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    Internet Access and Youth’s Use of the Public Library
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46  A Case for an Integrated Model of Community College and Public Use Libraries
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    MITCHELL J. FONTENOT

50  An Eco-Building, A Healthy Life, and Good Service
    A New Century in Public Library Architecture
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Editor's Note
Welcome to the July/August issue! In the pages that follow, you'll discover a healthy sampling of the best in public library ideas, research, and thinking. Not only does this issue offer informative feature articles addressing such topics as youth use of public libraries and the Internet, joint-use public library facilities, and building an eco-friendly library, but our regular contributors offer educational and enlightening columns. Take a look at this issue’s Perspectives column to see how some libraries are serving their GLBT communities. In Internet Spotlight, our column editors show you how (and why) to keep up with technology. Also, you won’t want to miss Bringing in the Money’s tips on preparing a great LSTA grant request, or Michael Farrelly’s thoughtful look (Passing Notes) at relating to troubled young adults.

With this issue, we welcome 2007–2008 PLA President Jan Sanders and look forward to reading her From the President column during the upcoming year. As always, please feel free to contact me with comments or questions about Public Libraries. Thanks for reading!

Kathleen M. Hughes
Editor, Public Libraries
khughes@ala.org

Kathleen is reading Anna Karenina (slowly) and The Heebie Jeebies at CBGB’s: A Secret History of Jewish Punk by Steven Lee Beeber (a little more quickly).

Readers Respond
What They Didn’t Teach You
After reading yet another basic article beginning with the miscue “what they didn’t teach you in library school” it would be useful if Public Libraries included the place from which the authors received their graduate degree in library and information science and the year in which they graduated. We readers would then have some context for their sweeping assertions. Sally Decker Smith and Roberta Johnson (January/February 2007 PL)—where and when did you fail to learn the basics of reference? Thanks.—Ken Haycock, Professor and Director, School of Library and Information Science, San Jose State University

Authors Respond
Sally Decker Smith (Northern Illinois University, 1987) responds, “Our target audience was public library practitioners, many of whom never attended library school. And even for those who did,
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News from PLA

PLA Receives Bill and Melinda Gates Foundation Grant to Help Public Libraries Build Skills and Experience Needed to Increase Local Support and Funding

The $7.7 Million Grant Will Fund National Training Program for Library Staff and Supporters

Susan Hildreth, then-president of the Public Library Association (PLA), announced during the 2007 American Library Association (ALA) Annual Conference in Washington, D.C., that the Bill and Melinda Gates Foundation has awarded PLA a $7.7 million grant to develop and provide a national advocacy training program for public librarians over the next three years.

Research shows that the public often is unaware of the contributions libraries and librarians make to the health and vitality of their communities. As a result, libraries—which receive more than 80 percent of their funding from local sources—are often overlooked when scarce state and local financing are allocated among critical community services. To help library staff and supporters counter this trend, PLA’s training program will provide librarians with the skills and resources necessary to seek increased funding, create community partnerships, and build alliances with local and regional decision-makers. The training will support libraries that are eligible to receive Bill and Melinda Gates Foundation Opportunity Online hardware grants, which require grantees to match foundation funds with local dollars. It will also be available to non-grantees on a limited basis.

“It is imperative that all librarians and library supporters learn to position their public library as an essential community resource in ways that resonate with local stakeholders and result in increased local funding,” said Jill Nishi, program manager of the Bill and Melinda Gates Foundation’s United States Libraries initiative. “This professional development program will give people the skills they need to channel their passion and commitment to libraries into strategic community outreach and communications.”

The training will be offered in sites around the country, as well as online and during the PLA National Conference and the PLA Spring Symposium, for Gates Foundation grantees. Foundation grantees will be encouraged to send teams of as many as three people to the locally customized training, where they will learn about and create advocacy plans grounded in the reality of their local, political, and economic environment. Each participant will also receive the PLA publication Libraries Prosper with Passion, Purpose, and Persuasion: A PLA Toolkit for Success, which will provide them with step-by-step instructions for implementing their advocacy plan.

Finally, the training will include access to an online community, which will provide original content, managed discussions, and ongoing support for libraries engaged in local campaigns to build public support and funding.

“As outlined in PLA’s strategic plan, advocacy is a priority for our organization,” said Hildreth. “Thanks to the generous support of the Bill and Melinda Gates Foundation, we will be able to reach thousands of librarians with the training they need to build the skills and confidence necessary to effectively advocate for increased public funding for their libraries.” More information is available at www.pla.org.

On the Agenda

2007

PLA Boot Camp 3
Oct. 29–Nov. 2
Salt Lake City

2008

ALA Midwinter Meeting
Jan. 11–16
Philadelphia

PLA 12th National Conference
Mar. 25–29
Minneapolis

January/February Issue of PL to Focus on Services to Teens

Each year, the January/February issue of Public Libraries focuses on a theme. For 2008, the theme is “Services to Teens.” So, now’s your
chance to tell the library world about your library's unique, innovative, or cutting-edge programming or services to teens. We're looking for feature-length articles and shorter opinion pieces, so send in those manuscripts. For submission instructions and more information, visit www.pla.org or send an e-mail to PL Editor Kathleen Hughes, khhughes@ala.org.

Online Registration Is Open for PLA's Nine Certified Public Library Administrator (CPLA) Courses

PLA is proud to be an approved provider of Certified Public Library Administrator (CPLA) courses. This series of continuing education programs is designed to meet both the requirements for CPLA certification and the needs of library managers wanting to enhance their skills outside of the CPLA framework.

The workshops' basic content is of equal interest to librarians pursuing certification and librarians desiring to enhance their professional skills in a more informal way. They have been designed to be practical rather than theoretical and to include interactive exercises and group work. Librarians pursuing CPLA certification will be required to take both a pre-test and a post-test and will be asked to do outside readings or complete a project.

The courses are as follows: Budget and Finance; Management of Technology; Strategic HR: Organization and Personnel Management; Planning and Management of Buildings; Current Issues; Marketing; Fundraising; Politics and Networking; and Serving Diverse Populations.

All of the PLA courses for CPLA are interactive and include a variety of group exercises based on a case study about a medium-sized county library with multiple branches. Using the same case study throughout each training program will give participants an opportunity to apply what they are learning in a practical way in the real library—and to see the effects of the decisions they make throughout each of the two-day programs.

For more information on becoming a Certified Public Library Administrator, visit the CPLA Web site (http://ala-apa.org/certification/cplaapplication.html). Registration for the PLA workshops and more information is available at www.pla.org/ala/pla/plaevents/cplacourses/CPLAcourses.cfm.

Results Boot Camp 3: A Five-Day Immersion Program

Results Are What Matters: Management Tools and Techniques to Improve Library Services and Programs

PLA's third Results Boot Camp is scheduled for October 29–November 2, 2007 in Salt Lake City. Boot Camp has been designed to provide you with the management training and skills you didn't get in library school. This week-long, interactive workshop will include individual and group activities. It also will focus on current library issues and concerns and present case studies describing real library situations. You will be encouraged to apply what you learn to real-life problems and issues in your library. During Boot Camp, you will learn about all of the publications in the Results series and see first-hand how they interconnect. Visit www.pla.org for more information.
Don’t Miss PLA 2008
March 25–29, 2008, Minneapolis
The PLA National Conference is the only conference dedicated entirely to the continuing education needs of public librarians and public library staff members. You won’t want to miss the excitement as thousands of your friends and colleagues from across the country and around the world gather in Minneapolis next March to learn, exchange ideas, network, conduct business, and renew their energy and enthusiasm for the profession. The conference will feature more than one hundred educational programs, talk tables, author sessions, and exciting social events. In addition, PLA 2008 will feature a bustling exhibits hall with vendors displaying the latest and the best in new technology and other library-related products and services. Attend this conference and you’ll leave with the knowledge and skills that will put you on top of your area of expertise! Registration opens in September and will be available at www.placonference.org. Visit the site often for conferences announcements and updates.

John Wood to Keynote PLA 2008 Opening Session

John Wood, founder and CEO of Room to Read, will present the keynote address at the Opening General Session at PLA 2008, the PLA 12th National Conference, on Wednesday, March 26, 2008, in Minneapolis.

At the age of thirty-five, John Wood left an executive career track at Microsoft to form Room to Read, a nonprofit organization dedicated to helping more than one million children across the developing world break the cycle of poverty through the power of education. Since its start in 2000, Room to Read has sponsored the opening of more than 280 schools and 3,600 multilingual libraries across the developing world. The organization has distributed more than 2.8 million children’s books and supports more than 2,300 girls with long-term scholarships. Room to Read plans to increase this literacy network to 20,000 libraries and schools serving at least 10 million children. Wood illustrates his experience with Room to Read in a recent memoir, Leaving Microsoft to Change the World (HarperCollins 2006), a book described by Publishers’ Weekly as “an infectiously inspiring read.” Translated in ten languages, it is popular with entrepreneurs, philanthropists, educators, and internationalists alike.

PLA 2008, the PLA 12th National Conference, will be held from March 25 to 29, 2008, at the Minneapolis Convention Center. For more information about PLA 2008, visit the National Conference Web site, www.placonference.org.

Readers Respond

It’s a professional school, not a trade school, so the realities of which we spoke very largely were not covered. I would have considered it a poor use of my tuition dollars if they had been. Many things can only be learned by experience. Our goal was to share our collective experience, and we certainly meant no offense to the library schools that gave us the skills and credentials to be in the profession that means so much to us.”

“Our goal in the article was not to discuss the reference interview and its counterpart skill set, which library schools generally teach thoroughly and well, but rather to focus on the library as a social, cultural and community entity,” adds Roberta S. Johnson (Dominican University, 1998).
Hello and welcome to another year with Public Libraries. If we haven’t met, I’m Jan Sanders, your new Public Library Association (PLA) president, and I’m thrilled to be representing you. For those of you who know me, thanks for your support. We’re knee-deep in very exciting times both as a profession and an association, so I’ll try to keep you posted as things move along.

Taking the reins of a group like PLA is a daunting experience—especially when you follow someone as dynamic and knowledgeable as Susan Hildreth. I’ll try to live up to the model that she and others before her have set. We all know that PLA is the very best division of the American Library Association (ALA) and we want to keep it that way. I often get calls and e-mails from leaders of other divisions who want to know “our secret.” They ask: why is PLA so successful? My answer: it’s all about the people. We’re good as a division because we’re good as individuals. So, thanks for holding that standard.

One of the greatest perks of this assignment is the opportunity for new experiences. Let me tell you about one of them. Some of you may have attended the ALA/ALISE (Association for Library and Information Science Education) Forum on Library Education that was held just prior to the ALA 2007 Midwinter Meeting in Seattle. At that meeting, John Budd, ALISE president; Leslie Burger, then–ALA president; Loriene Roy, then–ALA president-elect; Tom Leonhardt, chair of ALA’s Committee on Accreditation; and Michael Gorman, ALA immediate past president each gave their thoughts on what a graduate library degree should encompass. Some remarked on what they think is lacking, others gave suggestions for alterations to existing programs and courses. Tables of participants were then asked to note possible areas of review for the ALA Committee on Accreditation or Committee on Education. While there was a fair amount of comment on the theory of information sciences and the importance of search strategies, there was little attention to more practical matters—that is, the things that those of us working in public libraries might hope new graduates would know.

Since then, as I’ve traveled around, I’ve tried to glean thoughts from real practitioners. What has surfaced is a concern that brand-new folks are not always grounded in the tenets of public librarianship, and that things like censorship and free access are not as ingrained as we might prefer. Also, folks have commented that we need new professionals who can immediately step into supervisory roles. Because many of our “new” recruits have actually already been working in libraries, often for years, they know the technical
aspects of the job, but what they need are management skills. Do they know how to supervise people? Are they familiar with personnel issues and laws? Do they know what the Health Insurance Portability and Accountability Act (HIPAA) is and how to implement it? Can they effectively build collaborations within their communities, and do they see the need to do just that? And what about the politics of it all—can they effectively advocate for libraries in any arena, at any time? These are the skills that you’re telling me we need in our new librarians.

Now, back to the Forum. Noted library consultant and former ALA President Richard Doughery is taking the discussion one step further. By the time you read this, we will have produced a webcast for the College of DuPage (Illinois) to extend the conversation. Not all of the original players will be there; but I have been asked to participate, speaking both as a working library director and as president of PLA. Go to the DuPage archives (www.cod.edu) and take a look if you are interested.

This issue of Public Libraries takes a strong look at youth, public libraries, and the Internet. It feels like we’ve been in this conversation for years—because we have! The good news is that our public holds us to a higher standard than they do other organizations and institutions. That’s also the bad news, as they ask us to provide for them what they think they should have. In other words, to “be the grown up” and supply the brain food they need, not just the candy they want. It puts us in a tricky judgmental role that is not always comfortable, but we are rising to the occasion. Libraries are generating tools and approaches that meet the needs of all their users, including children and parents.

Take a look at what library leaders Melanie Kimball, June Abbas, Kay Bishop, and George D’Elia (pages 40–45) have to offer. The discussion is to continue in the September/October issue.

I hope that as this year progresses, you will keep me apprised of your thoughts and concerns. Your PLA executive board strives to make sure that we are responsive to your needs. We can only do that if we know what you are thinking. We are taking a long, evaluative look at the structure of PLA this year and are working in conjunction with some association management gurus who can guide and instruct us. We want to be sure that you have an opportunity to participate in whatever way you can. As you know, ALA has opened the committee structure to virtual committee memberships, and that’s part of the discussion. We also know that some of you find it tough, both time-wise and financially, to attend two conferences each year. And that doesn’t even count years like 2008 when we will add the 2008 PLA National Conference in Minneapolis! But, as I mentioned earlier, PLA is only as strong as our members make us. We want to be sure that we’re not losing folks and that each and every member has the chance to add to the rich mix we have created. There will be much more of this discussion as we move along, so please feel free to contact me at jsanders@cityofpasadena.net with your input.

If you did not have a chance to visit the ALA store at the 2007 ALA Annual Conference in Washington, D.C., be sure to take a look at PLAs newest publication, “Libraries Prosper with Passion, Purpose, and Persuasion: A PLA Toolkit for Success,” available for sale on the ALA Online Store, www.alastore.ala.org. Ably led by Kathleen Reif, a team of about fifteen people have been working on this project for the past couple of years. Full assistance came from the Metropolitan Group, who worked on the wording and structure and generally brought the project together. The result of their hard work is a great toolkit, a series of templates, and a set of guides and ideas that will show you how to really put your library on the map. You’ll learn how important it is to advocate for your library, how to define your value to the community, and how to enlist the support and aid of your staff, your board, your city, and any other groups you need. It is a real hands-on piece and will answer a myriad of questions on advocacy and “telling our story.”

I hope that I’ll have a chance to visit with many of you on your home turf. I just had the great thrill of speaking (three times) at the Oklahoma Library Association’s centennial conference. There were great keynotes, inspiring workshops, and lots of fun at night. (Ask them about the musical events at the “birthday party.”) Anyway, I love talking to public librarians and would welcome a chance to visit your home state if that’s an option.

If you have thoughts as to how PLA can best work for you and your library, be sure to drop me a line at jsanders@cityofpasadena.net. I’d love to hear from you.
A Tale of Two Libraries

Outreach is the Focus

It's a busy late afternoon in April. University students work throughout the library, taking advantage of the wireless network to curl up in comfy chairs with their laptops. On the public side of the library, Pha Yang uses her wireless laptop in the Zone Homework Center to look up her American history assignment. Dawn Oliver, a university student in the Urban Teacher Program, assists Yang in studying about the intricacies of United States foreign policy during the presidency of Teddy Roosevelt. The wireless network is just one small way that the joint-library building has increased services for both sets of patrons. Having university students tutor in the Zone is another way both sets of patrons benefit, since the tutors need experience working with younger students, and the younger students need positive role models, not to mention help with their homework. These examples are some of the reasons the building shared by the library of Metropolitan State University (MSU) and the St. Paul Public Library (SPPL) has seen ever-increasing numbers of users.

St. Paul is a medium-sized city blessed with an abundance of colleges and universities. One of these is MSU, a university that grew out of grassroots efforts in the 1970s to provide a college education for working adults in the inner city—a "university without walls." As the university grew, it developed a mission focused on civic engagement and added more traditional services, but until 2004, one campus institution was notably absent: a library. MSU's main campus is located in the Dayton's Bluff neighborhood, an area of the city that advocated for a branch of SPPL for many years. In 1996, the idea for a joint-library facility took shape when the university president began talking to neighborhood organizations, the city of St. Paul, and community members about a new library. The university and community quickly realized that lobbying for a joint facility would be more effective than securing funds for two distinct libraries in the same area.

Today, it is an accepted premise that constructing one building instead of two makes fiscal sense. In 1996, the Minnesota state legislature was less accepting of the idea. After years of work, the state legislature approved funds for a joint facility in 2002. MSU President Wilson Bradshaw stated, “It is my belief that without this partnership there would not be a St. Paul Public Library Branch in the Dayton’s Bluff neighborhood. It is also unlikely that Metropolitan State’s building plans would have met with such strong private and state support without our collaboration with the St. Paul Public Library.” The 86,000-square-foot shared facility opened in May 2004. The two libraries have separate spaces within the building, and complementary collections. The libraries share some spaces, including meeting rooms, staff rooms,
communal areas, and restrooms. The general public and university students have access to resources in both facilities.

Because of fiscal considerations, joint libraries are an emerging trend. But beyond the bottom line, do joint libraries add value for their shared user populations? How can two libraries with different missions serving different populations share a building, staff, and expertise for the benefit of all the users? These are just a few of the questions staff considered when planning collaborations between the libraries in the joint facility.

The complementary missions of MSU and SPPL include shared commitments to civic engagement and lifelong learning. The university has a wide range of community partnerships and a history of promoting community action. SPPL has a tradition of award-winning community outreach. With these credentials, a joint-library facility was the beginning, rather than an end unto itself.

Planning for the facility began in a spirit of partnership. Although the public library takes up a smaller share of the facility’s space, public library representatives were invited to the table during all stages of the library’s planning process. Details from collection policy to decorating were shared with one another to create complementary, rather than competing, spaces and services. The operating agreement, which facilitates cooperation while maintaining the autonomy of both institutions, allows the spirit of partnership to continue. When people extol joint libraries, access to a wider variety of materials is usually mentioned as a primary benefit. The Dayton’s Bluff Branch Library has a collection of family-centered materials chosen in part to complement the research-oriented materials of the university collection. Community members may apply for a free community borrower card, which allows them wide access to university materials, books, reference assistance, and computers. Students, staff, and faculty from the university frequent the public library for material from their popular collection. MSU students commuting from Wisconsin have borrowing privileges in Dayton’s Bluff Branch (normally, due to tax base policy, out-of-state residents do not have borrowing privileges in Minnesota public libraries).

