Baker & Taylor
Your One-Stop Total Solution

With over 177 years invested in serving libraries, our commitment to you has never been stronger. By offering the programs, services, and product you need to best meet patron demand and expectation, Baker & Taylor can provide you with total solution from a single distributor.

What makes us so special?

- Over 90,000 U.K. titles available through Gardners Books
- Expanded Spanish language offerings through acquisition of Libros Sin Fronteras
- Access to over 80,000 eBook titles through partnership with NetLibrary
- Our database contains information on over 3.8 million print and non-print titles
- Over 1.3 million titles stocked at all times
- Five regional service centers for quick order turnaround
- Local sales consultants
- Experienced Customer Service Representatives
- Online Customer Service 24/7
- Customized Library Services
- Autoship services and notification to make your job easier

For more information on any of these services, please visit us at www.btol.com, call 1-800-775-1800 or contact your local sales consultant.
FEATURES

44 Public Libraries and the Ex-Offender
BRENDAN DOWLING
Large numbers of ex-offenders are released back into their communities every year. The author provides a look at what some public libraries are doing to serve their formerly incarcerated patrons.

49 The Book Wagon
KATHRYN POULTER
The Book Wagon is a small traveling library that provides library services to many individuals in the community, focusing mainly on children in the parks during the summer. This inexpensive yet valuable resource has reached thousands of children and other individuals to date. Funding information and potential partnership ideas for other communities are included.

52 Youth, Public Libraries, and the Internet, Part Three
Who Visits the Public Library, and What Do They Do There?
MELANIE KIMBALL, JUNE ABBAS, KAY BISHOP, AND GEORGE D’ELIA
Part three of this ongoing series explores the findings of youth's opinions of service characteristics of both the Internet and the public library.

59 Promoting Arts Education in Libraries
LAUREN MANDEL
The author discusses an art project at the Hialeah (Fla.) PL, and details why arts education is important.

DEPARTMENTS

4 News from PLA
KATHLEEN HUGHES

6 On the Agenda

7 From the President
JAN SANDERS

16 Tales from the Front
JENNIFER T. RIES-TAGGART

19 Perspectives
NANN BLAINE HILYARD

30 Book Talk
MARY MENZEL

34 Internet Spotlight
DAVID LEE KING AND MICHAEL PORTER

38 Bringing in the Money
LEE PRICE

42 Passing Notes
MICHAEL GARRETT FARRELLY

63 By the Book
JULIE ELLIOTT

68 New Product News
VICKI NESTING

EXTRAS

2 Editor’s Note
2 Readers Respond
10 Verso—Make No Bones about It—Creative Partnerships Work
71 Index to Advertisers
73 Index to Volume 46
Hello Readers!

Among the many social issues facing the United States these days is the large numbers of formerly incarcerated persons returning to communities after having served their time with little or no preparation for re-entry into society. Not only can this be devastating to communities, but it also practically ensures that the parolee will soon find him or herself back in prison. Libraries offer a number of services that can help make these transitions more successful. To read more about what some libraries are doing check out “Public Libraries and the Ex-Offender” on page 44. If your library is doing anything in this area, we’d love to hear about it—please send in your comments and ideas. On a lighter note, this issue also includes features on art projects in the library and on an innovative book wagon that’s smaller than a bookmobile but definitely gets the job done.

In addition, this issue’s Book Talk features an excellent interview with Susan Vreeland, author of several beautifully written novels inspired by the life and works of real-life artists. Enjoy!

Kathleen M. Hughes
Editor
Kathleen is reading King Dork by Frank Portman.

Readers Respond

A Trustee’s Perspective

Received the PL September/October issue on Nov.3rd [Don't know why so late]—however . . .

Kudo's for one of the best issues ever! As a library trustee, every page had something of importance to trustees. Of special interest were the essays in “Perspectives.” Every library, at one time or another, has experiences similar to those written about. Library directors may not feel it necessary to report these “incidents” to their boards, accepting the fact that there are patrons who will be rude, angry, careless, and who think it is a sport to challenge the

rules.

Since it is usually the board of trustees’ responsibility to have clear, objective policies and appropriate rules and regulations in place, it behooves every board to review their library’s current policies. An up-to-date policy manual that covers new laws and new technologies will go far in promoting the library as a safe, friendly environment for all library users. This task should be on every board’s agenda.—Shirley Lang, Trustee, Syosset (N.Y.) Public Library
Thanks to the 2007-2008 Partners of the Public Library Association for their generous support of PLA programs and services!

Partners provide invaluable financial support for PLA workshops, pre-conferences, special events, and more. The PLA Partners Program provides high visibility for partners. If you would like to know more about the benefits of becoming a PLA Partner, call PLA at 800-545-2433, ext. 5PLA or check us out on the web - www.pla.org

Platinum Partners ($10,000+)
3M
Bill & Melinda Gates Foundation
Baker and Taylor
H.W. Wilson
Integrated Technology Group
The Library Corporation (TLC)
Web Junction

Gold Partners ($5,000-$9,999)
BBC Audiobooks America
Brodart
BWI
Checkpoint
DEMCO
EBSCO Information Services
GIS Information Systems, Inc.
HarperCollins
Highsmith, Inc.
Ingram Library Services
Innovative Interfaces
JanWay Company
Little, Brown and Company/Hachette Book Group USA
Morningstar
Queens Public Library
Userful

Silver Partners ($1,000-$4,999)
Audio Publishers Association
Encyclopaedia Britannica
LSSI, Inc.
Overdrive
Random House Children’s Books
ProQuest
R.R. Bowker
Scholastic Press
TechSoup Stock
Tutor.com
Wiley Publishing
World Book

Bronze Partners ($500-$999)
LibraryConsultants.org
News from PLA

PLA 2008—Don’t Miss this Conference

Registration Deadlines
Early Bird Registration Deadline—January 18, 2008 (date of postmark)
Advance Registration Deadline—February 29, 2008 (date of postmark)
Register online at www.placonference.org.

Conference at a Glance
Tuesday, March 25
8 A.M.—5 P.M. Registration
8:30 A.M.—5:30 P.M. Preconference Programs*
9 A.M.—5 P.M. Tours*
Noon—1:45 P.M. Preconference Luncheon*

Wednesday, March 26
8 A.M.—6:30 P.M. Registration
8:30 A.M.—Noon Preconferences*
9 A.M.—1 P.M. Tours*
10:30 A.M.—Noon Nancy Pearl Presents “Book Buzz”
2:30—4 P.M. Opening General Session featuring John Wood
4—6:30 P.M. Exhibits Grand Opening
6—7:30 P.M. New Member Reception

Thursday, March 27
7:30 A.M.—5:30 P.M. Registration
8:30—9:45 A.M. Programs/Talk Tables
9:30 A.M.—5 P.M. Exhibits Open
9:45—10:30 A.M. Exhibits Coffee Break
10:30—11:45 A.M. Programs/Talk Tables
Noon—1:45 P.M. Author Luncheons*
2—3:15 P.M. Programs/Talk Tables
3:15—4 P.M. Exhibits Coffee Break
4—5:15 P.M. Programs/Talk Tables
6—8:30 P.M. Audio Publishers Association Dinner*

Friday, March 28
7:30 A.M.—4 P.M. Registration
8:30—9:45 A.M. Programs/Talk Tables
9:30 A.M.—4 P.M. Exhibits Open
9:45—10:30 A.M. Exhibits Coffee Break
10:30—11:45 A.M. Programs/Talk Tables
Noon—1:45 P.M. Author Luncheons*
2—3:15 P.M. Programs/Talk Tables
3:15—4 P.M. Exhibits Coffee Break
4—5:15 P.M. Programs/Talk Tables
7—9 P.M. All Conference Reception

Saturday, March 29
8—10 A.M. Registration
8:30—9:45 A.M. Programs/Talk Tables
10:15—11:30 A.M. Programs/Talk Tables
11:45—1 P.M. Closing Session featuring Kevin Nealon
1—5 P.M. Tours*

*Requires an additional fee.

Can't Make it to Minneapolis? Check Out the PLA 2008 Virtual Conference
This year, librarians who can't make the trip to Minneapolis can still participate virtually in the PLA National Conference. The 2008 Virtual Conference will feature as many as five interactive programs on Thursday and Friday of the conference, plus discussion boards, sup-

An Environmentally Friendly Event!
The upcoming PLA conference will be paperless, which means that paper copies of handouts will not be available at the concurrent program sessions.

- Program handouts will be available at www.placonference.org before, during, and after the conference.
- Registered attendees will be notified via e-mail when conference handouts are available.
- Access to the handouts will be available to registered attendees only, prior to the conference.
- There will be a limited number of onsite printing stations available for printing out handouts.

When putting together your schedule for conference, remember to include a couple of different program options (you can see scheduled programming at www.placonference.org) for each time slot. And don't forget to include the exhibits! The products, demonstrations, and services in the exhibits hall offer librarians yet another educational opportunity.
porting presentation materials, and more. Visit www.placonference.org for more information about the event, registration, and other details.

**CPLA Courses Offered by PLA**

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

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. For information about registration for any of the events listed below (see table 1), visit www.pla.org.

**FOLUSA and ALTA Begin Work to Form Partnership**

The executive board of the Association of Library Trustees and Advocates (ALTA) agreed at the 2007 fall planning session to work with board members from Friends of Libraries U.S.A. (FOLUSA) to determine whether and how a partnership might benefit both groups and, most importantly, America’s libraries. ALTA is one of the American Library Association’s (ALA) oldest divisions, with its inception in 1890. FOLUSA, a younger organization, began within ALA in 1979 and became an independent organization based in Philadelphia in 1984.

“This is a bold new step for ALTA,” said ALTA president Don Roalkvam. “Our association developed a sweeping new plan for the future last year, and this potential opportunity meshes well with our vision to grow membership, create new partnerships, and strengthen our voice for advocacy.”

During the next year, members of both organizations’ boards will work together to design possible governance structures that embrace both the trustee and Friends sectors.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Instructor</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Technology</td>
<td>Diane Mayo</td>
<td>Kansas City (Mo.) Metropolitan Library and Information Network</td>
<td>February 26–27, 2008</td>
</tr>
<tr>
<td>Strategic HR: Organization and Personnel Management</td>
<td>Jeanne Goodrich</td>
<td>Ohio Library Council, Columbus</td>
<td>May 7–8, 2008</td>
</tr>
<tr>
<td>Planning and Management of Buildings</td>
<td>Cheryl Bryan</td>
<td>Florida Library Association, Orlando</td>
<td>March 6–7, 2008</td>
</tr>
<tr>
<td>Current Issues</td>
<td>George Needham and James McPeak</td>
<td>Prairie Area Library System, Moline, Ill.</td>
<td>April 1–2, 2008</td>
</tr>
<tr>
<td>Fundraising</td>
<td>June Garcia</td>
<td>Georgia State Library, Atlanta</td>
<td>January 29–30, 2008</td>
</tr>
<tr>
<td>Serving Diverse Populations</td>
<td>Yolanda Cuesta</td>
<td>Georgia State Library, Atlanta</td>
<td>May 2008</td>
</tr>
</tbody>
</table>
As the planning continues, the boards of both organizations are committed to ensuring that the distinctive and important roles both groups play in the library community are preserved and that benefits to trustees and Friends will continue to grow. “I’m thrilled to have the opportunity to work with ALTA as interim director,” said Sally G. Reed, executive director of FOLUSA. “I honestly believe that libraries are strengthened when trustees, Friends, and members of the library corporate community join forces to enhance and preserve our libraries.”

Immediate plans are underway to work with the Public Library Association, the Library Administration and Management Association, and the Association of College and Research Libraries with the goal of bringing all trustee boards and Friends groups into the new partnership.

FOLUSA is a national organization with approximately 3,500Friends group, trustee, foundation, and individual members representing hundreds of thousands of library supporters. For more than twenty-five years FOLUSA has offered training, support, and idea sharing for library supporters around the country. More information is available at www.ala.org/alta.

### Missing Midwinter?—Read All about It on the PLA Blog

Check out the PLA Blog (www.plablog.org) during the upcoming ALA Midwinter Meeting for detailed coverage of programs, social events, exhibits, and more. A team of PLA bloggers (headed by PLA Blog Manager Andrea Mercado) will fan out to bring all of the important details to our readers. If you will be at the Meeting and want to help blog sessions or other events, drop us a line at contact@plablog.org and we’ll give you all the details.

---

**STATEMENT OF OWNERSHIP AND MANAGEMENT**

*Public Libraries*, Publication No. 724-990, is published bimonthly by the Public Library Association, American Library Association, 50 E. Huron St., Chicago, IL 60611-2795. Annual subscription price, $50.00. American Library Association, 50 E. Huron St., Chicago, IL 60611-2795, owner; Public Library Association, 50 E. Huron St., Chicago, IL 60611-2795, publisher; Kathleen Hughes, American Library Association, 50 East Huron Street, Chicago, IL 60611-2795, editor. Periodicals postage paid at Chicago, Illinois. Printed in U.S.A. As a nonprofit organization authorized to mail at special rates (Section 423-12, Domestic Mail Manual), the purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes has not changed during the preceding twelve months.

**EXTENT AND NATURE OF CIRCULATION**

(“Average” figures denote the average number of copies printed each issue during the previous twelve months. “Actual” figures denote actual numbers of copies of single issue published nearest to the filing date—July/August 2007 issue.) Total number of copies printed:

Average, 11,735; Actual, 11,060. Sales through dealers, carriers, street vendors and counter sales: Average: 335; Actual: 308. Total paid and/or requested circulation: Average, 11,245; Actual, 10,557. Free distribution by mail, carrier, or other means, samples, complimentary and other free copies: Average, 159; Actual, 169. Total distribution: Average, 11,404; Actual, 10,726. Copies not distributed: office use, leftover, unaccounted, spoiled after printing: Average, 331; Actual, 334. Total (previous three entries): Average, 11,894; Actual, 11,229.
I have just returned from a fabulous trip to Taipei, Taiwan. As PLA president, I was invited to visit with them to discuss the service trends we are currently experiencing and to reflect on how those trends are affecting our organizational patterns and our services. It was a full, three-day meeting. Other public librarians from the United States included Jane Appling of Seattle Public Library and Bernie Margolis, formerly of Boston Public Library. There were some United States academics there—the University of North Carolina at Chapel Hill—as well as some public librarians from Norway and Japan. It was an interesting and varied conversation.

I want to just briefly give you some observations. I had an opportunity to view some of the branches for the Taipei Public Library. Three were especially noteworthy.

One was a green library, the Beitou Branch (featured in the July/August 2007 issue of PL), which featured a solar-paneled room, a rainwater collection apparatus, energy-saving lighting, and a variety of tools and practices built in to ensure an ecologically sound facility. There was lots of task lighting in place of brightly lit (over-lit?) reading areas. The library was featured in a number of publications, notably, DT: DISCOVER TAPEI, a bimonthly tourism magazine. One interesting feature was a huge flat screen panel programmed to show actual energy use versus energy creation in real time.

Moving from sunlight to shadow, I also visited an underground facility placed inside a metro subway station. It is completely unstaffed; twice each week, a page comes in to reshelve materials. Users can enter the secured facility by using either a subway debit card (fare card) or a library card. Collections seemed to be geared toward teens and young adults. Mostly, it was filled with graphic novels and serial titles—all paperback. There was no seating, but it did have two public access terminals for catalog access. Periodicals were there, but not for check-out. I asked about theft, as it’s all self-check and honor system. That didn’t seem to be an issue; the unit has five or six cameras running around the clock. I also asked about the homeless users and whether or not they proved an issue. No, I was told, it’s unlikely anyone would camp out in the library, and it would be okay if they did. The cameras all provide real-time feed to a monitoring station in the main library located in the circulation staging area (off desk). Circulation staff keep an eye on the situation as they do other tasks.

The third branch of interest was one I heard described, but was not able to see in person. It was a facility where the entire collection is comic books.
(We would likely say “graphic novels.”) I’m guessing it received heavy use by teens and young adults. What an interesting concept! It appears that they develop branches around age groups or usages, not necessarily based upon a particular geographic location. The neighborhood branches are more likely to be special use rather than full-service facilities for a specific area of the city.

In all this touring around, I was able to speak with a number of branch staff. When asked about their concerns or issues, they responded with familiar remarks: “We don’t have enough money for an adequate supply of new books.” “Our public wants us to be open more hours.” “We need more staff.” “What can we do about kids coming in after school and tying up all the computers just to play computer games?” Sounds pretty familiar, doesn’t it? One thing I did note about staffing, though, is that they do not hire any pages. Those jobs are all done by volunteers. The staff consists of only paid individuals, so their numbers look much smaller than ours. They also don’t worry so much about FTE, but just record anyone who works for salary, regardless of number of hours.

They were a gracious, hospitable people who welcomed us and made us feel honored to be among them. One other event is well worth noting. I was invited to participate in an event celebrating a “New Century of Public Libraries in Taiwan.” In the Presidential Office Building, we attended the opening of a wonderful exhibit called “Taiwan Is a Book Country.” The idea is to encourage citizens to interact with their government by visiting official locations, the Presidential Office Building being one of those. The minister of council for cultural affairs and the director of the National Taichung Library were both present and made remarks. I also was asked to comment, then we all signed a huge prototype of the library card, which became part of the exhibit. I was very proud and honored to be able to represent you in this effort.

Then there were “feasts”—dinners—of seven to fourteen courses, running way into the night. The food was delicious and a thing of beauty. I remember one feast that opened with the biggest lobster I’ve ever seen. Another course put a beautiful soup before us with a crêpe-like cover made of rice. It was opaque, but we could see through it enough to see a flower made of red peppers, a bird made of mushroom, and mountains in the background. Amazing. It seemed a shame to eat it! And so it went, every day was filled with something new and exciting and wonderful things to learn. I met some terrific people from the Taipei Public Library, and am in their debt for their graciousness.

I hope you have set your sights on Minneapolis in March (PLA 2008). This conference promises to be another huge success. Take some time to review the preliminary program and the conference Web site, www.placonference.org; there will likely be more to see and do than will fit onto your day planner. The good news is that no matter what you attend, you’ll find it relevant. This time, we’re doing some repeats of what we think will be the most popular programs, so if you can’t get in the first time, keep trying!

I hope you have a wonderful holiday season, however you choose to celebrate. I hope to see you in Philly—maybe—and in Minneapolis, for sure!
Teen Tech Week is a national initiative sponsored by the Young Adult Library Services Association to ensure that teens are competent, ethical and safe users of technologies, especially those offered through libraries. Teen Tech Week encourages teens to use libraries’ nonprint resources for education and recreation, and to recognize that librarians are qualified, trusted professionals in the field of information technology.

March 2–8, 2008

Join the celebration! Visit www.ala.org/teentechweek, and you can:

- Get great ideas for activities and events for any library, at any budget
- Download free tech guides and social networking resources to share with your teens
- Buy cool Teen Tech Week merchandise for your library

... and much more!

Get Connected: Tech Programs for Teens by RoseMary Honnold is chock-full of innovative ideas, cutting-edge tech programs, and YALSA’s creative ideas for celebrating Teen Tech Week! Visit www.neal-schuman.com or call 1-866-NS-BOOKS.


Best Books for Young Adults is back! Teen services librarians, along with parents and English teachers, will welcome this fully updated third edition, the most comprehensive and effective reference for great reading for young adults. Edited by Holly Koelling. Available at the ALA Store, www.alastore.ala.org.


Stay current with the latest in teen services by subscribing to Young Adult Library Services, YALSA’s quarterly journal. Visit www.ala.org/ala/yalsa/yalsapubs/publications.cfm or call 1-800-545-2433, ext. 5. ISSN 1541-4302, $50.00 (U.S.).
MALORE I. BROWN is the Project Director for the Electric Company with Sesame Workshop; maloreb@gmail.com.

TOBY KING is the Executive Director of the United States Bone and Joint Decade; tobyking@usbjd.org.

KIMBERLY TEMPLETON is an Orthopedic Surgeon at the Kansas University Medical Center and Chair of the Public Education Committee; ktemplet@kumc.edu.

TAMMY L. MAYS is an ALA Spectrum doctoral fellow at the School of Library and Information Studies, University of Wisconsin-Madison; tmays@wisc.edu.

KAREN VARGAS is the Consumer Health Outreach Coordinator for the National Network of Libraries of Medicine, South-Central Region, HAM-TMC Library, Houston, Tex.; karen.vargas@exch.library.tmc.edu.

Malore is reading Eat, Pray, Love by Elizabeth Gilbert.


Make No Bones about It—Creative Partnerships Work

United States Bone and Joint Decade and the National Network of Libraries of Medicine

The executive summary of Bone Health and Osteoporosis: A Report of the Surgeon General identifies the many key stakeholders that are important to improving America’s bone health. These stakeholders include individuals and families, healthcare professionals, health systems, healthcare purchasers, communities and community-based organizations, government, voluntary health organizations, professional associations, academic institutions, and industry. The report discusses the various roles these stakeholders can play in promoting bone health and recommends specific partnerships:

While the roles and contributions of the individual stakeholders are undoubtedly important, public-private partnerships will also be critical to the successful development and execution of a national action plan for bone health. These partnerships can build and strengthen cross-disciplinary, culturally competent, community-based efforts to promote bone-healthy behaviors and support the early identification and treatment of bone disease. There is no question that the collective and complementary talents of both public and private stakeholders will be vital to achieving the goal of improving the bone health status of all Americans.

The report also states that within the last fifteen years, there has been remarkable progress in the area of bone health. Noting the acceleration of meaningful research as a reason to enable the medical community to develop a much more detailed understanding of the factors that promote
bone health and cause bone disease and fractures, the report explains that this enhanced level of knowledge has led to significant advances in the ability to prevent, assess risk factors for, diagnose, and treat bone disease.

Increased physical activity and adequate calcium and vitamin D intake are now known to be major contributors to bone health for individuals of all ages. Typically bone disease strikes late in life; however, the importance of beginning prevention at a very young age and continuing it throughout life is now well-understood.

The Surgeon General’s report states:

Thirty years ago, relatively little was known or could be done about osteoporosis; both the disease and the fractures that go along with it were thought of as an inevitable part of old age. Today, however, advances in scientific knowledge have ushered in a new era in bone health, one in which bone diseases can be prevented in the vast majority of individuals, and identified early and treated effectively in those who do get them.3

The report also notes that osteoporosis and other bone diseases affect more than 10 million individuals today and cause approximately 1.5 million fractures annually. These figures will rise significantly in the decades to come unless action is taken now. Bone diseases impose tremendous physical and emotional costs on those afflicted with them and their family members. The diseases also represent a significant financial burden to individuals and society at large.

A major message of the Surgeon General’s report is that the bone health status of Americans can be improved. Many of the physical, emotional, and financial costs of bone disease and fractures can be avoided. Unfortunately, due to a lack of awareness of the problem and the failure to apply current knowledge, much of what can be done to reduce this burden is not being practiced today. In fact, many in the public, and even in the medical community, believe that osteoporosis, by far the most common bone disease, is a natural, unavoidable consequence of aging. This view must be changed.

The report outlines the magnitude of the problem by stating that “realizing the vision of a ‘bone-healthy’ America will be challenging. Fractures due to bone disease are common, costly, and often become a chronic burden on individuals and society. An estimated 1.5 million individuals suffer a bone disease-related fracture annually.”4 A white woman older than age fifty has more than a 40 percent chance of suffering a fracture sometime during the rest of her life.5 While the lifetime risk for men and non-white women is less across all fracture types, it is nonetheless substantial and may be rising in some groups, such as Hispanic women.6

Left unchecked, the bone health status of Americans is only going to get worse, due primarily to the population’s aging. The prevalence of osteoporosis and osteoporotic-related fractures will increase significantly unless Americans’ underlying bone health status is significantly improved. By 2020, roughly 14 million individuals older than age fifty are expected to have osteoporosis, and another 47 million will likely have low bone mass.7 Because of the population’s aging, the number of hip fractures in the United States could double or triple by 2040.8

Osteoporosis Background
Osteoporosis is a disease that severely weakens bones and can cause them to break easily. This dangerous bone thinning is one of those diseases that sneaks up on you, because often one does not feel it. Women are five times more likely to get osteoporosis than men. There are no known cures for osteoporosis, but there are preventive measures that can be taken.

