolonizing gesture, but an assertion of rights and access to knowledge and an act that facilitates seeking and discovery of knowledge in ways that more accurately reflect Māori perspectives and interests.

The inherent impossibility of reparative measures to fully compensate for the trauma and legacy of slavery, conquest, and patriarchy signal the challenges of such efforts, and for some individuals and communities this incommensurability precludes reparation. Exemplary of this failure is the Sioux nation's demand for the return of the Black Hills land, Paha Sapa, in South Dakota. The Sioux do not recognize the confiscation of the Black Hills by the U.S. federal government as legitimate, and the occupation of Wounded Knee in 1973 was centered on the de-

mand of the return of the land to the Sioux. After a decade of protests, the U.S. Supreme Court determined that the land had been taken illegally and ordered that $106 million be paid. This remuneration was refused on the grounds that the Sioux believe that acceptance would validate the theft of their land (Dunbar-Ortiz 2014, 206-7).

As with reparations for African Americans, this case shows that past damages are not only irresolvable, but certain reparations actually rely upon and reify categorical differences produced in the past. Critics also argue that reparations are inadequate to address the psychological and symbolic components of the problems. The recent reparative turn among queer scholars provides some insight into these dimensions.

5.0 Reparation and queer theory

A number of LIS scholars have used queer theoretical approaches to expose heteronormativity and the exclusion and marginalization of queer subjects in KO systems. In 1990, Ellen Greenblatt provided a thorough account of the inappropriate and inadequate treatment of gay and lesbian subjects in *LCSH*, and subsequently, researchers have identified problems inherent to the structure of universal knowledge organization systems oriented around assumed heterosexuality and patriarchy. Some have discussed the efficacy of social tagging for representing and accommodating queer subjects, and others have identified specific limitations of description and access in LC name and subject standards (Adler 2009; 2012; Keilty 2009; 2012; Roberto 2011; Billey, Drabinski and Roberto 2014). Queer theory exposes the political and cultural situatedness of categories for gender and sexuality, and reveals that the very notion of naming subjects and organizing them into rigid structures fails queer subjects and users. To demonstrate heteronormativity in taxonomies, queer studies scholars frequently use historical methods to examine the processes by which categories for gender and sexuality have become naturalized.

Some queer theorists have taken a decidedly "reparative turn," which is generally viewed to be influenced by Eve Kosofsky Sedgwick and by a wider affective turn across critical theory. As Grant Campbell (2000, 126) has explained, Sedgwick's 1990 *Epistemology of the Closet* is highly relevant for thinking about knowledge organization, particularly for her assertion that an "underlying definitional distinction between homosexuality and heterosexuality structures thought in modern Western culture." Sedgwick's shift toward reparative reading derived in part from her readings of Melanie Klein's psychoanalytic research, which explained states of mind in terms of object relations. Sedgwick (2002) provides a series of questions that drive her inquiry into reparation: "What does knowledge *do*—the pursuit of it, the having and exposing of it, the receiving again of knowledge of what one already knows? *How*, in short, is knowledge performative, and best does one move among its causes and effects?" (emphasis Sedgwick's, 124). We can certainly extend this line of questioning and ask what knowledge organization does. What do the names and structures do before, during, and after the acquisition of knowledge? How do they influence its circulation and reception, and what are the consequences? Is it possible that reparative taxonomies might facilitate and support the kinds of reparative, pleasurable, and ameliorative readings that Sedgwick is after? A reparative taxonomy would be one that embraces the emergence of new, buried, marginalized and discarded knowledges, with the understanding that what it means "to know" is always changing and contingent.

Klein (1937, 1940) believed that as infants grow, they assemble an inner world of objects, in which the mother is the central figure. Processes around love, guilt, and reparation originate in infancy and continue into adult relationships. Klein suggested that reparative work takes place when one resides in a depressive position, in contrast to what she called a paranoid position. Whereas the paranoid position produces the sense that one is under attack, a person in a depressive position is capable of seeing the other and operating in a social world. Sedgwick (2002) takes this as a useful division for conceptualizing queer critical practice, suggesting that critical thinking has become too routinely paranoid. That said, scholars have increasingly observed that the differentiation between paranoid and depressive readings is not so stark, and arguably, paranoid, aggressive readings that unearth injustice and violence are essential for reparative thinking and projects to succeed. Sedgwick is careful to point out that Klein does not suggest that reparation will result in a preexisting object. As with reparations for racialized wealth and rights disparities, there is nothing to suggest that repair will mean that conditions will resemble something of the past. Rather, the hope is that reparation will lead to something more durable, nourishing, and satisfying.

In plainer terms, reparation is an approach to reassembling one's world after loss, whether that loss is the death or leaving of a loved one or the loss of one's own material or psychical well-being. As Robyn Wiegman (2014, 11) explains, Sedgwick views reparation to be "about learning how to build small worlds of sustenance that cultivate a different present and future for the losses that one has suffered." Wiegman (2014, 14) notes that the queer feminist scholars, Heather Love and Elizabeth Freeman, cite Sedgwick's reparative practice as the impetus for their own queer historical projects, recognizing their turn toward history as necessary to "affectively nurture the present." Indeed, in Love's reading of Sedgwick's

essay, reparation is "on the side of multiplicity, surprise, rich divergence, consolation, creativity, and love. If reparative reading is better at the level of ethics and affect," writes Love, "it also looks better at the level of epistemology and knowledge" (237). José Esteban Muñoz (2006) perhaps provides the most relevant explanation of Klein's approach for thinking about how reparation might function in knowledge organization practice:

> Utilizing Klein as a theorist of relationality is advantageous because she is true to the facts of violence, division, and hierarchy that punctuate the social, yet she is, at another moment, a deeply idealistic thinker who understands the need to not simply cleanse negativity but instead to promote the desire that the subject has in the wake of the negative to reconstruct a relational field.

Kleinian reparation applies in and across personal, societal, and minoritarian lines. Arguably, it also foregrounds the ways in which we are in processes of becoming sexualized and racialized subjects, in relation to others and the categories that order our world.