Beyond these obvious benefits, there are other ways in which a shared facility builds on the institutions’ respective missions. These joint initiatives include: programming, staff training, community outreach, and publicity and marketing. In this case, extra incentive for developing these initiatives came in the form of a grant from the Bush Foundation in support of community outreach. This grant supports a Library-Community Outreach Coordinator, based at MSU’s Center for Community-Based Learning (CCBL). Staff members from both libraries participate in one another’s service trainings. SPPL’s Friends group holds events on campus, including the Chicano-Latino Writer’s Festival and Summer Reading Program, and university and public librarians promote Banned Books Week throughout the building. Joint programming includes discrete events, such as a house restoration workshop co-sponsored by the neighborhood’s district council, and a traveling exhibition promoted in both libraries. Staff from the university and public libraries collaborated to form a book club that meets in the public library and is open to the public.

Perhaps the most encouraging model for shared projects is the Teens Know Best (TKB) Reading Group. The TKB program is a model for collaboration between the two libraries, faculty members, MSU students, and community members. The group meets monthly in the public library. Any teen is welcome to join, but must be willing to read and evaluate books. Teens receive a special MSU library card that allows them access to the special TKB collection. The group is one of fifteen around the country to be chosen as one of the Young Adult Library Services Association’s (YALSA) YA Galley Reading Groups. Publishers send unpublished materials directly to the group for teen feedback, which is collected online and sent back. Adela Peskorz, MSU faculty librarian, manages the process as group leader. The library outreach coordinator helps to recruit university participants for the group internship, and both the library outreach coordinator and branch supervisor recruit high school student participants, and coordinate other details of the program. University staff help catalog and maintain the collection. This program uses the best energies of all for mutual benefit. And, as teen participant Rasheed Johnson says, “I like Teens Know Best because it gets you involved in the process of making a book into a hit.”

The joint facility and shared programming adds value for outreach services as well. The library-community outreach coordinator helps integrate each library into existing programs and also informs and discusses library services with community members and organizations. Because of the commitment of both MSU and SPPL to community partnerships and outreach, there are existing relationships to further
develop. CCBL, in particular, coordinates much of this activity at MSU.

One CCBL program now integrated into both libraries is College for Kids. Each year fourth, fifth, and sixth grade students from neighborhood elementary schools visit MSU’s campus. This College for Kids program gives elementary students in economically challenged neighborhoods the opportunity to dream about the future, participate in hands-on learning experiences, and sample college classes in a university environment. Each College for Kids visit now has a library skills class taught by either public or university librarians that educates younger students in information literacy.

The Zone Homework Help Center (the Zone) is a main focus of shared energy. Students, mainly from the university’s Urban Teacher program, are recruited to be mentors for learners of all ages in the homework center. Other university staff regularly tutor in the Zone as well. The homework center serves as a gathering place for community youth, and a location for small-scale collaborative programming. The Zone is also recognized as a community technology center. “We tried different ways of engaging users in computer classes, since people regularly ask for computer assistance,” said Riley Conway, an Americorps member who coordinates the Zone’s daily functions and is jointly supervised by the branch supervisor and library-outreach coordinator. Conway began posting a sign-up sheet near the desk and now estimates he instructs twenty to thirty users weekly on basic computer and Internet functions. Recently, the Zone was selected as the launch site for SPPL’s Live Homework Help service from Tutor.com. Offering online, one-on-one tutoring for fourth grade through introductory college level, the service was initiated by St. Paul’s mayor, the public library director, and the president of MSU.

As both institutions have strong outreach traditions, it wasn’t surprising that some preexisting programs bore similarity to one another. SPPL had facilitated a program called “Read with Me” for several years prior to the new building. “Read with Me” is a literacy program using community volunteers to help primary

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- Management of Technology
- Organization and Personnel Administration
- Planning and Management of Buildings
- Current Issues
- Fundraising
- Marketing
- Politics and Networking
- Service to Diverse Populations

Applications will be reviewed quarterly by the American Library Association-Allied Professional Association (ALA-APA). For more information, visit www.ala-apa.org/certification/cpla.html or call 1-800-545-2433, ext. 2424.
school students who are struggling with reading. The students and their tutors meet in the library on a weekly basis. CCBL coordinates a similar program called Read!Read!Read!, which places university students with young readers in various sites around St. Paul. When the new library opened, CCBL’s Read!Read!Read! coordinator began referring university students who wanted to tutor on campus to the public library’s “Read with Me” program. The students fulfill a service-learning requirement for their degree while participating in the public library’s program. By working together the programs avoid duplication.

Access to technology is a main benefit of the joint library to the community. The community borrower card allows city residents access to university library computers, materials, and reference assistance. The Zone coordinator regularly tutors individuals in computer technology basics, and also assists with another CCBL program, the YOUniversity program. YOUniversity is a two-week summer enrichment program offered to middle school students. Students in the program take classes on campus that enhance academic skills, focus on career and educational options, and build aspirations and self-esteem. A group of the YOUniversity students worked in the homework center with last year’s Americorps member to produce a digital public-service announcement.

The shared library facility also provides stronger public service through collaboration. The university has an opportunity to interface with city government and vice versa. The president of MSU chairs the board of the Friends of the SPPL. A library science student recently completed an internship that gave her experience in both settings. SPPL runs the Urban Library Program, a paraprofessional training program that includes college credit and work experience, and which aims to diversify both public and university libraries. Inter-staff communication takes place in formal settings such as committee meetings, and in informal settings such as shared break areas and work spaces.

In summer 2006, university and public library staff jointly supervised and mentored high school apprentices who were curious about library work. The apprentice program aims to encourage diverse high school age students to consider a career in library and information studies, and to give young adults meaningful work in their community as well as exposure to different library jobs. Apprentices work in both the public and university libraries, and are also involved in the library portions of different CCBL summer enrichment programs for youth. They explore the selection process for materials, reference services, and bibliographic instruction in the university library. In the public library they focus more on youth services and hold a series of story times.

Finally, university and public library events are publicized in each other’s materials. The Summer Reading Program, book club, and Friends cultural events are publicized in university newsletters and other publications. Dayton’s Bluff Branch also distributes information about events happening on campus and in the library building, such as art gallery exhibits and films. Future possibilities for collaborative programming include more information literacy programming, more university faculty involvement, and possible cooperative staffing arrangements.

Compared with many other joint libraries, the MSU-SPPL facility functions effectively because staff from both sides shared in decision making in creating the library, and are able to approach each other in the flexible spirit of partnership. This beginning allowed each library’s staff to focus on the strengths of each library and work together on new ideas and approaches. The spirit of partnership begets cooperation, and allows each entity to retain its independence within the shared facility and within the shared initiatives. Library staff on both sides view the other as cooperative, professional, and knowledgeable. This internal cooperation has led to a profound and seamless advance in public and university library service. From greater access to technology and enhanced information services, to helping young children read and assisting teens with homework assignments, the combined MSU Library and Dayton’s Bluff Branch Library are truly changing lives across the community.
New Bookmobile Sparks Confusion

Recently, the library that I work for added a bookmobile to the wide array of services already offered. Having experience driving large vehicles, I became one of the lucky few to pilot the beast around town. It was very exciting for me. I was able to take this incredible vehicle that had an “instant fun environment” out to the community, which gave me a chance to interact with the public on an entirely new level. I guessed ahead of time that people would be curious, interested, and awestruck. The part that I would never have anticipated is some of the bizarre, yet common, responses to our presence.

Response Type A: In Which People Are Confused about Our Open Status

When we arrive at a scheduled stop we set up by propping our door wide open, with steps prominently leading from the curb to our door. Just two feet away from the door we place a large, wooden A-frame sign with the words “Bookmobile Open” in large purple letters. It amazes me that time and time again people knock and ask, “Can I come in? Are you open?” What is it about those purple letters that makes coming in confusing?

Response Type B: In Which People Are Confused about How to Get the Books

Given the amount of explaining I find myself doing, one would think that a library is a new concept. Many of the patrons that come on board are so unfamiliar with the library and library operations that they might as well be visiting a foreign country. Sometimes I feel like I’m speaking the language of a foreign place as I try to explain how a library card works, how they can get one, and the process used to return books. The most fascinating part of this conversation is that a large majority of the people still want to pay for items we have on board. A typical conversation usually goes something like this:
“Uh . . . are you selling these books?”
“No, they’re free. We’re part of the local library. You just need your library card to check them out.”
“So . . . these books aren’t for sale?”
“No, but you can borrow them for free with your library card.”
“Oh. Well . . . I don’t have a library card. Can’t I just buy one of them?”

Or, another variation:
“Uh . . . are you giving away these books?”
“Kind of. We’re part of the local library. You just need your library card to check them out.”
“So . . . these books aren’t giveaways?”
“No, but you can borrow them for free with your library card.”
“Oh. Well . . . I don’t have a library card. Can’t I just have one of them?”

There has got to be a reasonable explanation for why so many people are having the same type of confusion. One could argue that the novelty of the bookmobile is just that—a reasonable explanation. Our community has never offered this type of service before, and new ideas accompanied by change do take time to get used to.

This theory might hold some ground if we didn’t have a large percentage of adults come on board and reminisce about the bookmobiles from their youth. Granted, they all grew up in different parts of the country and are all remembering different bookmobiles, but shouldn’t the basic operations remain static? Or am I the one that is being too static? Am I the one who needs to revamp my ways of thinking and acting?

Being involved with this new library adventure has led me to the conclusion that my service to the public can be improved drastically by both realizing and reacting to this obvious need for information about how the Bookmobile works. I need to take a deep breathe, remind myself that what I’m about to say is new information to these patrons, and then pleasantly explain, “Yes, you can come in,” “No, you don’t need to knock,” and “Yes, you really can check out all our items for free!”
Horses Remove Trees from New Library Site

Individuals passing by Traverwood Drive at Huron Parkway in Ann Arbor, Michigan, on March 7, 2007, saw an unusual sight. A sturdy team of draft horses were assisting in the tree removal process as site construction for Ann Arbor District Library's newest branch continued. It will be the replacement branch for the current Northeast Branch.

The process of removing dead ash trees, which took several hours, is in keeping with the library's pledge of sustainable practices. Removing the dead logs in this way limits root damage to the remaining trees on the site. The ash trees were then milled and used as building material for the new branch.

The new library was constructed on 4.34 acres of vacant land, and is a one-story building of approximately 16,500 square feet. It serves as a community-based learning center that delivers superior customer service, primarily to residents of the northeast quadrant of Ann Arbor.

Both the building and the surrounding landscape capitalize on...
environmental principles, thereby allowing the overall project to operate in harmony with the ecosystem and the community it serves. The building is designed to hug the corner with as little impact on natural features as possible. Sustainable design features include an innovative storm-water management system.

For more information, contact Josie Parker, Library Director, at (734) 327-4263.

Library Offers “Busy Bee” Services to Child Care Providers

Due to a generous gift from the Farmington Friends of the Library, the Farmington (Mich.) Community Library (FCL) offers expanded services to all state-licensed child care providers in its community. In addition to traditional story-hour visits, the library provides boxes of new children’s books and bags containing materials (music, rhymes, and craft ideas) to help providers with lesson plans. Each Busy Bee box contains twenty-five librarian-selected books appropriate for children from birth to six years. Bags are available for nineteen topics, such as animals, bugs, circus, food, spring, and Halloween.

Child care providers can pick up the boxes and bags at the library and later exchange them for a new selection. These services are described in a “Busy Bee” newsletter mailed to child care providers three times a year. Each issue contains a calendar of training opportunities, special library programs, recommended books, crafts, activities, and story ideas.

FCL provides the “Busy Bee” service because there are increasing numbers of single parents and families with both parents working outside the home. It is hoped that library materials available at the child care centers will supplement family visits to the library.

For more information, please contact Tina Theeke, director, FCL at (248) 848-4301 or write theeke@farmlib.org.

Michigan eLibrary Puts Resources into Hands of State’s Teachers

The Library of Michigan, the Library and Information Science Program at Wayne State University (Lansing, Mich.), and the Michigan Department of Education announced that Michigan Educators’ Resources (MER)—a collection of preschool-through-twelfth-grade education-related Web resources that have been carefully evaluated for quality, relevance, and effectiveness—are now available through the Michigan eLibrary at http://mel.org.

The Library of Michigan has recently launched MeL ReMix, the redesigned twenty-four-hour-a-day Michigan eLibrary, with newly integrated contents and services; smoother, more intuitive navigation; and enhanced information resources. With the addition of MER, the Michigan eLibrary becomes an even more powerful information-gathering tool for teachers, parents, administrators, and anyone interested in making the most of classroom time for students.

“The Michigan eLibrary is all about finding and collecting the best information resources—no matter their format—and making them easy to locate and freely accessible to Michigan residents,” said State Librarian Nancy R. Robertson.

“Governor Granholm recently spoke of creating an unprecedented ‘culture of learning’ in Michigan. Quality information is key to that pursuit, and the Library of Michigan is proud to play a role in helping educators achieve their teaching goals.”

MER includes more than seven thousand Web sites that have been selected and evaluated by education professionals. All links provide extensive descriptions and ERIC keywords, and users will be able to search for resources by keyword, title, author, or resource type. MER includes thousands of excellent resources that are ideal for classroom use, professional development, and long-term strategic planning. Additionally, the Michigan Department of Education will contribute lesson plans and mapping of the Web sites to the new Michigan Grade Level Content Expectations.

MER will be a continuous work in progress, a service that—like the Michigan eLibrary—strives for quality over quantity. To ensure educators find only the best, most relevant information resources within MER, content will be researched, evaluated, and selected by students in Wayne State University’s library and information science program and curriculum experts from around the state.

For more information, contact Sarah Lapshan at (517) 241-1736 or write slapshan@michigan.gov.

Books by the Barrow Load . . . On the Beach

The city of Port Phillip Library Service (Australia) has launched its “Wheelbarrow Library.” Their “beach book barrow” aims to promote reading, relaxation, and library services to visitors and residents enjoying
the Port Phillip foreshore, located in Melbourne, Australia.

A couple of times a week during summer, library staff can be seen on the foreshore pushing a bright orange wheelbarrow full of withdrawn books that have come to the end of their shelf life within the walls of library branches. Beachgoers of all persuasions are invited to rummage through our barrow and select a book to read while they enjoy the beautiful summer weather. People are able to improve their minds as well as their tans!

“Our bright orange wheelbarrow is hard to miss,” says library spokesperson Rose Nolan. “It’s decked out with bells, streamers, an orange safety flag and, of course, the council logo on the side. It’s been hot and St. Kilda Beach has been packed with backpackers. Travel guides went like cold drinks,” she said.

All the books given out on the beach include a sticker saying: “This book began its journey in a wheelbarrow library on a beach in Melbourne as part of the Port Phillip Library Service. It wants to travel—so please read, enjoy, and pass on.” There is room below for future readers to add their names and cities.

Like all libraries, Port Phillip Library Service relies on an ongoing program of acquisition and withdrawal to keep collections fresh and up-to-date. Storage of these items is an issue, so Port Phillip has continued to donate books to local community organizations and conducts annual book sales. The Wheelbarrow Library provides another means by which withdrawn library books—having started their life in Port Phillip—can be passed on to the community to be enjoyed and recirculated.

The beach book barrow service is offered on hot days, depending on the availability of staff, sunscreen, and hats. Along with the satisfied glee of seeing a beach full of sunbathers all intently reading, making these connections extends the life of old library books and the value they hold for the community.

For more information, contact Nick Whittock, Port Phillip Library Service, at +61 3 92096650 or write NWhittoc@portphillip.vic.gov.au.

Author’s Note: Although the scope of this column is to focus on library trench activity in the United States, this service was just too good not to share. It should also be added that the submission deadline of this column was in March when sun, beach, and sunscreen were still just a distant memory.
Out and About
Serving the GLBT Population
@ your library®

As public librarians, we are guided by the Library Bill of Rights. This document, propagated by the American Library Association (ALA), was originally adopted by the ALA Council on June 18, 1948. It has been amended over the years to address new issues facing public libraries, among them the need for inclusiveness in library collections and services, regardless of origin, background, or views. That being said, public libraries need to reflect their communities and do so within the confines of restricted budgets. As a result, choices are made about the materials we choose for our collections and the services we offer. In doing so, we run the risk of being cautious about actively promoting aspects of our collection that we fear will be controversial.

At the 2007 ALA Midwinter Meeting in Seattle, I became involved in a discussion regarding a feature article that ran in the September/October issue of Public Libraries. In her article, “The Public Library's Responsibilities to LGBT Communities: Recognizing, Representing, and Serving,” Meagan Albright addresses ways in which libraries, including the Sacramento, Berkeley (Calif.), and Boston public libraries, have promoted their collections to their gay, lesbian, bisexual, and transgendered (GLBT) community. Several of my colleagues, while in agreement that public libraries should be providing outreach to this community, felt that doing so was easier at a large, urban public library than in a small or medium-sized public library. They were concerned that doing so in their own libraries would result in challenges to materials and services. I told them about the GLBT Book Group (www.nevinslibrary.org/GLBTbookgroup.htm) that I had just begun at my own library (Methuen, Mass., has a population of approximately 45,000 people). Someone suggested that a column about how small and medium-sized libraries faced the challenge of providing services to their GLBT patrons would be helpful to them, and thus the idea for this column was born.

I admit that finding smaller libraries that actively promote or service their GLBT populations was difficult. In preparing to pitch the idea for a GLBT Book Group at my library, I researched what other smaller libraries were doing. I was not able to find online or in any articles an example of a small or medium-sized public library that was doing what I was prepared to do, which meant I had to prepare from scratch. Now, faced with the task of pre-
paring this column, I sent out a call for essays to the Publib Electronic Discussion List, Lezbrarian, and GayLibn Chat. I also had a call for columns placed on the Public Library Association (PLA) blog. I once again searched online for anyone who had written about the topic and personally invited folks to submit an essay. As a result, I received only one response, but it was a good one . . . an essay from a small academic library in a rural part of Illinois that offers access to their expansive collection (including GLBT materials) to their local communities.

With my search for more essays going nowhere fast, I wondered if perhaps larger public libraries that offered GLBT materials and services faced the same questions and challenges as smaller public libraries. I contacted Nancy Silverrod at the San Francisco Public Library and asked her if she would share that library’s experience with us. What I received was a thoughtful essay that shows that no matter how large, libraries everywhere face challenges. Meagan Albright also shared her thoughts on GLBT services to the young adult population in the South Florida library system. With that in mind, I invite you to share the experiences of these three very different libraries. I hope they will help you prepare as you consider serving your own GLBT community.