What causes osteoporosis? Who is at risk for osteoporosis? The disease can be inherited, and is often caused by a lack of calcium and vitamin D in the diet or physical inactivity.

Anyone can get osteoporosis, but some individuals have a higher chance than others, particularly women who are post-menopausal, began menopause before age forty-five, or are thin or have small frames, as well as those who have a lot of broken bones or stooped postures.

Osteoporosis affects millions of Americans. Individuals with osteoporosis are at high risk of suffering one or more fractures, which are often physically debilitating and can potentially lead to a downward spiral in physical and mental health. The most common form of osteoporosis is known as primary osteoporosis, or the cumulative result of bone loss and bone structure deterioration as people age. This bone loss can be minimized, and osteoporosis prevented, through adequate nutrition, physical activity, and, if necessary, appropriate treatment.

Bone Health Statistics
Here are a few bone health statistics:

- Ten million Americans older than age fifty have osteoporosis, the most common bone disease.
Another 34 million Americans have osteopenia (low bone mass).

One in two women, and one in four men, will have an osteoporosis-related fracture in their lifetime.

It is estimated that in 2020, one in two Americans older than age fifty will have, or be at high risk for developing, osteoporosis.

Each year, an estimated 1.5 million individuals suffer a fracture due to bone disease.

Direct-care expenditures for osteoporotic fractures alone range from $12.2 to $17.9 billion each year.9

The risk of a fracture increases with age and is greatest in women. Roughly four in ten white women aged fifty or older in the United States will experience a hip, spine, or wrist fracture over the course of their lives.

The prevalence of osteoporosis in Hispanic and Asian women is similar to that found in white women.

African-American women have higher bone mineral density than white women, but African-American women ages nineteen to forty-nine are ten times less likely to get enough vitamin D than white women.

Alacht children and men are at a lower risk, it is important to remember that osteoporosis is a real risk for any aging man or woman.

Educational Program on Bone Health—The Goals of the Program

The United States Bone and Joint Decade (USBJD) is an organization whose mission is “to provide national leadership and coordination of activities in the United States in the worldwide movement to improve patient care, to promote research and to advance understanding and treatment of musculoskeletal conditions during the International Bone and Joint Decade.”10 The worldwide Bone and Joint Decade is an international collaborative movement sanctioned by the United Nations and World Health Organization and focused on improving the quality of life for people affected by musculoskeletal disorders.

President Bush officially proclaimed the Bone and Joint Decade in the United States. All fifty states have endorsed the Decade. About one hundred patient, healthcare professional, and other organizations have signed a declaration supporting the Decade and forming the USBJD network. All United States medical schools and many colleges of medicine have declared their support.

USBJD has four goals designed to advance the Decade’s objectives, which are to:

- raise the awareness of the American people of the growing burden of musculoskeletal disorders on society;
- promote prevention of musculoskeletal disorders and empower patients through educational programs;
- advance research in prevention, diagnosis, and treatment of musculoskeletal disorders; and
- improve diagnosis and treatment of musculoskeletal disorders.

What Is the Fit to a T @ your library® Program?
USBJD has launched a public education program in United States communities in partnership with the Public Library Association, a division of the American Library Association, and the National Network of Libraries of Medicine. This program is offered in response to the Surgeon General’s first-ever report in 2004 on bone health and osteoporosis.11 The program is called “Fit to a T”—the T-score is the measure of a person’s bone density and susceptibility to fragility fracture.

Educational sessions are conducted at community public libraries and other venues. At libraries, it is offered as “Fit to a T @ your library®.” This one-hour program aimed at the general public focuses on bone health, osteoporosis, and how to avoid fragility fractures as well as provides consumers with the information they need to make informed decisions on bone health. As described below, osteoporosis is a silent disease that drastically alters a person’s quality of life and mobility. Its prevalence is escalating, most especially with the aging of the baby boomer population. At sessions, a medical expert, a health information specialist or librarian, and a patient team up to present the program.

The session features a PowerPoint presentation, live demonstration of health resources through libraries and MedlinePlus, collateral materials, discussion, a question-and-answer period, and follow-up. Handouts distributed at sessions include a program booklet; the Surgeon General’s brochure, “What It Means to You”; and a bibliography.12

Target Audiences
The program was designed to target men and women who are in their mid-forties to late sixties as well as people who are highly susceptible to osteoporotic fractures or have experienced a break. The goal is to reach
these individuals before they have a fracture so they can take necessary steps to prevent bone disease and make changes in their lives to alter the course of the condition. Since its inception, the program has been requested to educate other age groups, and versions for teenagers, healthcare professionals, and medical and nurse students have been developed.

**Program Goals**

USBJD has launched this program to generate awareness and understanding about these important issues and to help reduce the 1.5 million fractures that occur annually.

Specifically, they want session participants to:

- learn how to make an assessment of their living environment and risk for fracture;
- understand bone health basics and assess their risk for osteoporosis in order to be able to discuss these with their healthcare provider and determine appropriate next steps of action;
- acquire the skills needed to identify quality consumer health information;
- discuss these issues with family, friends, and colleagues of all ages; and
- participate in an assessment of the program’s effectiveness in six months or a year.

**Key Messages**

The key messages being delivered to program participants include:

- Osteoporosis and other bone diseases are debilitating and can cause pain, loss of mobility and independence, deformity, and mortality—*contributing to a poor quality of life*.
- The disorder affects men and women of all races and ages—*it doesn't just affect women*.
- Education, with a focus on information-gathering skills and prevention, can help alter the course of the disease—*it’s not too late to make changes*.
- Americans can have strong bones and live healthy, independent, and productive lives—*through better awareness and education*.

**Promotion**

USBJD works with the host organization to promote the event. Adding to the normal channels employed by libraries to publicize this kind of event to the local community, USBJD uses an integrated marketing
communications approach including media relations, marketing materials, Web site presence, and collaboration with libraries and health clubs and fitness centers on promotions. USBJD network organizations promote the program and are invited to participate in it.

The host institutions’ experiences have been very positive in general. The overall quality of the program has impressed the organizers as being consistently high. Audiences have shown great appreciation and interest in the content.

Speakers are chosen with the help of USBJD from healthcare professionals with expertise in osteoporosis. The professionals are selected from a variety of the organizations that comprise the USBJD network, including the American Academy of Orthopaedic Surgeons, American College of Rheumatology, Association of Rheumatology Health Professionals, National Osteoporosis Foundation, National Association of Orthopaedic Nurses, American Physical Therapy Association, American Bone and Mineral Research Society, and the Orthopaedic Research Society. The fact that a physician is involved in the presentation is a big draw for audiences. In public libraries it can be unusual to have a program given by a doctor, and the information presented is given much more authenticity (credence) by the presence of a physician.

USBJD provides physicians with a PowerPoint that they can use for their presentation. This provides a consistency between individual presentations and makes it easier for a physician to take on the task of a Fit to a T @ your library® presentation. Both the host institution’s activity organizers and audience members have said that they appreciate the quality of the PowerPoint presentation and its content. Prevalence statistics that indicate that one-third of all men who break a hip will die within the year, usually draws a surprise reaction from the audience. This fact alone draws the audience into a more visceral understanding of the need to take care of their bone health.

Some of the physicians modify the PowerPoint presentation or add personal information to the presentation. At the program at San Antonio (Tex.) Public Library, the physician showed photographs of his grandmother, his sister, and his sister’s daughter. His grandmother had severe osteoporosis, his sister had just started shrinking in height, and her daughter was extremely tall—there was approximately two feet of difference between the grandmother and the granddaughter! The willingness of the physician to use his own family as an example made the description of osteoporosis more personal for each audience member.

Some programs include a presentation by a patient, who talks about his or her experiences with osteoporosis. One such patient was in her forties, in good health, exercised, ate healthy food, drank milk, and, while she wasn’t overweight, was not extremely thin. At a routine physical, she found out that her bone density level was dangerously low. She immediately went on medication. The audience was fascinated by this story. Her story dispelled many of the myths of osteoporosis—that you need to be a thin, older woman who isn’t exercising in order to get osteoporosis. Many attendees said that they would be sure to find out their T-score after hearing her testimony.

The audience response to the program has been very positive. Audience members who do not have osteoporosis have questions about nutrition, exercise, and why so many men die after breaking a hip. Audience members who have osteoporosis have had questions about the different kinds of medications available. At the St. Edward Mercy Medical Clinic in Fort Smith, Arkansas, the audience members, largely made up of people with osteoporosis, would not let the doctor leave because they had so many questions!

The Fit to a T @ your library® session held at St. Edward Mercy Medical Center in September 2006 was a great success and was the seminar with the most attendance that year. USBJD and the National Network of Libraries of Medicine put together an excellent program that was well-received by everyone in attendance. The information in the program was terrific, and it was an added bonus that the materials were in attractive handouts that audience members could take home with them for future reference.

**MedlinePlus**

The National Library of Medicine is one of many government agencies providing high quality, user-friendly health information on the Web for the public. MedlinePlus was launched with twenty-two health topics, and within a few weeks, it had been accessed by more than 100,000 individuals. Today, MedlinePlus has more than seven hundred health topics, drug and herbal information, a medical encyclopedia, a medical dictionary, interactive health tutorials, current health news, and more.

A medical librarian plays a vital role in the Fit to a T @ your library® team presentation. Each session includes an informative PowerPoint presentation on bone health and a formal demonstration.
on MedlinePlus, the authoritative consumer health database of the National Library of Medicine. In addition, a PowerPoint overview of MedlinePlus is provided to offer strategies on how to effectively search for bone health information. Participants are encouraged to use MedlinePlus to find answers to their health needs and to make informed healthcare decisions. MedlinePlus not only will assist in finding bone health information, but features such as the interactive health tutorials and drug and herbal information also are emphasized during the PowerPoint presentation.

Conclusion
Bone health is a neglected subject. This article defines bone health, discusses the status of bone health in America, and explores creative ideas on how public, hospital, and medical librarians can partner with community-based organizations to promote bone health in their own communities. “Fit to a T @ your library®” is a free educational program focusing on bone health and osteoporosis prevention for men and women in their mid-forties and older. Donald A. B. Lindberg, director of the National Library of Medicine, believes that by working together, organizations will raise much-needed public awareness of arthritis, back pain, osteoporosis, trauma, and childhood conditions and their treatments. “We have to reach Americans in every part of our society—at work, home and play,” he says. “Libraries are in every community and they can play a vital role in providing our citizens with health information they can apply in their daily lives.”

References
2. Ibid., 25.
3. Ibid., 3.
12. Ibid.
“Tales from the Front” is a collection of news items and innovative ideas from libraries nationwide. Send submissions to the contributing editor.

Give Our Library a Face Avatar Design Contest

Young adults grades six through twelve who live in Contra Costa County or have a Contra Costa County library card have been invited to create an original avatar—a virtual face that depicts what they think the Contra Costa County Library (CCCL) in Pleasant Hill, California, looks like. The winning avatar is prominently featured in OurLibrary (www.myspace.com/ourlibrary), the library’s new MySpace profile. The contest allows teens to showcase their creativity while interacting with peers and library professionals in a way they never could before.

Participants were invited to submit designs of their own creation, integrating characters or images inspired by reading and literature or by library buildings and people from the local community. A group of ten finalists were chosen from the entries received and posted on OurLibrary throughout September. Visitors cast their vote on the site for the avatar that they would like to see representing the library. The winner, who received an iPod shuffle, was announced at a countywide Teen Read Week event, October 14–October 20.

The library will utilize MySpace’s network and tools to reach out to the Contra Costa County’s online community of students, artists, and readers. “We’re placing library services on the Web because that’s where teens are, and where they get much of their information,” said Cathy Sanford, CCCL deputy county librarian. “Teens can get help with their homework, contact a librarian or online tutor, and find a book, movie, or music CD in the library’s catalog from this site.” Designed especially with young adults in mind, the profile has already been critiqued by young library users from throughout the county. Their suggestions, feedback, and original content are incorporated into the site, giving it undeniable teen appeal.

For more information about the avatar design contest, contact Lorrie Butler, information systems, at (925) 646-6461, or e-mail lbutler@ccclib.org.

LA City Libraries Offer Free Wi-Fi

In a technology first for Los Angeles, people with laptop computers now have free wireless (Wi-Fi) access to the Internet and Web-based library resources at the Los Angeles Public Library’s Central Library and all seventy-one branches. The library is the first city department to offer Wi-Fi in all its facilities.

With public demand for the library’s 2,200 computers at an all-time high, the library implemented Wi-Fi to provide greater and more convenient Internet access to the fifteen million people who use the library annually.

“Transforming our libraries into Wi-Fi access points revolutionizes our ability to serve people,” said city librarian Fontayne Homes. “With
Wi-Fi, we’re providing computer access to far more people, without incurring the high cost of purchasing and maintaining additional equipment. Best of all, when people use their own laptops, more of our computers are available to patrons who must rely on library equipment for Internet access.”

Outfitting all seventy-two libraries citywide with Wi-Fi was accomplished without using city money, noted Holmes. Instead, the Library Foundation of Los Angeles, a non-profit organization that supports the library, raised the necessary funds. The program began in March 2004 as a pilot project in the Central Library’s computer center, and was a success with the public. The library then began an ambitious expansion of the service to all facilities.

For more information, contact Peter Persic, public information director, at (213) 228-7555, or visit www.lapl.org.

Newspapers from Around the World Free @ Skokie PL

One small part of the Skokie (Ill.) Public Library (SPL) virtual library is NewspaperDirect PressDisplay, which provides free access to more than 250 newspapers from all over the world in many languages. Using their library card number, SPL users can access the newspapers in full-page format, complete with photographs, headlines, tables, and charts; the papers keep the same formatting as their print versions.

This new service is great for users with personal or business interests out of town, or for those interested in many different perspectives on the news of the day. There also is a translation feature for some newspapers. The papers usually are available on the day they’re published, and remain available for sixty days.

The virtual library is always open and available. For more information call (847) 673-3733, or visit www.skokie.library.info.

Harry Potter’s Knight Bus

The Knight Bus visited the New Carrollton and Oxon Hill branches of the Prince George’s County Memorial Library System in Hyattsville, Maryland, to promote the publication of the seventh and final Harry Potter book, *Harry Potter and the Deathly Hallows*. The Knight Bus is an enchanted, very purple, double-decker bus that serves as public transportation for wizards and witches on the go. Muggles and other nonmagical Harry Potter fans also were invited to tour the Knight Bus and record a thirty-second video about why they love J. K. Rowling’s books. Safe and comfortable costumes were welcomed. Select video clips were uploaded for viewing and sharing on www.scholastic.com/harrypotter.

For more information, visit www.pgcmls.info.

Senior Spaces Designed for Older Library Patrons

A pilot program at the Old Bridge (N.J.) Public Library (OBPL) called “Senior Spaces” has been designed to accommodate the interests, needs, and concerns of baby boomers, their parents, and elderly customers.

The changes move the area “from a passive to an interactive environment,” said OBPL assistant library director Allan M. Kleiman, who is coordinating the new Senior Spaces project.

The new area includes a comfortable seating area called “the living room” as well as a “bookshop” with books and other materials of interest to older age groups. “The front porch” features rocking chairs for people to sit on and chat with their neighbors, and “the listening area” includes a television, phonograph, and DVD player. The “special-needs space” provides equipment and computers aimed toward those who are visually impaired or blind. “Phase one really was a design of an existing space in the library and turning that space into an area for baby boomers, older adults, and the elderly,” Kleiman said.

“What is different about this project is that we will be developing programs and services for all three generations of older adults—the baby boomers not yet retired, older adults who have retired in the last few years, and the elderly, many who can no longer get to the library. We actually are building this space and the program from the bottom up.”

The New Jersey State Library is helping to fund the program with a $10,000 grant that matches money provided by the Eastern New Jersey
Library Cooperative INFOLINK and the OBPL to fund a center for lifelong learning. "Serving the needs of older residents as the population of New Jersey ages is one of the ways in which we can help libraries to meet the challenges of the future," said state librarian Norma E. Blake. The state library frequently supports such pilot projects as Senior Spaces that are replicable and can serve as models for other libraries.

“The Old Bridge Library also is growing its partnership with the New Jersey Library for the Blind and Handicapped, a bureau of the State Library," Kleiman noted. OBPL has been helping to promote the Library for the Blind and Handicapped’s talking book services and Audiovision, which records and broadcasts readings from local newspapers and special interest programs for New Jersey residents unable to read standard print because of a visual or physical disability. Senior Spaces has set up an Audiovision radio so customers can try the radio-reading service out in the library, according to Faith Lundgren, director for the New Jersey Library for the Blind and Handicapped.

“The next phase of the project will be happening in the fall,” said Kleiman, “when we open our Senior Learning Space. The classroom space will allow the library to have a dedicated area to feature computer classes, lectures, small group discussions, writing classes, programs on health, wellness, retirement, financial security, history, culture, and more.”

Library director Margie Cyr is hoping the community will become involved with the new addition via the Senior Spaces Advisory Board, which will provide input to library staff on programs, activities, and services. The plan is to develop a board of nine members that will meet on a monthly basis.

The entire project will be documented through the use of a Senior Spaces blog (www.seniorspaces.blogspot.com) and Flickr pictures (www.flickr.com/photos/senior_spaces). Additional information, progress reports, and a how-to-do-it tool kit will be available on the library’s Web site at www.oldbridge-library.org.
Contemporary literature has a new line of demarcation: pre- and post-Harry Potter. The first book was published in the United States in 1997. Our vocabulary has been enriched by “muggle” and “quidditch,” and our geography by “Diagon Alley” and “Hogwarts.” We know how and why the sorting hat and owl mail are used. We know that comparing someone to Snape doesn’t say well of him, but comparing someone to Dumbledore does.

Harry Potter is a publishing phenomenon, with more than 300 million copies of the seven books in the series published in dozens of languages. Harry Potter also is a reading phenomenon. “Children in many countries have rediscovered the power of reading—or discovered it for the first time,” writes Judith Saltman. “Even before the global onslaught of massive advertising and merchandising campaigns, the books had caught fire with readers. . . . Publishers, booksellers, and libraries have witnessed a resurgence of interest in the fantasy genre. . . . It is remarkable that at the beginning of this new millennium, the most well-known cultural figure may be a. . . . wizard-in-training.”

The seventh volume in the beloved series was published in July 2007. Libraries across the country made the most of the event, with special programs and community connections.

**Harry Potter and My Hypothetical First-Born Child: The Technical Services Perspective**

For us the work began the day the *title* of the final Harry Potter book was released. That was the day we placed the order.

Other departments in the library planned activities for children—wizard parties, Quiddich tournaments, a countdown to release day. In technical services (TS), we planned how we’d manage to catalog and process eighty-one copies of the book as well as keep them secure prior to release day.

As the department manager, it was my responsibility to sign the release forms. There were five in all: three for the book, and two for the audiobook.
Written in legalese, the gist of the release was this: “Don’t let this book out of your sight one second before midnight on release day, or we’ll seize your first-born child and never send you another book pre-release ever again.”

Needless to say, I took those threats seriously. I was the guardian. The gatekeeper. The one person standing between the hordes of Harry Potter fanatics and the most eagerly anticipated book of the year.

It was a big responsibility, but, as I always say, that’s why they pay me the big bucks.

* * *

The calls started in early July. A reporter from the local newspaper, wanting to talk to me about the new Harry Potter.

“Are you sure I’m the person you want to talk to? Wouldn’t you rather talk to the children’s department?”

She wants to talk to me. She’s already talked to children’s, and they told her all about the crazy forms I had to sign. It’s an angle; something different. She wants to know if she can bring a photographer to take a picture of me holding the contracts.

She is now, under penalty of my wrath, that I sounded good. I don’t listen to people comment on it. One staff member who is on vacation even calls me to say that she heard it and that I sounded good. I don’t listen to it. I was there, I know what happened.

* * *

The article is a good one, and the picture is huge. I cut it out from the newspaper and give it to my mother, who passes it along to my grandmother, who thinks it’s a really good picture. It is a picture of the top half of my face—my eyes, mostly—and the contracts. The evil contracts.

* * *

At this point, I am sick of Harry Potter. We’ve got a battle plan for the processing—basically, a “drop everything and deal with these books, then seal them back up in the original boxes and lock them up” plan—but I have now had to send the release forms to the vendor three times. Each time, I include a note: “please call to confirm that you’ve received these.” No response. I am faxing into the ether. Because I’m not sure that the vendor has the release forms, I’m not sure that we’ll get the books on time. I ask my children’s materials cataloger to please confirm that the vendor has the forms. She calls and gets confirmation.

Two days later, I get yet another call from the vendor. They don’t have the forms. I fax them yet again, this time directly to our salesperson, who says he’ll take care of it. I breathe a sigh of relief when the books show up the Tuesday before release.

* * *

Everyone in the department is hard at work, adding theft detection strips, Mylar book jackets, barcodes, and ownership labels. We are efficient. We are processing machines! As the processing is completed, the books are sealed back into their original boxes.

Somehow, the books managed to show up without anybody noticing. Information usually spreads like wildfire around our library, and I was expecting a parade through the department the second word got out. People didn’t start wandering in to TS until two days later, and at that point, the books were sealed back in their boxes, waiting for the big day. It is always nice to see people in our department, though.

* * *

The Wednesday before release day, I get another call. It’s a local morning show from a popular radio station, and they want to talk to me about the release forms I had to sign. They originally called the business office, the business office talked to the director, the director said, “talk to Nanette.”

This is the first time in nearly four years that I’ve worked at the library that I’m someone that the media wants to interview. They talk to our director a lot, obviously—she’s the decision-maker, the mover and shaker, the woman with the plan. They talk to the children’s department. They talk to the branch manager. But as a rule, nobody cares much about the technical services manager.

Then I signed those release forms for the Most Important Book of the Decade, and suddenly I’m as popular as Paris Hilton.

The interview lasts about three minutes. I talk about the release forms, I advocate for the library. It’s my moment to shine and be heard, and I work it. For someone who works behind the scenes, I do love the spotlight, so this is my moment.

The next day, when the interview airs on the radio, several of my co-workers comment on it. One staff member who is on vacation even calls me to say that she heard it and that I sounded good. I don’t listen to it. I was there, I know what happened.

* * *

It is the afternoon before the Big Day. The boxes are loaded on to a dolly and ready to be transported to the circulation manager’s office. The circulation manager has assured me, under penalty of my wrath, that the boxes will not be opened before the library closes. Then, they can be opened and checked in so they’ll be sitting on the hold shelves when the library opens in the morning.

“Are you sure we can’t take a copy early?” one staff member asks.

“Absolutely not,” I reply. “Haven’t you heard about those release forms I signed?”

Harry Potter Extravaganza: A Community Comes Together

Kate Hall, Children’s Services Department Manager, Park Ridge (Ill.) Public Library; khall@prpl.org
Harry Potter has been a part of my life since I was in college. He came into my world nine years ago, on a quiet day when I was working alone at Waldenbooks. I was looking for a book to read and stumbled across *Harry Potter and the Sorcerer’s Stone*. I devoured it in a few hours, and then went to check and see when the next one would be out. I was dismayed to find that I would have to wait two whole weeks to read *Harry Potter and the Chamber of Secrets*. (If I only knew then what a short wait that was.) But wait I did, as I, and eventually the rest of the nation, anxiously awaited the next six books.

But it wasn’t enough to just read the books. I loved them too much for that. Harry hooked me right from the first. I knew that I needed to spread the word about Harry to adults and children alike. I told friends and family. I recommended it as often as possible to kids when I still worked at the bookstore, and then later, when I became a librarian. Still, it wasn’t quite enough, and so began the programs. I held Harry Potter parties, where we had trivia contests, made potions, did wand work, dressed as characters, played Quidditch, wrote birthday cards, and participated in all sorts of other Harry Potter activities. Children loved coming and getting revved up for the release of the next book. But something was missing.