In *Epistemology of the Closet*, Sedgwick also touches on the concept of "nonce taxonomies," which she describes as "the making and unmaking and *re*making and redissolution of hundreds of old and new categorical imaginings concerning all the kinds it may take to make up the world" (23). Sedgwick privileges taxonomies that are never meant to be stable, rational, uniform, or universalizing over those that divide the world into normative categories. She suggests that people who have experienced oppression need and possess "rich, unsystematic resources of nonce taxonomy for mapping out the possibilities, dangers, and stimulations of their human social landscape" (23). According to the *Oxford English Dictionary*, the word "nonce" means, "For the particular occasion; for the time being, temporarily; for once." Indeed, nonce taxonomies—multiple, local, makings, remakings, and revisions—are one way to conceptualize and do reparative work, particularly if the unmaking and remaking consciously resists and counters the dominant, normativizing taxonomies. These may come into formation by privileging the blurred lines, the intersections, or discomforting knowledge that resists categorization altogether, and they highlight the emergent, changing nature of knowledge, especially about sexuality and gender.

There is no question that nonce taxonomies present particular problems for information search and retrieval. The recently launched Digital Transgender Archive, a project led by K.J. Rawson, seems to embrace this approach to emerging and contingent categories. Recognizing the temporal and geographic specificity of the term "transgender," the archivists are explicit in their aims, scope, and definitions, and they directly confront the challenges derived from describing emerging and local knowledges in a global context. The Archive's stated purpose is to "increase the accessibility of transgender history by providing an online hub for digitized historical materials, born-digital materials, and information on archival holdings throughout the world," but it recognizes the limitations and potential of using the term "transgender" for a global system. I quote the organization at length to convey the scope of these tensions:

> While "transgender" is now widely used in contemporary U.S. culture, the term is not only culturally specific, but it is also only a few decades old. In an archival context, this very recent emergence of the term means that any materials processed before the 1990s would not include the term in descriptive information. Throughout the world, many other terms are used to describe trans-related practices, often in ways that are both temporally and contextually foreign to a U.S.-based understanding of transgender … It's important to note that the DTA uses transgender in an expansive and inclusive analytic sense, not simply as a fixed identity term. Though the term transgender is widely used as a broad identity category in the U.S. (though not without controversy), the term does not adequately capture the gender diversity that exists around the world. Consequently, we use transgender and trans as a framework for collecting materials, as a point of departure, so that we can work toward developing deeper understandings of practices of trans-ing gender on a global scale.

The Digital Transgender Archive's response to the differences across locales is to provide a single gateway to "disparate archival collections, digital materials, and independent projects with a single search engine" (https://www.digitaltransgenderarchive.net/about/overview). The controlled vocabulary used and developed by the Archive is called the "Homosaurus." Originally produced by the International Homo/Lesbian Informatiecentre & Archives and compiled by Jack van der Wel in 2013, K.J. Rawson and colleagues are revising the "Homosaurus" to be more trans- and bi-inclusive and to function as a linked data vocabulary. I view this project as a reparative one as it confronts the challenges of trans terminologies, while connecting people and knowledge around the world. It is produced by queer and trans-identified people and consciously holds users' and subjects' desires and needs in mind in its descriptive practices and works directly with partner institutions and organizations that collect transgender-related materials.

6.0 Conclusion

Problems of inequality are inherently classification problems. Investigating heteronormativity, colonization, and racism in knowledge organization systems from the standpoint of reparation might help to raise consciousness about the role of classification in the distribution and access to knowledge but also power and wealth. One could argue that the conventions based on assumed whiteness, patriarchy, colonialism, and heteronormativity have persistently and unevenly barred people from accessing information related to identity and history.

Whereas critique exposes the fictions of universal classifications, reparative reading and creative thinking can help us to reconfigure and reassemble objects in relation to ourselves and others in ways that heal and redistribute the wealth of knowledge in our libraries, archives, and museums. There is no ideal form or site for reparative taxonomies. They already exist in many locations and take a variety of forms, and we have yet to invent all the possibilities for this kind of work. Creating many reparative taxonomies and consciously acknowledging them as such can collectively chip away at the dominant structures that order knowledge in ways that do harm. They can function as liberatory descriptive standards, as suggested by Harris and Duff. Consciously framing knowledge organization theory and practice as a form of activism for social justice means that we reject any notion of neutrality and actively seek ways to remedy the inequities in access to and production of knowledge through categories deployed in the guise of a neutral, objective point of view.

References

Adler, Melissa. 2009. "Transcending Library Catalogs: A Comparative Study of Controlled Terms in Library of Congress Subject Headings and User-generated Tags in LibraryThing for Transgender books." *Journal of Web Librarianship* 3, no. 4: 309-31.

Adler, Melissa. 2016. "The (De-)Universalization of the United States: Inscribing Māori History in the Library of Congress Classification, in Global and Local Knowledge Organization." Unpublished manuscript.

Adler, Melissa. 2017. "Classification Along the Color Line: Excavating Racism in the Library Stacks." *Journal of Critical Library and Information Studies*, forthcoming.

Adler, Melissa and Joseph T. Tennis. 2013. "Toward a Taxonomy of Harm in Knowledge Organization Systems." *Knowledge Organization* 40: 266-72.

Adler, Melissa, Jeffrey T. Huber and A. T. Nix. Forthcoming. "Stigmatizing Disability: Libraries and the Marking and Marginalization of Books about People with Disabilities." *Library Quarterly*.

Allen, Robert L. 1998. "Past Due: The African American Quest for Reparations." *The Black Scholar* 28, no. 2: 2-17.

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

Berman, Sanford. 1971. *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People*. Metuchen, NJ: Scarecrow.

Billey, Amber, Emily Drabinski and K. R. Roberto. 2014. "What's Gender Got to Do With It: A Critique of RDA 9.7." *Cataloging & Classification Quarterly* 52, no. 4: 412-21.

Bowker, Geoffrey C., and Susan Leigh Star. 1999. *Sorting Things Out: Classification and Its Consequences*. Cambridge, MA: MIT press.

Buck, Chris. 2004. "Sartre, Fanon, and the Case for Slavery Reparations." *Sartre Studies International* 10, no. 2: 123-38.

Burns, Kathleen, Ann Doyle, Gene Joseph and Allison Krebs. 2009. "Indigenous Librarianship." In *Encyclopedia of Library and Information Science,* eds. Marcia J. Bates and Mary Niles Maack. Boca Raton, FL: CRC Press, 2330-46.

Campbell, Grant. 2000. "Queer Theory and the Creation of Contextual Subject Access Tools fo Gay and Lesbian Communities." *Knowledge Organization* 27: 122-31.

Caswell, Michelle. 2012. "Using Classification to Convict the Khmer Rouge." *Journal of Documentation* 68: 162-84.