**Western Illinois University Libraries Provide Access for Rural Neighbors**

**William Thompson, Reference Librarian, and Peggy Roth, Circulation Coordinator, WIU Libraries; Macomb, Ill.; wat100@wiu.edu and pa-roth@wiu.edu**

There are two public libraries in Macomb, Illinois (population, 20,000). There is the library that goes by the name “Macomb Public Library” housed in a charming edifice paid for by Andrew Carnegie and located right off the town square. It is easy to imagine Penrod, or one of the Magnificent Ambersons, or even the late George Apley (if he were in town) sitting at one of the tables, reading (or in Penrod’s case, pretending to). Truth to tell, if any of those characters were to somehow walk into the Macomb library, they’d probably be struck by the computer and the large number of audio books. The Macomb Public library, though small, is a modern library. We work in the other public library in town, the one that goes by the name Western Illinois University Libraries (WIU). This library is chiefly housed in the Malpass Library, a large, contemporary brick building known for its striking pinwheel design and for the thousands of plants inhabiting every nook, cranny, and corner of the building so that one has a sense of having left the plains and entered a particularly bookish corner of Amazonia. Aside from these particulars, the Malpass Library resembles most academic libraries: computer workstations wherever you look, electronic classrooms, and, soon, a coffee bar. If you came during the day you’d see many students and if you dropped in at night you’d see many more. In short, you’d see just what you would expect to see. But there is more to our library than meets the eye. Though we are located in what people often describe, with some accuracy, as the middle of nowhere, and in a somewhat conservative pocket of nowhere, the Malpass Library has a large collection of films (224 titles and growing) that speak to the experience of gay, lesbian, bisexual, and transgendered (GLBT) persons. That is pretty striking in itself, enough so that I have heard the collection mentioned to visiting gay candidates for teaching positions as a kind of index of WIU’s rural urbanity; that is, WIU is not quite what you think it is. More striking, from a librarian’s point of view, is the access people have to this collection. Anyone can use it. It circulates not only to the members of our university community or to members of our consortium, but to anyone in the state of Illinois. Members of the local community can (and do) come to the Malpass Library and check out, say, a copy of *Fire* or *Brokeback Mountain*. Members of any other local community can get access to our films through interlibrary loan (ILL).

Wide accessibility to the collection was the idea from the beginning. The collection was created by means of a grant from the Consortium of Academic and Research Libraries in Illinois (CARLI). A few years back a number of academic libraries from across the state decided to write a grant to collect GLBT materials. WIU decided to collect films as part of this grant. The grants are designed to build cross-institutional collections around various themes. CARLI requires that all funded collections, regardless of format, be available via ILL. That is precisely how our GLBT film collection works and how it makes films with GLBT content available to library patrons anywhere in the state of Illinois. The only restriction on borrowing directly from us is that a patron needs to be in high school to borrow materials. We ask to see a valid high school ID or driver’s license to determine this. Otherwise, there are no restrictions on who may borrow a film or a book. In practice, however, few fourteen year olds use our library. Most high school
students are seniors or juniors. They usually use the collections for term papers.

The collection is a broad-based one, containing documentaries (Celluloid Closet), television series (Queer as Folk, The L Word), classic films (Advise and Consent), and contemporary ones (Latter Days). Because gay filmmakers are not limited to their sexuality for subject matter, the collection also contains films that may not contain overt gay content, as is true, for example, of many of the films of Werner Fassbinder or of Tennessee Williams's plays. The point of the collection is to look at gay films and gay filmmaking comprehensively, to provide the public and scholars with many different instances of GLBT sensibility, if you will, at work. Recently, an English professor thanked me for the collection because it contained Rebel Without a Cause. He was curious as to why that film was in the collection, so I explained that the film's plot has strong homoerotic undercurrents. Moreover, I noted that Sal Mineo was gay and that James Dean was a gay icon. I have been considering adding some musicals to the collection; for example, A Chorus Line or A Little Night Music or West Side Story, all works that, while not exclusively or overtly gay in their themes, were made in no small part by gay artists.

To keep up with what's being released, I read movie reviews, search Amazon.com for new titles, and respond to patrons' suggestions. We see the film collection as an especially important resource for persons who are located far from centers of gay life. Gay films are a way to connect with the varied experience of gay life.

You may wonder about the practicalities of a university library loaning items to the public. It's pretty simple. We trust people to return the materials they borrow. When a local patron (that is to say, a member of the general public) comes into the library, our staff enters them into the system by giving them a free library card with a barcode already on it and ready to be scanned into the library system. The only ID required is a driver's license or other form of valid ID. Because WIU is located in a remote rural part of the state, we have a broad geographic definition of "local," encompassing several counties. The local patron then is free to check out circulating materials. Interestingly, our local patrons are much better about returning library items than our university ones. This is true even though we can withhold students' grades or delay their graduation if they have not returned borrowed materials. A problem can occur if the staff member does not remember to obtain an e-mail or a phone number when a patron applies for a WIU library card. If the patron moves, we can have problems tracking the person—and the material. In this case, we can put a note on the patron record so if they happen to come into the library to check out more material, the staff will see the note as a popup.

The WIU/CARLI GLBT film collection has been publicized locally and in gay papers across the state. It is actively used. More than one hundred charges have been made against the collection since it became available in September 2006. As far as we know, only one complaint has been filed about the collection. A donor reading about the collection in her local newspaper let us know she wouldn't be giving us any more money. Otherwise, patrons seem pleased to have the collection available. Unity, WIU's campus GLBT student group, has become actively involved in fundraising for the collection. We hope they stay involved. This accomplishes two goals. It allows the collection, and its potential benefit, to continue to grow, and it also gets students actively invested in the future of the collection. This matters because it is important for young gay people to learn to take an interest in, and assume responsibility for, their cultural heritage. It is our hope that by raising funds for this collection now, these students will be more likely to contribute to other cultural institutions in the future.

Library Services to the GLBT Community in South Florida

Meagan Albright, Youth Services Librarian, Alvin Sherman Library, Research, and Information Technology Center; Fort Lauderdale-Davie, Fla.; meagan.albright@gmail.com

South Florida is known for many things—sunshine, palm trees, and a diverse population that includes a vibrant gay community. One of my classmates from library school moved to south Florida, in part for the gay-friendly culture as well as the beautiful beaches. This culture appeals to many people; I'm straight, and I choose to live in south Florida partly to live in a multicultural and tolerant community. GLBT issues are close to my heart, not only because of my gay and lesbian friends, but also because as a public librarian I have a responsibility to serve every member of the community, especially traditionally underserved populations. The libraries and librarians of Fort Lauderdale and Miami have a duty to serve the ever growing GLBT population of south Florida.

The Alvin Sherman Library, Research, and Information
As a public librarian I have a responsibility to serve every member of the community, especially traditionally underserved populations.

Technology Center at Nova Southeastern University (NSU) in Fort Lauderdale, Florida is both a public library and a private university library. As a public librarian at the Alvin Sherman Library, I have access to books and materials typically reserved for academic libraries. Public patrons can also access this information. The academic section of the library offers many resources for the GLBT population, including a subject guide for gender studies with reference books, e-books, and a circulating collection with dozens of titles. The library also carries such periodicals as Gender and Society, Gender Issues, Sex Roles, Journal of Gender Studies, and Studies in Gender and Sexuality as well as databases such as “Project Muse,” with information on gender studies. The library offers a collection of books that span the spectrum of needs for the GLBT community, with everything from books on gay families (Families of Value: Gay and Lesbian Parents and their Children Speak Out) to gay anthropology (Out in Theory: the Emergence of Lesbian and Gay Anthropology); from gay travel guides (Frommer’s Gay and Lesbian Europe) to lesbigay library history (Daring to Find our Names: the Search for Lesbibigay Library History). The public library service’s adult collection also caters to the GLBT community with many titles, fiction and nonfiction, of interest to GLBT patrons. Additionally, the Sherman Library subscribes to magazines for a GLBT audience, including Curve, Out, and OutTraveler. The GLBT resources for adults at the Sherman library are many and varied—but does the library cover the basics for the children and teens in the GLBT community?

The young adult fiction section at the Sherman Library is well-stocked and includes both classic and recently released GLBT teen books. The slightly battered condition of two of my favorites, Am I Blue? and Rainbow High, proves they are popular and heavily circulated. Nonfiction books for GLBT teens are also available. The children’s section has some new GLBT books such as And Tango Makes Three, but doesn’t currently own other new titles, like King and King, or classics, such as Daddy’s Roommate and Heather Has Two Mommies. These and other titles will be ordered to supplement the children’s collection soon.

Books and resources for GLBT patrons are an integral part of the library’s collection, and programming and outreach to GLBT patrons is equally vital. In February of 2007, the Sherman Library hosted an event sponsored by the Farquhar College of Arts and Sciences at NSU. The program, a series of discussions on the topics of sex and sexual identity, was entitled “Sex Talk.” Each panel discussion included a dialogue on GLBT issues. One discussion, “Sex Talk: Homophobic Violence in Contemporary U.S. Culture,” explored the frequent connection between violence and sexual identity, while another focused on gay marriage. The Sherman Library also hosted “A Day of Light and Hope” on World AIDS Day in 2004. The event took place at several locations on campus, and the keynote speaker, an advocate for AIDS research and the GLBT community, spoke at the kick-off ceremony before the unveiling of a section of the AIDS Memorial Quilt that was on display at the Sherman Library.

The Sherman Library is a unique institution, and the influence of academics on public librarianship cannot be denied. The public library at NSU is focused on creating a culture of intellectual freedom with free expression of ideas for all members of the community. As a result, in addition to unfiltered computers, the library has a strong collection of materials for the GLBT community, especially in the areas of academic materials, adult fiction, and adult nonfiction. The young adult section in particular has an up-to-date collection of GLBT fiction. Of course, there is always room for improvement. The juvenile fiction section and picture books collections lack several classic titles as well as newer releases. Also, the library has hosted several events, but could do more to provide outreach and programming for the GLBT population. As more staff members are added, it is likely that these needs will be incorporated into future programming and events.

As our services to the GLBT community expand, I intend to try and incorporate services and displays for this population into regular programming, rather than simply providing separate services specifically for GLBT patrons. I strive to include books by GLBT authors, or otherwise of interest to the GLBT community,
into displays on a regular basis. It is important that the GLBT community is not just singled out, but also viewed as part of society as a whole. The GLBT community is only one section of the greater community librarians serve, and the feelings of isolation commonly described by GLBT young adults may be lessened if they see GLBT culture reflected in a positive way, both as a separate identity and as part of the larger social structure.

San Francisco’s GLBT Service Challenges

Nancy Silverrod, Librarian, San Francisco Public Library; nsilverrod@sfpl.org

San Francisco has long been a GLBT mecca, and I moved here with the dream of working in a GLBT-friendly public library, rather than commuting to work in a small, fairly conservative, Midwestern suburban library, where I was sneaking in the occasional GLBT title and hoping no one would complain. I knew I had to move when I got a reference question from someone considering moving to the community, asking if there were any mosques or synagogues, because that would be a deciding factor against their move. Neighboring communities did have significant Jewish populations after having kept them out during the 1950s (my own parents were victims of such discrimination in this area, when I was a young child), and more recently, there was a significant influx of Islamic and Arab Christians as families fled the conflicts in the Middle East. The question made me realize I could no longer comfortably work in such a conservative community. The San Francisco Public Library (SFPL) lived up to my expectations in many ways, and yet, even here we face certain challenges.

Of the many GLBT attractions in San Francisco today are the GLBT collections at SFPL. These consist of the James C. Hormel Gay and Lesbian Center, http://sfpl4.sfpl.org/librarylocations/main/glcl/) a beautifully designed reference reading room in the main library; the GLBT Archival Collections, housed in the San Francisco History Center; audiovisual materials; a historical pulp paperback collection; and many other reference materials as well as a large collection of circulating materials.

Another GLBT collection resides at the Eureka Valley/Harvey Milk Memorial Branch Library, which is named in honor of the city’s first openly gay supervisor, who was assassinated along with Mayor Moscone in 1978. This branch is located in the Castro District, a largely gay-male neighborhood. The library maintains a significant GLBT collection, which was started in 1979 in memory of Harvey Milk.

Teens can find GLBT materials using our bibliography, “Find Out!—Resources for Gay, Lesbian, Bisexual and Transgendered Teens,” http://sfpl4.sfpl.org/sfplonline/teen/booklists/findout.htm. These are often handed out at school visits, and we get requests from groups and agencies in the area to send copies out. In the eleven years that I have worked at the library I’ve noticed that teens have become much less shy about asking for the bibliographies, or for GLBT materials directly. And GLBT children and families can find books using our colorful bibliography, “A Rainbow Celebration: Lesbians and Gays in Books for Children,” http://sfpl4.sfpl.org/sfplonline/kids/booklists/rainbow.htm, which was a favorite project of mine.

A couple of years ago we put together our biggest project, a sixteen-page bibliography called “TRANscending Identities: A Bibliography of Resources on Transgender and Intersex Topics.” We went to print at ten thousand copies, and have been sending them, on request, to conferences and to individuals all over the United States and Canada, as well as distributing them locally. This bibliography is not yet online, but its wide distribution has aided other libraries in collection development as well as in reaching individuals, families, activists, the medical community, therapists, and others.

Along with our collections, we have a GLBTQI (Gay, Lesbian, Bisexual, Transgender, Queer, and Intersex) Staff Committee charged with planning and coordinating library services to various GLBTQI committees within San Francisco; recommending educational opportunities for library staff regarding interests and concerns of GLBTQI communities; working with departments and branches to develop GLBTQI book and media collections; and working with departments and branches to create exhibitions and public programs. We also have a rarely used GLBTQI and Allies staff e-mail list—it got a lot of activity when we were all rushing over to get married at city hall.

We have the support of the library administration, and the Friends of the Library. We have received special materials funds for the Hormel Center and the Eureka Valley/Harvey Milk Branch. We have received special funds for GLBT programming. We have a .5 FTE GLBT archivist, 1.5 FTE librarians staffing for the Hormel Center at the main library, and 1.5 FTE librarians at the Eureka Valley/Harvey Milk Branch.
We do annual diversity ordering in several areas, including GLBTQI materials, as well as including GLBTQI titles on monthly order lists. And we’ve held several trainings on becoming comfortable with and serving members of the transgender community.

Sounds great? Ready to pack your bags?

We still face in-house challenges in terms of collection development, partly because we have ghettoized our GLBT collections in the Castro and at the main library, and partly because many branch librarians say to themselves “those people don’t live in my neighborhood,” and thus don’t buy GLBT books for their collections. With the publication of the Transgender/Intersex Bibliography, we wanted to avoid this problem, and our Collection Development office was very cooperative in allowing us to centrally purchase titles and then distribute them to branches around the city.

The diversity lists are another challenge. The GLBT diversity list needs to be fought for every year. It is supported at the administrative level, and by our Collections Development Office, but is somehow always “overlooked” and then has to be thrown together in a hurry, usually late in the fiscal year, when branch budgets are running low, so it has been easy for prejudice or discomfort to win out. Until fiscal year 2007–2008, the diversity lists have all come out together, as branch librarians struggle to allocate their remaining dollars between African American titles, Chinese books, GLBT materials, and so on. This fiscal year, at the request of some members of the GLBTQI committee, the diversity lists will be issued separately throughout the year. When the Transgender/Intersex bibliography came out, books were purchased for branches out of a central budget rather than offered for purchase in order to avoid this.

With many librarians’ lack of understanding of GLBT demographics in San Francisco, we are failing to meet the needs of many different parts of the community. For instance, a large part of the community is very family-oriented, with lesbians, gay men, and transgender people having children. The library doesn’t offer GLBT story-times or family programming, either at branches or at GLBT organizations in the neighborhoods. For those of you wondering how to start doing this, you might just start with a regular story-time with a family theme and include a book that features a gay or lesbian family. If you feel you need to start relatively discreetly, try *The White Swan Express*.  

While we have started to be more conscious of serving our transgender community by holding staff-awareness trainings led by a transgendered man who is a member of the San Francisco Human Rights Commission, we also need, for the comfort and safety of our transgender patrons and staff, to pursue gender-neutral restrooms where possible. And, while there have been patron requests, there has been resistance to creating a bibliography of materials for children and teens about transgender family members. I also think we tend to neglect the bisexual community, both in terms of collections and programming.

In terms of annual celebrations, unlike our celebrations of Chinese New Year or African American History Month, the San Francisco Public Library has only sporadically celebrated pride in any big way, usually when the American Library Association (ALA) Annual Conference coincides with the parade. Other than that, we have only celebrated pride at the Main Library and at the Eureka Valley/Harvey Milk Branch, until this year when the library administration decided it was time to expand the celebrations to every branch in the city. In addition to designing attractive posters featuring GLBTQI books for all ages, we had thousands of bookmarks printed up for distribution at the branches and at the parade, where we featured one of our bookmobiles. We were received with overwhelming appreciation by the crowds, and haven’t had any complaints from any quarter. For libraries new to a project such as this, Pride or National Coming Out Day (October 11) could be celebrated with book displays with rainbow flags and bibliographies, or posters featuring famous GLBT people, available at www.syrcculturalworkers.com/catalog/catalogIndex/atLGBT.html.

Currently, SFPL staff is considering two training possibilities utilizing in-house staff: a panel on serving the GLBT community of all ages, and another on GLBT collection development for branch libraries. Currently, no such training is available through our outside vendors that provide workshops for SFPL staff and throughout the state. It is our goal to develop comprehensive training that is so well received that other libraries will want to participate—and then take them state-wide when people hear how successful we are. Training is really the key to change.

For librarians around the country thinking about developing or promoting GLBT collections, doing displays, or programming, and feeling a need to defend these plans to library administration or library commissions, there is some very useful Census data available to back you up.

Remembering that the U.S. Census collects long-form informa-
tion from approximately one in six households, in the 2000 Census, there were 594,000 self-identified same-sex partnered households. Assuming the other five households self-identified at approximately the same rate, you can calculate a much higher figure of same-sex couples. Estimating those unwilling to self-identify is obviously another story.

According to Gaydemographics.org, which breaks down the same-sex information collected in the 2000 Census into an approachable format, every incorporated place with more than 5,700 inhabitants has same-sex couples. The Web site gives details on state, county, Census trace, and zip code levels, giving libraries some numbers to work with. It should be noted that the Census and thus Gaydemographics.org count same-sex couples, and only those who self-disclose, and presumably only those older than twenty-one.