Everything I had ever done for Harry had been focused entirely on children or, to some extent, teens. But what about the adults? How could we do something that would stretch across the generations to really capture the love that Harry inspired in all ages? My idea: host a Harry Potter Extravaganza in uptown Park Ridge, Illinois, and draw in all ages to the most exciting event Park Ridge had ever seen (or so I hoped).

As soon as the release date for book seven came out, the planning started. The first step was meeting with local businesses to see if they would be willing to participate. Despite my enthusiasm, there were only a few businesses who came forward. They were hesitant to stay open until midnight as I suggested. Slowly, as word spread and interest was sparked in the community, more and more businesses signed on. Eventually we had twenty-five businesses participating, of whom twelve (including the library) stayed open until midnight; most of the others staying open until 10 p.m. Each business picked a name (or had help picking one if they were not familiar with Harry Potter) and an activity or event they would have at their store. We made sure to have events for all ages, from little children through adults. The library staff planned the marketing, put up posters, and handed out flyers, and before we knew it, the day had arrived.

The anticipation had been humming in town for the past few weeks, and everywhere you went you could hear murmurs of “Harry Potter, Harry Potter,” quite similar to how wizards acted in chapter one of *Harry Potter and the Sorcerer’s Stone*. The town had been transformed with banners and decorations. The library—I mean Hogwarts School of Witchcraft and Wizardry—was a wonderland of Harry Potter decorations and costumed staff. We were ready for the masses.

The event started at 5 p.m. By 4:45 p.m., the library was filled with people in wizard dress waiting to be sorted into houses and ready to watch or take part in the trivia contest for children, which kicked off the event at the library. All across town, people were wandering about, taking part in all the activities, including the potions class; wand-making class; charms class; Quidditch; Bertie Bott’s Every Flavour Bean Tasting Contest; dramatic readings; costume contests for children, teens, adults and families; Harry Potter Bingo; Azkaban Prison visits; herbology class; Harry Potter food sampling at various locations; Tri-Wizard Tournaments; Harry Potter face painting; and more. Children, teens, and adults were welcomed and took part in all the events. The night was magical, and for those seven hours you only heard sounds of laughter and fun being had. It was as if the magic of Harry had infused the town and turned it into a true Harry Potter Wonderland.

How many people do you expect for an event like this? The library had never had an event of this mag-
nitude, so we didn't really know. We planned for the masses and were not far off. There were more than three thousand people that trooped through the library during the event, and we estimated about another thousand that may not have made it in. Not bad for a town of about 38,000. But, of course, it is not really about the numbers, but about creating a memory of the library, a boy named Harry Potter, and an event that will live on in history.

Did Harry Potter change the role of the library in Park Ridge? The businesses now are excited to work with us, and have already started talking about other events we can host together. Even almost two months since the release of the seventh book, we were still receiving comments from patrons that it was a wonderful, amazing event. The newspaper raved about it, and showed the library as a vital force in the community. And though our circulation hasn't shot up 20 percent, our Harry Potter Extravaganza very definitely showed the community the value of the library . . . and of a good book.

The Party-That-Must-Not-Be-Named

KELL CARPENTER, REFERENCE LIBRARIAN, TWIN LAKES LIBRARY SYSTEM, MARY VINSON MEMORIAL LIBRARY, MILLEDGEVILLE, GA.; KELLCARPENTER@TLLSGA.ORG

Harry Potter.

The name receives instant recognition in today's society. The response is often polarized: one extreme is displeasure and disapproval; the other is enjoyment and excitement. I'm afraid I can't be objective on this hotly debated topic. You see, I'm definitely a fan of the boy wizard and the magical world in which he lives.

Some find this odd; in fact, it's a bit of a joke among my colleagues and co-workers in our library. You see, I have somewhat of an elevated interest when it comes to the series of Harry Potter novels. I tend to revisit them every so often, when I'm in between reading material, you see. Of course, that comes around rather more often than not.

As I write this, I'm just starting Harry Potter and the Half-Blood Prince again. This will be the fifth or sixth time I've read it. Yes, I've read the first six books in the series many times over. I've honestly lost count of the exact number of times I've read books one through four, but books five and six are definitely at about five or six readings by now. So far I have read the final entry, Harry Potter and the Deathly Hallows, only once. It took about a day and a half, and I'd really like to read it again, but I simply must read the whole story in its entirety, starting from the beginning. Hmm. That does sound a tad obsessive.

Obsessive or not, it was my love of the Harry Potter series that landed me in charge of our library's celebration in anticipation of the release of Deathly Hallows. We had discussed the possibility of such an event a year or more before the release date of the final book was announced. Once we knew the date, however, we got into full swing: promotional fliers, radio ads and interviews, newspaper ads and articles, the works. “The Party-That-Must-Not-Be-Named” was coming!

As someone who loves these books, I was thrilled to be a part of this. As a library staff member attempting to plan and coordinate an event like this, I was terrified! Fortunately for me, the support from our library system's administration and staff was incredible; they were responsible for ensuring this event would be a success.

Our system director and assistant director started things off on the right foot by giving me a budget that would accommodate exciting prizes, refreshments, and advertising. Along the way, they gave input and guidance to help shape up the event to be a great day. Our other staff members proved invaluable as well; they all pitched in whenever asked, and several showed up in character the day of the party. We had our own Harry, Tonks, and Umbridge, and they were all spectacular.

One of the more interesting and exciting parts of the process was discovering how many people in our community were fans of the series. We invited our local Animal Rescue Foundation to participate, and they went beyond any expectations I had. The volunteers who came to staff their table had gone to great lengths to decorate their “Care of Magical Creatures” station, even coming dressed in Hogwarts uniform. Outstanding!

We held a clothes drive in collaboration with our local Salvation Army thrift store, as well. It also was a very successful part of the experience. Billed as the “S.P.E.W. (Society
One of the more interesting and exciting parts of the process was discovering how many people in our community were fans of the series.

for the Promotion of Elfish Welfare) Clothes Drive,” donors were given a badge that said “I freed a House Elf today!” I am happy to report that my car was overloaded with clothes when I dropped off the donations at the Salvation Army.

Both the clothes drive and the Animal Rescue Foundation table were efforts on our part to make the event more than just a party. We wanted to make sure we took the opportunity to put the focus on helping others in the midst of what we hoped was a communitywide celebration. The people in our community definitely got the message, and they rose to the occasion.

We also had a successful collaboration with our local Waldenbooks store, which had a party that night after our event ended. We worked with them, sharing resources, and I even assisted in hosting their “Grand Hallows Ball.” It was quite a day and night.

To cap it all off, we finished at 12:01 a.m. with what is, quite possibly, the best part of the whole event. One lucky eight-year-old was the recipient of a hand-delivered copy of the book via “Owl Post” by our “Harry” at his home. I honestly don’t remember who came up with the idea, but this is one of the best parts of the experience that was “The Party-That-Must-Not-Be-Named.”

Other great moments from the day include excited fans dressed as their favorite characters, children coloring their own “magical portraits,” laughter and debate over what might be inside book seven, and—my personal favorite—a little girl smiling in delight as she hugged a giant jar of jelly beans she had just won.

In the end, all the hard work and headaches leading up to the event and the frantic pace of the day itself were all proved worthwhile. From the viewpoint of attendance alone, the event was a smashing success; more than six hundred people came through the doors of our small-town library that day. It also was a successful event in another important way: our library made an effort to reach out to our community. We met on the common ground of the magical world of a boy wizard, and had a blast. Judging by the results, we need to find more of that common ground and get to work.

**Where’s Harry?**

*John Sandstrom, Manager, Collection Development and Acquisitions, El Paso (Tex.) Public Library; SandstromJO@elpaso.texas.gov*

The Harry Potter books have been a force in libraries for more than just their circulation and ability to get non-readers to read. They have opened discussion and caused more recrimination than any other book I have ever worked with.

At my library, it is a policy that books be held in one collection. If it is a juvenile book, it goes in the juvenile collection, likewise adult and young adult (YA). However, Harry Potter caused discussion and re-evaluation of this policy. To my knowledge, these discussions began with *Order of the Phoenix*, which was the first Harry Potter that came out after I arrived in El Paso, and got more extreme, heartfelt, and heated with every Harry Potter that has come out since then.

For *Deathly Hallows*, it began to get so testy that I felt I had to take some steps. So out came the research. A brief examination of our ILS resulted in Table 1, based on just the primary hardback record for each title.

As can be seen, we have not been following our own policy very well in the case of Harry Potter. But why?? Why has Harry Potter, a quintessen-

<table>
<thead>
<tr>
<th>Title</th>
<th>No. in Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Harry Potter and the Philosopher’s Stone</em></td>
<td>Adult 65  Juvenile 19  Young Adult 2</td>
</tr>
<tr>
<td><em>Harry Potter and the Chamber of Secrets</em></td>
<td>Adult 48  Juvenile 19  Young Adult 1</td>
</tr>
<tr>
<td><em>Harry Potter and the Prisoner of Azkaban</em></td>
<td>Adult 131  Juvenile 21  Young Adult 0</td>
</tr>
<tr>
<td><em>Harry Potter and the Goblet of Fire</em></td>
<td>Adult 135  Juvenile 10  Young Adult 5</td>
</tr>
<tr>
<td><em>Harry Potter and the Order of the Phoenix</em></td>
<td>Adult 68  Juvenile 13  Young Adult 0</td>
</tr>
<tr>
<td><em>Harry Potter and the Half-blood Prince</em></td>
<td>Adult 32  Juvenile 14  Young Adult 0</td>
</tr>
<tr>
<td><em>Harry Potter and the Deathly Hallows</em></td>
<td>Adult 32  Juvenile 11  Young Adult 1</td>
</tr>
</tbody>
</table>

| Table 1. Distribution of Harry Potter Titles in the El Paso Collection |
tional children’s and YA book, ended up so heavily in the adult collection? Discussing this question with my selectors, I came up with an unexpected answer. Harry Potter has joined the adult collection because there is no juvenile or YA bestsellers collection.

So, going into *Harry Potter and the Deathly Hallows*, we had four positions to bring to consensus. They were:

- **Cataloging and processing**—We want to process all the books the same, and we do not want to create juvenile and YA bestseller collections for one title.
- **Adult collections**—It is a bestseller and belongs there, but we would really rather not have them in our regular circulating collection once they come off of bestseller status.
- **Young adult collections**—While Harry Potter started out as a juvenile series nine years ago, Harry’s readers have grown up, and we need to move the titles to where they will find them. Also, the later books (such as *Deathly Hallows*) are darker and deal with themes and images not appropriate for children.
- **Juvenile collections**—Harry Potter started as a child’s series and needs to remain a children’s book. We get requests for Harry Potter titles all the time, and we don’t like referring children to other parts of the collection.

What did we do? Unbelievably, it took five of us to decide, in an hour-long meeting, that the original buy (150 copies) would be split between the adult bestsellers, juvenile, and YA collections, and that as it came off of bestsellers, it would be transferred from the adult collection to either the juvenile or YA collections as they want them. Technical services achieved their major goal of not adding juvenile and YA bestsellers for one title, the adult collection gets to move the books out after they are no longer circulating at a very high level, and the juvenile and YA collections are getting the books that they want. Overall, we found that we, as a library, do not need to be afraid of putting books in multiple collections.

**The Transformative Power of Potter**

**SUSAN WICK, BRANCH MANAGER AND DEPUTY HEADMISTRESS, HOGWARTS/BRIGANTINE, BRIGANTINE (N.J.) BRANCH, ATLANTIC COUNTY LIBRARY SYSTEM; SWICK@ACLSYS.ORG**

Aragog stands alone in the corner of the Great Hall, mouth agape, awaiting the beanbag rats that will soon be flung his way by novice witches and wizards. Those young people, and an equal number of their teen-aged and adult counterparts, gather at the doors above, eagerly awaiting the moment when they’ll be thrown open by welcoming Hogwarts staff. That moment cannot arrive, however, until the fears of one staff are quelled. Our loyal prefect, a strapping eighteen-year-old whose wizard hat renders him nearly seven feet tall, has just revealed a Ron Weasley-like fear of spiders that will prohibit his assisting the children in playing this game. Upon closer inspection of Aragog, one understands his trepidation. The spider is no smaller than eight feet in diameter, with a fierce array of eyes and vicious-looking fangs.

A misty voice arises from the corner: it is Professor Trelawney, declaring that no spider can frighten her. Our arachnophobic prefect, relieved, reassigned herself to the figure-painting class at the end of the Hall. Equanimity, if not peace (after all, Bellatrix was there), was restored to Hogwarts. At last we could admit our eager audience.

This was the scene preceding our midnight book release party for *Deathly Hallows*. Aragog had come about in a last-minute burst of enthusiasm. Having conducted Harry Potter Days for years now, we felt ourselves in need of a little something extra to complement our Owlery, Gringotts Bank, and restricted area of the Hogwarts library.

Those of us who have inhabited this magical world of witchcraft and wizardry for more than a decade have long since known about the transformative power of a good story. But nothing has ever approached the parallel world wrought by J. K. Rowling. While programming has long been a vital part of our library’s mission, the Harry Potter phenomenon, for us, has raised the concept to a whole new level. The many calm satisfactions of librarianship are momentarily supplanted by sheer delight when we are presented with such programming prospects as those inspired by Rowling’s exquisite mind. Given such opportunities, the seriousness of librarianship can fall away for a few precious hours, during which we are allowed to indulge our inner child by bringing a magical
world into being for the benefit of our patrons, young and old alike.

In late spring, we began the process of converting the lower level of our building into Hogwarts School of Witchcraft and Wizardry. Day after day, we put up stone walls, hung our hand-made house banners, set up the Owelry, mixed new potions for the Potion Master's shelf, and tested the alarm on the "restricted section" of the Hogwarts library (which we knew from experience would evoke squeals from our young charges once some Slytherin violated the rules and triggered it). All this had been done to accommodate the many Harry Potter programs we already had on the docket. During the summer we ran a Harry Potter movie marathon; two book discussions, one for adults, another for the kids; and two “Harry Potter Days,” at which would-be wizards and witches do banking at Gringotts, purchase supplies in Diagon Alley, make their own wands, get sorted into houses, attend classes in potions, divination, and herbology, get refreshed at the Leaky Cauldron, and have a rousing game of East Coast Quidditch on the lawn.

So we were over the moon when we were given the opportunity to embellish that menu by holding a launch party for book seven. We jumped at the chance. When we decided that our branch would open at 12:01 A.M. on July 21 so that our patrons could have first crack at borrowing *Deathly Hallows*, all we had to do was look to the basement to find inspiration waiting in every corner.

ARAGOG! Eight hairy legs undergoing many transformations as a librarian became a model-maker, using plastic pipe joints, dowels, foam pipe insulation, and duct tape—two rolls, in fact. Golf balls and buttons spray-painted gold for eyes, fake gorilla fur from the local fabric store, and the transformation was complete—Aragog lives! Or close enough.

THE SEVENTH BOOK! A wooden table cleverly layered with books and a cardboard cover that became a false top. A table cloth that hid the secret beneath, and then, in the midst of the party, the top flung back to reveal the long-awaited prize. The explosion of joy in the room shook the walls. The book was here, and a memorable moment was born. Can you believe people pay us to do this job?

THE MIRACLE OF THE POPCORN AND THE CAKES. Two bags of popcorn and two cake mixes shouldn't feed 120 people, but that night they did.

To many children in Atlantic County, the Brigantine branch library’s lower level has long been known as, well, Hogwarts itself. After the release of book seven, there are now scores of adults who feel the same way. Long after much-loved copies of *Deathly Hallows* are crumbling in our hands and we're re-ordering fresh copies for a new generation of readers, our library will continue to offer opportunities for patrons to be swept back into this world that Rowling has created. It is the permanence of great literature that allows for such a lifelong transformative experience. Long live Hogwarts!

**The Harry Potter Difference**

**DONNA J. ALWARD, DIRECTOR, HOUGHTON LAKE (MICH.) PUBLIC LIBRARY; DALWARD@HLPLIB.MI.US**

The Harry Potter fantasy novels have been a dream come true for public libraries. No better marketing plan could have been conceived to capture the interest and imagination of so many readers and get them checking out their public library.

The Harry Potter phenomenon brought readers out of the woodwork—readers who were excited, engaged, and effusive! Harry Potter removed the stereotype of readers being nerdy wallflowers with a boring habit, which was ironic, because Harry's nerdiness was very apparent—he was intelligent and wore glasses! In a world of contact-lens-wearing tweens and teens not interested in appearing in public in glasses, Harry and his spectacles were hot! Reading was hot!

Not only were people talking and reading about Harry, but they also were listening to him on audio books and watching him on DVD—all of which were readily available at the public library.

Even small, rural libraries in northern Michigan became part of Harry's cause célèbre. At Houghton Lake, staff who read and enjoyed the series also addressed the occasional question or comments of those concerned about black magic and wizardry in the book series. On the whole, the positive effects exponentially outnumbered any negative effects at Houghton Lake Public Library.

Because of Harry Potter, the library:
• held four different programs to celebrate Harry Potter books, including two midnight book release parties (something we had never done before or since!);
• had volunteers create a spectacular, handmade Harry Potter quilt giveaway that was used as an incentive for tween and teen readers to participate in a reading program (and it worked!);
• received requests from young men at the Camp Nokomis Challenge Center, an at-risk youth facility, for the final book, library staff personally donated two copies of *Harry Potter and the Deathly Hallows* for the center’s library;
• chose a children’s book, *Harry Potter and the Sorcerer’s Stone*, for Page-Turners, an adult reading discussion club; and
• checked out sooooo many copies of Harry Potter in every format—books (hardcover, paperback, and large print), audio books, and DVDs.

Thank you, J. K. Rowling for Harry, and for reigniting the passion for reading!

**We’re Just Wild about Harry!**

EVA ENGLISH, LIBRARY DIRECTOR, FORT BELKNAP COLLEGE LIBRARY, FORT BELKNAP RESERVATION, HARRLEM, MONT.; FORTBELKNAPLIBRARY@YAHOO.COM

Fort Belknap College is a two-year tribal college serving the Fort Belknap Indian Reservation and the surrounding area. The library has the special distinction of serving as both academic library to the college and as public library to the Fort Belknap community and surrounding areas.

The Harry Potter phenomenon at the library had been growing since the first book came out. Adults and children alike have requested the books—both current patrons and people who hadn’t visited the library before. Our limited budget only allows us to purchase one copy of each book, so when the Harry Potter books were out, our patrons would ask for something similar. We were able to recommend read-alikes by such authors as Eion Colfer, Jonathon Stroud, and Jane Yolen. We also suggested Christopher Paolini, partly because of his books and partly because he is a Montanan.

But the Harry Potter craze really hit the library on Thursday, July 25, 2007, when we hosted “Wild About Harry Day.”

The event came about because Char Olson of Ann Arbor, Michigan, saw Fort Belknap College Library listed on the Adopt-A-Library Web site (www.adoptalibrary.org). She e-mailed me and explained that her Girl Scout troop was looking for a service project. How could they donate to our library? We decided that book donations would be wonderful. After we worked out those details, Char wrote and asked how else they could help out our library. I assumed that they meant from Michigan, but further conversations proved that they intended to make a road trip! I mentioned that the Milk River Days Powwow was at the end of July. Perhaps we could plan something then so they could attend this annual cultural event. Char wrote back to say that the final Harry Potter book would be published about the same time. Perhaps they could help us celebrate! Thus “Wild about Harry Day” at the Fort Belknap College Library was born.

The Scout troop raised all the money they needed for their road trip and for the activities at the library. They had everything worked out. All the library had to do was publicize the event.

The big day began with the participants building their own wizard hats, followed by making broomstick or magical pencils. Fortunes were read by Professor Char at the Divinations Station. Magic wands were made at the Defense of the Dark Arts Station. Potions and flowers were made by everyone interested. We showed the film version of *Harry Potter and the Sorcerer’s Stone*, followed by a quick game of dodge ball. Lunch was served, then back to the fun. Treats from Hogwarts’ Trolley were handed out to everyone who participated. A Quidditch match had been scheduled, but we ran out of time! All too soon came the grand finale: breaking the wizard hat piñata.

Everyone had a wonderful time celebrating the magic of Harry Potter. Thirty-five people of all ages attended, and twenty-two of them stayed the whole day. The first twenty participants received their own copies of *Harry Potter and the Deathly Hallows* as a souvenir of the day.

The success of our celebration is due in large part to the efforts of Huron Valley Council’s Girl Scout Troop 1602 in Ann Arbor, Michigan. For her efforts in coordinating the event, scout Liz McCubbrey will earn...
the Girl Scout Silver Award, the highest Girl Scout award for her age level. Other scout leaders and troop members included Char Olson, Gabriela McCubrey, Carol Collins, Rebecca Donnelly, Lydia Basinger, Sophia Bell-Streety, Tila Havlik, and DeAnna Crout. Fort Belknap College Library was represented by Brenda Hopkins, Steve Gives, and Eva English.

The scouts’ financial contribution was supplemented by funding from the Institute of Museum and Library Services (IMLS) Enhancement Grant. Community programming is one activity funded by the grant, and will help us improve and expand library services.

As the Girl Scouts left, they said they are already planning things they can do when they come back next year!

One Library’s Response to Harry Potter Fans

MARNA ELLIOTT, HEAD OF YOUTH SERVICES,
BRIDGEWATER (N.J.) LIBRARY; MELLIOTT@SCLSNJ.ORG

Harry Potter fans have always looked to July for another thrilling installment from their favorite author, and this year the seventh month brought forth the long-awaited seventh book, *Harry Potter and the Deathly Hallows*. The Bridgewater Library looked at how it could respond to the excitement as we considered the library’s role in the Harry Potter phenomena.

It was clear that bookstores, toy stores, and movie theaters were going to respond to the Potter phenomena with parties, prizes, and costume events to promote book sales and movie attendance. Rather than seeing the library in competition to those activities, we wanted to find ways that would compliment them and highlight the library’s strengths. Among our greatest strengths is that we listen and respond to our Harry Potter fans. As we listened, it was easy for us to create appropriate activities and responses that provided opportunities for Potter fans to bring their opinions and ideas to life. Magic was in the library because the individual readers could put their own insightful imaginations to work among friends and fellow wizards. Our intent was to provide the venue for the Harry Potter fan to express his or her ideas.

As soon as the release date for *Harry Potter and the Deathly Hallows* was announced, fans of all ages came in and began expressing their opinions about what they thought was going to happen in the last book. It was clear fans wanted opportunities to discuss the previous six books and to anticipate what was going to happen in the last. We responded by providing book discussion groups, and librarians listened to children’s and teens’ ideas about the book and helped them find Harry Potter read-alikes as the countdown to the release date began.

Two teens approached the teen services librarian and asked if they could initiate and hold a Harry Potter book discussion. The teens created the activities, publicized the program, developed the discussion questions, purchased and made Harry Potter snacks, and, most importantly, lead the lively, in-depth discussion. Our teen librarian was impressed with how thoughtfully and passionately teens discussed the book.

An adult services librarian came up with an idea for an intergenerational book discussion. She already was hosting an afternoon nonfiction book discussion for all ages and genders. The group ranged in age from nineteen to seventy. With all the different perspectives, the discussions were lively and animated. Unfortunately, the nineteen-year-old went back to college, leaving the librarian wondering how to get the young adults back. She decided to pick discussion books that teens and twenty-something adults were reading, so it was a natural to pick *Harry Potter and the Deathly Hallows* as the first book to be discussed.

The second reason for offering an intergenerational book discussion was that the librarian observed that her own friends were wild about Harry and couldn't wait for the book. Those friends ranged in age from twenty-five to forty-five. In addition, she went to the midnight book selling at a local bookstore, where she observed that teens and twenty-somethings outnumbered every other age at the event.

We also heard from the fans that they wanted to celebrate the release of the last book, so we provided a Harry Potter party for children and a library lock-in for teens. The children were able to create their own magical creatures and make predictions about the seventh book. The predictions were displayed in the children’s room, and slowly the tallies grew, as everyone wanted to have his or her say about the fate of Harry, Snape, and Dumbledore.
With all the previous Harry Potter titles flying off the shelf as fans rushed to reread their favorite book or finish book six, the one book that remained in the library was their own Book of Magical Creatures based on J. K. Rowling’s Fantastic Beasts and Where to Find Them. Children who could not attend the party were able to add their own fantastical creatures.