Coates, Ta-Nehisi. 2014. "The Case for Reparations," *The Atlantic* (June). http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

Cunneen, Chris. 2005. "Colonialism and Historical Injustice: Reparations for Indigenous Peoples." *Social Semiotics* 15, no. 1: 59-80.

Doyle, Ann Mary. 2013. "Naming, Claiming, and (Re)creating : Indigenous Knowledge Organization at the Cultural Interface." PhD dissertation, University of British Columbia. doi: 10.14288/1.0073667

Drabinski, Emily. 2013. "Queering the Catalog: Queer Theory and the Politics of Correction." *Library Quarterly* 83: 94-111.

Duarte, Marisa Elena and Miranda Belarde-Lewis. 2015. "Imagining: Creating Spaces for Indigenous Ontologies." *Cataloging & Classification Quarterly* 53 nos. 5-6: 677-702.

Duff, Wendy M. and Verne Harris. 2002. "Stories and Names: Archival Description as Narrating Records and Constructing Meanings." *Archival Science* 2: 263-85.

Dunbar-Ortiz, Roxanne. 2014. *An Indigenous Peoples' History of the United States*. Boston, MA: Beacon Press.

Fanon, Frantz. 2007. *Black Skin, White Masks*. New York, NY: Grove Press.

Feinberg, Melanie. 2007. "Hidden Bias to Responsible Bias: An Approach to Information Systems Based on Haraway's Situated Knowledges." *Information Research* 12: 1-13.

Go, Julian. 2016. "The Case for Scholarly Reparations." *Berkeley Journal of Sociology* (Jan.). http://berkeleyjournal.org/2016/01/the-case-for-scholarly-reparations/

Green, Rebecca. 2015. "Indigenous Peoples in the US, Sovereign Nations, and the *DDC*." *Knowledge Organization* 42: 211-21.

Greenblatt, Ellen. 1990. "Homosexuality: The Evolution of a Concept in the Library of Congress Subject Headings." In *Gay and Lesbian Library Service*, eds. Cal Gough and Ellen Greenblatt. Jefferson, N.C.: McFarland, 75-101.

Keilty, Patrick. 2009. "Tabulating Queer: Space, Perversion, and Belonging." *Knowledge Organization* 36: 240-8.

Keilty, Patrick. 2012. "Sexual Boundaries and Subcultural Discipline." *Knowledge Organization* 36: 417-31.

Klein, Melanie. 1937 (1975). "Love, Guilt and Reparation." In *The Writings of Melanie Klein, Volume 1: Love, Guilt and Reparation and Other Works 1921-1945,* ed. Roger Money-Kyrle. New York: The Free Press, 306-443.

Klein, Melanie. 1940. "ourning and Its Relation to Manic-Depressive States." *The International Journal of Psycho-Analysis,* 21: 125-153.

Lilley, Spencer C. 2015. "Ka Pō, Ka Ao, Ka Awatea: The Interface Between Epistemology and Māori Subject Headings." *Cataloging & Classification Quarterly* 53, nos. 5/6: 479-95.

Littletree, Sandra and Cheryl A. Metoyer. 2015. "Knowledge Organization from an Indigenous Perspective: The Mashantucket Pequot Thesaurus of American Indian Terminology Project." *Cataloging & Classification Quarterly* 53, nos. 5/6: 640-57.

Love, Heather. 2010. "Truth and Consequences: On Paranoid Reading and Reparative Reading." *Criticism* 52, no. 2: 235-41,

Mai, Jens-Erik. 2010. "Classification in a Social World: Bias and Trust." *Journal of Documentation* 66: 627-42.

Morris, Aldon D. 2015. *The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology*. University of California Press.

Movement for Black Lives. "Platform." https://policy.m4bl.org/

Muñoz, José Esteban. 2006. "Feeling Brown, Feeling Down: Latina Affect, the Performativity of Race, and the Depressive Position." *Signs* 31, no. 3: 675-88.

Olson, Hope A. 1998. "Mapping Beyond Dewey's Boundaries: Constructing Classificatory Space for Marginalized Knowledge Domains." *Library Trends* 47, no. 2: 233-54.

Olson, Hope A. 2000. "Difference, Culture and Change: The Untapped Potential of LCSH." *Cataloging & Classification Quarterly* 29, nos. 1/2: 53-71.

Olson, Hope A. 2002. *The Power to Name: Locating the Limits of Subject Representation in Libraries*. Dordrecht, the Netherlands: Kluwer.

Olson, Hope A. 2007. "How We Construct Subjects: A Feminist Analysis." *Library Trends* 56, no. 2: 509-41.

Reed, Adolph L. 2000. "The Case Against Reparations." *Progressive* 64, no. 12: 15-7.

Roberto, K. R. 2011. "Inflexible Bodies: Metadata for Transgender Identities." *Journal of Information Ethics* 20, no. 2: 56-64.

Sedgwick, Eve Kosofsky. 1990. *Epistemology of the Closet*. Berkeley, CA: University of California Press.

Sedgwick, Eve Kosofsky. 2002. "Paranoid Reading and Reparative Reading, Or, You're So Paranoid, You Probably Think This Essay is About You." In *Touching Feeling: Affect, Pedagogy, Performativity*, ed. Eve Kosofsky Sedgwick. Durham, N.C.: Duke University Press, 123-52.

Smiraglia, Richard P. and Hur-Li Lee, eds. 2012. *Cultural Frames of Knowledge*. Würzburg: Ergon-Verlag.

Smith, Linda Tuhiwai. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: Zed Books.

Smith, Yves. 2016. "Adolph Reed on Sanders, Coates, and Reparations." *Naked Capitalism* (February 5). http://www.nakedcapitalism.com/2016/02/adolph-reed-on-sanders-coates-and-reparations.html

Tennis, Joseph T. 2012. "The Strange Case of Eugenics: A Subject's Ontogeny in a Long-lived Classification Scheme and the Question of Collocative Integrity." *Journal of the American Society for Information Science and Technology* 63: 1350-9.