The Web site further reports that 34.3 percent of lesbian-couple households have children and 22.3 percent of male couples have children. A total of 415,970 children live with same-sex couples. Of gay and lesbian couples who have children, more than half have two or more. Other sources estimate these numbers to be much higher. Gaydemographics.org goes on to give a breakdown by age, stating that 30 percent of these children are under the age of five, 40 percent between the ages of five and twelve, and 30 percent between the ages of twelve and seventeen.

Not sure exactly what kind of programming might work in your library? Consider whether you want to include a GLBT element in your regular programming—for instance, we have a city-wide reading program and always choose a GLBT title for June in honor of the Pride Celebrations that take place here that month. Or perhaps you will want to do some specific outreach to the GLBT community. We do some of both, and I think that’s important. Try contacting local GLBT organizations and ask what they might like. Book clubs? Story-times? Neighborhood outreach? Author visits? A celebration of Coming Out Day on October 11? A display for Gay Pride? The possibilities are many. If you want to know what has worked in other libraries, there are two GLBT library electronic discussion lists, http://listserv.buffalo.edu/archives/lezbian.html and gay-libn, on which you could post enquiries.

Take some risks, ask your colleagues around the country for ideas, and remember that members of the GLBT community are tax payers and library users like anyone else. The work may be challenging at times, perhaps in more ways than one—but don’t forget that the ALA Intellectual Freedom and Diversity committees, as well as the ALA GLBT roundtable, are there to back you up if worse comes to worse. You’ll find that your efforts will gain library allies, and your work will be greatly appreciated.

Conclusion
The public library has a responsibility to serve every member of the community. When we actively promote parts of our collection and program to other members of our community, but ignore the GLBT population, we are in effect practicing a form of censorship.

Not every library has the resources of the San Francisco or New York Public Libraries, but every library and librarian has a duty to not practice discrimination. If you are a small or medium-sized public library, start out small. If you are responsible for collection development, make sure to include GLBT fiction and nonfiction in your selection of materials. Begin incorporating those titles into your displays. If you put together online or print booklists, make sure to put together lists of books that would be of interest to this population. If you’re looking to start programming and fear rebuttal, have your facts ready. Be prepared. Know the numbers. Bring those facts to your director and your trustees and be prepared to stand by your convictions. The gratitude you will receive from the GLBT population in your community will be well worth the risks you take.

References and Notes
1. The Board of Supervisors is equivalent to a city council.
Tales of a Double Life
An Interview with Elizabeth Boyle

Elizabeth Boyle is the RITA-award winning, USA Today best-selling author of more than a dozen witty and wonderful historical romances. According to her family, Elizabeth was born a story-teller, and she still remembers the stories she created about a fictitious cow named John Clapper. But Elizabeth’s path to publication would take a few detours along the way before her first book, Brazen Angel, was published in 1996. Now Elizabeth spends most of her free time dreaming up stories filled with passion and danger, love and laughter for readers.

Public Libraries: Tell us a little bit about yourself.

Elizabeth Boyle: I’m your typical stay-at-home mom with a double life. I get the kids out the door, wait in the carpool line, do the grocery shopping, maybe toss a load of whites in the washer, and then go in my office and enter this entirely different world of lords and ladies, of forbidden romance and adventure. And then the timer will go off and I have to go back to being mom. Luckily for me, my family keeps me very grounded and probably as sane as any writer can be. Nothing like kids to really bring you back to earth and keep you humble.

PL: On your Web site you mention something in your biography about “pirate hunting.” What is this pirate hunting—part of your past?

EB: I worked for a large software company (I’ll let you all guess which one), working on anti-piracy efforts in the United States and Canada. The work was fascinating and really eye-opening. I had the opportunity to work with the Royal Canadian Mounted Police, FBI, Customs, Interpol agents, and even a former bodyguard from Scotland Yard. (Warning—I am about to climb
on my soapbox.) What most people don’t realize is that everything is counterfeited in our society—from purses to toothpaste to baby formula. Anything that makes money will most likely be counterfeited. The worst part about these crimes (the intellectual theft of someone else’s hard work aside) is that much of the profits from counterfeiting will go into the hands of organized crime. When you consider that nearly one third of the software in this country is pirated, in one form or another, that’s a lot of money going out the window. A lot of money that isn’t being properly taxed, and money that is really being stolen out of every tax payer’s pocket. I always ask people who tell me that they have pirated music or software and don’t see anything wrong with it, if they would have shoplifted that particular CD or disc from Target. Most will get very indignant that I would suggest such a thing. But when you buy counterfeit products or make illegal copies you are stealing as surely as if you put it in your pocket and walked out of a store.

If you don’t think it could happen in your workplace—I was in my local library several years ago and I looked down at the mouse I was using and realized my own public library was using counterfeit mice. Every mouse, at every station in that library, and several others in the system, were fakes. Just amazing!

**PL:** What is the story behind the publication of your first book, *Brazen Angel*?

**EB:** Instead of being plucked from the slush pile like so many other writers who get “the call,” I won my first contract through a contest Dell Publishing used to sponsor called the Dell Diamond Debut. Authors were asked to submit the first three chapters of a completed manuscript. Several months later, five finalists were invited to send in their complete manuscript for final judging. At last, at a Romance Writers of America luncheon, with more than one thousand people present, my book, *Brazen Angel*, was declared the winner. It went on to be published in 1997. Sounds simple, right?

Well, it would have been, had I completed the manuscript before I entered the contest—but I hadn’t. So when I found out I was a finalist, I had eight weeks to finish the book. I wrote like crazy every spare minute I could find. By the eighth week I was checking who had the last overnight express service from Seattle to New York, so the book could be in by the deadline, which was Monday, April 1. (That the due date was April Fool’s Day should have been my first warning!) I had to have the book to Federal Express by 5 p.m. on Saturday, but I didn’t make it in time. I just broke down. Here was my one-in-five chance of being published, and I’d lost. My husband just walked to the phone, called the airline and booked a ticket out for Sunday night and flew the red-eye to New York City to turn my book in for me. Then he turned around and flew back to Seattle, all in twenty-four hours. He returned home my hero!

**PL:** What is it about the Regency era that draws you as a writer?

**EB:** You know, quite honestly, when I started writing romance, I swore in every direction I would never write Regencies, and the reason was that the fans who really, really love this era have a deep understanding of it, and I did not want to have to do the research necessary to keep myself from being hung by the rafters for one gaffe after another. But then I got the idea for *Brazen Angel*, and there was no escaping the time period. The book had to be set in the late Georgian period, so I crossed my fingers and dove into the deep end. Now you couldn’t pull me out for love or money. My grandmother always said what we avoid is most likely what we should be doing. She was right.

What continues to keep me firmly entrenched in the Regency is that there is so much to draw from for such a short period of time: 1812–1821. It was the dawning of the modern world, a time when a horrific war had two super powers battling across the world and class structures were just beginning to fracture from the fallout of the French Revolution and the shifting economics that were giving the middle class the ability to accumulate vast wealth. As a continuing student of history, I think there is much to learn from this time period, so it is my pleasure as I...
write to get to explore this incredible moment in time through my fiction.

**PL:** One of your recent historicals, *His Mistress by Morning*, adds a dash of the paranormal to the plot. What inspired this book, and can readers expect more historical and fantasy blends from you in the future?

**EB:** I had wanted to write something a little “woo-hoo,” as my mother calls it, for a long time. I think it is a natural extension of the fantasy that is inherent in romance. I call it my *Bewitched!/I Dream of Jeannie* phase. This story, in particular, appealed to me because I’ve always pondered the notion of “be careful what you wish for.” We make “I wish” statements all the time; what would happen if one of them came true—literally? So I decided to give it a try and see what happened to characters that inadvertently make that impetuous wish and have it come true. It’s a Cinderella fantasy that’s been beloved for ages, and very fun to write.

**PL:** Romance fiction is the most popular of all fiction genres with readers, yet there are still some libraries that do not select romance fiction. What would you say to try and convince these unenlightened libraries that romance fiction belongs in all public libraries?

**EB:** I think the most compelling reason to make sure you are providing your patrons with romance fiction is purely based on numbers. Romance fiction makes up almost 50 percent of all mass market paperback sales in this country. Fifty percent! That’s a lot of happy readers for whom a lot of books could be potentially circulating through your library system. And what I always find compelling when I attend readers’ luncheons or literacy events is how romance fiction touches women’s lives and hearts. Women who have read romances aloud to their mothers going through cancer treatments . . . the new mother who finds herself overwhelmed with her duties and reads to find a little escape . . . a reader who has some horrible daily commute and who reads on the bus or train and is so happy to have “her” books to pass the time. And that is the interesting thing about romance readers—these books are highly personal to them, and they have a loyalty to their genre that is unsurpassed by any other readership.

**PL:** You have done several programs with libraries to promote romance fiction. Can you tell us about these programs?

**EB:** The library programs I have participated in have included small readers groups of eight to ten library patrons, programs on writing romances, and book signings as well as luncheons for literacy efforts that have had more than three hundred attendees and raised thousands of dollars. Romance readers love these events because they get to meet their favorite local authors and they bring new patrons to the library. There isn’t a public library in this country that doesn’t have a Romance Writers of America member nearby who could help them find an author who would be more than happy to visit and help support their library. Visit the [Romance Writers of America website](http://www.rwanational.org) for more information.

**PL:** What can you tell us about your most recent book?

**EB:** *Love Letters from a Duke* is a continuation of my Bachelor Chronicles series. It is my take on the delightful old film *My Man Godfrey*, when the heroine, Felicity Langley, is all but engaged to the mysterious Duke of Hollindrake but finds herself falling in love with her footman, a retired army captain. What she doesn’t know is that the man she hired as her footman is actually the duke, who came by her house to cry off their engagement but instead finds himself intrigued by this whirlwind of matrimonial planning. I love writing stories about mistaken identities and finding one’s dreams outside of what we “think” we should be doing. *Love Letters from a Duke* is one of those madcap, screwball comedy stories that are fun to write and, hopefully, are equally as diverting for readers as well.

**PL:** When you are not writing, what hobbies do you enjoy? What are some of your favorite books?

**EB:** I knit. Okay, I obsessively knit. When I am not typing, I am usually getting a few rows in on some project or another. At least in the winter. Then in the summer I switch to “putter in the garden” mode. I like being outside and down with my flowers, even if it is just to weed. I do some of my best writing pulling weeds and thinking about my current work in progress. And of course, I always have a book to read. Because I write romance, when I am really working hard on a book, I tend to read historical mysteries—Laura Joh Rowland’s Sano mysteries, or Fiona Buckley’s Elizabethan set series. I’ve been working my way through Margaret Frazer’s Dame Frevisse books as well. Then there is the grand lady of the modern Regency herself, Georgette Heyer. I am in awe of her characters—they leap off the pages. And I’m a real Harry Potter
geek. Then again, it is the rare person who isn’t. But my deepest love is L. M. Montgomery, the author of the Anne of Green Gables series. I have read and collected everything she ever wrote. I have first editions of all her books, and still kick myself for not buying an autographed copy of *Kilmeny of the Orchard* about ten years ago from a Toronto bookstore. Her stories have such great heart—I suppose that’s why I became a romance writer.

**PL:** What role have libraries played in your life and writing career?

**EB:** I can’t remember a time when libraries weren’t a part of my life. My favorite day of the week as a child was “library day,” when my mom would put us all in the car and haul us to the library. We each got to pick as many books as the librarian let us, and we would always leave with armloads. My little brother was very good at sending the research librarian running for the aspirin bottle, because he always had questions that no four-year-old should be asking—I think the day he asked for a book on sea monkeys, the poor librarian retired! She protested when he asked her to find technical articles on the Apollo space program, but my mom explained that she would read them aloud to him. I wonder what that librarian would say now if she knew he went on to MIT and a degree in aeronautical engineering. I kept to the more standard childhood reading. I loved reading biographies (still do), and all the great “girl” books, Nancy Drew, the Boxcar Children, Louisa May Alcott, Anne of Green Gables—actually anything by L. M. Montgomery, who I consider my personal inspiration for writing.

Now I’m the one always in the library looking for some oddball book—early horse racing, coffee houses of the eighteenth century, and, lately, fairy lore. Thank goodness for interlibrary loan! I’ve received family-published diaries, obscure books on dancing, gossipy memoirs of long-forgotten courtesans from as far away as New Jersey, New Mexico, California, and Arizona as I research the Regency era. And each time I receive some long-out-of-print book, I say a special prayer of thanks for the librarian who bought that book and put it in the collection and for the librarian who pulled it off the shelf and sent it along. Sure, there is a lot of information on the Internet, but nothing beats the old fashioned, well-researched book with a good bibliography that has some authority behind it. I really don’t care if fancygir8 claims her Web site is the last word on Regency Cant—give me a real diary from that time period (courtesy of the ASU Library), and there is the actual language come to life. Some might say that the old fashioned brick-and-mortar library is a thing of the past. I say it lives with the past, bringing those lives and mores and thoughts to each of us curious writers who want to continue telling those stories.

*Editor’s Note: Romance Writers of America has announced that Boyle’s latest release, His Mistress by Morning, is a RITA finalist this year.*
Librarians Are Cooking Up A Storm!

What’s your recipe for success?

At the Suwannee River Regional Library system in Live Oak, Florida, they simmer their broth with Deep Freeze. Other libraries add a generous helping of Fortune seasoning. Some invite volunteer cooks into the kitchen or develop robust meal plans.

The MaintainIT Project is gathering practical tips and techniques from libraries about how to maintain public computers. These stories will be the main ingredient in easy-to-use Cookbooks, distributed free to public libraries.

MaintainIT What’s your recipe for success? Tell Us: www.maintainitproject.org

The MaintainIT Project is a part of TechSoup (www.techsoup.org), a nonprofit serving fellow nonprofits and public libraries with technology information, resources, and product donations. The MaintainIT Project is funded by the Bill & Melinda Gates Foundation.
“Internet Spotlight” explores Internet and Web topics relevant to librarians in the public library sector. Your input is welcome.

You As Internet Know-It-All

We speak at a lot of conferences. Sometimes, during the Q&A time after our presentations or even just while chatting with fellow librarians, these types of questions routinely appear: “How do you find time to do these new things?” or “Why should I learn these new things? I’m just not into that stuff.” This article was written to address those types of questions, and to provide some food for thought.

There are two extremes in the library techie world. Some library professionals are hungry to learn about practical emerging technologies. Unfortunately, these extreme techies immediately try to use their latest discovery in the library the very next day—and expect everyone else to be just as excited as they are about the new tool. There are also many library professionals who are quite the opposite. They routinely run to the print reference collection first, even though they realize the question could have been effectively answered using the Web.

Obviously, neither extreme listed above is the best way to accomplish a library’s goals. Sometimes, print sources are the best place to go, and sometimes using the newest online tool will help a library reach its goals. However, we think that everyone in the library should be familiar with practical emerging technology trends. Why? Well . . . here are five things to consider as you journey down the path to becoming an Internet Know-It-All:

1. Anything your customers ask, you should know (or be able to find out).
2. Know how to use your library’s tools.
3. Keep current—not just about reader’s advisory.
4. If the books were down, people would still come in . . .
5. Increase your marketability.

One: Anything Your Customers Ask, You Should Know

At a library, we’re all about the customer. We wouldn’t exist if there weren’t customers! We love to help customers find information on a wide variety of topics. When it comes to Internet technology, anything your customers ask, you should know (or be able to find out).
Michael: “Are you sure you want use the word anything? I mean, really—that’s pretty rad . . .”

David: “Definitely, dude! I daresay, ‘dis is da bomb!”

Michael: “Indeed? Discuss, David . . .”

This concept, at first glance, might seem radical, but it’s really not—and it’s something you are already doing in other areas of librarian life. Remove Internet technology from this concept for a second and examine it again. Isn’t this what we do every day at the library? What if “anything your customers ask” referred to a normal reference question? In that case, you’d probably agree with us—your job is to know enough about the library’s information to point the customer in the right direction. Even if the answer leads to the dreaded Science Citation Index, you know enough about that behemoth to pull something out of it.

If a lot of customers appear with the same question, your library might even create a tip sheet and hand it out at the reference desk. I’ve worked at university libraries that did just that. An undergraduate class would have the same sets of questions every semester. We met that demand by teaching instruction classes and by creating tip sheets that explained how to find the needed information. That type of service was simply part of the job.

So why should Internet and technology-related questions be any different? If you’re like most libraries we work with, you are not just getting traditional reference questions or traditional use anymore. Besides the normal fare, some of the things you’re asked to do now include downloading, uploading, accessing, and maybe even “friend-ing”—all things done using the Web. Answering these types of questions requires that we understand how our computers work, and that we stay current with Internet trends. It also requires that every once in awhile, we actually use a new Internet service to see how it works (just like you might with the Science Citation Index).

Here’s another way to think about it. Do your customers play Runescape (www.runescape.com)? At David’s library, Runescape is extremely popular (just for the record, David is Squagmar in Runescape). If Runescape is popular at your library . . . have you ever played Runescape? Can you answer some basic questions about Runescape if a customer asks? If many customers come to the desk with questions about Runescape, are you prepared to create a Runescape tip sheet to answer those questions?

Meade Public Library in Kansas has—check out www.ckls.org/gaming/runemeade.html for a description of their library’s Runescape tournament rules. Also check out www.ckls.org/~crippel/runescape/teams.html, which describes Library Runescape Teams: “Library Runescape Teams is an experiment enabling librarians to help Runescape players in libraries have more fun playing Runescape in libraries. I hope that . . . helping in an activity young people value will increase the value of our libraries in their eyes.”

Meade Public Library noticed a trend in library use and is trying to meet that need by providing activities around something their customers do—playing Runescape. That’s just one example of many. So we say again: If your customers ask, go find out about it!

Two: Know How to Use Your Library’s Tools

We both spoke at an annual staff day meeting of a large public library. The library recently created custom-built RSS feeds for its OPAC, enabling customers to subscribe to subject heading, keyword, and author searches in OPAC. That functionality allows customers to, for example, subscribe to a library catalog search for an author. Then, whenever the library adds a new book by that author, the customer is automatically alerted via the RSS feed—without actually having to revisit the catalog. In essence, the catalog visits you, and says “Hey David, we have a new book for you. Do you want to check it out?” That’s extremely cool!

However, when I asked my session’s attendees if they knew about the RSS feed service, only about one third of them did. The problem? They hadn’t been trained on a great new digital tool their library was offering to customers (it’s also possible they were trained, but either forgot or didn’t understand it). That’s not so cool!