The teen lock-in was held on the Friday night of the midnight release. We arranged to have copies of the book available at midnight for those teens who wanted to spend the rest of the evening reading about Harry with friends, but we also provided alternate activities (duct-tape crafts, library scavenger hunt, and Guitar Hero and Dance Dance Revolution) for those teens who wanted to ignore Harry Potter.

Although I am listing it last, one of the most important things heard from the fans was that they had library access to the book. Even before the publication date was released, fans wanted to know when and how they could place a hold on their favorite format for the book, and as soon we had a release date we added the record to the catalog so holds could be placed. As we watched the holds request grow, it helped us to determine how many volumes we would need to purchase to satisfy the demand. The technical services and circulation departments took special care that the library would honor the publisher’s release date requirement and made sure the books were processed and on the holds shelf for fans to pick up when the library opened on Saturday morning.

As we look back over the summer of Potter, we feel we were successful in filling the gaps left by the commercial market, by providing the venue, activities, and, more importantly, the freedom for the reader to fully express the thoughts and ideas brought about by Rowling’s work. We feel we were able to satisfy all age groups associated with reading the Potter books, and that the access and atmosphere provided by our library did nothing but enhance the reading experience.

Conclusion
This past August I overheard a conversation at the Montreal airport:

“You have a library card?” the twenty-something man asked his female companion in surprise.

“Of course I do,” she responded. “You ought to try it. They have music and movies, too, you know. And I want to read the Harry Potter books, but I don’t want to fill up a whole, you know, bookshelf” (holding her hands a bookshelf-length apart).

The tale of one young wizard and his school days has inspired young readers, reconnected adults to books, and created new library users. That’s the magic of Harry Potter!

Reference
A project of the National Endowment for the Humanities (NEH) in partnership with the ALA Public Programs Office.

3,000 public and school (K–12) libraries will be selected to receive the Bookshelf—a collection of classic books for young readers related to the theme Created Equal.

The Created Equal Bookshelf will include books focusing on the life and words of Abraham Lincoln, whose 200th birthday will be celebrated during the 2008–2009 programming year. As a special bonus, libraries will also receive a “History in a Box” resource kit on Lincoln, produced by the Gilder Lehrman Institute of American History. The box contains thirty primary documents, teaching strategies, interactive CD-ROMs, DVDs, and more.

The Bookshelf program is part of NEH’s We the People initiative, which supports projects that strengthen the teaching, study, and understanding of American history and culture. Applications will be accepted online from September 10, 2007, through January 25, 2008.

To access a list of programming ideas for your application, visit www.ala.org/wethepeople.
Huckleberry Moments
An Interview with Susan Vreeland


**Public Libraries:** The San Diego Public Library played a crucial role in the creation of *Girl in Hyacinth Blue*; can you tell us something about that?

**Susan Vreeland:** Where else but at a library could my books be developed? Books give birth to books. Research is an integral part of my process, but when I wrote the book, my first historical fiction, I was undergoing treatment for lymphoma. After a bone marrow transplant, I had to spend one hundred days in quarantine, which kept me from driving to the library downtown. You can imagine how grateful I was for the branch library book transfer system in San Diego, whereby I could telephone the central library and ask for obscure books to be sent to my branch library a short walk from my house. In addi-
tion to the wonderful support of library director Anna Tatar, it took the efforts of six people to provide me with each book: the librarian who answered my call, the clerk who checked the stacks or went to the basement storage to bring up the book and process it, the person who loaded the truck, the driver, the receiving library staff who telephoned me, and, finally, the circulation desk attendant who checked the book out to me, a stranger wearing a medical mask who slipped into and out of the library quickly. These dear people performed these tasks as a matter of course, not knowing that they were creating a lifeline for me, because my creative work was my road to survival. The more I imagined my way into my characters’ lives, the less self-absorbed I was. There is no healing down the road of self-pity. One must reach out from the sickroom to the wide world for health.

My own experience made me conscious that these daily library service tasks, performed throughout the nation, no doubt were supporting others who had equally vital needs for library materials. We don’t know what important research is being done using library resources, what creative projects are underway in the arts, the humanities, the sciences. In this regard, all intellectual labor is collaborative. Unfortunately, the research providers are seldom acknowledged.

PL: How do you make such carefully researched books so alive with emotion? Do you have to end your research very firmly and get your brain into a more creative place, or does the research continue as you write the novel?

SV: My research continues throughout the writing process. Before I begin, preliminary research grounds me in the topic and time period and suggests multiple dimensions to the book. For Girl in Hyacinth Blue, besides Vermeer’s life and work I researched Dutch history and culture, the making of the Dutch landscape, Jews and the Holocaust in the Netherlands, the treatment of witches in the seventeenth century, the Dutch diamond trade, Passover traditions, canals, weather, historic floods, and windmill engineering. For Luncheon of the Boating Party, my research included several biographies and art histories of Renoir and other Impressionist painters; color theory; the recorded history of the figures in the painting as well as their writing, theatrical roles, and activities; late-nineteenth-century French cultural history, including opera, theater, cabarets, songs, dances, leisure, regattas, and dueling; the Franco-Prussian War and the uprising of the Commune and its aftermath; the flora and fauna of the Seine; Paris streets and buildings; and the French language. However, there always are unexpected research needs that emerge during the writing, so I’m forever going back to the library.

The emotion comes from the love that I feel for the characters, their situation, and the time period. For historical characters, reading their letters and other writings, studying their art, and understanding their conflicts gives me the basis for revealing them through their emotions and sensual experiences, and sometimes even suggests their voices, expressions, and syntax. I put myself in their place, listen, listen, listen, and try out sentences.

PL: You also make libraries part of your promotional strategy; you recently had an East Coast press tour.
for your new book, *Luncheon of the Boating Party*, which you followed with a tour of California libraries. What is the value of the library in promoting a new book?

**SV:** Primarily, it is to generate awareness of the book through word-of-mouth. Library fiction readers are usually so in love with reading and so appreciative of what writers do that they discuss with their friends the books they read. In this way, I’m able to reach a wider audience than I can through book stores alone. I find library audiences so warmly appreciative not only of my books, but also of my presentations and my interest in their reading.

**PL:** Your presentations are very special—you not only bring a variety of slides showing the works of art and the real-life people mentioned in your books, you make a beautiful display of artifacts that evoke the books. Can you tell us a little more about this aspect of your talks?

**SV:** Renoir painted his masterpiece of fourteen figures on the terrace of the Restaurant Fournaise overlooking the Seine, yet the underlying subject was the joys of the senses. To help illustrate my talks about *Luncheon of the Boating Party*, I have tried to create a display that evokes the sensual experiences shared by those in the painting. In the foreground of the painting is a still life featuring a fruit compote with pears, figs, and grapes, which I set up on a crumpled napkin arranged in a similar position as in the painting. After a thorough study of the pigments Renoir used in the painting, an artist friend and I made a replica of his palette, complete with the types of brushes he used. I purchased a straw boater at Maison Fournaise and decorated it with vermilion poppies like those on the hat of one of the models. Corks bobbing in the river serve as a metaphor for Renoir’s feeling of lack of a firm direction to his art, and corks are removed from bottles in every luncheon scene, so I have a collection of corks of French wine and champagne scattered on the table. Many other paintings by Renoir and his fellow Impressionists are mentioned in the book. I have made photographic prints of them and of his models as seen in his other paintings. I’ve also gathered photographs of Renoir, his models, and the restaurant setting. All of this is laid out on a striped silk shawl the same colors as the awning in the painting. By each item, I have a small sign giving a related passage in the book. I had great fun making this collection, and I love sharing it with readers at libraries, art museums, and book stores.

I’ve also collected recordings of the music playing in the book—boating songs, opera popular at the time, the Marseillaise, French dance music of 1880—and I have that playing as people are arriving for my events. Such a multimedia experience helps to welcome people into the novel.

**PL:** Do you prefer writing about real-life characters, or, after you finish a book such as *Luncheon of the Boating Party*, do you want to create someone completely fictional?

**SV:** Up until now, I have preferred writing about historical figures, but research rarely reveals enough about the ancillary figures that surround them. This gives me room for fiction. For example, in *The Passion of Artemisia*, the two nuns who were Artemisia’s friends had to be invented out of my own imagination to supply some female characters with whom she could share intimate thoughts. In “Cradle Song” from *Life Studies*, the wet nurse hired by the French painter, Madame Berthe Morisot, came into being after I
read a book about the wet nursing industry in France as the first paid employment for poor women. Van Gogh painted Armand Roulin, the son of the postman in Arles, twice, but all that was known about him was that he was soon to join the French army. His particular concerns — leaving a potential girlfriend, a fight with his best friend, and his lack of self-confidence — were my inventions. I like to spin out into the realm of fiction for such characters, while keeping the known historical figures, in my case, artists, true to the historical record.

PL: Did your teaching career influence your writing in any specific ways?

SV: When I studied works of literature in order to teach them, it allowed me to discover how an author creates sensory experiences felt by the reader. It helped me to see the power of concrete language, metaphor, sentence structure variety, complex sentences, rhetorical devices, and imagery.

PL: What’s next for you?

SV: I’m in the process of deciding. In order to commit myself to a topic, it has to work on several levels. I have to love the characters and the time period, and find in them the possibility of exploring something of substance. The artistic subject must have the power to stimulate the imagination of the reader and provide a window to other times, places, and lives in what I call “Huckleberry moments.” You might remember that Huckleberry Finn marveled when the slave, Jim, confessed to hitting his daughter and feeling sharp grief for it. Huck was struck by this and said, “I do believe he cared just as much for his people as white folks do for their’n. It don’t seem natural but I reckon it’s so.” Such a sudden awakening I call a Huckleberry moment — a startling revelation that launches one beyond one’s own experience. Huck’s imagination was activated, and as a result he became a deeper individual.

Each time we enter imaginatively into the life of another, it’s a small step upwards in the elevation of the human race. When there is no imagination of others’ lives, there is no human connection, and therefore no compassion. Without compassion, community, commitment, loving kindness, human understanding, peace all shrivel. Individuals become isolated, the isolated can turn cruel, and the tragic hovers. Art and literature are antidotes to that. I seek a subject that might have such a broadening and uplifting effect.

PL: Let’s get you back into teaching mode for a moment. What do you say to aspiring writers?

SV: Read, read, read — the best literature that you would wish to emulate. Aspire to write something of moral or social substance instead of something for mere entertainment. Write down passages that move you or strike you as marvelous. Revise, revise, revise in order to plumb the depths of your material. Be responsive to what the world is offering you. Take leaps of faith.
Inviting Participation

Web 2.0 is transforming our Internet world in many ways. It has certainly transformed David’s and Michael’s worlds—our jobs wouldn’t exist without Web 2.0! Web 2.0 has been defined many different ways; check out the Web 2.0 Wikipedia entry (http://en.wikipedia.org/wiki/Web_2.0), for a good run-down. Most of those definitions and descriptions include this concept—participation. If nothing else, Web 2.0 is all about participation. The ability to add your own thoughts to something found on the Web—a photo, a YouTube video, or any number of blog posts—without having to be buddies with the owner of the Web site and without having advanced knowledge of HTML is HUGE. Huge enough that Time Magazine even noticed this phenomenon, and named YOU as the person of the year for 2006—all because you (that is, we; that is, me) are choosing not to sit back and watch the Web go by. Instead, we are choosing to engage with each other via this emerging Web.

But just because your library has started a blog, does that mean that patrons will automatically discover it and immediately start to participate with you and with each other? Not necessarily. Sure, you might get lucky, but most likely, you will have to do two things. You will have to offer the ability to participate on your Web site, and you will have to go one step further and actually invite your customers to participate.

What do I mean by that? Here are two examples to illustrate:

1. A couple months ago, Michael created a Flickr group, 365 Library Days Project (http://flickr.com/groups/365libs, described at http://tinyurl.com/yufyta). For the project, he asked people to “commit to downloading at least 365 pictures from in, around, or about the library you work in, for, or with.” So far, he has received 20 comments on his blog post, 324 people have signed up for the group, and more than 4,300 photos have been added. A marketing toolkit and press kit that helps libraries mine and use the images collected here to their fullest potential is the next phase of this group’s work.

2. Last year, David created a song and video about Web 2.0 titled “Are You Blogging This” (www.davidleeking.com/2006/08/01/celebrating-my-second-blogging-anniversary-with-a-song). David didn’t realize it at the time, but the title of his song and video invited people to participate.

If you have feedback about this article, would like to suggest a topic for future Internet Spotlight articles, have an interesting Internet resource to share, or if you just want to say hello, please feel free to e-mail the editors.
Whenever people comment on the video at YouTube or on David’s blog, people are usually caught saying things such as “Yes, David, I AM blogging this.”

But we can go even one further, with invitations to participate. There are two types of invitations to participate: passive and active. A Web site can have both of these at the same time, and using both types of invitations will certainly help your organization gather patrons who actively participate in the conversation taking place, rather than being passive onlookers. We’ll describe both types of invitations.

Passive Invitations
We’ll go back to the Are You Blogging This example. Within my blog post about the song, I didn’t directly ask anyone to post anything about the song or to comment. But the title of the song DID ask people, very directly, to participate, as it asked the question, “Are you blogging this?” Listeners felt compelled to respond. That’s a good example of a passive invitation to participate.

So what exactly is a passive invitation? I think the word passive could probably be switched out with indirect. With passive invitations, you aren’t directly asking for anything, such as “hey, can you write back” or “please comment on this post.” Instead, you are inviting participation indirectly—hence, passive invitations. There are at least two types of passive invitations—content-based and tool-based.

For content-based invitations:

- **Write compelling content.** As with the title of my song, your content needs to say “comment on me”—even if you’re not directly asking for comments! Maybe that content is funny, or slightly on the edge, or “just what the doctor ordered.” Either way, it should scream comment now.
- **Use action-oriented titles.** Again, as with the title of my song. Rather than have the main content itself direct the reader, a title or section header can be action-oriented. Sort of similar to an e-mail subject line that says “action requested: who’s going to the party?”
- **Use a conversational tone in writing and speaking.** Be approachable and you’re more likely to invite participation. For blogs, this means learning to write for the Web (even if you’re an academic librarian at Harvard). It also might help to pretend you are writing for a friend rather than for publication. For podcasting, it might mean varying your voice pitch so you’re not monotone (David tends to have a problem with that), having a conversation rather than reading a script, or even giggling. For videoblogging, it might mean just being you (rather than trying to act out a part).
- **Include text links with podcasts and videoblogs.** When you post video or audio, make sure to include accompanying text that describes what you’re going to talk about in the podcast or videoblog as well as links to relevant items. These can be links to other Web sites, or links to books in your collection that you’re discussing in the podcast. These links allow people to participate as they’re listening or watching by browsing through the links.

For tool-based invitations:

- **Allow commenting!** Simply providing the ability to post a comment is a passive way of inviting comments. Turning comments off is definitely NOT inviting participation!
- **If you moderate comments, make sure you do so promptly.** Nothing will bring comments to zero faster than sending in a comment, only to have it not appear online for two weeks. Make sure participation takes place in a timely manner.
- **Respond to comments and answer questions,** and do so quickly. Remember—the goal with comments is conversation. If you don’t respond quickly to comments, you have, in essence, killed the conversation.
- **Make sure your content is easy to listen to, watch, or read.** If you have a MySpace page, allow everyone to see it. A page that starts out only viewable if you sign up to be a friend is not inviting participation. Make sure your links to the podcast are clickable and actually work in different browsers—you can’t participate if you can’t listen to it.
- **Use multiple formats when possible.** If you are videoblogging, create a blog post that uses Quicktime and Windows movie formats, and also post the video to MySpace and YouTube. This gives more people the ability to participate. On the flip side, using only a Windows movie format tells Mac users that you want them to work harder to participate... and they probably won’t!
- **Use RSS feeds.** RSS is a great way for libraries to send out content and for customers to receive content, so make sure your Web site and content can be aggregated. Also make sure there’s a great, simple explanation of what to do with RSS.
Active Invitations
Michael’s Flickr group (example 1 above) is a good example of an active invitation to participate. Instead of creating the Flickr group and then hoping people would discover it, Michael actively asked people to do something—in this case, he asked people to add pictures of libraries to a project-specific Flickr group. Active invitations, just as with Michael’s invitation to add photos to Flickr, are direct.

Active invitations come in one basic form, which sounds rather easy at first glance, and only involve one word. That word is (drumroll please): ASK. You have to actually ask people to do something. It’s a real, live, direct type of invitation.

We just said there is one basic form to active invitations (actually asking). However, there are many ways to implement the asking. Asking can be done in a number of ways, depending on the tool you use. For example, active invitations in blogs can involve asking readers to:

- respond to a question (such as, “Who’s your favorite author?”);
- click a link (such as, “Click the link to check out this book.”);
- fill out a form; or
- visit the library!

For active invitations in podcasts and videoblogs, the asking is done via voice. You can ask the same types of things you would on a blog: ask listeners to comment, click a link (and provide links that accompany your podcast post), and so on.

With videoblogs, text can be added at the bottom of the screen asking viewers to do something.

How to Ask?
Now, easy as this concept is, it’s not always easy to ask for a response. You have to incorporate the asking into your writing and talking, which can be tricky at first. It might help to think a bit like a disc jockey at a radio station. Have you ever listened to a DJ invite participation by saying, “The tenth caller wins a Harley! Call now!” Now, don’t be giving away motorcycles . . . but DO remember to ask frequently! Morning show DJs ask for participation multiple times every show . . . and you should, too.

Why not ask for participation in every post?
What types of things should you ask your customers to do? You could ask them:

- to click the link to check out a book;
- for opinions;
- what movies they want to watch on movie night (instead of picking for them); or
- to list their favorite books.

Cutting-Edge Participation
Active and passive invitations to participate in a library’s digital conversation is only the tip of the iceberg. Why not ask customers to help create something new with the library, as a type of co-production? That’s REALLY way Web 2.0-ish . . . and it’s also an amazing way to start many types of conversation—both digitally and face to face. And when conversation starts . . . community happens—and ultimately, community building is something a library excels at!

Think about YouTube and Wikipedia for a second. Those services rely completely on their communities. In fact, those Web sites wouldn’t even exist if their community wasn’t actively creating content—creating videos or writing and editing Wikipedia articles. YouTube and Wikipedia have been able to go beyond invitations to participate. In their cases, it’s really more like a co-production, where the company (for example, YouTube) is creating the passive participation stuff—the ability to add friends, create channels, tag and comment, and discuss changes to an article. They have given YOU free reign to do the active participation—creating and uploading videos and articles.

How can a library do that? St. Joseph County (Ind.) Public Library’s subject guide wiki (http://sjcpl.lib.in.us/subjectguides/index.php/Main_Page) is a good example. They allow customers to add information via the discussion feature within the wiki. Also check out Storypalooza (www.gailborden.info/storypalooza.html) from Gail Borden Public Library District in Elgin, Illinois. They asked customers to tell stories, create a video of the story, and upload the video to YouTube. The library then linked to the videos via their Web site and allowed people to vote for the best video. Winners were slated to receive a prize. How cool is that?

Libraries always have been about some type of participation—checking out books, answering reference questions, and holding seminars and discussions are very participatory. Let’s keep the same focus as we move into the digital age, and continue to offer ways for our patrons to participate—with us and with each other.
Librarians Are Cooking Up A Storm!

What’s your recipe for success?

What ingredients do you add to the pot to keep your public computers running?

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 FORTRES 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.
“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.

Love, and Funding, for Special Collections

The 2004 hurricane season hit Florida hard, with long-lasting repercussions. Located on the Atlantic coast, around eighty miles north of Palm Beach, the town of Vero Beach was clobbered by hurricanes Frances and Jeanne as they swept ashore with winds greater than one hundred miles per hour and a powerful storm surge.

In surveying the damage to the town and planning for the future, local town leaders turned to the library. The Indian River County Main Library (IRCML) already had a commitment to preserving local history, with a state and local history room dedicated to its special collections. But that commitment was about to significantly expand. Concerned that it was unable to adequately protect their valuable collections from future disasters, the Indian River County Historical Society decided to donate its collections to the library, more than doubling the amount of one-of-a-kind items in the library’s care. On top of this, other groups and people turned to the library to donate their historic documents and photographs. The Indian River Archive Center was officially born in spring 2005.

Many public libraries have the privilege of caring for a special collection, often devoted to local history or the achievements of a notable person intimately associated with the area. Sometimes the special collection merely occupies a single bookshelf; in other cases, an entire multiroom department is dedicated to the collection. No matter where it’s located or what its size, the special collection exists as a separate unit apart from the main collection, and it has special needs all of its own.

One of the first things that IRCML’s new Archive Center and Genealogy Department needed was to remove their existing wooden shelving and
The NEH Preservation Assistance Grant

NEH Preservation Assistance Grants help small and medium-sized institutions improve their ability to care for their special collections. Special collections may consist of books and journals, archives and manuscripts, prints and photographs, moving images, sound recordings, architectural and cartographic records, decorative and fine arts, textiles, archeological and ethnographic artifacts, furniture, or historic objects. Because NEH’s sole interest is the humanities, the special collection material must be appropriate for research use by students, scholars, or genealogists.

Preservation Assistance Grants are dedicated to small projects that can be largely accomplished with a grant of as much as $5,000. Most federal grants require one-to-one matches, which often can be difficult to raise. The Preservation Assistance Grant is a happy exception—no match is required.

They are competitive, but not to a frightening degree. In most years, more than a hundred of these grants are awarded to institutions in every region of the United States. There always is a healthy mix of institutions from rural, suburban, and urban locations, and there always are some public libraries on the list of funded organizations.

By federal standards, the application process is fairly straightforward. For this column, I contacted six public libraries that have received Preservation Assistance Grants within the past two years. Not a single one complained about the application process. Mary Mannix, who manages the Maryland Room at the C. Burr Artz Public Library in Frederick, Maryland, wrote: “Truthfully, I did not find the grant challenging to write. Actually, once I made the deadline, looking back, I loved writing it.” Pam Kelly, department manager of adult services at Wethersfield (Conn.) Public Library (WPL), echoed this sentiment. “Overall, I did not find it terribly difficult to write as I enjoy writing. It did make me think!”

Preservation Assistance Grants may be used for:

- engaging an appropriate outside consultant to conduct a general preservation assessment focused on special collection care;
- hiring an outside consultant to address a specific preservation issue, need, or problem;
- purchasing storage furniture and preservation supplies;
- purchasing environmental monitoring equipment for the special collections area; and
- participating in education and training opportunities focused on special collection needs for library staff.

A General Preservation Assessment in Connecticut

When libraries begin the task of addressing the needs of their special collections, it’s best to start with a general preservation assessment, sometimes known as a needs assessment survey. Conducted by an outside consultant, the general preservation assessment process offers invaluable opportunities for
an expert in preservation to work one-on-one with library staff members, focusing on their particular needs. The process culminates with a written report, filled with recommendations addressing a variety of subjects influencing collections care, such as environmental monitoring, pest control, fire protection, storage, security, and disaster preparedness. Recommendations from the general preservation assessment then can be used to guide strategies for improving collection care and for raising additional money to ensure the long-term preservation of items in the special collection.

WPL is responsible for a special collection of material related to local area history. As with most special collections, it includes a wide variety of material, including monographs, annual reports, high school yearbooks, newspapers, and microfilm. When plans for renovating the library moved ahead in 1999, the importance of this special collection to the community was considered, resulting in a decision to create a local history room dedicated to the collection. Times of change such as this often present a perfect opportunity to examine preservation issues. With the renovation underway, the library applied to NEH for funding for a general preservation assessment.

Pam Kelly prepared the grant. “It seemed an ideal time to obtain a general preservation assessment.” According to Pam:

Some deterioration of items in the collection has occurred, and the general preservation assessment will enable the library to continue to provide access to historical material through preservation planning. When completed, the Library will have a local history room which should allow better access to many of these materials, as well as increased storage. We hope to be able to use the assessment as a foundation for future grant applications.7

WPL looks forward to receiving their general preservation assessment in late 2008, shortly following the opening of the new local history room.