Truth and Reconciliation Commission of Canada. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

United Nations. Human Rights Council. 2016. "Report of the Working Group of Experts on People of African Descent on its Mission to the United States of America." http://www.ushrnetwork.org/sites/ushrnetwork.org/files/unwgepad_us_visit_final_report_9_15_16.pdf

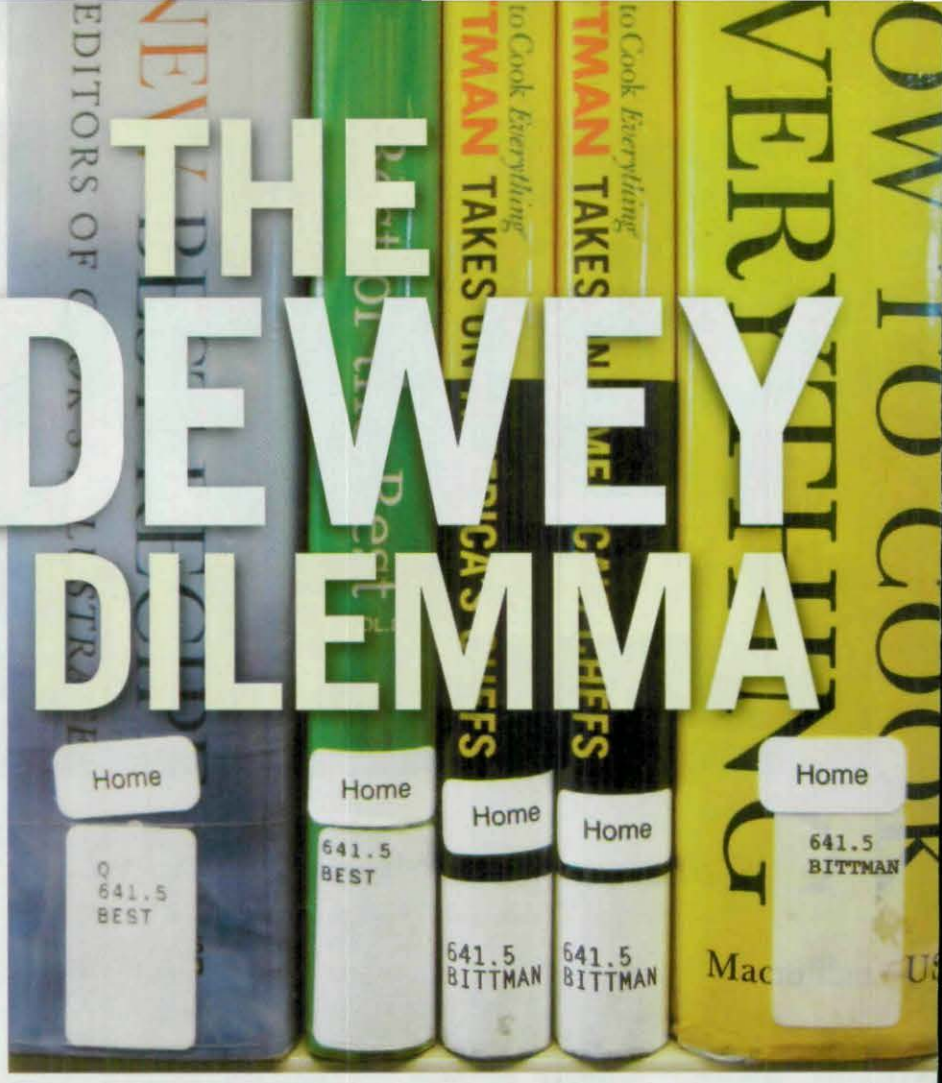
United States. Congress. House of Representatives, Judiciary Committee. 2015. *Commission to Study Reparation Proposals for African Americans Act*. 114th Congress, 2015-2016. https://www.congress.gov/bill/114th-congress/house-bill/40/text

Wiegman, Robyn. 2014. "The Times We're In: Queer Feminist Criticism and the Reparative 'Turn.'" *Feminist Theory* 15, no. 1: 4-25.

Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8, no. 4: 387-409.

Yocom, Frances L. 1940. *A List of Subject Headings for Books by and About the Negro*. New York, NY: H.W. Wilson. https://catalog.hathitrust.org/Record/001163051/Home

THE DEWEY DILEMMA



In the search for better browsability, librarians are putting Dewey in a different class

By Barbara Fister

Not long ago, a mother blogged about her visit to a newly opened public library in Darien, CT. Though she appreciated its soaring ceilings, the fireplaces and cozy nooks, the presence of a café, and state-of-the-art technology, what really excited her was the way the books were organized. "The books everywhere, but especially in the children's room, have been shelved, labeled, and organized in a way that makes me feel less like a moron and more empowered to find what I'm looking for on my own." She went on to say, "the Library, which in my mind used to be a little intimidating and kind of like a disapproving Mother, is reaching out to ME. 'Library' is saying to ME that she wants to be like ME and doesn't expect me to be like her anymore."

It's not often that patrons express such strong enthusiasm for shelving systems, but in recent years librarians have been embroiled in a classification struggle. The first skirmish occurred in Maricopa County, AZ, when the new Perry Branch Library, Gilbert, opened in 2007 with nonfiction books shelved using a system adapted from the book industry, BISAC (Book Industry Standards and Communications). Unlike Dewey, which categorizes related knowledge systematically, BISAC is an alphabetical list of categories ranging from Antiques and Collectibles to True Crime. Many librarians feel BISAC's relative simplicity and user-friendly language have an advantage over Dewey's complexity.

Self-sufficiency

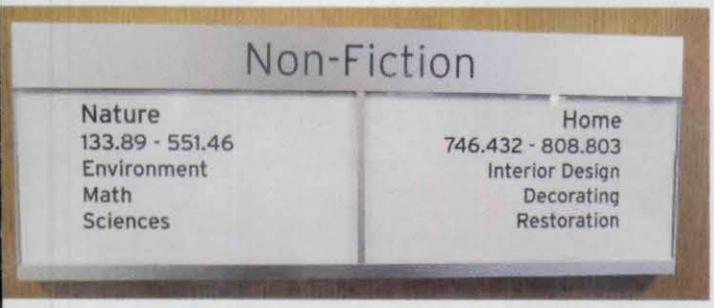
The BISAC system is maintained by the Book Industry Study Group, which classifies books into 52 broad categories, each with additional levels of specificity. Categories for a book are typically determined by the publisher (a job that often falls to the editor, who knows the book best) and are used throughout the distribution chain by companies like Amazon, Baker & Taylor, Barnes & Noble, Bookscan, Bowker, Ingram, and others. In many ways, it fuses the functions of subject headings with classification. Many bookstores work with the categories to organize their shelves, but the categories and subcategories are also used to create a searchable record of a book. Though the bookseller might decide to shelve the book in one category, that book may have multiple BISAC headings assigned to it in the computer system. Unlike library classification systems, BISAC codes are invisible to the end user, enabling browsing but usually requiring customers to turn to a staffer to locate a specific title.

