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Booklover — Fishing for Summer Reading

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booklover — fishing for summer reading

idea from looking out his classroom window

CraneCam I mentioned earlier as an example.

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generally only serve their departments and con-

actual makerspaces scattered about, but they

think you’d like to do.  Frequently on college

campus who are doing the kind of work you

of makers.

who can dedicate time to setting up the space,

successful though is getting enthusiastic staff

machine is the next step.  Then get your allies

raspberry pi), a button machine and a sewing

basic supplies, like a 3D printer, vinyl cutter,

electronics and circuitry kits (arduinos and

raspberry pi), a button machine and a sewing

machine is the next step.  Then get your allies to

help fundraise for a laser cutter to attract

power users.  The key component to being

successful though is getting enthusiastic staff

who can dedicate time to setting up the space,

teaching patrons how to use the equipment, and

most importantly, build up your community

of makers.

Also find the other “makerspaces” on

campus who are doing the kind of work you

think you’d like to do.  Frequently on college

campuses there are places for making and

actual makerspaces scattered about, but they

generally only serve their departments and con-

stantial makerspaces scattered about, but they

generally only serve their departments and con-

stances.  Those other spaces and the people

that run them could be some of your greatest

allies.  Seek out those networks to build support

because they might want to help people outside

their departments, but they just don’t have the

resources to do so.  This is where the library

plays an important role.  We serve everyone

on campus and the end product doesn’t have
to be the product of their coursework.  Take the

CraneCam I mentioned earlier as an example.

That student in law school and got his idea from looking out his classroom window

at a construction site.  We didn’t ask him if his

project was related to his classes.  The same

thing is true in the New Media Center when

people come in to make a video or a podcast.

Quite often we find people creating media

or physical projects that they have a passion

about sharing with others that isn’t related to

classes.  That’s what libraries have historically

had at the core of our mission: self-directed

learning and welcoming people that want to

better themselves and have a positive impact

on the world.  Sometimes that stems from what’s

happening in a class, but sometimes it comes

from looking outside of the classroom window

at what’s happening in the world.

**ATG:** We know that you are interested in

the evolving role of women in higher educa-

tion and instructional technology.  What do

your experiences and career track say about

the progress women have made?  What about

the pitfalls they still face?

**BM:** The number of women in tech-related

jobs on the *Georgetown* campus has doubled

since I started here 20 years ago, which makes

me very hopeful about our opportunities. I was

the only woman in the New Media Center

and Library IT for at least five years and now

women make up 50% of those two departments.

Some pitfalls women face are trusting in

ourselves and having the confidence to step up

take on leadership roles. People, whether

men or women, sometimes think that leader-

ship means knowing all the answers, being

unwaveringly decisive, and bulldozing through

whatever stands in your way to get things done.

I don’t think that’s the most effective strategy

in the long run.  Getting a diverse set of opinions

and ideas on the table to understand issues from

alternative perspectives before making decisions

and forging new initiatives are incredibly important

in libraries because we serve many constitu-

cies and need to understand differing needs.

Wanting to be inclusive and collaborative can

seem like a weakness, but I think it’s a strength.

**ATG:** Beth you must stay super busy man-

aging both the Gelardin New Media Center

and the Maker Hub.  We were wondering

how you keep your batteries re-charged?  Are

there some fun activities that you particularly
enjoy?

**BM:** I’ve been even busier lately because

I’ve taken on the role as the Interim Associate

University Librarian for User Services and

Engagement. To recharge, I love hiking and

doing yoga. My goal is to hike the Camino de

San Sistiano and I’d really like to become certified

teach yoga when my schedule eases up a bit.

My husband and I also recently subscribed

to Movie Pass and are trying to go to at least

one movie a week. You probably won’t be

surprised that I’m also an avid reader and love

curling up in my backyard hammock with a

great book or even better, I like to listen to

books while hiking.

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**booklover — fishing for summer reading**

Column Editor: Donna Jacobs (Retired, Medical University of South Carolina, Charleston, SC 29425)
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A book entitled *Buying A Fishing Rod for My Grandfather* would naturally grab

the attention for summer reading. When the typical nostalgic images of summer include

fishing and/or spending time with family, it
goes without saying that my attention was

generated. “We were deliriously happy:

honeymooning.  “We were deliriously happy:

adventure while celebrating a marriage while

— a curious title that nods at a couple’s

enjoyment.

The book opens with a story entitled:  The

Temple — a curious title that nods to a couple’s

adventure while celebrating a marriage while

honeymooning.  “We were deliriously happy:

delirious with the hope, infatuation, tenderness,

and warmth that go with a honeymoon.”

The title *In the Park* sets the scene for a

conversation between two people reflecting

on their past.  “I haven’t strolled in a park for

a long time. I never have the time to spare, or

the inclination anymore.”

*Cramp* is the perfect title for this engaging

story about a swimmer’s experience with a
debilitating cramp. — “Cramp.  His stomach

is starting to cramp.  Of course, he thought he

could swim further out.  But about a kilometer

from shore his stomach is starting to cramp.”