Preservation Supplies in Maryland

In 2005, Mary Mannix wrote a grant request for archival supplies for collections in the Maryland Room of the C. Burr Artz Public Library. She saw this grant as an opportunity to get some significant work accomplished without depleting the limited budget for Maryland Room supplies. The request covered the purchase of acid-free, archival folders and boxes to protect the reports, business records, maps, newspaper clippings, scrapbooks, and photographs of their agricultural archives and the manuscript holdings of the Thurmont Historical Society.

They received their Preservation Assistance Grant in 2006 and went to work. To complete the time-intensive tasks involved with the project, the library staff creatively tapped into the local community. According to Mary:

We were very fortunate that during the life of the grant I had two students from the University of Maryland Library School who worked on different collections, along with a history student from Hood College, the local liberal arts college. Also, my branch volunteer coordinator did an excellent job of assigning four talented young women from the local high school, who spent months serving as archival technicians. They all did outstanding jobs.8

In recommending Preservation Assistance Grants, Mary points out that a grant of $5,000 can make a big difference to a library. “It can definitely serve as a financial source for materials that are far from cheap. It also enables you, if not forces you, to finish a project—an often difficult task in the under-funded, under-staffed public library world.”9

Building on Success

Fund-raising is a process. One grant often leads naturally to the next. The folks at Billerica Public Library (BPL) in Massachusetts seem to have mastered this approach.

BPL cares for a collection that records the story of one of the oldest towns in Massachusetts, founded shortly after the Pilgrims arrived. Minutemen from the town fought at Lexington and Concord, a Billerica man was the first to fall at Bunker Hill, and Billerica was the home of the Middlesex Canal, America’s first important canal. The library’s special collection often has been used by genealogists, historians, journalists, scholars, and even Boy and Girl Scout troops, who use it when researching for badges.

In May 2000, the library moved to a new location, a restored red-brick building that included a climate-controlled room dedicated to the collection. According to Kathy Meagher, a BPL librarian:

The new room gave us the freedom to showcase and develop our collection. It also allowed us to actively and properly preserve the collection. To accomplish this, we needed direction and supplies. This required funding.
The first Preservation Assistance Grant that we were awarded in December 2003 was the very first grant I had ever written. It was a challenge because it was a new experience. When it was all written and submitted, however, I realized that it was not that difficult. The monies from the first grant enabled us to hire a preservation consultant to provide us with suggestions and guidance on how better to secure, organize, and preserve our collection. She also advised us on the materials we would need.

Our second Preservation Assistance Grant, which we just received this year, has allowed us to follow through with many of those suggestions by enabling us to purchase proper storage furniture and preservation supplies. Kathy recommends these grants heartily: “Public libraries are under such strict budget constraints that special collections often land at the bottom of the priority list. These grants were a wonderful gift that gave us the funds we needed to properly care for a crucial part of our collection. We still have work to do, but our local history room is in much better shape now than I would have thought possible.”

With thoughtfulness and a commitment to getting the job done, a $5,000 grant can accomplish much. The NEH Preservation Assistance Grant program offers real opportunities for public libraries with special collections to meet their responsibility to provide the best possible care for the treasures under their stewardship.

References
1. Pamela J. Cooper, Supervisor, Archive Center and Genealogy Department, Indian River County Main Library, e-mail to author, Sept. 6, 2007.
2. Ibid.
5. Pamela Kelly, Department Manager, Adult Services, Wethersfield Public Library, e-mail to author, Aug. 31, 2007.
7. Kelly, e-mail to author.
8. Mannix, e-mail to author.
9. Ibid.
11. Ibid.

Nancy Pearl Presents “Book Buzz” at PLA 2008

Literary taste-maker and librarian action figure model Nancy Pearl will present “Book Buzz” at PLA 2008, the 12th National Conference of the Public Library Association (PLA), on Wednesday, March 26, 2008, from 10:30 a.m. to noon. Nancy will be joined by representatives from top publishers, including Virginia Stanley from HarperCollins, Talia Ross from Holtzbrinck, Nora Rawlinson from Hachette, and Marcia Purcell from Random House; all of who will discuss some of the best upcoming books. The event is open to all conference attendees and requires no advance registration. She also will deliver the keynote address to the Young Adult Luncheon, to be held Friday, March 28, 2008, from noon to 1:45 p.m. To register for the Young Adult Luncheon, visit www.placonference.org. Early registration is advised, as meal events tend to sell out quickly.

Pearl speaks about the pleasures of reading to library and community groups across the country and regularly recommends books on NPR’s Morning Edition as well as on local public radio stations in Milwaukee, Seattle, and Tulsa, Oklahoma. She’s the author of Book Crush: For Kids and Teens: Recommended Reading for Every Mood, Moment, and Interest, Book Lust: Recommended Reading for Every Mood, Moment, and Reason, and More Book Lust: 1,000 New Reading Recommendations for Every Mood, Moment, and Reason, all published by Sasquatch Books. In 2004 she was awarded the Women’s National Book Association Award, given to “a living American woman who has done meritorious work in the world of books beyond the duties or responsibilities of her profession or occupation.” Visit www.placonference.org for more information about the PLA conference or for registration information.
Right Book, Wrong Time?

I suppose I blame my mother. The Freudians in the audience just shook their heads a little, but it’s true—my mother was clearly the guilty party when it came to my early reading habits.

At six years old I was a voracious consumer of books. I loved anything on dinosaurs, Egypt, and Ireland. I could sit with a book chock full of paleontological photos and be still for hours. There are a plethora of stories in my family about how Michael-Garrett was the only child to behave on a plane, a boat, or a noisy function because “he had his books and he was happy.”

But I never liked fiction.

I turned up my nose at Dr. Seuss, had no use for Eric Carle, and most picture books were just something given to me by aunts and uncles who didn’t know my tastes.

It left my mother more than perplexed. Years later she told me how frustrating it was for her to try and share books she loved with me when all I wanted was some photo book about pyramids or a picture book showing size comparisons between different Saurians.

So she pulled out the big guns.

Dracula.

For nearly a week she read me Bram Stoker’s original novel for bed each night. There was some creative editing, particularly in the bits concerning succubae, but for the most part it was all there. Peasants racing the sun, dark demonic carriage rides in the “land beyond the forest,” and the prince of darkness himself, in all his finery. And so began a lifelong obsession with two things: a good scare and adult fiction.

This isn’t a case of “my brain’s bigger than yours,” bragging: I just never could read books written “for kids.” I’d bury myself in biographies of Lincoln for the summer when other kids were tearing into the Choose Your Own Adventure series. I’d get lost in Lovecraft’s squamous cyclopean horrors when my classmates were getting into Judy Blume. At the time I felt a certain degree of pride. I was a grown-up reader, they just read “kid stuff.” I was the kid who the librarians at my local branch knew on sight as the one who
Nostalgia is a very dangerous thing for young adult librarians to indulge in, as nothing pushes us further away from teens than yearning for our own misspent youth.

“couldn’t be reading all those books on his own.” Of course, as usual, pride goeth before . . . well let’s not get cliché.

Skip to library school, where I’d decided that my passion for programming and love of graphic novels would make YA librarianship a fantastic choice. Sitting in my first young adult services class, I was all ready to dig in.

“So, we’ll go around and introduce ourselves and name our favorite books from when we were thirteen.”

Everyone laughs. The first neolibrarian starts with *The Chocolate War.* And there is clapping.

I draw a blank.

The next, “*Willy Wonka and the Chocolate Factory* or anything by Roald Dahl, really.”

My stomach sinks

“Oh, I’d say *Annie on my Mind* by Nancy Garden.”

And now it’s my turn.

“Um. My name is Michael Garrett Farrelly and my favorite book when I was thirteen was *Borstal Boy*.”

Blank looks. A long, uncomfortable pause. The instructor asks, “Isn’t that a little . . . advanced?”

She smiled and said, “Maybe you’re remembering it from later, in high school.”

I wanted to say, “No, actually I saw the play when I was twelve and read the book that same year. Maybe my favorite book was *Outer Dark* by Cormac McCarthy, which I got for my thirteenth birthday.” But I just smiled and nodded.

And there I was, falling behind my pride.

So it was that as an adult I came to young adult literature. Looking back, I felt like a fool for not embracing Francesca Lia Block or Madeleine L’Engle, and for looking down my nose at S. E. Hinton. For all my literary pretensions were just that—pretentious—and had left a YA-shaped hole in my library.

But there are benefits to playing catch-up. My high-brow tastes led me bereft of nostalgia for the books of my youth. Nostalgia is a very dangerous thing for young adult librarians to indulge in, as nothing pushes us further away from teens than yearning for our own misspent youth.

For instance, while I think Brian Jacques’ Redwall books are clever fantasy fiction and recommend the heartily, I’m not put off when a teenager looks at them and mutters something about “mice with swords . . . whatever” and tosses it on the book cart. It’s ok if they don’t buy into my passion for the book. They’re not assaulting my childhood tastes.

I sometimes see librarians trying to press their favorites into the mold of today’s YA readers, and that way madness lies. While many teenagers are interested in what you read “back then,” just as many are looking for books that speak to them in the now. *Monster, Cut,* and *Speak* might not be books that give us a dose of longing for childhood, but often they are the right book connecting to the right reader at the right time. Whether it’s chilling tales of the Carpathian landscape, or an instructional on the proper consumption of fried worms, librarianship is all about making that connection. [3]
PUBLIC LIBRARIES AND THE Ex-Offender

BRENDAN DOWLING is a freelance writer and a former PLA employee; dowling_brendan@hotmail.com. He is reading Shutter Island by Dennis Lahane.

More than 600,000 men and women are released from prison each year.\(^1\) Drug offenders comprise a third of this number; a quarter are violent offenders.\(^2\) While their median education level hovers around the eleventh grade, many lack the basic literacy skills necessary to navigate the problems of everyday life.\(^3\) Both urban and suburban libraries are increasingly finding themselves fielding questions from ex-offenders on any variety of topics. By educating themselves about the needs of this population, public librarians can better prepare themselves to serve ex-offenders. At the same time, they can advertise the various services that ex-offenders require that can be found at the public library. More and more public libraries are reaching out to ex-offenders by offering programs tailored to their needs. By doing so, public libraries can help play a vital part in the ex-offender’s reentry into his or her community.

Why Outreach to Ex-Offenders?

Many community members ask why libraries should reach out to ex-offenders. One of the first reasons is economics. In 2001, the U.S. Department of Justice conducted a study that calculated it cost $22,650 per year to house a state prison inmate, and $22,632 per year to house an inmate in a Federal Bureau of Prison institution.\(^4\) State recidivism—the rate at which former inmates return to prison—fluctuates, and is often difficult to compare, as states use different statistical measures to determine their individual rate. However, in analyzing data from the Bureau of Justice Statistics, “Recidivism of Prisoners Released in 1994,” researchers at the University of California–Irvine calculated that 66 percent of inmates released from California prisons would return within three years.\(^5\) Other states showed similarly high numbers, with New York's rate at 56 percent, Florida at 35 percent, and Illinois at 38 percent. While no research has targeted national recidivism levels, a 1994 U.S. Department of Justice study examining fifteen states found that 51.8 percent of prisoners returned to prison after three years.\(^6\) Clearly, any effort made to curtail an offender’s return to prison could result in immense financial savings to the taxpayer. By providing resources the ex-offender can use to successfully reenter society, libraries can potentially reduce recidivism rates; thereby saving money for their communities.

Others might argue that librarians have a professional responsibility to help ex-offenders. As stated in the American Library Association's (ALA) Library Bill of Rights, a person’s “right to use the library should not be denied or abridged because of . . . [his or her] background,” and this would include the ex-offender.\(^7\) Many librarians who currently work with ex-offenders point out that helping this underserved group has positive effects on the community as a whole. Erica MacCreagh, of the Colorado Department of Education, argues...
that “we build stronger communities when everyone has the opportunities and a shot at the good things that life has to offer: education, job, an active partnership in the education of your children . . . and those [opportunities] are the kinds of things that a public library can provide.”8 Merribeth Advocate, outreach and education coordinator of the Mid-Hudson (N.Y.) Library System (MHLS), sees similar community strengthening benefits by serving ex-offenders, stating that “every service leads to a better and more productive community as a whole.”9

Libraries also serve as a natural place for ex-offenders to transition back into their communities. Many ex-offenders cite their time in the prison library as the one positive aspect of their experience in prison, so the library already has a positive connotation for them. Libraries are public buildings that are not threatening to them, unlike other government institutions the ex-offender might ultimately have to deal with (such as the IRS). Perhaps most importantly, as Lisa Harris, program director of Alameda County (Calif.) Public Library’s (ACPL) Reading for Life/Jail Tutoring Program, points out, “The library is a clearinghouse for all the information that an inmate needs to reintegrate into the community, if [the inmate] knows how to access the information.”10 At the library, ex-offenders find a neutral and anonymous atmosphere in which to go about the business of restructuring their lives. They can find the services they require but probably cannot afford: computer access, training programs, and literacy programs, not to mention access to books and magazines. Donna Walden notes that the socialization aspects of the library also are invaluable to ex-offenders, providing the “daily dose of reality” that they will need in order to learn to live in the outside world.11

The Needs of this Population
For ex-offenders, the transition process back into society is overwhelming. They have myriad needs, and are often in a crisis state as to how to meet them. Anecdotal evidence indicates that many need housing information, in which to find affordable housing or homeless shelters. Jobless, they need to find a source of income, and thus need to learn how to fill out a job application, create a résumé, conduct a successful job interview, and contact agencies that might provide them with professional clothing for their interview and job. Seventy-five percent of ex-offenders have a history of substance abuse, and rehabilitation may not have been available to them while in prison.12 Therefore, they need information about local Alcoholics Anonymous and Narcotics Anonymous meetings. Many need to acquire state identification, including birth certificates, driver’s licenses, and state identification cards. They also often are looking to improve their education and require information about General Educational Development (GED) tests, community colleges, literacy classes, and English as a Second Language courses. Many need legal information, especially in the field of family law, and need to find out more about custody and child support.

Ex-offenders who have been incarcerated for a long period of time find themselves entering a world that has profoundly changed and become increasingly reliant on technology. They often find themselves in desperate need of Internet skills and computer training. In prison, Internet access is routinely banned or strictly limited to downloaded legal databases, thus ex-offenders often find themselves woefully unequipped upon entering a world that is so reliant on Internet technology. Meg Maurer, who works with ex-offenders through Albany (N.Y.) Public Library’s First Stop, Next Step program, points out that many of the service jobs that ex-offenders apply for have applications primarily available online, regardless of whether the job entails regular computer use. For someone freshly out of prison, this task can be nearly insurmountable.13 Ex-offenders need information on how to set up an e-mail...
account, navigate the Internet to do such everyday tasks as paying bills, and apply critical thinking skills to use the Internet. Many just need basic computer skills training, such as how to operate a computer and use a keyboard. Brenda Vogel, author of Down for the Count: A Prison Library Handbook, states that in order to catch up with their new communities, ex-offenders need to “understand what information is and how it increases their ability to plan and decide and produce, and all the things involved in information literacy.”14 Again, the library, which usually offers basic computer and Internet classes as well as free access to computers, offers a logical place to help this population cross the digital divide.

What Libraries Can Do

So what can libraries do to reach out to this population? In many ways, public libraries already offer a lot of the services ex-offenders need: free access to information, computers, educational opportunities, and community referrals. Libraries that have been proactive in reaching out to this population recommend taking it a step further. One of the first things libraries can do, suggests Vogel, is to discover the number of ex-offenders reentering the community. Public librarians can contact the Statistical Research Department of their state Department of Corrections to find out where the largest number of reentries will be (usually by zip code), and then adjust the library’s outreach to this community accordingly.

Libraries also can reach out to the local law enforcement agencies in their community. Many libraries with successful programs for ex-offenders are in frequent contact with their municipal police department, county sheriff’s office, even their state Department of Corrections. These agencies also can be sources of income for programs a library is interested in offering, as evidenced by the Alameda County Sheriff’s Department funding the county library’s Reading for Life program.

Forming partnerships with other agencies providing services to ex-offenders is crucial. Vogel advocates that libraries partner with the transition centers that ex-offenders will be using as they rejoin their communities. In this way, librarians can educate the transition centers and those who use them about the services that their library provides, as well as anticipate the requests of ex-offenders. ACPL has moved to the next level by having a presence on their county’s Criminal Justice Oversight Committee. This group has representatives from the various community-based organizations that provide services to inmates and ex-offenders, allowing the agencies to exchange information and assist each other in providing the best level of service. Rebecca Immich, manager of the Job and Career Information Center at Baltimore’s Enoch Pratt Free Library, says that becoming knowledgeable about the community agencies and organizations that provide services to ex-offenders is valuable to librarians who have to provide referral service for their customers.15 Libraries also can contact local parole boards to have library information, including services offered and location addresses, included in their release packets.

Vogel suggests that public and prison librarians form partnerships on the local level, either informally or through local library association meetings. In this way, public librarians can become more knowledgeable about the needs of ex-offenders and form strategies with prison librarians about how best to serve them. Glennor Shirley, library coordinator for the Maryland State Department of Education’s Correctional Education Libraries, further recommends that public librarians become active in prison prerelease programs. Again, this provides an opportunity for librarians to educate prisoners about what is available to them at the public library. Ex-offenders often are nontraditional library users who may never have used a public library before. They may be unaware of all the things a library provides, let alone that it does so for free.

What Libraries Are Doing

Many departments of corrections also put out reentry handbooks for prerelease and recently released offenders. Vogel points out that these handbooks provide an excellent opportunity for libraries to become involved with the transition process. Librarians can lend their expertise in information and referral services to help craft a superior document. The New York Public Library has taken this a step further, and publishes their own reentry handbook, Connections (www.nypl.org/branch/services/connections). Published each year, the online handbook offers a comprehensive list of resources available to ex-offenders in the New York area as well as a detailed section on dealing with the job search. It also is available in a Spanish-language version, Conexiones (www.nypl.org/branch/services/conexiones).

In addition to the New York Public Library, other libraries have put together programs for ex-offenders, tailoring them to their specific communities’ needs. MHLS has participated in several job fairs for inmates at the Fishkill Correction Facility, and is an
Forming partnerships with the other agencies providing services to ex-offenders is crucial . . . librarians can educate the transition centers and those who use them about the services that their library provides.

example of a successful collaboration between prison and public librarians. When Fishkill staff began developing their first job fair, they contacted MHLS for their input. With MHLS staff working in conjunction with Fishkill’s librarian, they created an information booth that emphasized how both the facility library and public libraries could play an important role in the inmate’s job search. They detailed the different services available at both libraries and handed out job-search information from the Department of Labor. The facility librarian also brought along job-search related titles available in the facility library, helping to garner enthusiasm among inmates who were not currently using the library. “What was important for us,” says Advocate, outreach and education coordinator at MHLS, “was to help [inmates] make the library connection in their future success.”16 MHLS has now participated in three job fairs at Fishkill for male inmates, and is planning on participating in an upcoming job fair at Beacon Correctional Facility for women.

The Albany (N.Y.) Public Library developed the First Stop/Next Step grant after noticing rising requests for post-incarceration employment information and having conversations with organizations targeting the ex-offender population that used library meeting rooms. Through the grant, the library ran workshops on employment preparation and money management, while the Center for Law and Justice presented a program on legal rights for ex-offenders. The library also held employment workshops for other community-based organizations that served ex-offenders. A former corrections employee conducted a support group for ex-offenders, and the library published On Your Own, a reentry handbook. While the workshops are no longer offered, the library still maintains its book and video collection that it developed through the grant, and the Center for Law and Justice annually revises and publishes On Your Own.

ACPL not only offers library services to the Alameda County Jail, but also the innovative Reading for Life program, which includes one-on-one tutoring for inmates of Alameda County Jail, as well as a sixteen-week program designed to help students learn to be self-sufficient members of their post-release communities. The program is open to English-speaking inmates who lack basic literacy skills, have fewer than one year of incarceration remaining or otherwise have a reasonable chance of release, and have professed an interest and commitment to a positive reentrance into society upon release. Three times a week, students attend classes that focus on improving their literacy skills and developing critical thinking skills in four areas: survival skills in their new communities, job search, money management, and reintegrating into their communities. These four areas of concentration were determined by focus groups with inmates, held during the program’s planning stages, where program organizers asked inmates what skills they felt they needed in order to be successful after their release. As another component of their development, inmates attend Ki development and stress management workshops offered by the northern California Ki Society (an aikido group) that emphasize taking ownership of choices and the resultant positive and negative effects of those choices.

Similarly, the Arapahoe (Colo.) Library District provides library service as well as innovative programming to inmates at the Arapahoe County Detention Center. This relationship is a prime example of the benefits of fostering relationships between libraries and law enforcement agencies. The Arapahoe Library District had been offering library services to the detention center through a deposit collection since the late 1970s. When the Patrick J. Sullivan Detention Center was built in the mid-1980s, the librarians advocated to have their services increased and have a library included in the blueprints. Today, the library offers two programs for inmates. With their Begin with Books program, the library provides incarcerated parents with a children’s book that the library will mail to the child along with a note to the child from the parent and an optional video of the parent reading the book aloud. Inmates also receive information detailing the importance of
brain development in young children and how reading aloud and conversation can stimulate that development. The Choose Freedom—Read program finds Arapahoe librarians leading monthly book talks on a variety of genres with inmates.

Through its Job and Career Information Center, Baltimore’s Enoch Pratt Free Library/State Library Resource Center has offered programs to ex-offenders on gaining employment. The Breaking Down Barriers to Employment: Job and Career Resources for Ex-Offenders program assembled the different organizations that provide employment services to ex-offenders. Immich, who served as the library’s representative at the workshop, discussed how the library could aid ex-offenders in their job searches and informed them about some of the library’s services, including the job and career workshops she regularly conducts. In yet another example of forming a partnership with other community-based organizations, Immich also presents employment workshops at the Christopher Place Employment Academy, a Catholic Charities program that offers homeless men (some of whom are ex-offenders) with independent living assistance and employment skills.

The Colorado State Library is currently in the midst of a grant program titled “Out for Life: Library Resources for Successful Transition from Prison to Society,” targeting reentry that would partner prison and public libraries in their service to ex-offenders. Part of the grant involves the production of a ten-minute DVD (which will eventually be part of a much larger DVD series) that serves as an overview of libraries and showcases the resources available at the public libraries in the communities the inmates will be reentering. The DVD begins by reviewing the services currently available to inmates at their prison library, and then shows how the same services will be available at their public library, but on a larger scale. For inmates who might never have visited a public library before, the DVD will transform the public library from an intimidating place into a welcoming one. Ultimately, the DVD will show inmates how using the library is an integral part of rejoining the community. The DVDs will be available for inmates at their prison library and career resource center as well as at their parole offices after their release. The last part of the grant, to be conducted in fiscal year 2008/2009, will concentrate on educating public libraries on the services inmates receive from their correctional libraries, and how public libraries can best serve this population when ex-offenders visit them.

While libraries will not single-handedly reduce recidivism rates, they can play an important role in reintegrating ex-offenders into their new communities. Ex-offenders are a growing part of our population, and they will be visiting libraries whether librarians are prepared for them or not. By understanding their basic needs and how the public library can meet those needs, librarians can go a long way toward making ostracized members of society feel more included. Libraries can forge partnerships with community agencies and adapt extant services to address the needs of ex-offenders. Only time will tell whether or not this will halt the return of ex-offenders to prison. But at the very least, it will be making an underserved portion of the population feel more a part of their new communities.

References
2. Ibid.
3. Ibid.
10. Lisa Harris, telephone conversation, June 18, 2007.
12. Urban Institute-Justice Policy Center and Bureau of Justice Statistics.
15. Rebecca Immich, e-mail message, June 12, 2007.
Throughout the year in Pocatello, Idaho, children, parents, and other community members flock to one of several gathering places to check out books, hear and read stories, and participate in library programs via the library's new Book Wagon. This Book Wagon, a five-feet-by-eight-feet trailer that is easily pulled by the library's eleven-year-old, green Subaru station wagon, carries books and provides outreach library services to hundreds, even thousands, of people who otherwise would not be able to take full advantage of these services.