According to Marshall Shore, a consultant who was at the Maricopa County Library District (MCLD) at the time and played a major role in inspiring the Perry Branch Rebellion, the issue isn't which system is superior; it's about the user's experience. When interviewing nonusers, he reports, "I heard over and over 'those numbers scare me,' 'I don't understand them,' 'they make me feel stupid.' The goal of having a BISAC-based scheme is to put customers at ease and help them become more self-sufficient and comfortable using the library."

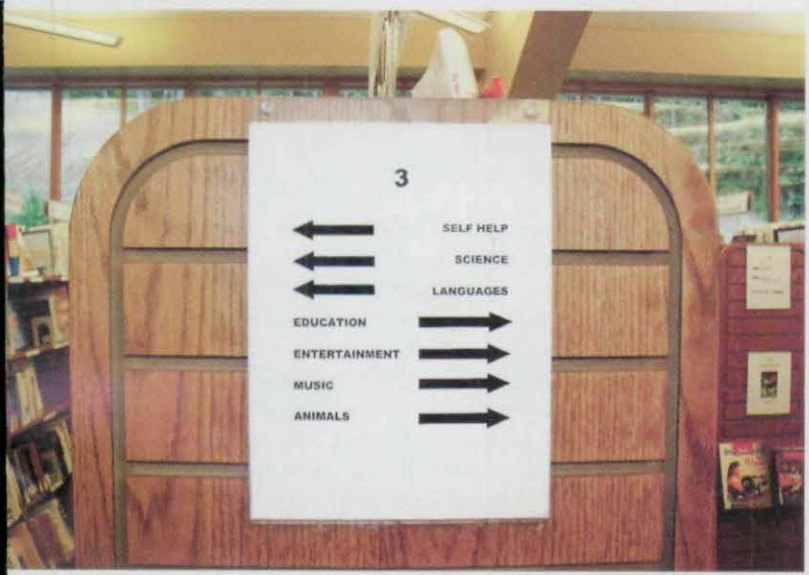
Jennifer Miele, Perry Branch manager, says the change was prompted by annual surveys. "Over 75 percent of our customers stated that they go to the library to 'browse' for materials." Serving the fifth fastest growing community in the country, the new branch has been so popular that MCLD plans to adopt BISAC classification in all new branches and will convert existing branches as funds permit. At the Perry Branch, circulation continues to rise. According to Miele,

---

Barbara Fister, LJ Academic Newswire*'s Peer to Peer Review columnist, is a librarian at Gustavus Adolphus College, St. Peter, MN, a contributor to ACRLog, and an author of crime fiction. Her next mystery,* Through the Cracks, *will be published by Minotaur Books in 2010*



SIGNS OF THE TIMES Libraries nationwide have found ways to un-Dewey and re-Dewey their collections. The new Darien Library, CT (left), offers a Dewey/bookstore mashup called glades. Stack ends at Darien (above) further aid in findability. The Anna Porter Public Library, TN (below), features signposts in combination with Dewey to identify shelf location



for FY07/08, "our average circulation was 28,693 and for [FY08/09], our average was 39,693."

"Ease, comfort, and flexibility were important parts of the planning discussion, with taxonomy being one piece," says Shore. "The library was designed to be customer-centric." That emphasis included placing low shelving at the entrance to draw people into the collection, tripling the number of lounge chairs, creating reading nooks, and adding signage to help patrons navigate. Shore recalls, "On opening day, extra staff were called in to handle the presumed customer confusion. I remember approaching a woman to explain the library, when she mouthed 'gardening' and made a beeline to the area, browsed, and left with a stack of books."

Since the Perry Branch opened, four more libraries in the Maricopa system have gone Dewey-less, with a goal of ditching Dewey in all 18 system libraries.

The rebellion catches on

The innovations at MCLD have inspired other libraries. After attending a presentation about the system's experience at the Public Library Association national conference in 2008, librarians at the Frankfort Public Library District, IL, immediately began planning a conversion. According to their Freeing Dewey blog, they are "not necessarily saying no to Dewey but, rather, slowly freeing him, something that we, as well as other libraries, had begun to do years ago with our biography and fiction collections." They chronicled their progress on Twitter, finally posting on September 10 that "our Adults Colls r officially DEWEY FREE."

Following a visit to the Perry Branch, librarians at the Rangeview Library District, Northglenn, CO, decided to join the revolution and in 2009 became the first library system to adopt a BISAC-based classification for all of its libraries, though with some modifications. Their "WordThink" system shelves books using words—labeling the spine of a book with a broad category such as Art and a narrower term such as Drawing. Within those subsections, books are shelved alphabetically by title. According to Director Pam Sandlian Smith, "Customers often comment that when they visit bookstores, they can find things easily and would like that ease of use in libraries." Though it took about 1000 hours of staff time, the changeover was well received. "The elegant simplicity of the system becomes evident immediately. People love the idea of simply finding all their favorite books together under a word heading, which is so easy to navigate," says Smith. "Librarians have visited our library and have immediately fallen in love with this organization."

Shelve under skeptical

When Maricopa made its move, the responses were fast and occasionally furious on library discussion lists and even on Metafilter, where a posting in 2007 about dropping Dewey attracted over 80 comments. One ongoing debate is whether turning to retail for inspiration is a betrayal of core library values. Tom Eland, a librarian at Minneapolis Community and Technical College who teaches courses on the politics of information, thinks that turning to business as a model for libraries shows an uncritical acceptance of market capitalism. "Unlike customer service, which is done by private sector corporations on behalf of the profit motive, public service to library patrons is done on behalf of the civic duty of library workers to serve the interest of citizens and residents of the community who patronize the library." He's not surprised that libraries that drop Dewey often display materials using ideas from retailing. "Too bad for the people who are trying to do real research, or who want to explore a specific domain of knowledge by going to the shelves and browsing by classification area."

Wayne Wiegand, professor of library and information studies and American studies at Florida State University, Tallahassee, says, "In general, bookstores do a better job of identifying newer titles relevant to their customers' interests, but that doesn't mean they understand those interests. They are mostly responding to a market demand." While he thinks libraries should respond to what readers want rather than expecting readers to fit into the library's way of doing things, he takes a pragmatic view. "Dewey has faults but so does any other classification scheme.... To talk of changing classification systems at this time is unrealistic."