If my class was a good representation of the library as a whole, what would happen if a customer came up to the information desk and asked for help using that service? In that particular library’s case, two thirds of the library staff wouldn’t know about it, and wouldn’t be able to answer the customer’s question.

The solution? All library employees need to be introduced to new library technologies. That includes training on both “traditional” online library services, like how to use the library catalog or basic Web searching, and on newer emerging technologies. If your library is spending time and money creating these new tools, they must be important for your library’s customers. All staff
should at least know the tool exists and should understand the basics of what it does.

Three: Keep Current—Not Just About Reader’s Advisory
Keeping current used to mean knowing when the newest books would be released, and knowing how to find information on current events. In today’s emerging technology world, we still provide those same services. We just need to become familiar with today’s (and tomorrow’s) emerging tools. That means we need to know how to use these tools.

Let’s use the upcoming presidential elections as an example. In years past, we’d know where to find information about potential candidates. We’d know where they made their announcements that they were running for president, and possibly we’d even keep a vertical file with clippings of each candidate (or at least each political party) behind the reference desk that we could refer to as needed.

This presidential election is no different. The information is the same—the only thing that has changed is the container for the information. Announcements and breaking news are starting to appear first in emerging digital tools, rather than in traditional media outlets. For example, John Edwards made his candidacy announcement through YouTube (at www.youtube.com). The guy from Rocketboom (a popular video blog, at www.rocketboom.com) filmed it. High-profile bloggers were invited to the event along with traditional reporters.

Here’s another example. Remember JetBlue’s recent fiasco with customers being stuck on a plane, on the runway, for ten hours? Where did JetBlue’s CEO make his appearance to apologize? On YouTube and via their blog. Here’s an assignment for you: next time a huge news story breaks in a major city, look up keywords related to the event on flickr.com. You will likely be amazed at the results. Citizen journalism, user-generated content, and participatory information sharing—what about that doesn’t cry out for library participation? Simply put,
we need to learn how to use these new tools and formats.

Four: If the Books Were Down, People Would Still Come In . . .

Did anybody see the YouTube video being passed around recently that spoofed a computer helpdesk? Instead of a computer being down, this spoof was set in medieval times, and a book was down. The “book helpdesk technician” proceeded to help the frustrated user figure out how to use this “new technology.” It was a pretty funny video that brought out the frustrations of both customer and computer technician. David was able to make a connection between this video and something that recently happened at his library.

A few months ago, David’s IT department dealt with a major computer glitch that crashed all 177 public computers at the library. His department ended up having to visit each computer to fix the problem, which took all day (and most of the weekend to tidy up loose ends). A staff member noticed about twenty library customers gathered at the door that morning before the library opened for the day. The employee told the group that the computers were down, and would be so for most of the day. Guess what? Only two customers stayed. The rest wanted computer access, and left.

What would happen at your library if “the books were down?” Say, your sprinkler system went wacko, and soaked the books but missed the computers. In this scenario, would people go home because they couldn’t use the books? Pick another non-computer-related service—any service—and think about it that way. My guess is that Internet access is one of the, if not the, most important service in your library. Computers used to be an added benefit, like providing access to typewriters. Without them, the library could still function at full capacity. Today is different. Staff can’t accomplish some tasks when computers are down. The same goes for public PCs and customers. Computers and Internet access have changed from being an added benefit to being an integral part of the library.

Because of this, it is imperative for library staff to understand the Web. Your customers will expect you to already be there.

Five: Increase Your Marketability

Library jobs are changing. David’s new job, for example, is the digital branch and services manager. That encompasses more than just being in charge of the Web site and the IT department. David is creating a true digital branch for Topeka. Michael’s new job is the community associate at webjunction.org—his whole job revolves around online services for libraries.

Traditional library jobs are changing, too. Job ads for reference librarians now include familiarity with blogs, understanding how to use multiple formats of reference tools, and how to write for the Web. Go to lisjobs.org and browse through some of the job ads: it’s pretty enlightening.

You might not think you’re planning to move anywhere soon, but things change! When a library director moves on, for example, the whole management structure of the library can change. That can be a good thing, or not. I dare say, if you start experimenting with emerging online tools, you just might decide to go for one of those new jobs!
“Bringing in the Money” presents fund-raising strategies for public libraries. Many librarians are turning to alternative funding sources to supplement shrinking budgets. Fund-raising efforts not only boost finances, but also leverage community support and build collaborative strategies.

Preparing a Great LSTA Request

El-ěs-tee-ā. Place the primary accent on the el, and a secondary accent on that final A. If you must take a breath, place the pause between the es and the tee. Pretty soon, if you hang out regularly in library circles, the letters will roll right off your tongue. LSTA.

Every year, more than $150 million spreads across the country to help libraries develop and expand their services. Congress authorizes the funding, the Institute of Museum and Library Services (IMLS) disburses it to state library administrative agencies, and these agencies distribute the funds according to the systems described in their elaborate five-year Library Services and Technology Act (LSTA) plans.

Eventually, much of this money trickles down to public libraries. It often becomes available to individual libraries or library systems, on a very competitive basis, through LSTA grants. Put the stress on “a very competitive basis.” In fact, make that very, very competitive. When $150 million is distributed across all fifty states, plus territories, the final allocation per state (based on a population formula) is just a tiny sliver of the original pie. In each state, an agency with oversight over libraries is faced with the daunting challenge of ensuring that their allocation will be used, efficiently and wisely, to meet federal LSTA goals, which are to:

- expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
- develop library services that provide all users with access to information through local, state, regional, national, and international electronic networks;
- provide electronic and other linkages between and among all types of libraries;
• develop public and private partnerships with other agencies and community-based organizations;
• target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
• target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.¹

In their five-year LSTA plans, the state agencies are allowed some flexibility to develop their own goals and funding disbursement systems. A few states, such as Wyoming, choose to operate a noncompetitive subgrant program.² In others, the emphasis tends to fall on specific programs recommended by the state agency. For instance, Missouri offered nine LSTA special grant opportunities in 2007: retrospective library conversion and automation; digital imaging; technology ladder; videoconference network; Web site makeover; youth services after-school connection; senior services discovery program; GED online study groups; and workplace essential skills library study groups.³ Interested libraries simply downloaded the appropriate application and then followed the format exactly, making a strong case for the community’s need for the program and the library’s ability to manage it. As for those Missouri libraries that were unable to shoehorn their dream projects into one of the nine existing categories, there was even a “Libraries As Innovators” category that might accommodate just about any reasonable cutting-edge, community-based program.

Writing the LSTA Grant
I recently corresponded with several state-level LSTA consultants to get their insights into effective LSTA grant writing. Throughout my e-mail discussions, I was consistently impressed with how deeply these funders are committed to the idea of proactive libraries. They delight in creative and innovative programs that nurture new audiences and promote the library as a center for community life. They love to receive great grant proposals, and are proud of the ones that they fund.

Beth Wade, grants manager at the Massachusetts Board of Library Commissioners, suggests that the LSTA grant writing process begins with a wish. “The wish is the important part,” she says. “If you have a strong wish, it’s probably because you have a strong need, and you can find a way to prove it!” ⁴ This nicely captures the ideal combination present in most great requests: the enthusiasm to start an urgently-wished-for program, and the ability to thoroughly document the need for it. In the best proposals, the enthusiasm always shines through.

But not all wishes are necessarily appropriate for LSTA funding. Constance Cardillo, Pennsylvania LSTA administrator, recommends the following: “Review a copy of your state’s LSTA five-year plan and compare it to your local plan. See if any of the goals in your own plan can be satisfied by the state’s goals as prioritized in the application.”⁵ She mentions that many states, including her own state of Pennsylvania, offer LSTA grant-writing workshops that can offer valuable information on current state priorities and provide examples drawn from successful grant proposals.

Then comes the task of channeling the enthusiasm to the detail-oriented task of writing the grant. According to Karen Egan, LSTA grants consultant at Illinois State Library, it is this attention to the details that distinguishes an exceptional grant. “A great grant accurately and completely describes the project with enthusiasm to make the reviewer want to give you the grant money,” she says. “The difference between an okay description and one that is compelling is like the difference between light and lightning.”⁶

Diana Very, Missouri State Library LSTA grants coordinator, reminds grant writers to cut to the chase. “Grant writing is not creative writing,” she notes. “It is a technical, business document. Flowery words and fluff are a waste of time.”⁷ Marlene Heroux, reference information specialist at the Massachusetts Board of Library Commissioners, makes a similar point: “Too much jargon, unsupported assumptions, and preachiness don’t make the cut.” She recommends asking a person outside the field to read the grant request to make sure that it is understandable to the layman. “If a person outside the field can understand it and you’ve convinced them it’s worthwhile . . . , it’s probably going to be reviewed favorably.”⁸

Applications should always include solid research to back up the statement of need, demonstrating that the library understands the demographics and needs of its core audiences as well as those of new and emerging audiences. Details do not make a request dull. Quite the opposite—good research can make a grant stand out from the pack. According
to Karen Egan, “A great application includes statistics, charts, and pictures to break up the text and make it interesting to read.”

Finally, everyone contacted mentioned that it is always a good idea to talk with a representative at the state before doing all the work. They welcome phone calls. As Diana Very says, “We don’t mind getting phone calls or e-mails about the grants. That’s our job.”

A Selection of Great LSTA Projects
Here are some examples of exemplary LSTA projects as recommended by LSTA consultants. Be forewarned that an exemplary LSTA project in Alaska may not fall within the guidelines for a project in Alabama. Know the priorities of your state! But, even with that caveat, these would constitute impressive programs in nearly any state.

The Framingham (Mass.) Public Library serves a community with a growing immigrant population, including many Brazilian immigrants whose first language is Portuguese. The library has a long history of outreach, priding itself on being “Everybody’s Library,” and proclaiming “Welcome” in five languages at the main service desk. Recently, they received LSTA funding to establish a Newcomers and Neighbors Center at the library, offering access to information and assistance on a wide range of social service needs. The center celebrated its grand opening last fall, staffed by fifteen volunteers and a staff coordinator. Brochures promoting the center’s services have been printed in Spanish and Portuguese, with plans for additional translations in Russian and Chinese. They have received significant additional funding from local foundations, as well as the strong support of town officials and community activists.

The Marion (Ill.) Carnegie Library has used LSTA funding to reach out to the Japanese employees of Aisin, a growing Japanese auto parts manufacturer located in the town. The library’s Southern Illinois Japanese Friendship Program has funded the purchase of Japanese books as well as books in English about Japan, the creation of an online database for the collection in Japanese, the translation of library policies into Japanese, an open house for the Japanese residents of Marion, and a variety of other outreach activities. They continue to survey the Japanese residents to learn more about their unique needs so they will be able to better tailor services to them.

The Peabody (Mass.) Institute Library developed Serving Teens and Tweens, a collaboration with the public schools, when they noted a dramatic increase in the number of teenagers visiting the library after school. After conducting an assets and needs assessment, the library developed a multifaceted collaborative program with a focus on career and college prep and creative expression. In addition to improving the juvenile and young adult collections and redesigning the teen spaces, they offered such after-school courses as a self-defense class. Still in its first year, it is receiving excellent feedback from the community’s teenagers.

Responding to rapid growth in the town of Homer Glen, Illinois, the Homer Township Library conceived Business CUOL: Success for Small and Home-based Business. Partnering with the local chamber of commerce and the Small Business Development Center of Joliet Junior College, the library developed a program that includes innovative approaches such as early bird business computer classes starting at 7 a.m., a Lunch-and-Learn series focused on small business concerns, and outreach excursions to local businesses to train interested personnel in the use of the library’s online databases. The program has successfully developed closer ties with the business community, and they have even been approached by other chambers of commerce interested in replicating the program in their communities.

The Osterhout Free Library and the Hazleton Area Public Library, both members of the Wilkes-Barre (Pa.) Library District, received LSTA funding to enhance services to the growing Latino community. Before initiating this program, neither library had invested in Spanish resources or attempted any targeted outreach. Already, the program appears to be changing perceptions. The Osterhout Free Library reports that word is spreading throughout the Latino community that these libraries are welcoming places, with collections of library material in Spanish for all ages and family programs held both inside and outside the library.

The Evergreen Park (Ill.) Public Library has used LSTA funds to expand services to special needs students and their parents. Initially working with a local special needs awareness group, the library placed itself at the center of a network of educational support services in order to establish a new, multidimensional program able to address a broad spectrum of needs. As side benefits of this outreach, the library is now viewed as an important resource by families of special needs children, as a welcoming and inclusive environment, and as an important partner in the local educational system.

The Milanof-Schock Library in Mount Joy, Pennsylvania, identi-
fied a serious need among the area's older adults for computer access and assistance. Many had only the most rudimentary knowledge of current technology. While the library appeared to show little borrowing activity for large print materials, further investigation revealed that many seniors lacked transportation to the library, despite an interest in library material of all kinds. After documenting these needs, the library applied for LSTA funds to provide computer instruction for seniors and initiate a delivery service that could bring large print and audio books to homebound older adults. As a complement to the computer instruction component, they became the first library in Pennsylvania (and only the second in the entire country) to establish a program to lend laptop computers to seniors. Impressed by the success of this outreach, local foundations and service clubs have contributed additional funds.

Multiply these seven programs by around one hundred, and you'll gain some idea of the sheer number of LSTA projects flourishing in public libraries around the country at this very minute. They're in rural, suburban, and urban communities, meeting the needs of virtually every population that you can imagine. By government standards, $150 million is a remarkably small investment for a program that consistently yields great returns, thanks to programs such as the ones highlighted here.

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Carol Sheffer Elected PLA Vice-President

Carol Sheffer, deputy director of the Queens Borough (N.Y.) Public Library, has been elected vice-president/president-elect of the Public Library Association (PLA). Sheffer became PLA president-elect in July 2007 and will assume the PLA presidency in July 2008, for a one-year term.

“A strong public library is the nucleus of a strong community,” said Sheffer. “I am very excited to work with my dedicated colleagues in PLA to support and strengthen public libraries and the people who work in them.” Sheffer has been a PLA and American Library Association (ALA) member for more than twenty years. In 1992, Sheffer was the recipient of the Exceptional Service Award presented by the Association of Specialized and Cooperative Library Agencies (ASCLA), a division of the ALA.

Sheffer has served internationally as a spokesperson for the profession. In 2000, she worked in Russia as a U.S. Department of State Professional in Residence. She also is cofounder of the International Center for Public Librarianship at the Queens Borough Public Library. Sheffer earned her master's degree in library science from the University of Buffalo, New York, and a bachelor's degree in history from the State University of New York at Geneseo. For more information visit PLA’s Web site at www.pla.org.
In April 1999 I was having a very good month. I’d received an undergraduate research grant and was looking at the prospect of spending the next few months digging into scholarship about Napoleonic naval battles surrounding the ancient city of Acre.

Less than a week later I got the news that two very disturbed young men had committed acts of unspeakable violence at Columbine High School. Though I knew none of the victims, though I had never even been to the state where the events occurred, they would change the course of my life.

Everyone of age at the time can recall the images of helpless students, grieving families, and those two angry young boys stalking around their school with weapons.

The old saw was proven very true; opinions are like noses—everyone has one. In the days and weeks and months and years after the Columbine shootings, it seemed that every nose was sniffing out blame.

We should: Blame the guns, blame the restrictions on guns, blame the parents, blame the movies, blame money, blame video games, blame Goth kids, blame jocks, blame the media for paying too much attention to this killing and not others, blame the media for not paying enough attention, blame god, blame a lack of god, blame bullies, blame teachers, blame the system, blame ourselves.

On and on it went. Now every horror is followed by the echoing magpie voices of “experts” assessing who is responsible. In April 2007 the shootings at Virginia Tech saw this taken to the ludicrous degree of reporters blaming the school for malfeasance before the killer had even been identified.

When young people commit acts of violence it staggers us as adults. On a scientific level it’s simple biology. We see children as the future of our species, our hope for immortality in the flesh. On a moral level we see children as innocents; we wish to spare them the ugliness and horror of the world until they’re ready to deal with it. When they’re swallowed up by dark impulses, when children kill, it robs us of our hope. We fill that void with words to soothe ourselves.
Michael Moore is a figure of some notoriety for his words. My own rather complicated political viewpoint doesn't always jibe with his, and I'd be lying if I said I didn't find some of his work smug and self-congratulatory. But his film *Bowling for Columbine* contained a scene that, in no uncertain terms, changed my life.

Moore is interviewing Marilyn Manson. I'll confess, I'm a fan of Manson. He operates in the same tradition as Frank Zappa and Alice Cooper, freaking the masses who pay for the privilege. Moore's segment with Manson culminates with the filmmaker asking Manson what he'd say to the Columbine gunmen. Manson's response is that he'd say nothing and just listen to them.

The film ended, but those words, coming from a rock star filmed by a documentarian about a tragic event time zones away from me and my life, haunted me. At the time I was in library school trying to find which branch of librarianship was suited me best. Academic librarianship seemed the obvious fit with my historical background, but for all my passion about preservation I was looking for something else.

The do-gooder in me wanted to save the world, a common affliction for many librarians, and after the film I realized what I wanted to do. I'd been the odd kid in school. If I'd been in school after Columbine, I'd have been one of those kids identified so glibly by the media as one of the Trench Coat Mafia. I was listening to dark music, wearing lots of black, and being generally quite weird. My outlets were theater and homeroom passes to the library. Miss Wenzel, our school librarian, was amazed at how much I seemed to be reading, and always quick-witted when I tried to get smart on her. I can't remember the vast majority of my teachers, but I remember a librarian I saw maybe two days a week because at a time in my life, as in the life of any teen, when the whole world (parents, media, friends, teachers) was telling me how to be, she listened.

I've sat at a reference desk listening to rambling stories about friends betraying each other on MySpace. I've heard horror stories about teachers who seem to give homework with almost sadistic pleasure. In a book club that read *A Child Called It*, I listened to sixth graders passionately debate corporal punishment in more rational tones than any flapping lip on CNN could hope to match. I've heard about angry parents. I've listened to stories about heartbreak, about teasing, about the casual cruelty that afflicts you when your mind and body are careening toward adulthood and everyone still calls you a kid.

Being a youth advocate is being the voice for teens, taking a stand for their issues and creating library programming and outreach for them. It's about being the voice for a segment of society that gets more talked at than anything else. But sometimes we need to hear what's running through their minds. How does it feel to pass through a metal detector just to get to class? How does it feel to worry that some kid might have a gun? How does it feel to be mocked for your weight, your clothes, your skin, your glasses—whatever it is that sets you apart?