What Is the Book Wagon?
The Book Wagon is, in essence, a small traveling library on a trailer. But it is not simply a bookmobile by another name. The Book Wagon differs from a traditional bookmobile in several distinct but important ways. Its small size means the Book Wagon can be manipulated into spaces a bookmobile could never fit. This includes city parks, where it can be parked adjacent to the playground equipment where children throng. The Book Wagon also doesn't have its own dedicated collection. We fill its shelves regularly from the library's shelves, simply scanning the books and changing their status to “book wagon” on the online catalog so the books' location is readily apparent. This allows the collection to be customized to fit patrons’ needs at each stop. Additionally, staff members who take out the Book Wagon don't need commercial drivers' licenses or other special permits. An afternoon spent in an empty parking lot learning how to hitch up and back up the trailer is sufficient.

Those simple differences are significant, and make the Book Wagon a versatile, affordable mobile library. It is, despite its size, a mini library on wheels. The Book Wagon contains everything needed to provide limited library services, including shelves with books, a laptop computer for inputting circulation records, storage space for book returns, a table, an inverter so that the car itself can power the outlets, a portable sound
system, and other features. We use the Book Wagon to go throughout the community, providing library outreach services for children and adults alike.

**Why Is There a Need for a Book Wagon?**

Every summer in Pocatello, the city parks teem with children. Many of these children use the library and participate in the summer reading program, but there are many more children who, for one reason or another, do not make it to the library. We have found that one way to reach these children is to take a traveling Book Wagon trailer to various city parks during the summer to provide library service to people who may not find opportunity to come to the library.

For several years, we have realized that although we have had record numbers of children sign up and participate in our summer reading program, only a fraction of the town's children were taking part in the program. As of February 2007, the public school system in Pocatello served a population of more than 11,800, and there are more than 2,700 children who attend private schools or are home schooled. This means we have at least 14,500 children younger than the age of eighteen who can be invited and encouraged to participate in our summer reading program. But the number of participants, although growing every year, does not include as many children as we would like. So the question remains: How can we reach more children?

We have tried many ways to bring more children into the library, including holding special programs, setting aside times when teachers and staff from various schools will be available to talk with children in the library, and other ideas. These programs continue. But there is still room for growth. Even though many children come to the library, many more do not. So where do they go? They go to the park. In many cases, children are unable to go across town to visit the library, but they can walk to the neighborhood park. In addition, according to the 2005 statistics kept by the summer lunch program, there were a total of 100,148 lunches served in the parks, with a daily average of 2,044. The number of lunches, and therefore children served, has increased every year of the program.

With this in mind, in summer 2005 we began a pilot program to reach children in the parks. Before the summer holidays, we visited the elementary schools, within whose boundaries the targeted parks were located to advertise the program and drum up enthusiasm. We passed out a schedule of the six area parks we would visit and hoped for the best. Then, once a week during the summer, we packed books into plastic tubs and loaded them into the back of our library station wagon. We took the books to six different sites, met with children at each site, and provided library services. The results were very encouraging. But we needed to find a way to expand the program to take books and library services to children who live in other areas of town. The idea of a small trailer or wagon was something we thought of early on—perhaps something similar to a sheepherder's wagon filled with books that could serve as a very small, portable library. The idea of a traveling library is not new. All over the world, librarians are using innovative and creative ways to put books into the hands of children and others. In Finland, for example, there is a book boat that takes reading material to people who live on rocky islands on the south coast. In Kenya, library camels are on the road five days a week, some carrying as many as five hundred books to be distributed to children in remote villages.1

Closer to home, in the 1950s, Pocatello Public Library had Idaho's first bookmobile. This bookmobile traveled to various points around the county, and is still remembered fondly by many. But we wanted something much smaller than a bookmobile, something more versatile and maneuverable, something that could be easily hitched up by a non-mechanically inclined librarian and taken all over the city. A small trailer seemed like the answer.

**Finding Funds**

After our first successful summer of taking books to the park in the library station wagon, we began to look seriously for a way to pay for a trailer or wagon that we could use year-round and that would be more efficient than our station wagon, which needed to be loaded and unloaded for every trip. We approached Frank Nelson, our Idaho Commission for Libraries representative, and he enthusiastically recommended that we apply for a Library Services and Technology Act (LSTA) grant. By November 2005, we had drawn up the necessary paperwork and were simply waiting for 2006, when we could send in the application.

Then in late December 2005, we were approached by two community organizations: Success by 6, and Idaho Reads! VISTA. These groups wanted to do something with the library to promote literacy within the community, and they were going to present their idea to the three area Rotary clubs for help with funding. We took our book wagon proposal to

---

1. For more information on the Library Services and Technology Act (LSTA), visit the website of the American Library Association (ALA) at www.ala.org.
a meeting in early January, and the response was astounding. All three Rotary clubs, along with several other community organizations, recognized the service the book wagon could provide. We showed them information we had gathered in preparation for the LSTA grant, and they nodded and said, “Let us do this for you.” By the time we left the meeting, the Rotary club representatives had assigned some members to contact trailer vendors, others to raise money for book donations, and still others to find ways to provide the other items on our list.

What Does a Book Wagon Cost?
The Book Wagon now in service in Pocatello cost surprisingly little. All told, the gross expenditures to take the Book Wagon from an idea to a welcome presence in the parks and other city venues was less than $8,000. Keep in mind that the trailer vendor provided the customized Book Wagon at their cost, and the bookshelves for the interior were graciously donated by a local office supply store. Even without these generous donations, however, a book wagon is not a terribly expensive addition to a library’s inventory. Stocked with books from the collection, a book wagon can be ready for service in six months or sooner, from the initial proposal to the inaugural journey to a park, senior citizen’s center, or recreational area.

Implications for Libraries: Service to the Underserved
One of the best aspects of this program is its potential for many community partnerships. Along with Marshall Public Library, the partners in the Book Wagon Project included our three area Rotary clubs, Idaho Reads! VISTA, Idaho School District 25, Success by 6, the district library from our neighboring town (Portneuf District Library), Bangs Office Supply Company, Diamond Trailers, various media organizations, and the City of Pocatello. The Book Wagon project has become a highly visible forum for community volunteers, such as the diverse group of community members involved in Rotary clubs, to provide service to the children of Pocatello.

Our Book Wagon project provides library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to those with limited functional literacy or information skills. By carefully choosing weekly sites to take the Book Wagon, we take library services to populations in underserved urban communities, including to children from families with incomes below the poverty line. The most important and innovative aspect of the Book Wagon, as we see it, is the potential for significant outreach to populations that traditionally do not or cannot take advantage of library services. We have been able to take our Book Wagon to parks, to senior citizens’ centers, and to a charter school without a functioning school library. Last summer, we were invited to take the Book Wagon to the Fort Hall Indian Reservation, which falls just outside our neighboring city’s limits. Continuing to visit these venues, as well as others still in the planning stages, will expand our reach as a library. We can meet with more children, provide meaningful library services to people of all ages, and become a presence in the community in a more significant way than if we stayed within the walls of our downtown location. In this era of questionable support of libraries throughout the country, we have found that our Book Wagon makes the library a more visible and valuable part of the community. Imagine every library having a fleet of book wagons that can go with ease into suburban neighborhoods, parks, and rural, out-of-the-way places as well as into community members’ hearts as the services the book wagons provide are recognized as a vital part of people’s health and lives. In fulfilling its critical role in the community, a library provides a vibrant, lifelong learning center with information resources and programs to support overall quality of life through an educated population, an informed electorate, and a dynamic economy. Book wagons can help bring this about!

Reference
This article is the third in a series of four that report the findings of a survey conducted in 2003 by a team of researchers from the University at Buffalo, State University of New York (SUNY), designed to investigate the impact that youth’s use of the Internet and the Web has had on their use of the public library. This article will provide the findings of the data analysis that show how frequently youth reported using the public library, demographic characteristics of public library users and non-users, how frequency of use and demographic characteristics of library users relate to one another, what activities youth engage in when they visit the library, how Internet use at home affects activities engaged in at the public library, and the relationship between frequency of library visits and activities engaged in at the library.¹

Survey Design
Researchers at the University at Buffalo, SUNY, received a grant from the Institute of Museum and Library Services (IMLS) to conduct a survey of youth in grades five through twelve in both public and private schools in the Buffalo-Niagara region of western New York.² A total of 4,237 completed questionnaires were obtained. In order to improve the representativeness of the sample, data were weighted to conform to the current national estimates of the percentages of students enrolled in public and in private schools broken down by Hispanic ethnicity and race.³
Youth’s Use of the Public Library
As reported in the first two articles in this series, Internet availability did not appear to affect youth’s use of the public library, nor did their opinions of the service characteristics of the Internet. However, youth’s opinions about the service characteristics of the public library, though a weak correlation, indicated that youth who enjoy browsing and those who find the library fun to use visit the public library more frequently than other youth. Researchers also collected data on what proportion of the students reported visiting the library and how frequently they visit.

Survey results showed that 69.5 percent of all the respondents reported visiting the public library at least once during the previous year. Of the students who reported using the public library, 18.7 percent visited the public library once a week or more; 26.3 percent visited once a month; and 55.1 percent visited a couple of times a year.

Demographic Characteristics of Library Users and Non-Users
Demographic data collected from both the student respondents and their parents included the sex of the student, the student’s overall grade for the last marking period, if the student was of Hispanic ancestry, the student’s race, 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), the type of school (public or private), and where it was located (rural, suburban, or urban). However, at the request of the school districts, researchers did not collect information on the family income of the students.

The demographic data of respondents were cross-tabulated with respondents’ reported use or non-use of the public library. The results, reported in table 1, indicated that there were statistically significant differences in the demographic characteristics of youth who used the public library and those who did not for all demographic characteristics other than school level. In general, more girls (74 percent) than boys (63.8 percent) reported visiting the public library. Library use was higher among Asian (75.7 percent), white (72 percent), and Native American (73 percent) youth than those who were black (63 percent), Hispanic (65.1 percent), or of mixed race (64.2 percent). Also notable was that more youth whose parents’ educational level went beyond high school used the public library than students who reported a lower grade point average. A higher percentage of students in suburban schools (71.1 percent) reported visiting the public library, compared to students in rural schools (67.1 percent) or urban schools (62.8 percent). There was no difference between middle school youth and high school youth in terms of whether or not they visited a public library during the last year.

Demographic Characteristics of Users and Frequency of Public Library Visits
Frequency of library visit scale scores of demographic groups of youth were compared using simple analyses of variance. The results, shown in table 2, indicated that there were statistically significant differences in the frequency of use among all demographic groups. The following groups visited the public library more frequently than other groups: girls, youth of Hispanic ancestry, Asian youth, youth whose parents’ educational level was higher than high school, youth whose primary language in the home was not English, youth whose grade point average was an A, and middle school-aged children. Analyses also showed that Asian youth had the highest frequency of visits, followed by black, white, youth of mixed race, and American Indian youth. Urban youth had the highest frequency of visits, followed by rural youth, then suburban youth.

A comparison of tables 1 and 2 indicates that, although a smaller percentage of students who live in urban areas and students who attend public school visit the public library than do other groups, those who do use the public library tend to visit more frequently than other students. However, as noted above, there was almost no difference in the percentages of youth in middle school (69.6 percent) and in high school (69.4 percent) who say that they visit the public library, but high school students visited the public library less frequently than did middle school students.

What Activities Do They Do in the Library?
Students were given a list of thirteen kinds of activities that they might do while in a public library. The activities were:

A Look for information about things to buy
B Look for health and fitness information
C Look for sports information
D Get news or current events information
E Get information about hobbies
F Study or do homework
G Use reference materials such as dictionaries or encyclopedias
H Do research for school projects
I Borrow videos, CDs, tapes
J Borrow books to read for fun
K Hang out, sit and read
L Attend library programs and exhibits
M Use computer or use Internet

They were asked to read each response and estimate how often they did each activity when they visited the public library. The responses were recorded by use of a four-point scale, where 0 = never, 1 = sometimes, 2 = often, 3 = just about every time. The results indicated that the activities in which the students most frequently engaged (often or just about every time) were:

- Do research for school paper or project (H)—46.6 percent
- Borrow books to read for fun (J)—36.8 percent
- Study or work on homework assignments (F)—35.1 percent
- Use reference materials such as dictionaries or encyclopedias (G)—34.9 percent
- Use computer, go online, or use the Internet (M)—33.0 percent

To simplify the data and make it easier to compare all thirteen activities, the scores were entered into a factor analysis. Factor analysis is a statistical procedure that identifies, from among a set of variables, any patterns of relationships that might exist. If such patterns are found, these sets of related variables can be considered to be measuring the same underlying construct, called a factor. Factor analysis is useful for reducing a large set of variables to a smaller set, which simplifies data analyses, and for identifying common themes among sets of related variables, which enhances our understanding of what these variables are measuring.

The factor analysis identified three factors underlying the activities in which youth engaged when they visit the public library. The first factor included activities related to searching for personal information, such as consumer, health, and sports information; news about current events; and information about hobbies. We called Factor #1 “Library Personal Information Activities.” The second factor included activities related to school work, such as studying and doing homework, using reference material, and doing research for a project. We called Factor #2 “Library School Related Activities.” The third factor included activities related to personal enjoyment, such as borrowing videos, books for fun, hanging out, and reading. We called Factor #3 “Library Recreation Activities.” Factor scale scores were calculated for each factor, and the frequency with which youth engaged in activities related to each factor revealed that:

- 37.6 percent often engage in activities related to Factor #2: Library School Related Activities;
26.9 percent often engage in activities related to Factor #3: Library Recreation Activities; and 9.0 percent often engage in activities related to Factor #1: Library Personal Information Activities.6

Based on the factor analysis, it appears that the activities most frequently engaged in by youth who use the library were those related to Factor #2, school work, followed by those related to Factor #3, recreational activities, then those related to Factor #1, personal information.

The Impact of Internet Use at Home on Activities Engaged in at the Public Library

In order to determine the impact that home access to the Internet has on the activities in which youth engaged while in the public library, the sample was split into two groups: those youth who had access to the Internet at home (and used it), and those youth who did not have access to the Internet at home. The three factor scale scores were calculated for each of the two groups. A comparison of each group's factor scale scores using analysis of variance (shown in table 3) revealed the following: for Factor #1: Library Personal Information activities, youth without Internet access at home engaged slightly more frequently in these activities while in the library than did youth who had access to the Internet at home. For Factor #2: Library School Related Activities, there was no difference in the score of those with Internet access at home and those without Internet access at home. Factor #3: Library Recreation Activities also showed no difference between the scores of students with home access to the Internet and those without.

These analyses indicated that those students who have Internet access at home and use it seem to have less need to use the library for personal kinds of information and are probably using the Internet for such information. Internet use at home does not appear to have an impact on use of the library for school-related work; in fact the two activities (Internet access at home and use of the public library) seem to be complementary. Finally, Internet access at home also does not seem to have an impact on library recreational activities.

Table 2. Frequency of Public Library Visits (N=3102)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female (N=2292)</td>
<td>1.75</td>
<td>48.6</td>
</tr>
<tr>
<td>Male (N=1857)</td>
<td>1.59</td>
<td>40.0</td>
</tr>
<tr>
<td>Overall Grade Last Marking Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student (N=1760)</td>
<td>1.75</td>
<td>49.1</td>
</tr>
<tr>
<td>B student (N=1420)</td>
<td>1.58</td>
<td>40.5</td>
</tr>
<tr>
<td>C student (N=686)</td>
<td>1.78</td>
<td>45.7</td>
</tr>
<tr>
<td>Less than C student (N=256)</td>
<td>1.64</td>
<td>42.3</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (N=185)</td>
<td>2.30</td>
<td>75.7</td>
</tr>
<tr>
<td>Hispanic Ancestry (N=757)</td>
<td>1.76</td>
<td>47.9</td>
</tr>
<tr>
<td>White (N=2729)</td>
<td>1.64</td>
<td>44.2</td>
</tr>
<tr>
<td>Mixed (N=497)</td>
<td>1.64</td>
<td>43.8</td>
</tr>
<tr>
<td>Black (N=640)</td>
<td>1.81</td>
<td>41.0</td>
</tr>
<tr>
<td>American Indian (N=74)</td>
<td>1.33</td>
<td>21.2</td>
</tr>
<tr>
<td>Parents' Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate degree</td>
<td>1.77</td>
<td>52.9</td>
</tr>
<tr>
<td>College graduate (N=849)</td>
<td>1.72</td>
<td>47.4</td>
</tr>
<tr>
<td>Some college (N=1363)</td>
<td>1.67</td>
<td>42.6</td>
</tr>
<tr>
<td>HS graduate or less (N=861)</td>
<td>1.56</td>
<td>35.5</td>
</tr>
<tr>
<td>Primary Language at Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other language (N=304)</td>
<td>1.89</td>
<td>53.6</td>
</tr>
<tr>
<td>English (N=3843)</td>
<td>1.67</td>
<td>44.1</td>
</tr>
<tr>
<td>School Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle school (N=2303)</td>
<td>1.77</td>
<td>49.3</td>
</tr>
<tr>
<td>High school (N=1934)</td>
<td>1.58</td>
<td>45.2</td>
</tr>
<tr>
<td>School Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School (N=3762)</td>
<td>1.70</td>
<td>44.9</td>
</tr>
<tr>
<td>Private (N=475)</td>
<td>1.58</td>
<td>45.2</td>
</tr>
<tr>
<td>School Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban (N=642)</td>
<td>1.88</td>
<td>48.4</td>
</tr>
<tr>
<td>Rural (N=322)</td>
<td>1.78</td>
<td>47.0</td>
</tr>
<tr>
<td>Suburban (N=3272)</td>
<td>1.65</td>
<td>44.2</td>
</tr>
</tbody>
</table>

Relationship of the Frequency of Library Visits to Activities Engaged in While Using the Library

To identify which activities were most highly related to the frequency with which youth visited the public library, the frequency of library visits was correlated with the frequency with which youth engaged in library activities.7 Two such analyses were conducted: (1) for library users who had Internet access at home and who used it, and (2) for library users who did not have Internet access at home.

The results showed that for youth who had Internet access at home and used it, the activities that were significantly related to frequency of library visits were:
Borrow books to read for fun (r = .39)
I Borrow videos, CDs, tapes (r = .36)
L Attend library programs and exhibits (r = .26)
K Hang out, sit and read (r = .25)
E Get information about hobbies (r = .22)
G Use reference materials, such as dictionaries or encyclopedias (r = .21).

The results showed that for youth who did not have Internet access at home (or if they did, did not use it), the activities that were significantly related to frequency of library visits were:

I Borrow videos, CDs, tapes (r = .47)
J Borrow books to read for fun (r = .31)
A Look for information about things to buy (r = .22)
K Hang out, sit and read (r = .21)
D Get news or current events information (r = .20).

In each analysis, the two activities most highly related to frequency of visits to the library were those activities involving borrowing of materials.

Discussion
An analysis of the data shows that a majority of youth who visit the public library do so only a few times a year. Demographic data cross-tabulated with youth’s reported visits to the library show that more girls than boys visit the public library, that library use was highest among Asian youth, followed by white and Native American youth, and that those youth whose parents’ educational level went beyond high school used the public library more than those whose parents’ educational level was high school or less. Comparisons of the frequency of library use with the various demographic groups show that girls use the public library more frequently than boys, that Asian youth use the library more frequently than by far than youth in other racial and ethnic groups, that youth whose primary language in the home was not English use it more frequently than those who speak English as their primary language, that middle-school children visit the library more frequently than do high school–aged youth, and that youth who attend public school tend to visit more frequently than those who attend private school. Urban youth tended to visit the library more frequently than youth who attend school in rural or suburban areas. It is interesting to note that, although youth with Hispanic ancestry reported visiting the public library less often than Asian, American Indian, or white youth, youth with Hispanic ancestry visited the library more frequently than any other group except for Asian youth. Thus it seems that although overall fewer Hispanic youth visit the public library than most other racial or ethnic groups, those Hispanic youth who do visit the library tend to do so frequently.

Respondents were asked to report on what activities they engage in while visiting the public library. In order to facilitate understanding of the data gathered, a factor analysis of their responses showed that activities related to school work ranked highest among activities that youth engage in while using

Table 3. Impact of Internet Use on the Activities in Which Youth Engage When they Visit the Public Library

<table>
<thead>
<tr>
<th>Factor #1: Library Personal Information Activities</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No home access (292)</td>
<td>21.6</td>
<td>69.2</td>
<td>9.2</td>
<td>.670</td>
</tr>
<tr>
<td>Access and use (2474)</td>
<td>30.6</td>
<td>60.7</td>
<td>8.6</td>
<td>.564</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor #2: Library School Related Activities</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No home access (292)</td>
<td>20.8</td>
<td>42.0</td>
<td>37.2</td>
<td>1.230</td>
</tr>
<tr>
<td>Access and use (2474)</td>
<td>12.2</td>
<td>49.3</td>
<td>38.5</td>
<td>1.287</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor #3: Library Recreation Activities</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No home access (292)</td>
<td>16.4</td>
<td>55.5</td>
<td>28.1</td>
<td>1.015</td>
</tr>
<tr>
<td>Access and use (2474)</td>
<td>17.3</td>
<td>55.8</td>
<td>27.0</td>
<td>1.007</td>
</tr>
</tbody>
</table>

Note: The analysis was conducted on the mean factor scale scores for the two groups of youth (those youth with no home Internet access and those youth with home Internet access who used it). For ease of interpretation, each factor scale score for each of the groups was divided into three segments and the percent of youth in each segment are reported. These segments of youth include the percent of youth who “never” engaged in the activities associated with the factor, the percent of youth who “sometimes” engaged in the activities associated with the factor, and the percent of youth who “often” engaged in the activities associated with the factor. The reader should also note that two other groups of youth, youth who had access to the Internet at home but chose not to use it and youth who had Internet access at home but were not allowed to use it, were excluded from these analyses due to small sample sizes.
the public library. The second-ranked activities related to recreational activities, such as borrowing videos or pleasure reading materials. The least-ranked activities were those related to looking for personal information. A comparison of youth who had Internet access at home and used it to youth who did not have Internet access at home showed that those without Internet access at home engaged in library activities related to looking for personal information far more frequently than did those students with Internet access at home. Thus students who have Internet access at home probably use the Internet at home more than the library for personal kinds of information. However, having Internet access at home did not appear to affect use of the public library for school-related work or recreational activities. Finally, for all youth, regardless of access to the Internet at home, the two activities most highly related to frequency of library visits were borrowing books and borrowing nonbook materials, such as videos, CDs, or audio tapes.

**Conclusion**

At present, it appears that the library is chiefly used to support students’ needs with regard to their school work. However, a quarter of those who said they use the public library said they use it frequently for recreational activities, such as borrowing materials for fun. It seems that the public library still holds value for youth, and that value is related to activities that we think of as traditional for public libraries. Whether youth will continue to use the library for these activities in the future remains to be seen.

**References and Notes**

1. For additional discussion of the other aspects of this research project, see George D’Elia et al., “The Impacts of Youth’s Use of the Internet on the Public Library,” 2004, www.urbanlibraries.org/youthsuseoftheinternet.html (accessed Nov. 3, 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* 58, no. 13 (Nov. 2007); and June Abbas, Kay Bishop, and George D’Elia, “Youth and the Internet,” *Young Adult Library Services* 5, no. 2 (Winter 2007): 44–49.

2. This project was supported by a grant from the Institute for Museum and Library Services under the National Leadership Grants for Libraries Program, Research and Demonstration. The contents of this article do not carry Institute for Museum and Library Services endorsement. The opinions expressed in this article are those of the authors.

3. A complete explanation of the survey method is provided in the first article in the series, June Abbas et al., “Youth, Public Libraries and the Internet, Part One: Internet Access and Youth’s Use of the Public Library,” *Public Libraries* 46, no. 4 (July/Aug. 2007): 40–45.