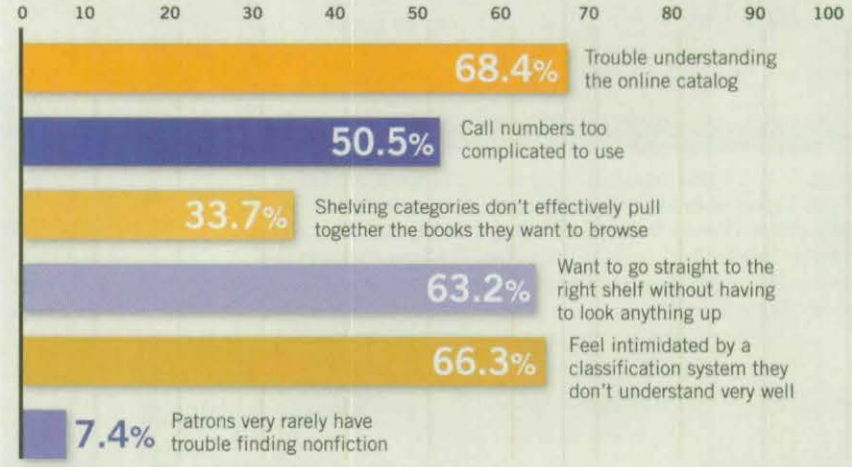
Joan S. Mitchell, editor in chief of the Dewey Decimal Classification (DDC), is supportive of libraries that want to experiment. "I would never criticize a library for making a decision based on the needs of the population the library serves. If you have a popular collection for which

ONTHEWEB

Go to the online version of this article at **www.libraryjournal.com** for more on working with vendors, tips from the trenches, and resources to tap

broad English-language categories such as those used in bookstores are adequate, then perhaps such labeling works in your local setting." However, she points out that "if you equate 'using Dewey' to a physical shelf location device, you are missing the rich layers of access." Dewey can sort large collections into more specific groups than BISAC can. Moreover, a system that is entirely based on English words might inadvertently send the message that the public library is for English speakers only. A web site (Dewey.info) is under development that will, among other things, provide linked DDC summaries in nine languages.

TABLE 1 WHY PATRONS HAVE TROUBLE FINDING NONFICTION



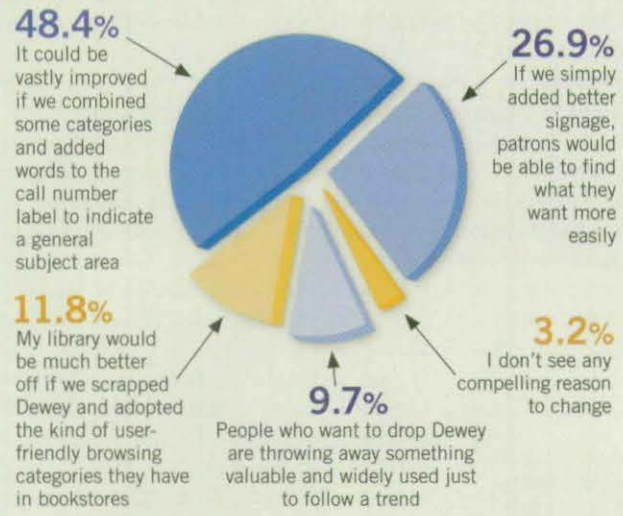
SOURCE: ONLINE DEWEY SURVEY CONDUCTED BY BARBARA FISTER, 2009

What librarians think

Librarians in the field are actively trying to figure out the right balance. In August 2009, an online survey posted to blogs, Twitter, FriendFeed, and Rusa-L was taken by over 100 public librarians. Well over half said patron difficulty in finding nonfiction is related to three factors: having trouble understanding the online catalog, feeling intimidated by a classification system they don't understand well, and wanting to go straight to the right shelf without having to look anything up. Only half believe patrons find call numbers too complicated, and a third felt shelving categories don't pull together topics in the way patrons want to browse.

There was more disagreement about the best solution. Ten percent agreed with the statement that their library would be better off if Dewey was scrapped in favor of the browsing categories used in bookstores. Almost 50 percent agreed with the idea of keeping Dewey but adjusting categories and adding words to the call number. Just over a quarter thought enhancing Dewey with better signage would satisfy patrons. Ten percent affirmed the statement, "People who want to drop Dewey don't understand the nuances of classification and are throwing away something valuable and widely used just to follow a trend." Three respondents felt there was no compelling reason to change.

CHART 1 WHAT'S YOUR TAKE ON DEWEY?



SOURCE: ONLINE DEWEY SURVEY CONDUCTED BY BARBARA FISTER, 2009

Respondents expressed everything from "it's about time" [we gave up Dewey] to "It's part of the dumbing down of our society." Others thought nothing would satisfy patrons completely: "We shelve fiction by the authors' last names, and sometimes by genre, and people still have trouble finding books."

A number of respondents wondered if the experiment would scale well. "So far the libraries I've seen that have implemented a BISAC-like program have all been small branches," one respondent wrote. "When you get to the larger collections with a much greater subject range, I'm not sure how well one can divide everything into a smaller group of categories."

Of course, there are those librarians who think libraries already do it better than bookstores. "Dewey allows for a level of 'granulation' in topic areas that general subject areas such as those in bookstores cannot duplicate," one wrote. "I find it harder to find materials in bookstores than in the library." But others feel it's time for a change. "It's not about what I think, it's about what the patrons think," wrote one. "And these days, I don't think Dewey translates well for many of our patrons—the majority wouldn't miss it at all as long as they could still find books on the subject they're looking for, especially if they could find it quickly and easily without assistance."

The mashup solution

At the new Darien Library, the staff decided to work with Dewey rather than abandon it. According to Kate Sheehan, knowledge and learning services librarian, "adult nonfiction has been rearranged in what I like to call a Dewey/bookstore mashup. We wanted to retain the findability of Dewey while encouraging and enabling browsing. We clumped similar areas of Dewey together in eight broad categories, which we call glades," a concept similar to the innovative "neighborhoods" created in Hennepin County's, MN, Brookdale Branch. "Dewey does a decent job of organizing, for example, travel books. They get broken down by region and then country, and it's pretty easy to browse and find," says Sheehan. "However, Dewey leaves languages on the other side of the library, which doesn't help travelers who want to browse for materials for their trip. So, we put them in one section and call it Places. It's a flexible system that we're still tweaking based on patron feedback."