Teachers listen, but they also have to teach. Parents listen, but they also deal with getting food on the table and thousands of other family issues. For young adults to find one person who just listens when they blow off steam, unwind a story, a person who can help them find something new to read, do, think about, learn, is invaluable. Being that person is, to me, what being a young adult librarian is all about.

Do I think that I or other YA librarians might prevent such horrors as Columbine or Virginia Tech? That's not the question. By being the person who listens, the adult who understands, the one who isn't giving out grades, you can set students on a path where so much more is possible than any of the dark, lonely roads those young men walked. You'll never know the good you do, really. It's heroism for its own sake.

Next time—and damn if there isn't always a next time—the cameras roll on another horror involving kids and violence, tune out the fear, blame, and speculation. If even a tiny percentage of those shaking their heads and asking why turned that energy on listening to the young adults around them, perhaps the next time wouldn't be so inevitable.
As the use and popularity of the Internet increases, and with the public perception that everything you need can be found online, tough questions are being asked about the future of the public library. The Internet is often viewed as competing with public libraries as sources of information. For some, the Internet seems to obviate the need for public libraries as a source of access to information when so much is available via personal computer in one's own home. While many voices argue that books and libraries are far from obsolete; other voices argue that new, rapidly changing technologies have had a profound effect on public libraries.  

In the late 1990s there was much discussion in various media regarding the death of the public library, but little empirical research existed until the Benton and Kellogg foundations funded a study in 1996 to explore public support for public libraries in the digital age. The Benton Report, as it came to be called, was controversial due in part to critiques of its methodology, but did give some useful data about the public's perceptions of the public library. Among the key findings of this study were: (1) the public strongly supported public libraries and wanted libraries to take a key role in providing access to computers and digital information while also maintaining traditional library services; (2) there was a high correlation between frequent library users and

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June just finished J. K. Rowling’s *Harry Potter and the Deathly Hallooms* as well as Elizabeth Peter's *Tomb of the Golden Bird*. She now is starting *Everything Is Miscellaneous: The Power of the New Digital Disorder* by David Weinberger. Melanie also is reading *Harry Potter and the Deathly Hallooms* as well as *Reservation Blues* by Sherman Alexie. Kay recently finished *Magdalene* by Angela Hunt, and one of the more recent YA books she has read was *Wait for Me: A Novel* by An Na. George is reading *Piano* by James Barron.
those who had access to personal computers; and (3) families with children were much more likely to have a computer in the home and also to use the public library. In 2000, a research team from the University at Buffalo, State University of New York, conducted a nationwide Random Digital Dialing telephone survey of adults’ use of the Internet and its impact on adults’ use of the public library. Their findings indicated that the Internet and public library seemed to have a complementary relationship, at least for people who had always visited the library in the past.

Both the Benton Report and the University at Buffalo study looked at adult use and perceptions of the public library. Children, though an important group of library users, and often more conversant with the new technology than their parents, were not a target population in either study. Although there are multiple studies of how children use the Internet, what they do on the Internet, how many homes have Internet access, and a few studies on children’s information-seeking behavior on the Internet, there has, thus far, not been any study on whether children’s use of the Internet affects their use of the public library. Since the information needs and information-gathering behaviors of youth differ significantly from that of adults, a separate study on youth’s use of the Internet and their use of the public library was warranted.

Researchers from the Department of Library and Information Studies of the University at Buffalo received a grant from the Institute of Museum and Library Services (IMLS) to conduct a survey of youth. The purpose of the survey was to gain an understanding of the relationship between young people’s use of the Internet and their use of the public library and also to provide practitioners and researchers with baseline data for further research. The main question addressed by the survey was: “What impact does youth’s access to and use of the Internet have on their use of the public library?” This article, the first in a series of four that report the findings of the study, discusses the design of the survey and the findings that address the locations from which youth access the Internet, the frequency that youth access the Internet, the frequency that youth visit the public library, and the apparent effect that Internet access has on youth’s use of the public library.

Survey Design

The survey population consisted of youth in grades five through twelve who were enrolled in schools in the Buffalo-Niagara Region of Western New York state. The survey was conducted in schools so as to reach a cross section of youth, both users and non-users of the public library. Participants came from eighteen middle and high schools including four private elementary schools, four private high schools, and a middle school and high school from each of the five participating school districts. There was one urban district, two suburban districts, and two rural districts. Because of the age of the participants, researchers obtained permission from both parents and students prior to administration of the questionnaire. A presurvey questionnaire was sent to the parents to determine whether there was access to the Internet in the home, whether the student had permission to use the Internet, and whether the student had visited the public library during the school year. By ascertaining this information in advance, questionnaires could be distributed according to predetermined segments with each questionnaire tailored to fit the segments. The four segments were:

- Segment 1—youth who use both the Internet and the public library
- Segment 2—youth who use the Internet but who do not use the public library
- Segment 3—youth who do not use the Internet but who use the public library
- Segment 4—youth who do not use either the Internet or the public library

Demographic data were also collected from both parents and students: the sex of the student, overall grade for the last marking period, if the student was of Hispanic ancestry, the race of the student, the highest educational level achieved by the student’s parents, and the primary language spoken at home. Also included was the level of the student’s school (middle or high), where it was located (rural, suburban, urban), and the type of school (public or private). However, at the request of the school districts, researchers did not collect information about the family income of the students.

Data were collected in 2003 by means of a self-reporting questionnaire administered by teachers in the classroom. The initial sample included 11,200 youth from whom a total of 4,270 completed questionnaires were obtained. Thirty-three of the questionnaires were eventually discarded due to inconsistent responses. The final sample contained the responses of 4,237 youth who represented 37.8 percent of the original sample. The data were analyzed using SPSS for Windows and weighted to conform to current national estimates of percentages of students enrolled in public and private schools. However, since the survey took place in a particular region of the country, care should be
Findings
Youth’s Sources of Access to the Internet
The survey collected data from respondents as to whether they had access to the Internet, where they had access, and how often they accessed the Internet from each of these locations. Responses showed that 100 percent of the youth surveyed had Internet access from at least one location. A few respondents (1.8 percent) reported that although they had access to the Internet they did not use it, and a few others (0.8 percent) reported that their parents would not allow them to use the Internet. Respondents reported using the Internet at least once in the past year from the following locations:

- 85.8 percent: home
- 78.2 percent: house of a friend or relative
- 66.2 percent: school (classroom or computer center)
- 58.5 percent: school library media center
- 24.7 percent: public library
- 15.7 percent: some other place

Thus, the data show that a majority of the surveyed youth used the Internet from their own home, the house of a friend or relative, or at school (either in the classroom, computer center, or library). In comparison, the public library was one of the sites least used for Internet access.

Respondents were also asked how many different locations of Internet access they used; however, these questions were not asked of the 0.8 percent of youth who did not have parental permission to use the Internet. The results showed that of youth surveyed:

- 1.8 percent did not use the Internet;
- 7.9 percent accessed the Internet from one location;
- 21.5 percent accessed the Internet from two locations;
- 25.4 percent accessed the Internet from three locations;
- 28.7 percent accessed the Internet from four locations;
- 13.0 percent accessed the Internet from five locations; and
- 1.7 percent accessed the Internet from all six locations.

Thus, 100 percent of the youth surveyed had Internet access and 90.3 percent reported that they had Internet access from multiple locations including their own home, a friend or relative’s house, school classrooms or computer centers, libraries (both school and public), or from some other place.

Frequency of Internet Use from Each Location
The students were asked how often they accessed the Internet from each location and were given a four-point scale to answer the question.

- 0 = never
- 1 = once a week or less
- 2 = a couple of times a week
- 3 = everyday

The locations of Internet access that were used most frequently (that is, those locations that were used a couple of times a week or more) were:

- 73.3 percent at home
- 36.8 percent at the house of a friend or relative
- 22.9 percent at school (classroom or computer center)
- 14.5 percent at school library media center
- 8.6 percent at some other place
- 5.4 percent at the public library

As these data indicate, the location of Internet access that was most frequently used was at home, while the location of Internet access that was least frequently used was the public library. Therefore, the public library as a source of Internet access is not one that is frequently used by youth.

For those youth who did not have Internet access at home (N=429), survey results indicated that they also accessed the Internet from multiple locations outside of the home. The results, expressed as a percentage of the total number of youth in the entire sample, were as follows:

- 7.6 percent accessed from school
- 6.6 percent accessed from the home of a friend or relative
- 6.4 percent accessed from the school library media center
- 3.9 percent accessed from the public library
- 1.8 percent accessed from some other place

Thus, even among youth who do not have Internet access from their home, the public library is not used for Internet access as much as are other sources such as school or the home of a friend or relative. However, the reader should remember that youth without
Internet access at home comprise a very small part of the total population of youth in the study.

**The Public Library As a Source of Internet Access**
The role of the public library as a source of Internet access for youth can be summarized as follows:

- 24.7 percent of youth accessed the Internet from the public library, the lowest percentage among sources of access with the exception of “some other place.”
- 5.4 percent of youth accessed the Internet frequently from the public library. The public library was the least frequently used source of Internet access.
- 3.9 percent of youth accessed the Internet from the public library when they did not have access to the Internet at home. This was the least used alternative source of access except from “some other place.”

From the results of the survey, it appears that the public library is just one of a number of places where youth can gain access to the Internet. Further, as a source of Internet access for youth, it is one of the least frequently used.

**Youth’s Use of the Public Library**
Respondent’s use of the public library was measured by whether or not they visited the public library during “this school year” and, if so, how often they visited the public library. The first question established a base for how many of the respondents were or were not public library users and, if the former, how often they visited the library.

Answers to the first question, “Did you visit the public library this school year?” resulted in the following responses: 69.5 percent of the respondents had visited the public library and 30.5 percent had not (0.6 percent did not respond to this question). Of the students who went to the library, 18.7 percent visited the library once a week or more, 26.3 percent visited once a month, and 55.1 percent reported visiting a couple of times a year.

Obviously, it would be useful to compare the percentage of youth who visited the library before widespread use of the Internet to the percentage of youth who visit the public library today when Internet access is universal among youth. However, this is not possible as there does not appear to be a pre-Internet study with which to compare the estimate of this survey.

**The Impact of Internet Access at Home on Use of the Public Library**
Researchers cross tabulated Internet access and use at home with frequency of library visits and found that 68.3 percent of youth who did not have Internet access at home reported using the public library, and 70.4 percent of youth who had Internet access at home (who used it) reported visiting the public library. As these data indicate, having Internet access at home and using it does not negatively impact youth’s use or nonuse of the public library during the school year.

Researchers then cross tabulated Internet access and use at home with frequency of library visits and found that 31.7 percent of youth without Internet access at home were frequent library visitors (that is, they visited the library once a month or more) while only 17 percent of youth with Internet access at home who used it were frequent library visitors. So, it appears that having Internet access at home has a negative impact on the frequency that youth visit the public library.

Unfortunately, given that there appears to be no pre-Internet data estimating youth’s frequency of visiting the public library with which to compare these results, it cannot be determined if having Internet access at home has resulted in a decrease in the frequency of library visits, or if the absence of Internet access at home has resulted in an increase in the frequency of library visits.

**Conclusion**
American youth now have universal access to the Internet, and most have access from multiple locations including school, home, the homes of friends and relatives, and the public library. However, the public library is one of the places least used for access to the Internet. A substantive majority of the youth provided by the current study give baseline data from which future studies will be able to assess the evolving impact of Internet use by youth in their use of the public library.
surveyed (69.5 percent) reported that they had visited the public library at least once in the past school year, with 45 percent of youth having visited once a month or more. Having Internet access at home (and using it) did not appear to negatively impact whether youth visited the public library—70.4 percent of students with Internet access at home reported visiting the public library compared to 68.3 percent of youth who did not have Internet access. Having Internet access at home may have some effect on the frequency with which youth visited the library since youth who had Internet access at home reported visiting the library less frequently than youth who did not have Internet access at home. About thirty-two (31.7) percent of students without Internet access at home visit the public library frequently compared with 17 percent of students with Internet access at home. Based on these data, researchers conclude that, at this time, public library use and use of the Internet are complementary activities for youth. This may change in the future, and further study of the relationship between use of the Internet and use of the public library is warranted.

In three subsequent articles, the authors will report on youth’s opinion of the service characteristics of the public library as compared to their opinions of the service characteristics of the Internet; demographic data of youth who reported being library users and what activities youth engage in while in the library; and why some youth do not visit the public library.

References and Notes


8. This project was supported by a grant from IMLS under the National Leadership Grants for Libraries Program—Research and Demonstration. The contents of this article do not carry the endorsement of IMLS. The opinions expressed in this article are those of the authors.

9. Additional discussion of the other aspects of this research project can be found in George D’Elia et al., “The Impact of Youth's Use of the Internet on Youth's Use of the Public Library: Basic Fact Sheet,” (2004), www.urbanlibraries.org/ youtuseoftheinternet.html (accessed June 23, 2007); George D’Elia et al., "Impacts of Youth's Use of the Internet on Youth's Use of the Public Library," *Journal of the American Society for Information Science and Technology* (in press); June Abbas, Kay Bishop, and George D’Elia, “Youth and the Internet,” *Young Adult Library Services* 5, no. 2 (Winter 2007): 44–49.

10. This response rate reflects the difficulty encountered in obtaining the necessary parental consent for youth to be participants in the survey. All of the school districts, except one, required a signed consent form affirming the parent's approval before permitting the student to participate in the survey. In these districts, a letter of introduction with a consent form was sent home with each student with a request that the consent form be signed and returned to school. The response rates in the districts using this procedure were low. However, one school district allowed the researchers to mail to each student's home a letter of introduction informing the youth's parents of the objectives of the survey and informing parents that, if they had any objection to their youth participating in the survey, they were to return a signed form to the school indicating their refusal. Only 0.7 percent of these parents refused permission. Consequently, it can be inferred from the results of these two consent procedures that the overall low response rate was not due to a self-selection process related to the objectives of the survey as much as it was due to the difficulty of engaging a parent's attention and of obtaining a signed response from the parents. The reader should also note that all students were asked to sign an assent form before participating in the survey and that 91.4 percent of the eligible students did so. Consequently, we are confident that the final sample was representative of the population of youth in the sampling frame. The reader should also note that all protocols used in this survey were approved by the University's Institutional Review Board.


12. The data were submitted to Chi-square analysis for contingency tables. Chi-square analysis is a procedure that tests for differences among groups in terms of the percentages of respondents within the groups who selected a given response. A statistically significant difference is an observed difference between two or more groups whose probability of having occurred by chance is so small (five chances in a hundred or less) that we conclude the difference is more than likely a true difference between the groups. A statistically nonsignificant difference is an observed difference between two or more groups whose probability of having occurred by chance is so great that we conclude that the difference occurred by chance; that is, it is not very likely that there is a true difference between the groups. In the analyses reported above, the difference in the percentages of youth with Internet access at home and those without Internet access at home who reported visiting the library during the school year was statistically nonsignificant. The difference in the percentages of youth with Internet access at home and those without Internet access at home who reported visiting the library frequently was statistically significant.
Enrollment in community colleges and the construction of new public libraries is on the rise throughout the United States. In an era of shrinking library budgets, some communities are compensating by constructing an integrated model that serves both the needs of community college students and the general public. Such a joint system, the College Hill Library (CHL) in Westminster, Colorado, will be used as a case study for this article. In Westminster, the public library and Front Range Community College (FRCC) have merged to provide one library for both user communities. In this paper, some of the challenges in creating and maintaining a joint-use library will be examined, and arguments will be made for the widespread use of this model.

The Case Study
College Hill Library (CHL) was formed in 1995, due to the city of Westminster and FRCC both needing new facilities. Similar joint-ventures were already in place in California and Florida, so a visit was made to Broward County, Florida, to evaluate and ascertain the feasibility of such an option. Following this, an intergovernmental agreement between the Colorado State Board for Community Colleges and the city of Westminster was signed in 1995, architects were hired, and the process began. Costs were divided sixty/forty between the community college and the city, respectively, for the building construction and ongoing maintenance, though each library paid for its collections. The new library opened in 1998.

Once completed, CHL’s first floor was designated the Westminster Public Library, while the second floor was allocated as the FRCC Library. An information desk is located on the first floor for the public library, and a reference desk is located on the second floor for the community college library. Patrons, whether public or community college students, can use both the information and reference desks anytime. FRCC houses the
bulk of the formal reference collection. Both desks perform similar functions, and circulation desks are located on both floors and can be used by either type of patron. Materials that circulate can be checked out by any patron, public or academic, and there are no restrictions as to what type of book a patron can check out. The public library has a much larger circulation desk, designed to handle a much higher volume. Different circulation cards are issued for Westminster public residents and FRCC users in order to identify them, and for the college students to use for other functions, such as meal plans. The cards can be used at both circulation desks and to provide remote access to the library’s databases. There is a higher concentration of database and Internet-accessible computers on the second floor for the community college users. Offices are separate, for the most part, while technical services and a lounge are shared. The collections are delineated by the Dewey and Library of Congress (LC) call number systems, and this is clearly explained in the shared online catalog to help avoid confusion.

At CHL, there are directors for both the community college and the public library. Both libraries have hierarchical organizational structures that are typical to most libraries. The employees of the public library section assist the employees of the community college section at the reference desk, and vice versa. Joint meetings between individual departments are encouraged and are helpful to foster communication between the two libraries.

Challenges
Staff buy-in is a real challenge in such a situation. Emotions and issues may run the gamut from “Will I lose my job?” to “We’ve been doing fine by ourselves!” to “How will we be able to serve the needs of such different clientele?” Involving as many of the staff of both institutions at the onset of such an endeavor will bode well for everyone in the long run. Convincing skeptics is a tougher challenge, but one that is critical to the success of a joint-use library. All levels of staff should be made aware of the ramifications of work flow in an integrated facility and educated in order to alleviate fear. Promoting interaction between staff and involving association at the beginning stages of the proposal all the way to final development is critical. Hopefully, when the decision to have a joint-use library has been made, those initially critical of the project (and perhaps unwilling to participate in planning for it) will be persuaded to support it. The majority of the staff, if not all, must agree in order for such a project to have any hope of success.

In a joint-use library such as CHL, each separate library can maintain its own organizational structure—and in fact this may be an advantage—but communication between the two entities is imperative. If the model of two directors is chosen, it is of utmost importance that a good working relationship exists between the directors from the onset. During all director searches, it should be made clear that such a relationship with the other director is a requirement of the position. The directors should meet at least once a month to communicate what is going on in their respective libraries and see if there is a need for discussion regarding changes in policy.