4. The data were submitted to Chi-square analyses 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—in this case, a comparison of the percentages of youth in each demographic group who reported visiting a public library in the past year. 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 out of a hundred, or fewer) that we conclude that the observed difference did not occur by chance but because the demographic groups responded differently.

5. The data were submitted to a simple analysis of variance, which tests for differences among the means of two or more groups. A statistically significant difference among the groups is defined as one whose probability of occurrence by chance is so low (five chances out of a hundred or fewer) that we choose to conclude that the difference among the groups did not occur by chance but because some of the groups had different mean scores.

6. For Factor #1, Library Personal Information Activities, the scores for activities A through E were summed and then divided by five to create a factor score based on the mean of the responses to the five activities that loaded onto Factor #1. For Factor #2, Library School Related Activities, the scores for activities F, G, and H were summed and then divided by three to create a factor score based on the mean of the responses to the three activities that loaded onto Factor #2. For Factor #3, Library Recreation Activities, the scores for activities I, J, and K were summed and then divided by three to create a factor score based on the mean of the responses to the three activities that loaded onto Factor #3. Because activity L, program attendance, loaded moderately onto Factor #1 and Factor #3, it was
not included in the calculation of either of these factor scores. Because activity $M$, computer use, loaded moderately or weakly onto all three factors, it was not included in the calculation of any of the factor scores.

7. The data were submitted to correlation analysis. Correlation analysis is a procedure that tests whether two variables are related. The correlation analysis produces a correlation coefficient that is an index of the strength of the relationship between the two variables. The coefficient can take a value from -1.00 (indicating a perfect negative relationship) to 0.00 (indicating the absence of any relationship) to +1.00 (indicating a perfect positive relationship). Typically, correlation coefficients appear either as a negative decimal value (indicating that as one variable increases in value the other variable decreases in value) or as a positive decimal value (indicating that as one variable increases in value the other variable also increases in value); the higher the decimal value, the stronger the relationship. A statistically significant relationship is defined as one whose probability of occurrence by chance is so low (five chances out of a hundred, or fewer) that we choose to conclude that it did not occur by chance but because the two variables are related. However, because correlation coefficients are affected by sample size (the larger the sample, the easier it is to obtain a significant correlation coefficient), statistically significant correlation coefficients also are evaluated in terms of the strength or magnitude of the relationship. A non-trivial relationship is defined as a statistically significant relationship of sufficient strength that it warrants attention. A trivial relationship is defined as a statistically significant relationship of such low magnitude that it does not warrant attention. In general, correlation coefficients equal to or greater than $\pm .20$ are considered to be non-trivial; correlation coefficients less than $\pm .20$ are considered to be trivial.

---

**ASCLA Offers Course for Librarians Serving Spanish Speakers**

The Association of Specialized and Cooperative Library Agencies (ASCLA) offers an Internet-based course, “Selecting Spanish-Language Materials for Adults,” designed to teach attendees how to develop a Spanish-language materials collection. The course runs from April 7–May 2.

“According to the 2000 census, 28.1 million people over five years of age who live in the U.S. speak Spanish at home—a figure that has undoubtedly increased over the past years,” wrote Todd Douglas Quesada in “Spanish Spoken Here,” an article in the November 2007 issue of *American Libraries*.

ASCLA, an association dedicated to providing library services to special populations, recognized the need for training to help libraries best serve their Spanish-speaking patrons. It is working with Yolanda J. Cuesta, a trainer and consultant with more than twenty-five years of experience in helping libraries serve diverse communities, to offer an introductory course that teaches the basics of developing a Spanish-language collection.

The course covers the importance of providing the materials and explores the diversity of the Spanish-speaking population in the United States. Students will learn about setting goals and establishing criteria for selecting materials, working with the community to identify needs, discussing tools and techniques, choosing a distributor, and marketing the collection. It includes information on how the differences in Spanish-language publishing have an impact on the selection process.

The registration cost is $130 for ASCLA members, $160 for ALA members, $190 for non-ALA members, and $100 for ALA student and retired members.

For more information about the course, please visit www.ala.org/ala/ascla/asclaevents/professionaldevelopmentonlinea/prodeonline.htm.
PROMOTING

Arts

Education

IN LIBRARIES

My mother instilled in me a passion for visual art—creating it and appreciating it. My family frequented museums, and I was always encouraged to express myself artistically. This understanding and appreciation of art enriches my daily life, allowing me to find beauty in the ordinary and to experience cultures other than my own with an open mind.

I am dismayed by today's decreasing emphasis on arts education in public schools, as I believe knowledge and appreciation of the arts are vital to developing well-rounded citizens. I have always believed libraries are valuable resources for supplementing children's educations. With art-rich collections and the increasing emphasis on programming for children and teens, libraries are uniquely positioned to expand children's exposure to art, both in appreciating it and creating it.

As a public librarian responsible for YA programming, I was always pushing for more art-related events. Perhaps that explains why, when I heard my library, Hialeah Public Libraries (HPL), would be repainting the book carts, my first thought was that kids could paint the carts. I knew this would result in beautiful carts that would be enjoyed by library staff and patrons for years to come as well as offer a fun and rewarding experience for the children involved.

Supporting Research

Research shows that arts education is fundamental to educating the whole child. In a 1997 study, James S. Catterall finds that students with higher exposure to the arts are likely to succeed in school and to be civic-minded individuals.\(^1\) Morgan P. Appel agrees that arts are fundamental to all academic disciplines and necessary for raising well-rounded children, as does Aviva Ebner, who suggests librarians may work to promote whole child education.\(^2\) Despite these assertions, evaluation of the Education Commission of the States' (ECS) State Notes shows a surprising lack of emphasis on arts education in the United States.
Catterall’s 1997 analysis of the 1988 National Education Longitudinal Study conclusively links high levels of arts exposure and education with high levels of academic achievement, positive attitudes toward community service, and lower drop-out rates. Catterall also effectively shows that these findings remain consistent when evaluating only students with similar, low socio-economic status. This shows that even though students from high socio-economic status families have better inherent chances at academic success, exposure to the arts positively affects the chances students from low socio-economic status families have of remaining and succeeding in school.

More recently, in his 2006 article in *Leadership*, Appel stresses that arts positively affect learning across subjects. He provides curricula and professional development suggestions for teachers and administrators as well as offering general observations on the benefits of arts education for students. Appel is making the case for the inclusion of arts in school curricula, but he also remarks that the arts were linked with all academic disciplines as well as community life during the Renaissance, a time when knowledge flourished and well-rounded citizenry was encouraged, suggesting that linking arts with other areas of education today would produce similar results.

Ebner agrees with Catterall and Appel that arts education is vital for educating the whole child. Ebner laments the push for academic electives over education of the whole child. Ebner laments the push for academic electives over education of the whole child. She notes that despite this push, librarians continue to value art in their collection development practices, making mention of continued growth in picture book and graphic novel collections. Ebner also notes that society will suffer culturally with a continued neglect of arts education.

According to ECS, the arts are defined as a core or academic subject in only twenty-six of the fifty states. Only twenty, or fewer than half of the states, mandate that schools must provide instruction in the arts for state accreditation. The majority of states (forty-four) do require schools or districts to provide arts education on some level; however, only thirty-three of the states mandate this requirement apply to elementary, middle, and high schools. Five states limit the requirement to elementary and middle schools, three apply the requirement only to high schools, and three restrict the mandate to elementary schools.

Libraries have long supplemented children’s educations with summer reading programs, regular storytimes, and specialized programming, including workshops and hands-on activities. In the face of school district budget cuts and increased emphasis on standardized testing in United States public schools, libraries must step in to offer the services schools are not. Libraries offering arts programs are helping to enrich children’s educational and social development as well as providing them with a creative outlet and, hopefully, developing in them an appreciation for the library that will result in lifelong library use and support.

### HPL Arts Programming

In 2006, HPL arranged to begin repainting older book carts in groups of three. When I heard about this project, I thought how much fun kids would have coming up with drawings and designs of their own and painting them on the carts. I approached the library director about the possibility of such a project, and she enthusiastically agreed. Cart Art was born.

I coordinated the event with Alex Hernandez, our teen services librarian, and our first three carts were painted in summer 2006. We had three carts painted black, designed flyers advertising an art contest, and began promoting the event. The original plan was to accept designs for one month, choose and notify six winners, and hold an all-day event where Alex and I helped as the winning kids painted their designs on the end panels of the book carts.

Prior to painting day, Alex and I used sandpaper to ready the surface of the end panels for painting. We purchased acrylic paint, aprons, and assorted sizes of paint brushes, and we obtained two large plastic sheets from the City Parks Department to cover the floor of the auditorium. We received eight design submissions, and ultimately chose five winning designs, planning to have the overall winning design painted on both ends of one cart.

On event day, Alex and I showed up in jeans and set up the auditorium for painting. We provided lunch for the kids and parents, and everyone had a great time. The kids interacted with each other, some of their parents assisted with the painting and cleanup, and everyone was able to express himself or herself artistically. Many of the parents thanked us for offering art programs at the library, noting the shortage of such programs in the schools and the community, and asking for future art programs.

Encouraged by the success of Cart Art, HPL sponsored a poster art event and contest during Children’s Book Week in November 2006. Alex and I again set up the auditorium for painting, this time using the plastic sheeting to cover the tables. We provided each child with a blank poster, pencils, crayons, colored pencils, and paint. We asked them to design a poster.
related to Children's Book Week. The event lasted about two hours, and fifteen to twenty kids participated. At the end, Alex and I divided the posters into two groups by the children's ages, and we judged the posters to find two winners, who each received an art supply set purchased by the library.

We also incorporated art with our Teen Tech Week activities in March 2007. One of our events was making art using recycled computer parts. Due to short notice and limited marketing, only a few teens showed up for the event, but those who came enjoyed working on their art pieces immensely. I had found some project ideas on the Internet, such as books made from floppy disks and disco balls made from cut-up CDs and Styrofoam balls, but most of the teens created their own sculptures using old keyboard keys, floppy disks, CDs, and computer mice.

With these modest yet successful events under our belts, Alex and I planned Cart Art 2007. Our first decision was to have the carts painted white instead of black. The black carts are beautiful and the art on them really pops, but painting on black was not easy. White backgrounds are traditional for artists, and they turned out to be much easier for the kids to manage. We used mostly leftover supplies from last year, only having to purchase additional sandpaper and plastic sheeting for the floor.

Because we began the planning earlier this year, we were able to promote the event during our outreach visits to local schools. During Career Day at Hialeah Middle School, I was sent to an art classroom, where I described Cart Art in detail. The teacher (Susan Feliciano) was very excited about the event and the opportunity for her students to make art outside of school. I mailed her a packet of flyers and submission forms, and she asked her students to submit designs for the event. Thanks to her help, we received more than forty submissions in 2007, making the judging process more challenging.

Due to the large number of submissions, we decided to involve more people in the decision-making process this year. Alex and I narrowed the selection to the ten best designs, then scanned the designs and e-mailed them to library staff, asking them to vote for their favorites. This way, we were including all staff in the decision-making process.

In the end, although all six winners were notified, only three were able to attend the painting day. Alex and I painted two of the kids' designs, and another staff member painted an original design on the final panel. This year's painting day ran smoothly, largely due to the help we received from Feliciano, who assisted us in supervising the event. It was extremely helpful to have an art teacher on hand for advice on color mixing, brush choices, and other art-related topics. As with last year, parents participated in the event with their children, so that the event benefited the whole family. Interestingly, one of the winners also had painted a cart last year, and we were able to see the progress she had made in her art abilities over the year. This year's carts look beautiful, and the kids involved enjoyed the experience of expressing themselves artistically as well as interacting with children with similar interests.

Conclusion

The opportunity for a child to express himself or herself creatively provides an experience that will last a lifetime. Art, as with reading, opens a new world to children, something outside their own life where they are free to explore other worlds and ideas. Children who are exposed to art will never lose their love and appreciation for creativity, beauty, and new ideas. The mission of most libraries has grown beyond book collections to offering a full complement of community services, and art programs should be included in those services. They are easy and affordable to coordinate, and the benefits of watching children and their families enjoy a creative experience together are truly immeasurable. 

References

3. Catterall, “Involvement in the Arts and Success in Secondary School.”
Registration for the 12th PLA National Conference opens September 2007.
Don’t Miss the Premier Event for the Public Library World!

www.placonference.org

Don’t Miss the PLA National Conference

Join PLA in Minneapolis, a city that continually tops travel destination lists, for the 12th PLA National Conference, March 25-29, 2008. The biennial National Conference is the premier event for the public library world, drawing librarians, library support staff, trustees, Friends, and library vendors from across the country and around the world.

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.

Join PLA and Save Big on Conference Registration!

Become a PLA member and take advantage of early bird registration! Register for the Conference before January 2008 and take advantage of our lowest registration fee - $180, compared to ALA members who pay $260 and non-members who pay $315. For more information about all the benefits of PLA membership, visit www.pla.org or call 800.545.2433, ext. 5PLA.

PLA is a division of the American Library Association.
If you are interested in reviewing or submitting materials for “By the Book,” contact the contributing editor, JULIE ELLIOTT, Assistant Librarian, Reference/Coordinator of Public Relations and Outreach, Indiana University South Bend, 1700 Mishawaka Ave., P. O. Box 7111, South Bend, IN 46634-7111; jmfelli@iusb.edu.

Julie is reading Take a Girl Like You by Kingsley Amis.

“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.


This classic guide, now in its sixth edition, is still the definitive readers' advisory tool for public librarians. Part ready reference and part textbook, Genreflecting includes more than five thousand titles from across a wide range of genres, including historical fiction, romance, science fiction, fantasy, and horror. New sections on Christian fiction and the emerging genres of women’s fiction and chick lit illustrate the timeliness of this guide. Each chapter is prefaced by a brief essay explaining the nature of a specific genre and ends with a list of “D’s Picks” of significant titles. Two indexes, arranged by author and title and by subject, make searching for individual authors or books simple.

This edition also includes essays on “The Social Nature of Reading,” “The History of Readers’ Advisory,” “The Readers’ Advisory Interview,” and “Serving Today’s Reader.” These essays blend the theory of readers’ advisory with practical advice for serving patrons who prefer genre fiction, such as shelving books by genre to facilitate easy browsing. The essays illustrate the important role that genre fiction plays in public libraries and advocate for more readers’ advisory classes in library schools. While some users of this guide may be tempted to skip over these essays, they should be read by all librarians who want a better understanding of why genre fiction is so important and so misunderstood.

The scope of this work is ambitious, and not all readers will be pleased with all chapters. Users looking for mysteries, for example, will find them spread throughout the book. And the sheer size of Genreflecting may overwhelm novice users. It might be better used before an actual readers’ advisory encounter, so that librarians can familiarize themselves with the content and structure of the guide.

Genreflecting is dedicated to Betty Rosenberg, who said, “Never apologize for your reading tastes.” This latest edition of the guide she originated is invaluable for public librarians and for library students who intend to serve in public institutions.—Julie Biando Edwards, Ethnic Studies Librarian and Multicultural Coordinator, University of Montana–Missoula
New Frontiers in Public Library Research


This book stems from a 2001 conference in Copenhagen on public library research in the Nordic countries. The volume contains twenty-seven papers derived from presentations at the seminar, many of which are interesting and thought-provoking. However, the title does not accurately reflect the content, which is no longer new, includes theoretical essays on public libraries, and, with one exception, focuses on public libraries in far northern Europe.

Several of the more recent essays provide interesting information on public library practice in Scandinavia. Tord Hoivik’s research on virtual reference questions in Norwegian public libraries raised the provocative point that questions related to science and math were often shortchanged by librarians relative to questions on literature. Karen Nowé’s paper on the public library as a center of community information contained helpful ideas for implementation. Carl Gustav Johannsen and Niels Ole Poors review the New Public Management theory, the prevalent management theory in the United States and Europe, and evaluate it in terms of values and ethics. Several papers make very interesting points about how public library service changes—or doesn’t—when a community becomes more racially diverse.

A great number of other research papers and essays are less than useful, however, because the material in them is so dated. Some of them reflect research done as long as ten years ago. For instance, Ulla Arvidsson’s essay talks about the introduction of the Internet to public libraries, which is no longer a topic of immediate concern to most libraries in North America and Europe. In addition, the inclusion of many thought pieces does not accord with the expected research thrust of the book. Finally, the book’s limited geographical focus means that it often raises more questions than it answers. Due to Scandinavia’s location and ethnic composition, many of the papers’ findings may not apply to public libraries in North America or the rest of Europe.

Even given these definite limitations, however, the book’s many thought-provoking papers are worth reading. This book should be in the collections of library school libraries and in the professional development collection of larger public libraries.—Libby Feil, Manager and Reference Librarian, Local and Family History Services, St. Joseph County Public Library, South Bend, Ind.


With this volume, attorney and librarian Bielefield and law librarian Cheeseman update their respected 1997 edition by focusing on recent litigation and legislation. The book provides useful coverage of how copyright law affects such public library issues as interlibrary loans. However, it suffers from a stiff writing style and, despite its title, a framework that seems aimed at library school students rather than practitioners.

Although the book’s purported focus is on the changes technology brings to copyright law, the chapters on the history of this field are quite scholarly and will not seem necessary to many public librarians. More useful to public libraries are several chapters on fair use, exemptions to copyright law for those with disabilities, and database licensing contracts. These sections feature checklists and guidelines to use when trying to determine, say, whether a proposed interlibrary loan request meets the fair use exception to copyright law. The appendixes include a glossary of terms, the actual text of relevant legislation, and language that can be used by libraries as the basis for policies on photocopying.

Despite these worthy features, the book is less useful than it could be for practitioners in the field because of several drawbacks. The writing is quite legalistic and often hard to plow through (not surprisingly, perhaps, given the topic). The book reads more like a textbook than a guidebook; each chapter contains a list of questions and answers, rather like a college text. The index is relatively short, considering the complexity of the material, and omits some key terms.

These days, more and more departments in public libraries must deal with issues involving technology and copyright law, from multimedia services departments planning movie showings, to local history departments embarking on digitization programs. The book provides some useful information on technology and copyright, but would most likely be more useful for a library science course than for public librarians in the trenches. Recommended
for public, academic, and special libraries with large professional development budgets.—Libby Feil, Manager and Reference Librarian, Local and Family History Services, St. Joseph County Public Library, South Bend, Ind.

Perspectives, Insights, and Priorities: Seventeen Leaders Speak Freely of Librarianship


This collection of essays edited by Horrocks of the School of Library and Information Studies at Dalhousie University, Nova Scotia, has a decidedly academic bent. Of the seventeen contributors to the collection, twelve held academic librarian positions at the time of publication, while only two contributors held public librarian positions. The writers were encouraged to write “personal thoughts, personal insights, evaluating their life’s work” (v). Some of the essays read like curriculum vitae. Others, such as the essay written by Ken Haycock of the University of British Columbia, bring up such issues as the American Library Association’s failure to adopt a code of ethics, that, while important, do not affect the average public librarian every day. However, there are some worthwhile essays for public librarians. Young adult advocate Patrick Jones’ contribution “Meet the New Boss, Same As the Old Boss” discusses why public libraries should not view teenagers as future taxpayers, but as a present segment of our population who have their own needs. Just as we collect board books for toddlers and large print books for older patrons, we should view our young adult collections not as “special,” but as necessary to completing our mission. Gillian McCombs of Southern Methodist University shares lessons applicable to all librarians in her essay “The Fog of My Career.” In lesson number four, she tells the reader “Never be afraid of what the job seems to entail. It is often both more and less of what you envision” (83). She also reminds all unemployed, underemployed, or unhappily employed librarians not to underestimate the role chance and circumstance play in a career path, and to remember to use all connections to your advantage. Barbara Ford, director of the University of Illinois’ Mortenson Center for International Library Programs, suggests inexpensive ways to promote global librarianship, such as inviting former Peace Corps volunteers to talk about their experiences, bookmarking international library and newspaper Web sites on library Web browsers, and creating book discussion groups with an international focus. Although this is not a mandatory read for most public libraries, it is easy enough to skim through essays to find ones that are most relevant to the reader.—Jessica Jacko, Circulation Services Manager, Lake County Public Library, Merrillville, Ind.

Teen Programs with Punch: A Month-by-Month Guide


Any librarian who has had to plan young adult programming knows how difficult it is to think of fresh, creative events that teens want to attend and that center around books and reading. Ott, a former teen librarian at Wadsworth (Ohio) Public Library, provides two or three programs per month that can work on any library’s budget and can attract teens to books in the library’s collection. Programming ideas range from Veg Out, an informational workshop of vegetarianism complete with food samples, to In Your Dreams, a dream interpretation program. Ott also includes several programs that would appeal to guys, including Library Fear Factor, a March Madness party during the NCAA men’s basketball tournament, and a Battle of the Sexes at the Library. Ott is very conscious of saving librarians’ time when planning these programs. Each program is accompanied by the estimated time and cost along with supplies needed, including a shopping list. Extensive bibliographies, including fiction and nonfiction titles, for each program also are provided, making it easy to create book displays. In addition, Ott supplies marketing ideas, handouts for many of the programs are included in the appendixes. There also is a section at the end of each chapter called “When Time Is Short and Money Is Tight.” These program ideas can be put together quickly.

It would have been nice if the book included more programming and marketing ideas using the Internet, social networking sites, or gaming outlets, although an HTML workshop is one of the programming ideas in the book. One noticeable concern in the book had to do with the National Mental Health Month program in May. Ott discusses an informational program on cutting or self-mutilation. Although she suggests having a mental health professional at the program, she does not provide information or requirements that a librarian may have if a teen admits to self-mutilation or other
potentially harmful behavior during or after the program. Despite the criticism, this book should be a go-to guide for all teen and YA librarians.—Jessica Jacko, Circulation Services Manager, Lake County Public Library, Merrillville, Ind.

Online Resources for Senior Citizens


Slowly, more and more seniors are looking to become more tech savvy. According to the preface of Online Resources for Senior Citizens, fifteen million Americans older than age sixty-five use the Internet. Seniors just starting out as well as veteran Web surfers will find some useful information in this book. It was designed not only for seniors, but also for family members, caregivers, healthcare providers, and librarians. There are more than 475 Web sites covered, although there are some duplicates. Brief annotations are provided, but many are quotes taken directly from the Web site discussed. The index is a name index, so readers will have to browse the table of contents to find Web sites on a particular subject. Sections covering portals, directories, and general interest, as well as a chapter of useful government sites, guide users to some of the better jumping-off points. The largest section, “Specific Topics,” discusses a range of subjects, including active retirement, genealogy, healthcare, finance, and grandparenting. Of particular interest for those who are worried about Internet fraud is the “Scams, Schemes, and Cons” section. The appendix contains a glossary and a very basic guide for getting started on the Web. Although it could have been more substantial, and may leave some with more questions, the guide is meant to be a book of resources, not a how-to guide for beginning computer users. Luckily the “Seniors in Cyberspace” section has some helpful Web sites and tutorials that will be equally useful for those who are instructing seniors. Overall this is a useful, if barebones, resource.—Tricia Arrington, Reference Librarian, Peabody Institute Library, Danvers, Mass.

Libraries and Librarianship: Sixty Years of Challenge and Change, 1945–2005


The career of Bobinski, dean and professor emeritus at the State University at Buffalo, spans nearly thirty years, making him uniquely qualified to compile this intriguing tome for those interested in a survey of post-World War II to present history of library issues, professionals, structures, and software. He is a passionate man, dedicating his book to his wife, who also is a professional librarian.

The book includes a chronology of important events in library history, an extensive bibliography, and an index. Its layout, well-organized and detailed, does not overwhelm the reader; the font is a readable Times New Roman, and the content is holistic in scope.

In the early chapters, Bobinski addresses changes in librarianship in different types of libraries—information formats, services, reference, management, and technology—inclusive to many facets of the library profession, and would be appropriate for various types of librarians.

The middle chapters delve into the gritty financial details of library cooperation, philanthropy, and federal funding, continues with organizations such as library associations and intellectual and international relations, and then focuses on the individual, with a discussion of gender and ethnicity in libraries. The later chapters cover library buildings and preservation, library science education, library literature, and library leaders.