How exactly does this work? "In terms of process," Sheehan explains, "we made each glade a location in our ILS, and we bought stickers the same width as our spine labels, with the glade names. We went through the stacks in the old library and marked off ranges of Dewey by glade. Every book got a glade sticker above the call number. We changed the locations by call number." The outliers, she adds, were problematic. "The 300s [social sciences] end up everywhere. And in every range of Dewey numbers, there were exceptions."

In the children's section, changes were even more radical. Gretchen Hams-Caserotti, head of Darien's children's services, used the questions parents asked to drive her redesign. "The most common request we hear in a children's library is 'My son is three, and he really loves trains. Can you show us where those books are?'" she says. "The common thread is always a declaration of the child's age (or reading level) and intent or interest." So she planned around that need, using open source software to map visually color-coded categories—such as colors, nature, or transportation—making it easier to find books by the categories that interested different age groups. Even pre-reading children know that books about trucks can be found in the red section, but the location of a particular book can be pinpointed through the catalog.

"If you spend an afternoon at a large bookstore," Sheehan says, "you'll see people using it in a couple of ways. The bookstore-as-destination people come in, wander around, get a stack of books, a cup of coffee, and settle in. The grab-and-go folks take a quick look around and usually hop on a computer or ask an employee, find the item they're looking for, and leave. Dewey is great for the grab-and-goers, and we didn't want to lose that. Dewey is not so great for the destination users. Cooking is in technology. Gardening is in arts and recreation. Don't those two make more sense with each other?"

"DEWEY IS GREAT FOR GRAB-AND-GOERS, AND WE DIDN'T WANT TO LOSE THAT. DEWEY IS NOT SO GREAT FOR DESTINATION USERS."
—KATE SHEEHAN, DARIEN LIBRARY

With six weeks to make the switch, it wasn't easy. In spite of the challenges, Hams-Caserotti would do it again in a heartbeat. "Since we opened in January 2009, the children's book circulation has been up about 30 percent each month and still growing as we fine-tune the collection and the room."

Other approaches

The urge to find new ways to make it easier to discover books has spread to many libraries, including the Topeka and Shawnee County Public Library, KS, and Anna Porter Public Library (APPL), Gatlinburg, TN, which organized a preconference for the Association for Rural & Small Libraries in September, "Dewey or Not?" As APPL director Kenton Temple explains, "We did not drop Dewey. Rather, we split up and moved Dewey catalog numbers to suit an overall shelf location design. I visited 'bookstore' libraries and many bookstores to see what subjects were usually placed together since I assumed that some market research had been conducted in the book industry to place subjects where they would sell better. If necessary, Dewey numbers were reassigned to get books shelved where they would 'sell' better but not drop Dewey altogether." Librarians wanted to retain Dewey's precision and its ability to identify a specific shelf location.

The San José Public Library, CA, has also embraced a bookstore approach, in part to handle soaring circulation and increased funding for materials but no increase in staff. One of its timesaving innovations is a "direct shelving method" that eliminates steps in getting books back to the stacks. Books are roughly sorted from book drops right onto trucks. Lorraine Oback, director of marketing communications for the library, estimates that more than half of the books checked in are never placed in precise Dewey order because they're shelved in a "Marketplace" near the library's entrance, which features new and popular materials in general categories.

Right next to MCLD, the much larger Phoenix Public Library (PPL) has taken another approach to integrating BISAC into the library. According to Ross McLachlan, deputy director of technical services, "We didn't go the route of 'let's abandon Dewey.'" Not only would it be too costly, but Dewey is useful. "It is a living thing. There are constant changes, always attempting to be relevant to the development of human knowledge." To complement the traditional "shelf location with a system behind it," PPL decided to use BISAC to enrich the catalog with additional metadata and faceted browsing.

In 2005, PPL was the second in the nation after North Carolina State University, Raleigh, to choose Endeca as a replacement for its ILS. By working with OCLC and vendors, BISAC headings were imported into MARC records. BISAC levels of specificity complement Library of Congress Subject Headings, allowing patrons to drill down into a topic in an intuitive system of guided navigation.

Though adding BISAC headings to the catalog was labor-intensive, it should be easier for libraries in future. According to DDC's Mitchell, "We have a mapping under way between BISAC and Dewey to support the association of Dewey numbers with metadata early in the publication stream."

On the far end of the innovation spectrum, an experiment has begun at LibraryThing to build a new system from the ground up. The Open Shelves Classification project aims to create "a free, 'humble,' modern, open-source, crowd-sourced replacement for the Dewey Decimal System." (Both Dewey and BISAC are licensed proprietary products.) As of this writing, the project seems to have hit the pause button, but the online discussion demonstrates the conceptual and practical difficulties involved in designing a classification system.

How broken is it?

There is no doubt the library world is in a dilemma about Dewey, but the system is hardly dead. In his 2007 book, *Everything Is Miscellaneous*, David Weinberger said bluntly, "It can't be fixed." In spite of that, Dewey is currently the most widely used classification system in the world, employed in 138 countries by over 200,000 libraries. But the Perry Branch Rebellion and experiments in serving both browsers and "grab-and-go" patrons have spurred a spirited discussion of how to make a singular knowledge system work in a world full of miscellany. ■

Organization Spending Plan

	Total Holdings	Total Circulation	Average Circulation	% To Purchase	Advised To Purchase	Assigned To Purchase	Assigned % to Purchase	Spending Plan	Actual To Purchase
All Selected Below	232,548	2,468,168	10.61	100.00	292,600	292,600	100.00		291,685
Adult	154,477	1,619,445	10.48	65.61	191,985	191,985	65.61		191,985
Non-Book	23,640	713,587	30.19	28.91	84,596	84596	28.91	view/edit plan	84,595
Fiction Book	48,894	481,225	9.84	19.50	57,049	57049	19.50	view/edit plan	57,049
Non-Fiction Book	81,943	424,633	5.18	17.20	50,340	50340	17.20	view/edit plan	50,341
Juvenile	68,908	789,626	11.46	31.99	93,610	93,610	31.99		93,608
Non-Book	4,404	163,221	37.06	6.61	19,350	19350	6.61	view/edit plan	19,350
Fiction Book	36,162	470,010	13.00	19.04	55,720	55720	19.04	view/edit plan	55,720
Non-Fiction Book	28,342	156,395	5.52	6.34	18,540	18540	6.34	view/edit plan	18,538
Teen/YA	9,163	59,097	6.45	2.39	7,005	7,005	2.39		6,092
Non-Book	0	0	0.00	0.00	0	0	0.00	create plan	0
Fiction Book	6,627	51,391	7.75	2.08	6,092	6092	2.08	view/edit plan	6,092
Non-Fiction Book	2,536	7,706	3.04	0.31	913	913	0.31	create plan	0