While there is a concern over loss of identity with a combined library, there are ways to alleviate this. At CHL, as stated earlier, the public library collection is maintained on the first floor, while the community college collection is located on the second. The community college collection continues to use the LC call number system while the public library retains the Dewey Decimal call number system. The formal reference collection, which uses LC call numbers, is merged on the second floor, although a ready reference collection is available on the floor of the public library as well. The issue can be a territorial one, so advanced planning and cooperation among the employees is necessary.

The home page and online catalogs can be a challenge and they may be some of the most territorial issues in this online age. Two separate home pages for each library may be maintained, although there is a definite shift toward incorporating access to the same information on both Web pages, albeit in differing ways. However, for clarity, separate home pages between the two institutions may be a necessity. Regular meetings between interested staff of the libraries or a formal Web page advisory committee (a strong recommendation) can keep libraries going in the same direction while maintaining their individuality and independence. A shared online catalog, such as the one at CHL, is the most practical option to pursue from both financial and logistical standpoints. Patrons will appreciate the merged system, as will computing systems personnel. Location fields and call numbers, especially if both libraries use different schemes, can be integrated into the system for ease of patron use.

Electronic resources can also be a challenge, especially in relation to cost sharing in these challenging economic times. With a duel clientele of college and public patrons, questions of FTE (full-time
equivalents) and public user population are important because of the overall cost. There will be databases that can be used by both clienteles, but there are also some that will be exclusive to a particular group and that individual library may need to decide whether it is willing to absorb the entire bill. It is important to get the division of payment for databases arranged in writing before embarking on such an endeavor.

Keep in mind that FTE will control the costs, so if the library plans on making these databases available to populations outside of the library, there may be some additional costs. The libraries will also have to judge which of these databases are necessary to their clientele remotely. Another necessary step is to plan for future growth. In all likelihood, the patron base will grow over the years, so the administration should be prepared for these higher costs and demands.

Benefits

When budgets are tight, or land and construction of new projects is limited, that may be the perfect time for an enterprising municipality to consider the idea of a joint-use library. While many libraries and librarians are territorial in the interest of serving their patrons, the ramifications of such an experiment have worked out successfully to varying degrees in such states as California, Colorado, and Florida. As a profession that touts the sharing of resources as one of its hallmarks, would not an endeavor such as this bring that hallmark to a new level?

Serving the needs of two very different patron groups is a challenge, but not an insurmountable one. The integral part of the community college’s service mission is usually based on educating students in a given geographical area (see FRCC’s Web site at the end of this article), which lends itself well to the notion of a joint-use library. Many of the college patrons at the local community college may be adults who used the public library heavily as they were growing up. There is crossover in the nature of questions asked at the reference and information desks of the libraries. There is also the new experience and challenge of learning how to provide reference to two varied clienteles. Working at a community college reference desk may inspire a public reference librarian to integrate more teaching into a reference transaction with a patron, while working at a public library desk may give an academic reference librarian a much better understanding of public needs and how to work more efficiently and effectively in high-volume situations. Patrons may also find themselves in an advantageous situation, as high school students as well as nontraditional college students will both be in close proximity to a community college and the advantages of post-secondary and continuing education. Community college students have the advantage of a campus that is more than a traditional college campus. The possibilities for activities such as field experiments or surveys may also be enhanced for community college students by the proximity of the public in a joint-use facility.

How does this model benefit the patron? First and foremost, for both sets of patrons, (public and student), exposure to each other is educational in itself. The public benefits from the interaction with students as well as provides the opportunity for advanced and lifelong learning, which ties in nicely with the Association of College and Research Libraries’ information literacy standards (www.ala.org/acrl/acrlstandards/informationliteracycompetency.htm). The public can also benefit by having access to more scholarly materials that may not necessarily be available in the traditional public library. Students benefit from interaction with public patrons, as stated earlier, with the possibilities of projects and field studies in tandem with their traditional lecture format classes. The benefit of diversity that is normally seen in the traditional college setting is raised to a higher level with a joint-use facility serving both students and public. In this day and age of passion for all things electronic, including research, both groups benefit from having access to more—as well as atypical—databases that they might not normally have access to in the traditional campus or...
public library. The advantages that children have in such a model are twofold. They will grow up with an exposure to post-secondary education to a higher degree than normal. Students who are majoring in fields such as education or nursing have the distinct advantage of informal exposure to children prior to launching their formal careers. In many respects and cases—and in my humble opinion—the advantages to the patron of this type of joint-use facility far outweigh the challenges involved in setting up and maintaining such an enterprise.

In conclusion, communication and planning from the outset are key components to the success of this kind of project. If you do not have the support of governmental agencies such as the library board, city council, and college administration, serious problems will be encountered. Involve members of both staffs and the public and academic communities at every step of the way, but especially at the initial proposal and planning processes. Get all agreements in writing at the very inception. In today's culture, an integrated facility is not always the best solution, but it is definitely a possibility that should be considered. While such an endeavor can be challenging, it can also be rewarding and to everyone's advantage.

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http://www.broward.edu/libraries/index.jsp Broward Community College Libraries
http://www.frontrange.edu Front Range Community College, College Hill Library
http://www.sjlibrary.org San Jose Public Libraries and the San Jose State University Library
http://www.spjc.edu/centrallibonline/ St. Petersburg College Library Online
http://www.spcollege.edu/scl Seminole Community Library
http://www.westminster.lib.co.us Westminster Public Library

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Based on the estimates of some recent studies, the earth's petroleum resources could be exhausted by 2040, primarily as the result of improper and inefficient urban policies. Indoor temperatures in buildings have increased due to waterproofing, poorly designed ventilation systems, and designs that did not take into account energy conservation. This, in turn, has led to excessive dependence on air conditioning, which requires much energy and produces significant amounts of pollution. As more is learned about how building structures affect the earth's ecology and human health, greater emphasis is placed on the research and development of alternative technologies in the production of sustainable architecture or ecologically friendly buildings. The Taiwanese government has been promoting building design that not only focuses on human health and comfort, but also places priority on a sustainable, long-term relationship with the eco-environment and the living environment.

However, as the concept of green architecture is relatively new in Taiwan, no ecologically friendly buildings had yet been created for the library systems here. The Taipei Public Library (TPL) is the largest public library system in Taiwan. Besides the main library, it includes forty-one current branch libraries, two new branch libraries under construction, two automated libraries, and fourteen public reading rooms. The demand for more community branch libraries has been increasing, resulting in construction of a new branch library on a nearly annual basis. The TPL administration has always been concerned about how its library buildings and their long-term management affect the environment, so when the old building of the Bei-tou Branch Library (BBL) had to be razed due to an unsafe foundation, it was decided that the new branch should be housed in a green building. The library worked with Team Oregon, an Oregon-based architectural consulting firm with professional experts in urban planning, civil engineering, landscape design, and architectural design, to meet

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the challenge of designing a building whose structure as well as electrical and mechanical engineering would adhere to the concept of sustainable management without violating related regulations. The new library officially opened to the public on November 17, 2006.

What Is a Green Building?
In Japan, a green building is viewed as “a building that harmoniously coexists with the environment” through low impact on the environment and significant contact with nature while providing amenities and health to humans. In Europe, such a green building also is referred to as an ecological building or a sustainable building. The design of these buildings places emphasis on promoting specific ecological goals to ensure sustainable development, such as a balanced ecology, environmental protection, diversity of species, recycling of resources, and producing and conserving energy. In the United States, Canada, and Taiwan, green buildings promote the efficient use of energy, resources, and materials; provide a quality indoor environment, and address the concern for environmental tolerance.

The Architecture and Building Research Institute of Taiwan’s Ministry of the Interior named the Chinese Architecture and Building Center, a corporate body, to be responsible for approving applications for a green building logo. In 2003, the center announced nine categories for determining green building logo eligibility. These included bio-diversity; greenery; soil water content; daily energy conservation; reduction of carbon dioxide emissions; waste reduction; indoor environment; water resource management; and improvements in disposal of sewage and garbage.

The nine evaluative categories indicate that, in Taiwan, green buildings focus on decreasing reliance on energy sources, such as water and electricity; increasing the water content in buildings; decreasing the urban island heating effect; planting trees and lawns to improve the landscape and promote fresher air; banning the use of materials that might endanger human health; and increasing the value of recycled materials when the new building itself will eventually be torn down. In Taiwan, for a building to qualify for the green building logo or for the status of a green building, it has to meet the requirements of at least four of the above categories, with daily energy conservation and water resource management as two requisites.

The Initial Idea for Constructing a Green Library Building and the Input of American Experts
Team Oregon visited the future site of the new BBL to examine the actual environment on several occasions with members of the library staff. When they had arrived at a thorough understanding on the
Demands Made of the Architects
Team Oregon suggested that when evaluating teams of architects competing for the rights to construct a green building, it would be necessary to gauge the knowledge and experience of a given team according to the following criteria:

- A qualified team should have previous experience in designing green buildings or in overall environmental planning.
- Such a team should be able to demonstrate its professional ability in designing a green building and environmental planning, and its expertise in the concept and strategies of overall design.
- The team should discuss the principles of the overall design and how to put them into effective practice by following industry standards, such as energy-efficient use of sunlight and natural lighting. However, if such lighting does not harmonize with the building’s facade or its operating system, the goals of overall design have not been met.
- The team should be able to demonstrate its experience in designing energy-saving devices.
- The team should show that its designs and plans meet the regulations stipulated in the manual for green building design compiled by the Architecture Research Program of the Architecture and Building Research Institute of the Ministry of the Interior, or regulations pertaining to green buildings of other institutes.
- The team should demonstrate that it is capable of implementing effective cost-analysis techniques in choosing suitable building materials and facilities so that the impact on the environment within the building’s life cycle would be minimal.
- The selected team should submit a list of its clients for whom it has designed green buildings as references.
- The selected team should offer detailed résumés of its architects in charge of the project, which detail their personal experience in the design and construction of green buildings.\(^7\)

Important Points That Should Be Included in the Plan
Team Oregon also suggested that the library should require the selected team of architects to provide a comprehensive plan that addresses all the evaluative criteria for green building design:

- The natural environment should be the focus in the design of the building site.
- Traffic and transportation should be evaluated for the purpose of minimizing the use of private vehicles and maximizing the use of public transportation.
- The energy efficiency of the building should meet the highest standards.
- The energy-sealing efficiency of the building should meet the highest standards.
- Abundant use of foliage to absorb carbon dioxide, provide shade, decrease the surrounding temperature, and absorb excess rainwater from storms.

High ceilings and lots of windows help the library benefit from natural breezes.

Outdoor seating at Bei-tou Branch.
• Waterproofed surfaces, including the roof and paved floor areas, should be reduced to a minimum.
• Natural lighting and natural forms of ventilation should be effectively used to decrease the consumption of energy.
• The flow of rainwater runoff from storms should be minimized.
• Strategies for preserving energy and increasing efficiency should be devised.
• Reusable energy resources should be effectively utilized.
• Toxic and harmful materials in the surrounding environment and the interior of the building should be eliminated.
• Both the interior and the exterior environment should be improved to promote the productivity and the well-being of patrons.
• Resources and materials should be effectively used. Water-preserving methods, especially, should be applied.
• Appropriate materials and products should be selected based on their impact on the life cycle of the environment and their reusability and capacity to be recycled.
• The materials employed in constructing the building should be reusable when the building is eventually demolished.
• The production of toxic waste during the construction process should be kept to a minimum.
• The maintenance of the facility and its operations should not impact negatively on humans or the natural environment.
• Relevant documents and data on regulations should be provided to manufacturers, suppliers, and building-site workers so that they will gain a more thorough understanding of the goals and requirements of environmental design.
• Energy-saving mechanisms and the electric system should be managed and maintained by a contracted company to keep them in optimal operation condition.
• A users’ manual for the building should be made available for the proper management and maintenance of the library.⁹

This listing was deemed to be the best guidelines by public library representatives and was given to the architects in charge for reference. The library also sponsored a seminar and invited the members of Team Oregon to exchange ideas and discuss related issues with the architects in person.

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**BBL’s Design Concept and the Features of a Green Building**

BBL is located within the wooded Bei-tou Park, a richly endowed natural environment that also is home to the Hot-spring Museum. The library’s southern facade faces the park, and the northern side is situated along a stream. French windows are prominent on all four sides of the building to let in an abundance of natural lighting and provide exquisite views of the charming natural landscape. The windows also showcase the treasures of knowledge the library owns; rows of bookshelves lead the eye to the scenic sights just outside. The library’s shelves, desks, and chairs all have been specially designed to make patrons feel as if they are sitting in the woods.

The building is constructed primarily of wood and steel, and has the appearance of an oversized tree house. It is the first library structure to be built based on an eco-architectural concept; there are but a handful of libraries throughout the world that meet the requirements of each of the nine green building categories. The building has two upper levels and a lower level, for a total surface area of 650 square meters. On the ground level are the main entrance,
the service counter, periodicals, the computer center, and the new and featured book area. The second floor houses books, the conference rooms, and the seminar rooms. On the library's lower level are the children's room, an audio-visual room, and the storytelling area. Balconies on all three levels also serve as outdoor reading areas for library patrons. The library's book collection consists of more than 50,000 volumes, with a generous amount devoted to the subject of “environmental protection.”

The Concept of the Design
The architects responsible for BBL's design are Kuo Yin-chao and Chang Ching-hwa, architect and partner of Bioarch Formorsana. As the tasks and the functions of library administrators are much more diversified than they had previously been, the library’s space and facilities have had to be reconsidered correspondingly. The two architects were faced with numerous challenges in undertaking this project. Some of these challenges, and the architects' responses in their design of the building and the surrounding space, are as follows:

- The virtual world of the Internet versus the actual world in the library.
  Response: Create an atmosphere of “knowledge exists for me”; let the charm of words and colorful pictures fill the entire space.
  Methods adopted: Lower the shelves to enhance the sense of space and make individual books more accessible; the relationship between patrons and books are closer. The books are positioned in different ways, and more book covers are shown to patrons; though this decreases the number of volumes in the library's collection, it arouses readers' interest in books.
- The private space created by a personal computer versus the public space of the library.
  Response: Devote more space to community activities and encourage frequent contact among people.
  Method adopted: The central space of the library was designed using the concept of the square. This spacious area emphasizes the public nature of the library and attracts people to gather. It is the focus of the building as a whole, and it offers pathways to different parts of the interior space of the library.
- Limited budget versus improved services.
  Response: Decrease operating costs by adopting several energy-saving strategies. Put more resources into user services. Energy-saving strategies enhance the overall effect of environmental protection, so their influence is far-reaching.
  Methods adopted: Place soil and plant trees on the roof to block most direct sunlight and decrease the burden of the air conditioning system. Use ceiling light to illuminate the center of the aisles between bookshelves; such lighting is bright and energy-saving, and does not affect adjustments made to the positions of shelves. Computer software should be used to determine the angle of sunlight on the roof for the summer solstice and the winter solstice, to adjust the lighting and the solar energy panels and the position of the balcony.\(^\text{11}\)

Features of a Green Building
The eco-green walls with multiple vents connected to BBL's exterior not only attract birds to nest and butterflies and bees to gather, but also provide natural lighting and ventilation. The lightweight roofing material is equipped to produce solar energy to generate electricity; it also collects rainwater. Outside, a lawn provides the library with a green expanse. A wooded walkway, wooden chairs, and reading stations outside the library give patrons the chance to immerse themselves in a comfortable natural environment in which they can choose to read, nap, or even take a stroll. Bird-observation stands are situated along the wooded walk, allowing patrons to embark on another kind of learning by observing natural phenomena firsthand. The library also provides a perfect site for outdoor education on eco-environment. The library's greenery, energy- and water-saving facilities, outdoor solar energy facility, and rainwater infiltration system make it an ideal site for elementary and secondary school students to learn about the environment.

The following points illustrate how BBL combines features from all nine categories of a green building:\(^{9}\)

1. Biodiversity: The library preserves a diversified ecological habitat in the Bei-tou Water Park to the fullest extent possible. It grows native plant species as well as other plants that attract birds and insects to the park. It has adopted a multiteried, mixed planting approach, and it makes use of ecological construction to build up the riverbanks and spark the revival of tree frogs.
2. Greenery: Made of a lightweight material, the green roof has a slightly downward sloping lawn and several plant species. More than one hundred different plant species inside
and outside the library meld with the outdoor landscape as a green habitat. These plants can absorb carbon dioxide to counter the influence of acid rain on the environment.

3. Soil water content: The building has a design similar to a house on stilts with the appearance of a house situated on a park’s expanse of green grass. Surrounding the library with green grass and enclosing it with a green roof that can breathe encourages the flow of water into the underground water table.

4. Daily energy saving: The library is designed to benefit from natural breezes and natural lighting by means of its high ceiling, extra levels, and high and low windows that create a floating draft. The natural breezes circulate air currents inside the library. The roof features solar cell panels that generate electricity via solar energy. This power source can generate up to 16,000 watts. The outdoor extended balcony blocks the sun, and vertical wood lattice frames protect the inside from solar radiation and excessive heat from the sun.

5. CO₂ emission reduction: The lightweight wood and steel construction materials reduced the amount of material used, the amount of energy expended in construction, and the amount of carbon dioxide emitted.

6. Waste reduction: The earth that had been removed to create the library’s foundation was used to refill the land for the building’s basement so that the earth has been kept in balance. After the land was leveled, numerous trees and shrubs were planted to preserve the green environment.

7. Indoor environment: Ecologically friendly paint was used, and indoor furnishing was kept to a minimum. Natural lighting enhances the feeling of spaciousness in this library.

8. Water resources: The roof’s grassy slope and natural drainage system help recycle rainwater, which is used for watering plants. Restrooms are installed with water-saving facilities.

9. Sewage and garbage improvement: Recycling areas are tightly sealed to prevent unpleasant odors from emanating.

Conclusion

The natural resources—land, water, energy, forests, and mines—of any given country or region are limited. Sustainable development depends on properly using these sources so that they will be available for generations to come. Green building techniques and methods of sustainable living need to be fully taught and understood. The trend of globalization involves everyone in the worsening reality of the earth’s environment. In order to keep pace with the latest developments and ideas from around the world, the library system should try to apply the concept of eco-architecture and actively seek to improve the design and construction of library buildings and their overall environment. The library will thus be able to offer a more healthful and comfortable reading environment, while at the same time meeting its obligation to protect the earth and safeguard its existence.

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7. Ibid.
9. Introduction to the Bei-tou Branch of the Taipei Public Library. (Taiwan: The Taipei Public Library, 2006).
“By the Book” reviews professional development materials of potential interest to public librarians, trustees, and others involved in library service. Public Library Association policy dictates that PLA publications not be reviewed in this column. Notice of new publications from PLA will generally be found in the “News from PLA” section of Public Libraries. A description of books written by the editors or contributing editors of Public Libraries may appear in this column but no evaluative review will be included for these titles.