*The Accident* opens with:  “It happened like

don’t think that’s the most effective strategy

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*in an instant* is the final title in this series.  It
illustrates the curious literary nature by which
this story is presented.  “He is alone, with his
back to the sea, sitting in a canvas deck chair

on the side of the road, swirled it up in an

are, then dumped it everywhere.”

The fifth story carries the book’s namesake

for its title, *Buying A Fishing Rod for My

Grandfather*. The narrator delivers a delightful

and literal walk down memory lane while visit-

ing (or maybe day-dreaming about visiting)

his hometown.  “I walk past a new shop that sells

fishing equipment.  The different fishing rods

on display make me think of my grandfather,

and I want to buy him one.”

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As such, books authored about osteopathic practices in Europe or Canada are more useful as additional references rather than core texts, though there are great similarities where they compare to methods of manipulative medicine.

Selectors should also be aware that while many osteopathic medical books may be available digitally, it remains common for titles to be available only in print formats. For librarians building collections for new osteopathic medical schools, focusing on eBooks only would omit useful print resources. Fortunately, the following recommended texts are available as eBooks. *Osteopathic Techniques: The Learner’s Guide,* written by Sharon Gustowski, Maria Gentry, and Ryan Seals, focuses on detailed instruction and illustration of osteopathic manipulative techniques, with extensive review questions for each. Though this book has a European publisher, its authors and audience are American. This book, unlike others cited here, is in its first edition, but it has already been positively reviewed by osteopathic medical faculty and *Doody’s Book Reviews.* Edited by Hollis King, Wilfrid Jänig, and Michael Patterson, *The Science and Clinical Application of Manual Therapy* is one of the few books to focus entirely on evidence supporting osteopathic manipulative therapy in areas beyond musculoskeletal therapy, and is of interest to any collection supporting faculty. *Manipulation of the Spine, Thorax and Pelvis,* written by the Australian osteopathic researchers Peter Gibbons and Philip Tehan, is a well-respected volume focused on manual therapy of the spine. Practitioners of many different fields of manual therapy value it, including osteopaths and osteopathic physicians, physical therapists, chiropractors, etc. Like many of Elsevier’s clinical texts, it includes a number of videos available either online or via DVD. The fourth edition also includes discussions of patient safety, consent issues, practitioner training, and other practice-related concerns.

Collections supporting osteopathic medicine should also include titles on the history of its development, as programs acknowledge that the field’s beginnings and early philosophies are important to understanding the current state of osteopathic medicine. Osteopathic medicine as a field began when Dr. Andrew Taylor Still developed his theory of osteopathy in the late nineteenth century and in 1892 founded its first school in Kirksville, Missouri, as the *American School of Osteopathy,* now A.T. Still University. *The DOs: Osteopathic Medicine in America* by Norman Gevitz is widely considered the most definitive book about the development of the profession and the second edition covers the founder, early development, expansion, struggles for recognition and acceptance, and more. Any osteopathic library will also include books written by Dr. Still. Still produced an autobiography as well as three other volumes about his evolving medical theories. The two editions of his autobiography contain enough difference that many libraries will want to include both the 1897 and the revised 1908 editions. There are many references to Still’s works in other books about osteopathic medicine, making it worthwhile to include either the freely available open source copies or reprint editions in a library collection.

The books featured here are important to the study and practice of osteopathic medicine in the United States and belong in a library collection supporting an osteopathic medical school or interested pre-med students. As graduates of both allopathic and osteopathic medical schools will meet peers in residency and later medical practice, many will also be of interest to libraries serving related health science disciplines, including allopathic medicine.

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### Endnotes


3. “What is Osteopathic Medicine?”


*Editor’s note: An asterisk (*) denotes a title selected for Resources for College Libraries.

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### Booklover

from page 47

is not understood, for ‘what’ is to understand and ‘what’ is not to understand, ‘what’ is ‘what’ and ‘is not’ is ‘is not’, and so is not to understand not wanting to understand or simply not understanding why ‘what’ needs to be understood or whether ‘what’ can be understood, and also it is not understood whether ‘what’ is really not understood or that it simply hasn’t been rendered so that it can be understood or is really understood but that there is a pretense not to understand or a refusal to try to understand or is pretending to want to understand yet deliberately not understanding or actually trying unsuccessfully to understand, then so what if it’s not understood and if it’s not understood, then why go to all this trouble of wanting to understand it.”

The final punctuation to the series is the translator’s notes written by Mabel Lee. Lee’s professional academic career focused on Chinese intellectual history and literature during her tenure at the University of Sydney. She met Gao Xingjian in 1991 and they began a relationship which culminated in her translation of several of his works, including *Soul Mountain.* She relates that Gao himself selected the six stories in this English version published in 2004, as “it is his view that these stories are best able to represent what he is striving to achieve in his fiction.” All but *In an Instant* were written in Beijing between 1983 and 1986 and subsequently published in various Chinese literary magazines.

The postscript to the literature is Gao’s skill as a painter. Not only are his paintings exhibited internationally, but he also illustrates the covers for his books.

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Against the Grain / September 2018 <http://www.against-the-grain.com> 49