Funds	Collection Type
Adult Collection	**Material Type**
$216,100 total	
	Books
$41,000.00	Fiction
$8,600.00	LP Fiction
$7,000.00	Audiobook (Fiction and Non-fiction)
$3,000.00	Graphic Novels
$50,500.00	Non-fiction (includes large print)
	AV Material
$27,000.00	DVD movies (Fiction, NF, Foreign Lang, TV Series, BluRay)
$8,000.00	CD Music
$5,000.00	Video Games
	Adult Reference
$15,500.00	Print/ ready reference
$50,500.00	electronic/online
Youth Collection	**Material Type**
$93,100 total	
	Books
E	
$2,800.00	Board Books
$20,500.00	Picture Books

$6,300.00	Beginning Readers
JV	
$14,700.00	Fiction
$18,500.00	Non-fiction
$3,800.00	Graphic Novels
YA	
$6,000.00	YA Fiction
$2,000.00	YA Graphic Novels
$800.00	YA non-fiction
	AV Material
$14,000.00	DVD
$1,400.00	CD Music
$1,000.00	Audiobooks
$800.00	JV Video Games
	Youth Reference
$500.00	print and online
Other Content	
$47,200 total	
$13,000.00	Periodicals/microfilm subscriptions (adult & JV)
$4,200.00	Digital Magazine subscriptions
$30,000.00	Hoopla, Kanopy
Total	
$356,400.00	

Erickson, Garrett

Subject: FW: Project List for Board Meeting - January 2021

From: Herr, Gregg
Sent: Tuesday, January 26, 2021 12:21 PM
To: Erickson, Garrett <garrett.erickson@meadpl.org>
Subject: Project List for Board Meeting - January 2021

Finish painting second floor – Completed
HVAC Controls upgrades Phase II – Completed, hoping to start phase 3 early
Update Office Furniture – completed
Holocaust & Local History Room – not sure where we are on this
Renovation of Staff Lounge – almost completed, awaiting some furniture and refrigerator
Steel Gate & Fence – gave the go ahead to contractor to proceed with fence, installation should occur in Feb

Fencing off loading dock area – gave the go ahead to contractor to proceed with fence, installation should occur in Feb
HVAC in Page Room – gave contractor the go ahead, awaiting scheduling

Gregg Herr

MAINTENANCE SUPERVISOR
Mead Library
710 North 8th Street
Sheboygan, WI 53081
Phone: 920-459-3400 x 2044
Fax: 920-459-0204
Website: www.meadpl.org

Type	Name	December 2019	December 2020	Monthly 2019 vs 2020	Year-to-date 2019	Year-to-date 2020	YTD 2019 vs 2020
Circulation Transactions	Adult Materials	25222	18996	-25%	332971	221534	-33%
	Teen Materials	1026	910	-11%	13231	11749	-11%
	Children's Materials	12391	7478	-40%	182183	100873	-45%
	Total Adult/Teen/Children's Materials	38639	27384	-29%	528385	334156	-37%
Materials Shared With Other Libraries	Items provided to other libraries from Mead	4489	7675	71%	62672	72595	16%
	Items received for Mead patrons from other libraries	5030	5924	18%	70615	60058	-15%
	Total Interlibrary Loans (Transits)	9519	13599	43%	133287	132653	0%
E-Content Checkouts	Books and audiobooks (Libby, Hoopla, RB Digital)	6165	6240	1%	74310	83848	13%
	Music (Hoopla)	115	0	-100%	1525	909	-40%
	Video (Hoopla, Kanopy)	668	4	-99%	8740	7660	-12%
	Magazines (RB Digital)	123	310	152%	1845	3319	80%
	Total E-Content Checkouts	7071	6554	-7%	86420	95736	11%
Library Visits	Gate count	17704	8531	-52%	261981	136431	-48%
Research Inquiries	Research Inquiries	2652	2780	5%	35432	37585	6%
Internet Usage Provided	Library Workstation Sessions	2838	1171	-59%	46058	18509	-60%
	Wireless Sessions	7720	3342	-57%	149658	48308	-68%
Number of Library Card Holders	Sheboygan Residents				34578	32872	-5%
	Non-Sheboygan Residents				9146	8068	-12%
	Total Number of Library Card Holders				43724	40940	-6%
Classes, Seminars, Workshops, Events	Children (0-11) Quantity	49	9	-82%	697	200	-71%
	Children (0-11) Participants	1081	313	-71%	20695	4834	-77%
	Teen (12-18) Quantity	4	0	-100%	87	13	-85%
	Teen (12-18) Participants	186	0	-100%	2948	294	-90%
	Adult (18+) Quantity	28	8	-71%	514	200	-61%
	Adult (18+) Participants	366	63	-83%	10608	4299	-59%
	Total number of Classes, Seminars, Workshops, Events	81	17	-79%	1298	413	-68%
	Total number of Participants	1633	376	-77%	34251	9427	-72%
Conference Room Utilization	Rocca Meeting Room	15%	0%	-15%	28%	8%	-20%
	Loft Meeting Room	21%	0%	-21%	29%	7%	-22%
	2nd Floor Small Meeting Room	21%	0%	-21%	26%	7%	-19%
Study Rooms Utilization	Study Rooms Hours Used	391.5	0	-100%	5735	3015.5	-47%
	Percent Utilization	27%	0%	-27%	35%	26%	-9%
Volunteer Hours	Volunteer Hours	436.23	#N/A	#N/A	6278.87	2250.99	-64%

Friends of the Mead Public Library Meeting Report-1-20-2021

- Annual book sale is scheduled for April 15-17, with a backup date of May 20-22.
- Election of officers rendered Petra Boldt as President, Hayley Shirk as Vice President, and Marge Giesen as Treasurer/Secretary.
- 2020 Annual report was approved and will be posted to the Friends page.