Staff Planning in a Time of Demographic Change


The idea for this collective work came about after a series of conferences in Ontario, Canada, between 2002 and 2003. The conference topics, specifically succession planning, highlighted issues about the present and future of the library and information science (LIS) profession.

Is the LIS community planning for the replacement of the large number of Baby Boomers who will be retiring in the next five to ten years? Whitmell, the editor, argues that not enough attention is paid to succession planning. Why? At present we may have plenty of great candidates to fill the positions as the trickle of mass retirement begins. Some may think the vacant positions will be eliminated. The purpose of this book is to change these thought patterns and motivate people in the LIS profession to seriously start thinking and planning for the future.

The writers come from the LIS, education, and business fields, including renowned LIS mover and shaker Stephen Abram. The diversity among the writers makes for an insightful collection of essays from different perspectives. The topics include the aging LIS workforce, next generation librarians, training and development needs, mentoring, and more.—Christine Kujawa, Head of Circulation/Reference Librarian, Bismarck (N.D.) Veterans Memorial Public Library

Metadata and Its Impact on Libraries


In a very old joke, a farm girl, meeting a Boston matron, mentions that she comes from Iowa. Helpfully, the matron responds, “In Boston, we say that ‘Ohio.’” The term “metadata” has emerged as the information community has faced the need to assign labeling to sets of data. In libraries, we call that “cataloging”—or so we think.

This book attempts to span the cultural gap between information professionals and librarians. It addresses the problem of how to present electronic, primarily Web-based materials in the context of
a library catalog, where it can be identified, located for retrieval, and associated with other, context-related materials. The metadata that performs this function may well go beyond traditional cataloging in addressing the mutability of the materials described, the possibly nonverbal nature of the materials, whether auditory or visual, or in ways that customize access for the particular communities to be addressed. Several metadata schemes are described and assessed with respect to their interoperability; that is, for adaptation for exchange, transport, exposure (the process of making metadata available to third parties), and harvesting (retrieval). The Dublin Core, developed under OCLC’s auspices, was designed to be simple enough that even non-librarians can implement it, and has become something of an international standard. It becomes especially useful in conjunction with such traditional library content standards as AACR2, Dewey Decimal Classification (DDC), and Library of Congress Subject Headings (LCSH). Some modifications in AACR2 have already been made to make it easier for untrained people to use, and others are planned for AACR3, also known as Resource Description and Access (RDA). MARC21, MARCXML, and Encoded Archival Description (EAD) also are highlighted. The authors then explain how to create metadata for monographic materials and continuing resources, and discuss issues of integrating library metadata into local catalogs and databases. They review current digital projects, discuss the archiving and preservation of digital materials, consider how the inclusion of digital resources is changing library service, and sum up with the idea that metadata and digitalization are an important part of the future of libraries of all kinds.

With exercises, extensive references, a list of acronyms, and a very helpful glossary, Metadata and Its Impact on Libraries will be an extremely helpful volume for those planning metadata projects, whether within or outside the library community.—Ann Braid, Reference Librarian, Detroit Public Library

Reference Librarianship: Notes from the Trenches


Cleverly combining the perspectives of an active, technologically savvy librarian with just thirteen years of experience with that of a retiree who came of age before the Information Age began, this book could be described as a love letter to the reference desk. The working librarian, Peter Sprenkle, speaks through a record of interactions between himself and the public over the course of several months. The log, which ran as a blog from 2003 to May 2004 under the name of “Ref Grunt” (http://refgrunt.blogspot.com), has a great deal of charm. Best-seller searches, running children (and one running septuagenarian), ringing cell phones, crashing servers, and what Sprenkle calls “copier advice,” take up a great deal of his professional time. In an awful—and for most reference librarians, all too familiar feeling—entry, Sprenkle watches, frozen, as, having told some parents to keep their children from running, the parents hit those children hard. Somehow, more or less while all this is happening, Sprenkle also manages to deal with a wide range of requests for information.

The log inevitably includes quite a lot of deadpan humor, as well. Having recently gone searching for books on “programming in C” for someone who really wanted a few items on pregnancy, this reader especially appreciated these two gems (both from page 118): “Pimples? Yes sir. Oh, you said pit bulls. Sorry.” and “Wells? You mean the things to draw water out of? Oh whales. Sorry.”

This mostly pleasant reading is interspersed with very pleasant essays on issues in library service, ranging from why librarians are expected to provide staples and tape, to such problems as library boards run amok and the building projects they approve. Readers of the now defunct Wilson Library Quarterly will appreciate a chance for more of the columnist Charles R. Anderson’s me- low perspectives on library administration. His theme, the need to maintain a human perspective even as the public library as an institution grows ever more ambitious, is much enriched by his eye for telling detail. For example, in an essay on signage and how much is really enough, Anderson recalls that in one library, patrons could find a pencil sharpener mounted on a filing cabinet thirty feet away from the reference desk with no more than a nod in that general direction to go by. Finding a display of tax forms, twenty feet from the reference desk, seemed to call for the librarian’s getting up and leading the seeker across the room.

Sprenkle and Anderson’s enthusiasm for the public libraries is something few would be reluctant to share. Those of us lucky enough to work in one of these places might take this portrait of our profession
with a grain of salt, at least until we can read an hour-by-hour, moment-by-moment account of what other people do for a living. Could their jobs be as great as ours? Perhaps, in the final analysis, they could not.—Ann Braid, Reference Librarian, Detroit Public Library

Access to Medical Knowledge: Libraries, Digitization, and the Public Good


In only a few years, databases sponsored by the National Institutes of Health, such as Medlineplus.gov, have transformed public access to medical information. Within a few clicks, searchers can find current, accurate information at every reading level on subjects ranging from “abdominal pain” to “zoonoses” (animal diseases that can be transmitted to humans). Service to the public good can be said to be as convenient as it can conceivably get, and the United States government picks up the entire tab.

The impact of Internet access and digital storage of published material has even more dramatic in libraries that support medical practice, and most pronounced of all in those libraries connected with research institutions. Where in previous decades, librarians struggled to meet ever-increasingly extortionate pricing of must-have journals and vied for the acres of storage needed to house back issues, some very different concerns are now being felt. Research institutions are discovering that they can archive research and make it accessible to the larger community, in addition to, or even in place of, sponsored publication. Archival databases such as JSTOR not only save processing and storage costs, but are generally preferred by the end-user group. A great deal of the old remains—publishers’ representatives now try to sell “Big Deal” packages of digitized, content-related journals to a very understandably embittered customer base, and journal publication remains an important part of many professional careers—but change has arrived and made itself at home.

Where the impetus for all this innovation came from, how it was carried out and by whom, and the background on other aspects of medical librarianship in the twenty-first century, are explored in this book. Frances K. Groen, a distinguished academic medical library administrator, former head of McGill University’s medical library, and a past president of the Medical Library Association, has provided a meticulously researched history of developments. Students in search of research topics of their own would do well to consult this thoughtful review of the development of the profession. Groen’s account of the crisis in medical journals pricing is especially impressive. Her discussion of the international movement toward open access is another highlight. Public librarians may be drawn to Groen’s discussion of the history of patients’ libraries within hospitals, and see potential for further exploration in that area.

Librarians’ professional values—the provision of information to all who seek it, in service to the public good—have been Groen’s inspiration in preparing and presenting this excellent work. Her narrative never shies from demonstrating how the realization of goals based on these values have been subject to a good deal of luck and fate in recent centuries. This adds a much-appreciated note of humanity to the story: librarians, whatever they think they want to do, can only work within their own historical and technological context. But fortunately for us, we happen to be the heirs of an enormous, essentially forward-moving heritage of concern and effort.—Ann Braid, Reference Librarian, Detroit Public Library

A to Zoo: Subject Access to Children’s Picture Books, 7th ed.


A to Zoo is an invaluable reference resource essential for building a library collection, planning story times, and conducting reader’s advisory. The importance of this book is enhanced today, as there is more emphasis on early literacy and choosing the right book for a child’s specific need. This book is a valuable time saver for someone who needs to quickly select a book on a particular subject or illustrator.

This seventh edition contains 28,000 titles—adding more than 4,000 new titles since the last edition was published in 2001. A to Zoo contains subject headings, subject guides, a bibliographic guide, title index, and illustrator index. The introduction also includes a fascinating history of the picture book and its growth in society. The picture book now appeals to people of all ages and is enjoyable and informative in fiction and non-fiction genres. This book is highly recommended
for all public libraries, parents, educators, and other professionals who work with children.—Susan McClellan, Director, Avalon Public Library, Pittsburgh, Pa.

Reading Matters: What the Research Reveals about Reading, Libraries, and Community


This important work by three Canadian researchers is a valuable gift for the public library community. By bringing together scattered findings from years of research on reading and libraries’ crucial role in promoting it, and by making these findings easy to understand and use, they have provided answers to why libraries are still needed when information is readily available on the Internet, and why public money should be spent on recreational reading materials. Public librarians have always believed that reading matters; the research findings provide how and why: “people become readers by doing lots of reading, . . . , what motivates novice readers is the pleasure of the reading itself; and that libraries . . . need to support pleasure reading by making the books accessible, by helping readers choose books, by celebrating and modeling the love of reading, and by creating communities of readers . . . ” (ix). The authors present research to support each of these points and provide practical suggestions for using the findings.

This book can either be read straight through or according to one’s interests. The introductory chapter explores the history of reading and provides an introduction to reading research; its discussions of myths about reading and of the “Fiction Problem” are especially valuable. Subsequent chapters are devoted to children’s reading, reading by young adults, and adult readers. Each chapter first lists the numbered sections into which it is divided, making it easy to locate specific topics. Sections end with specific recommendations for libraries, further reading, and references. Illustrative quotes from the authors’ own research are included throughout. Another strength is the breadth of research from education, cultural studies, media studies, and library and information studies, conducted in the United States but also in Canada, Great Britain, Europe, and other countries.

The reviewer found the chapter on adult readers, with sections on who reads what, why, where, and when; the reading experience; best sellers, prizes, lists, and manufacturers of taste; advising readers; and reading as a social activity, of special interest. The section on how adults choose books to read was particularly interesting. Children’s and young adult librarians will appreciate the largely reassuring research about children and young adults and reading, and can use the suggested methods to assist readers and non-(or non-traditional) readers.

This is a book to read again and again and to refer to when seeking evidence to support funding or media requests. It will interest and benefit parents; teachers; children’s, young adult, and adult services librarians; directors; board members; and faculty and students in library and information studies schools. Because reading matters so very much, every public library should buy at least one copy.—Annabel K. Stephens, University of Alabama School of Library and Information Studies, Northport

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WWW.BCALA.ORG
New Teen Health and Wellness Database from Rosen Publishing

www.teenhealthandwellness.com

Teen Health and Wellness: Real Life, Real Answers, the inaugural database from Rosen Publishing Online, provides students with comprehensive curricular support and self-help tools on topics including diseases, drugs, alcohol, nutrition, fitness, mental health, diversity, family life, and more.

Developed for teens, Teen Health and Wellness: Real Life, Real Answers draws on Rosen’s award-winning series, including Coping, Need to Know, and others. Thoroughly updated and revised for online use, all content is reviewed by leading professionals in medicine, mental health, nutrition, guidance, and career counseling.

The home page includes several high-interest, topical features that are updated on an ongoing basis. They include:

- “In the News”—highlights current events, news, and research in health and wellness
- “Ask Dr. Jan”—features questions and answers provided by a licensed psychologist
- “Personal Story”—features authentic, first-person accounts from teens who share their experience dealing with a health-and-wellness-related issue
- Interactive polls and quizzes
- National twenty-four-hour hotlines for teens in crisis

The Web site offers a teen-friendly interface that is easy to use; multiple paths to information via browse, search, and high-interest features; advanced search functionality, including “Did you mean?” searching; and automatically generated citations, plus print and e-mail functions.

Downloadable Games and Interactive Software Now Available

www.overdrive.com

OverDrive announced that it will add downloadable digital games and interactive software to its Digital Library Reserve service offering. The first agreement to enable this new service is with Vosity LLC, a leading aggregator of digital games and other digital products.

This is the first time that library patrons will be able to download games and interactive software on the same platform used for audio books, music, and videos. With the free OverDrive Media Console, no other software or hardware is required.

OverDrive offers a growing catalog of premium titles in educational and entertainment categories from award-winning publishers, as well as additional benefits of virus-free down-
loading and variable lending periods that libraries can set for each title.

**Bowker Introduces New Readers’ Advisory Tool for Nonfiction**

Bowker recently announced the development of Nonfiction Connection, the library industry’s first comprehensive readers’ advisory (RA) tool for nonfiction titles. Modeled after Fiction Connection, Bowker’s RA tool for fiction titles, the new electronic offering will allow patrons or librarians to find nonfiction titles based on books they have already read. Users will simply log on to the subscription service, enter the title of a book they already know they enjoy, and search for similar books from Bowker’s nonfiction database. Using the browse feature, users will also be able to locate books within various narrative nonfiction genres, such as true crime, travel, history, food, animals, politics, and biographies.

**Envisionware Adds Wireless Laptop Print Client**

EnvisionWare has introduced a new wireless laptop print client. The laptop print client allows a patron, while connected to the library’s wireless network, to install a virtual printer and print to the LPT:One Print Solution. The look and feel of the software is very much like the LPT:One software that one sees on the library’s networked public clients. The laptop print client requires that the library be running LPT:One 4.0.

**WorldCat Delivery Facilitates Requests for Materials Across Platforms**

OCLC is testing a new service called WorldCat Delivery that will facilitate requests for library materials across disparate library system platforms and will interact with different circulation systems. The service will also test the optional delivery of requested library items directly to users at their homes or offices.

By using NCIP (NISO Circulation Interchange Protocol), OCLC is facilitating joining together of disparate integrated library systems (ILS) to create a circulation-based resource sharing service.

The goals of the pilot are to understand how libraries and library users would use direct delivery, if made available, and also to understand how libraries would use interoperability between their ILS to simplify their workflows. The pilot project will include several representative library groups that use different ILS.

**NetLibrary Offers Libraries New Purchase Option for eAudiobooks**

NetLibrary has launched a new purchase model for its growing collection of eAudiobooks. Librarians now have the option to add individual titles to their collections from leading publishers including Random House, Blackstone Audio, and Books On Tape. In addition, librarians will still have the option to purchase a complete collection of eAudiobooks from Recorded Books through an annual subscription.

Library users can search for, preview, download, and listen to eAudiobooks through the NetLibrary platform via the Internet. Users can download up to ten high-quality, portable eAudiobooks, twenty-four hours a day, seven days a week.

eAudiobooks will download or play on any desktop or laptop running supported media software programs and operating systems. Users can also transfer favorite titles to a wide range of supported portable devices, including portable music players and portable media centers.

**Innovative Adds Ingram to Inventory Express, Speeds Selection Process for Libraries**

Innovative has added Ingram Library Services to the group of vendors supporting Inventory Express, a tool that allows library staff to select books more quickly and easily than ever before. In addition to Ingram, Inventory Express also provides real-time, Web-based connections to Coutts Information Services, Amazon.com, Baker and Taylor, and BWI.

With a single click, library staff now can search Ingram’s database of more than one million items from within Millennium Acquisitions to find a specific title, check the library catalog for duplicates, download pricing and availability information, and obtain the information necessary to create a database record. Innovative has made this possible by designing Inventory Express as an integrated component of Millennium that employs Web services techniques for real-time information exchange over the Web.
Statewide One-Stop Shopping for Library-Related Training, Workshops, and Programs

www.quipugroup.com
www.clicweb.org

The Quipu Group, in conjunction with the Colorado Library Consortium (CLiC), announced the launch of Library Education Opportunities (LEO), an online resource for library staff training opportunities in the state of Colorado. LEO was shaped with design input from many library partners. Quipu Group created the database backbone and application, implemented the requested interface and capabilities, and provides ongoing technical support and maintenance for LEO.

Every educational event included in LEO has information for interested participants, including program and workshop descriptions, event location, registration, and cost. LEO providers can add events manually or these can be added through a simple file upload process.

CLiC performs the administrative duties for LEO such as setting up logins for LEO providers, updating the controlled vocabulary listings, and providing LEO-wide statistics, while Quipu Group ensures 24/7 access and support.

New Online Registration Service Offers Convenience to Remote and On-Site Users

www.quipugroup.com

The Quipu Group, in partnership with the Contra Costa County Library (CCCL), developed an online patron registration system. This customized program integrates online registration with CCCL’s integrated library system, CARL.Solution, and ensures equity of access to remote and onsite users of CCCLs.

Previously, potential patrons were unable to use online services “on the fly” since an in-person visit to the library was required in order to register for a library card. With the introduction of this unique e-Card solution, patrons can utilize electronic resources and place holds immediately after signing up online. Address verification ensures that only those remote users with a valid Contra Costa County address can sign up for a library card.

The online library card registration will soon be available for use internally from every branch location. By extending this service to all branches, CCCL will enhance their existing in-house self-service options for patrons, streamline the time-intensive library card registration process, and eliminate the need for staff to re-key registration information.

One Click Searching Delivers Full Text from ProQuest and Other Library e-Resources

www.il.proquest.com

ProQuest Information and Learning recently launched One Click Searching for its signature search platform. One Click Searching eliminates one of the most common frustrations of researchers by building a direct path between search results and full text. As a result, libraries with a database on the ProQuest platform can use it for access to full text of the electronic content in its collection, whether it’s from ProQuest or another content provider.

While the technology behind One Click is sophisticated, its appearance to searchers is remarkably simple. Users enter search terms in any database on the ProQuest platform and the results screen will include links to full text from the library’s e-collection. To connect to the full text, users simply click once on the full-text button, giving them a consistent and automatic way to access the library’s entire electronic collection.

Google Search Is Now Customizable

www.google.com/coop/cse

Google has launched the Google Custom Search Engine, a new way to bring tailored search to Web sites and blogs. In just minutes, anyone can use the Google search platform to create a search engine focused on any content they like. Librarians can use Google Custom Search Engine to search their library’s Web site and any other content they select.

Google Custom Search Engines empower users to choose which pages they want to include in their index, how the content should be prioritized, whether others can contribute to their index, and what the search results page will look like.

While Custom Search Engines may be used to generate revenue through the Google AdSense program, libraries, nonprofits, and government organizations can choose not to run ads on their search results pages.
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Visit www.placonference.org for information about registration, conference programming, special events, travel, and insider tips on everything the Conference and Minneapolis have to offer.

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