Overall, the book was enjoyable to read and would be suitable for library students, historians, instructors, and librarians interested in library history, especially as libraries are rapidly changing and Bobinski’s text provides a perfect foundation to understand present and future library operations.—Lori Sigety, Branch Manager, LaSalle Branch Library, St. Joseph County Public Library, South Bend, Ind.

Computers in Libraries: An Introduction for Library Technicians


This recent book in the Resources for Library Technician series examines the impact of integrated library management systems, electronic resources, and the Internet on library operations and services. As the title indicates, the book is intended primarily for new and practicing library technicians. With its simple and clear explanation of computer use and the Internet in library functions, however, many in the field, such as library support staff or library school
students, also can benefit from its useful information.

Wilson presents information in a well-organized, easily understood manner. Before delving into the major topics of the book, she explains the basics of computers and the Internet—types of computers, Internet protocols and applications, and their use in the library. She systematically discusses in each separate chapter the use of computers and the Internet in various library functions and services: acquisition, cataloging, circulation, serials, OPAC, resources sharing, and information searching. At the end of the book, she projects the future directions of computers and technology use in libraries.

The book is systematic and easy to follow. To help readers, Wilson begins each chapter with clear definitions of technical terminology specific to that chapter, and then follows with a discussion of major topics. Each chapter ends with review questions designed to allow readers to assess their own comprehension. A bibliography attached at the end of the book suggests resources for further study.

The book covers information that would be valuable for library technicians and enhance their professional activities in the workplace. It is simple and concise, yet it does not leave out essential information that should be familiar to library technicians. Regardless of their area of responsibilities, whether in acquisition, circulation, cataloging, or information searching, they will be better equipped with basic knowledge to perform their work. Federated searching and OpenURL also are addressed. In addition to useful content, luminous language, and systematic organization, many figures are found throughout the book. The figures are excellent in giving visually concrete examples while illustrating a point or procedure. The only drawback may come from a few figures that contain print too small to be legible.

*Computers in Libraries* is an excellent and timely book with comprehensive coverage on the use of technologies in library operations and services. It provides a sound foundation for library technicians or other library personnel in their work and to pursue further studies.—Shu-Hsien Chen, retired faculty member of GLIS Queens College, Flushing, N.Y.
The following are extracted from press releases and vendor announcements and are intended for reader information only. The appearance of such notices herein does not constitute an evaluation or an endorsement of the products or services by the Public Library Association or the editors of this magazine.

### One More Story

**[www.onemorestory.com](http://www.onemorestory.com)**

One More Story is an online library of children’s classic and contemporary literature. For both pre-readers and early readers, One More Story allows a child to explore literature at his or her own pace, independent of adults.

A child can easily choose a book by clicking on the green button under that book. As the narrator reads, words are individually highlighted in the text box at the bottom of the screen. Each story is professionally narrated, and original music has been written for each book.

One More Story also offers the I Can Read It mode for beginning readers. Clicking on the “I” button (in the upper right hand corner) mutes the sound, allowing the child to read the book. If a word is unfamiliar, the child can click on it and hear that word spoken by the narrator.

The One More Story library features high-quality children’s books, including Caldecott Medal winners from ten publishers. Current titles include *Owl Babies* by Martin Waddell, illustrated by Patrick Benson; *Crow Boy* by Taro Yashima; *What Ever Happened to Dinosaurs?* by Bernard Most; *The Snowy Day* by Ezra Jack Keats; *Mouse Paint* by Ellen Stoll Walsh; and *Stellaluna* by Janell Cannon.

### EnvisionWare’s New LibraryPDA

**[www.envisionware.com](http://www.envisionware.com)**

EnvisionWare recently unveiled a new handheld device that delivers RFID-enabled portable staff solutions on an eleven-ounce Dell Axim personal digital assistant. LibraryPDA may be used for checking inventory, locating holds or items claimed returned, checking out materials, and performing other data collection and item location tasks.

Free to roam, staff that carry the new device can help borrowers from anywhere in the library. Check out barcode- or RFID-based materials and check out or check in transactions. The system links via SIP2, so it operates seamlessly with most ILS systems.

The LibraryPDA can store millions of items and work in store and upload, store and forward, or real-time modes.

### Nonfiction Readers’ Advisory Service Coming Soon from NoveList

**[www.ebscohost.com](http://www.ebscohost.com)**

EBSCO Publishing and NoveList are on schedule for the release of NoveList Plus in early 2008. An enhanced version of the original database, NoveList Plus also will
include nonfiction titles. According to Duncan Smith, NoveList creator and product manager, NoveList Plus represents the company’s most significant development effort in this product line since NoveList was first introduced in 1994.

NoveList Plus is intended to meet the need for expanded bibliographic data on nonfiction titles along with browsing lists, lists of award-winners, author read-alikes, reviews, and book discussion guides for popular titles. NoveList Plus will be an upgrade to NoveList and will contain the entire NoveList service.

Sirsidynix Introduces New Integrated Library System

www.sirsidynix.com

Sirsidynix is introducing Symphony, the company’s new integrated library system that blends the best features of Unicorn and Horizon 8.0/Corinthian to offer an impressive array of library and consortium management solutions. Symphony is the culmination of Project Rome, which SirsiDynix announced in March 2007 as part of the company’s strategy to create a single, holistic library technology platform.

Symphony incorporates open, industry-standard technologies, offering the library community an extensive list of features and capabilities. These include a service-oriented architecture (SOA), software as a service (SaaS) options, power library user experience portal and search solutions, comprehensive integrated library management and productivity solutions, Java-based staff clients for all modules, fully documented application programming interfaces (APIs), Unicode support, advanced business intelligence and reporting tools, support for SIP2 and NCIP, and support for the Oracle relational database management system.

Symphony also includes new features, functions, and modules, including Books by Mail, Collection Exchange, new portal capabilities, and Web-based staff clients. A full suite of professional services—implementation, training, support, data, and consulting—also is available with the system.

Encore: Innovative’s New Discovery Services Platform

www.iii.com

Innovative announced that fifty academic, public, law, and corporate libraries have selected Encore, the new discovery services platform that blends content, community, and discovery.

Encore is a new kind of offering from Innovative that transforms the library user’s experience no matter what kind of ILS their library uses. Encore's initial feature set includes faceted search by multiple parameters, a subject-based tag cloud, “Did You Mean . . . ?” assistance, relevance-ranked results, integration with federated search, and preview of union database results for INN-Reach members, among other functions. The total feature list is expected to expand quickly within the year as rapid, iterative development continues in direct partnership with Innovative customers.

Launch Pad: New Magazine Featuring Young Authors and Illustrators

www.launchpadmag.com

Launch Pad: Where Young Authors and Illustrators Take Off! is a new bimonthly magazine dedicated to publishing fiction, nonfiction, poetry, book reviews, and artwork written and created by children ages six to twelve. The magazine also will feature fun activities, and writing and illustrating tips for children. Forthcoming thematic issues will include animals, fairy tales and fantasy, heroes, mysteries, the ocean, and sports.

The creator of Launch Pad has professional experience as a children’s librarian, writer, editor, and designer. Stories will be imaginative, well-written, and engaging to other children. The magazine will debut with a January/February 2008 issue.

Seminars on DVD

www.seminarsondvd.com

Seminars on DVD captures high-energy, live training sessions on broadcast-quality media, and converts them into powerful, inexpensive, and effective training programs on DVD. Every program features a top-rated speaker, such as New York Times bestselling author Brian Tracy and award-winning motivational speaker Les Brown, in addition to many other gifted business and personal development experts. The range of topics includes communication skills, time management, self-confidence, memory techniques, success strategies, wealth building, and many others. All programs include public performance rights as long as there is no performance fee being charged to the audience members.

Public libraries are using Seminars on DVD to offer seminar nights at the library, for staff development, and for circulation.
Launch Pad is accepting children’s writing and works of art as well as book reviews on any topic, but the editors are especially interested in submissions related to animals, the ocean, mysteries, fairy tales and fantasy, sports, and heroes. Submissions may be mailed to Launch Pad, P.O. Box 80578, Baton Rouge, LA 70898, or e-mailed to editor@launchpadmag.com.

Early Literacy Station

www.awe-net.com

The Early Literacy Station (ELS) is the first in a series of educational solutions designed for toddlers through second graders. ELS is a self-contained system that is ready to use right out of the box. It includes thirty-four educational software packages across seven curricular areas. The programs included are top rated by Children’s Technology Review. ELS includes an imaginative interface that encourages exploration. It comes with a colorful keyboard and a tiny mouse designed to fit children’s small hands.

ELS requires no technical support and includes a three-year warranty.

New Digital Resource Sharing Service Lets Libraries Add Free Download Media

www.overdrive.com

A new Web 2.0 program that allows public libraries to publish and share digital video, audio books, eBooks, and music with other libraries was unveiled recently. The first of its kind, OverDrive Community Reserve is a shared collection of locally produced digital content available to thousands of libraries worldwide that are part of the OverDrive network.

Libraries with permissions to digital book, audio, or video content can upload titles for download lending to their local patrons, and also now can share the materials with library users worldwide. For example, the Rochester (Minn.) Public Library received a grant to produce a video to orient and educate Somali immigrants to the features and services of a public library. Now the video has been added to Community Reserve and is available for download as part of their local OverDrive catalog, and also is available for free for lending by more than five thousand libraries around the world.

Desk Tracker

www.CompendiumLib.com

Desk Tracker is a hosted Web service that provides customizable data entry forms and graphical reporting for central tracking of public service activity at all library service points.

Desk Tracker lets public service desk staff record activity simply and reliably. The friendly interface allows fast, one-click entries, with the flexibility to enter an unlimited amount of additional data. The administrator can set up Desk Tracker to collect data that suits the library and to ask any desired follow-up questions based on input. In addition, Desk Tracker makes it easy to record patrons’ comments and material suggestions.

Desk Tracker brings real data to librarians in graphical, print-friendly reports that are easy-to-understand, attractive, and informative. Its reporting features offer endless flexibility. Browse the summary view of library traffic, then drill down into powerful day-of-week and hour-of-day reporting, or get the statistics for any period with the quick date filter.

The service includes regular data backup and emergency restores.

Checkpoint Patron Services Launches “Youniquely 4 U” Service

www.checkpointsystems.com

Checkpoint Systems Patron Services Division recently launched its breakthrough “Youniquely 4 U” (Y4U) service. Y4U is an innovative new service that enables libraries to proactively offer highly relevant programs and information to patrons based on their unique interests and needs. This is the first patron communications service, branded under each library’s own name, ever to be introduced to the public library market in North America.

Y4U already has been deployed at a number of public libraries in various markets nationwide, generating extraordinary response from patrons. Michael Jermyn, general manager of Checkpoint Patron Services, said, “Interested patrons opt-in to this free service and, once enrolled in Y4U, patrons have information and resources that reflect their interests sent to them for their review and response. For example, someone who checks out a book about parenting may have information about local parenting classes emailed to them, might be sent a list of local pediatricians, or might receive a coupon from the local family fun center. The goal is for patrons to find everything they need to support their individual interests from one source at the library.”
The Y4U service is driven by patrons’ at-the-moment needs and interests, as determined by the information they seek in the library, and therefore allows library professionals to reach their patrons when they are most likely to appreciate the bundling of information and resources to enrich their interests. This includes invitations to events sponsored by the library and other partners within the community as well as notices of additional content and expertise available to them in the library.

Small Engine Repair Reference Center Now Available from EBSCO

www.ebscohost.com

EBSCO Publishing has introduced the Small Engine Repair Reference Center (SERRC), which uses accurate, clear, and concise explanations, combined with thousands of detailed illustrations and photography, making it possible to safely service small engines.

The database provides reliable information required to perform a variety of tasks, including routine maintenance or more extensive repairs involving engine and transmission disassembly. SERRC covers smaller engines, such as lawn mowers, tractors, snow blowers, tillers, and generators, as well as larger engines, such as motorcycles, ATVs, marine and boat motors, personal watercraft engines, and snowmobiles. Each repair links to PDFs that provide step-by-step instructions.
A 741.5 travel through time...

...with a happy ending. Made possible by Dewey numbers.

Updated regularly, the Dewey Decimal Classification scheme is ready for research journeys far and wide, to magical lands—in multiple languages, online and in print. Get Dewey today and generate more happy endings for your public library.

Order now at www.oclc.org/dewey/story/

It’s a big world. We’ve organized it.

The Dewey Decimal Classification is published by OCLC Online Computer Library Center.
### Issue abbreviations are as follows:

- **46(J/F):** Jan./Feb. 2007
- **46(M/A):** Mar./Apr. 2007
- **46(M/J):** May/June 2007
- **46(J/A):** Jul./Aug. 2007
- **46(S/O):** Sept./Oct. 2007
- **46(N/D):** Nov./Dec. 2007

### A

#### Abbas, June, Melanie Kimball, Kay Bishop, and George D’Elia

Youth, Public Libraries, and the Internet: part one: Internet Access and Youth’s Use of the Public Library, 46(J/A):40–45; part two: Internet Access and Youth’s Use of the Public Library, 46(S/O):64–70

**see also** Kimball, Melanie, June Abbas, Kay Bishop, and George D’Elia

### ACQUISITIONS

A New Supervisor’s Philosophical Perspective (“Perspectives”), 46(M/J):20–21

### ADULT EDUCATION/LIFELONG LEARNING

CLASS: The Future of Adult Programming in the Public Library, 46(46(M/J)):40–44

### ADVOCACY

Advocate for More: Focus on Legislative Funding, 46(M/A):36–39

#### Agosto, Denise


### ALA EMERGING LEADERS

Thank You PLA! (“News”), 46(S/O):5

### Albright, Meagan

*about* Public Libraries Feature Article Contest (“News”), 46(M/J):6

*about* Winners of PLA Feature Article Announced (“News”), 46(M/A):5–6

Library Services to the GLBT Community in South Florida (“Perspectives”), 46(J/A):20–22

### ALVIN SHERMAN LIBRARY (Fort Lauderdale, Fla.)

Library Services to the GLBT Community in South Florida (“Perspectives”), 46(J/A):20–22

### Alward, Donna J.

The Harry Potter Difference (“Perspectives”), 46(N/D):25–26

### ANIME

Anime Movie Marathon @ your library (“Tales”), 46(M/A):15

### ANN ARBOR (Mich.) DISTRICT LIBRARY

Horses Remove Trees from New Library Site (“Tales”), 46(J/A):15–16

Anonymous

There’s a Naked Man in the Law Library (“Perspectives”), 46(S/O):32–33

ANTIOCH (Calif.) PUBLIC LIBRARY

Turning the After-school Library Crowd Around (“Perspectives”), 46(S/O):30–32

### Appelt, Amy and Diane Stine

From Our Side of the Desk (“Perspectives”), 46(J/F):17–18

### ARAPAHOE LIBRARY DISTRICT (Colo.)

Freeze Holds at Arapahoe Library District (“Tales”), 46(M/J):13

### ARTS EDUCATION

Promoting Arts Education in Libraries, 46(N/D):59–62

### ASSOCIATION OF LIBRARY TRUSTEES AND ADVOCATES

FOLUSA and ALTA Begin Work to Form Partnership (“News”), 46(N/D):5–6

### ATHENS-CLARKE COUNTY (Ga.) LIBRARY

Highsmith Library Innovation Award (“News”), 46(M/J):5

### ATLANTIC COUNTY (N.J.) LIBRARY SYSTEM

One Library’s Response to Harry Potter Fans (“Perspectives”), 46(N/D):24–25

### AUTHORS

*see* Book Talk (column)

### AVALON PUBLIC LIBRARY (Pittsburgh, Penn.)

Fund-raising via Create a Craft Parties (“Tales”), 46(M/J):14–15

### AWARDS

Award Excellence! (“News”), 46(S/O):5–6

PLA Award Winners Represent Innovation, Commitment to Library Service (“News”), 46(M/J):4–6

Winners of PLA Feature Article Announced (“News”), 46(M/A):5–6

### B

#### BALTIMORE COUNTY (Md.) PUBLIC LIBRARY

Right-sizing the Reference Collection, 46(J/F):40–44

#### Bangs, Patricia

*see* Waller, Elizabeth

#### Baranowski, Richard

Community Church Records: A Local History Asset for Public Libraries (“Verso”), 46(S/O):12–17

#### Barnett, Andy

*see* McCabe, Ronald B.

#### Bertot, John Carlo

*see* Jaeger, Paul T.

#### Billings, Mary

*see* Gerdinger, Stephanie

#### Bishop, Kay

*see* Abbas, June; Kimball, Melanie

### Blue, Lisa, Nicole Heintzelman, Steve Kronen, and Joyce Ward

Increasing Patron Traffic to Your Library’s Web Links (“Internet Spotlight”), 46(J/F):28–30

### BOOK REVIEWS

- **46(J/F):** July–August 2007
  - 46(M/A):64–67
  - 46(M/J):63–66
  - 46(J/A):56–59
  - 46(S/O):79–84
  - 46(N/D):63–67, 70

#### 100 Most Popular Genre Fiction Authors

46(M/A):65

#### A to Zoo

46(J/A):58–59

Access to Medical Knowledge, 46(J/A):58

Children’s Book Award Handbook, 46(M/J):65

#### Computers in Libraries

46(N/D):66–67

Crash Course in Children’s Services, 46(S/O):81–82

Creating the One-Shot Library Workshop, 46(M/J):53–64

#### Extreme Teens

46(M/J):64–65

#### Genreflecting

46(N/D):63

#### Ideas for Librarians Who Teach

46(M/A):65–66

Introduction to Public Librarianship, 46(S/O):82–83

#### The Librarian’s Guide to Developing Christian Fiction Collections for Adults

46(J/F):74–75, 46(S/O):83–84

The Librarian’s Internet Survival Guide, 46(M/J):64

#### Libraries and Librarianship

46(N/D):66

Library Technology Companion, 46(S/O):80–81

Managing the Mystery Collection, 46(S/O):81

#### Metadata and Its Impact on Libraries

46(J/A):56–57

#### New Frontiers in Public Library Research

46(N/D):64

The New OPL Sourcebook, 46(M/A):66

#### On Sybil’s Shoulders, 46(M/J):66, 70

#### Online Resources for Senior Citizens, 46(N/D):66

#### Perspectives, Insights and Priorities

46(N/D):65

#### Poetry Aloud Here!, 46(M/A):64–65

#### Reading Matters

46(J/A):59

#### Reference Librarianship

46(J/A):57–58

#### Résumé Writing and Interviewing Reference Librarianship

46(J/A):56–57

#### Resources, Access to Medical Knowledge

46(J/A):58

#### Techniques that Work

46(S/O):84

#### The Romance of Libraries

46(S/O):80

#### Selecting and Managing Electronic Resources, 46(F/J):74

#### Sizzling Summer Reading Programs for Teens

46(S/O):83

#### Small Change: Big Problems

46(S/O):79–80
Davenport (Iowa) Public Library

Davenport PL Collecting Campbell's Thievery Leads to 25 Percent Increase in Circ Stats! ("Perspectives"), 46(S/O):19–20

D'Elia, George. see Abbas, June; Kimball, Melanie

Diamant-Cohen, Betsy, and Dorothy Valakos
Promoting Visual Literacy: Using the Mother Goose on the Loose Program, 46(M/A):47–54

DIGITAL DIVIDE
Are We Helping the Information Have-Nots? ("Perspectives"), 46(J/F):18–19

DISASTERS
PLA Offers Field Guide to Emergency Response ("News"), 46(M/J):4

DOGS
The Ultimate Feel-Good Library Event [dog exposition] ("Tales"), 46(S/O):18–19

Donohue, Mindy
Serendipity [teen book group] ("Perspectives"), 46(M/A):24

Donohue, Nanette
Harry Potter and My Hypothetical First-Born Child: The Technical Services Perspective ("Perspectives"), 46(N/D):19–20

Dowling, Brendan
Public Libraries and the Ex-Offender, 46(N/D):44–48

Driver, Carol, and Celia Wall
Spanish-speaking Patrons in Kentucky's Public Libraries: Results of an Exploratory Study on Services, Staffing, and Programs, 46(S/O):56–63

E

EARLY LITERACY
Every Child Ready to Read @ your library Wiki Goes Live ("News"), 46(J/F):4
Library Offers "Busy Bee" Services to Child Care Providers ("Tales"), 46(J/A):16, 46(S/O):18

EAST REGIONAL BRANCH LIBRARY
(Fayetteville, N.C.)
From Chaos to Chillax: One Library's Experience with Teens ("Perspectives"), 46(S/O):22–24

EDUCATION
Michigan eLibrary Puts Resources into Hands of State's Teachers ("Tales"), 46(J/A):16

Eldred, Janet
Demco New Leaders Travel Grant ("News"), 46(M/J):6

Elliot, Julie

Elliot, Marina
One Library's Response to Harry Potter Fans ("Perspectives"), 46(N/D):27–28

Ellis, Leane M.
Genre Book Discussions ("Perspectives"), 46(M/A):24–26

England, S. Randle
The Consequences of Promoting an Educational Role for Today's Public Libraries, 46(M/A):55–63

English, Eva
We're Just Wild about Harry! ("Perspectives"), 46(N/D):25–26

Enoch Pratt Free Library (Baltimore, MD.)
Promoting Visual Literacy: Using the Mother Goose on the Loose Program, 46(M/A):47–54

EVALUATION OF SERVICES
By the Numbers ("Verso"), 46(J/F):13–14

Ex-Convicts
Public Libraries and the Ex-Offender, 46(N/D):44–48

F

Fairfax County (Va.) Public Library
Commemorate a Beloved Pet ("Tales"), 46(S/O):19
Embracing the Problem Customer ("Perspectives"), 46(S/O):27–28

Farmington (Mich.) Community Library
Library Offers "Busy Bee" Services to Child Care Providers ("Tales"), 46(J/A):16, 46(S/O):18

Farrell, Michael Garrett
Be the Person Who Listens ("Passing Notes"), 46(J/A):38–39
Bother the Librarians ("Passing Notes"), 46(J/F):36–38
More on Serving Gay Youth ("Passing Notes"), 46(M/J):38–39
Right Book, Wrong Time? ("Passing Notes"), 46(N/D):42–43
Unleashing Your Inner Man ("Passing Notes"), 46(M/A):40–41
YA Services in a Post-Harry Potter World ("Passing Notes"), 46(S/O):48–49

Favreau, Karen
Standing Out: Job Search Tips for New Librarians ("Verso"), 46(S/O):10–11

Feinberg, Sandra
Charlie Robinson Award ("News"), 46(M/J):9

Ferguson Library (Stamford, Conn.)
A New Supervisor's Philosophical Perspective ("Perspectives"), 46(M/J):20–21

Fisher, Susan
Demco New Leaders Travel Grant ("News"), 46(M/J):6

Fontenot, Mitchell J.
A Case for an Integrated Model of...
INDEX

Community College and Public Use Libraries, 46(J/A):46–49

FORT BELKNAP COLLEGE LIBRARY (Harlem, Mont.)
We’re Just Wild about Harry! ("Perspectives"), 46(N/D):25–26

Frase, Rose M., and Barbara Salt-Schueler
Right-sizing the Reference Collection, 46(J/F):40–44

FRIENDS GROUPS
With a Little Help from My Friends ("Bringing in the Money"), 46(S/O):43–46

FRIENDS OF LIBRARIES USA
FOLUSA and ALTA Begin Work to Form Partnership ("News"), 46(N/D):5–6

From the President (column)
Engaging Your Community: A Strategy for Relevance in the Twenty-First Century (Hildreth), 46(M/J):7–9

Exciting Times for Public Librarians (Sanders), 46(J/A):7–8

Reference Services in a Flat World (Hildreth), 46(J/F):7–9

Rural Libraries: The Heart of Our Communities (Hildreth), 46(M/A):7–11

Trends in Taiwan’s Public Libraries (Sanders), 46(N/D):7–8

What Would You Change If You Could? (Sanders), 46(S/O):7–8

FUND RAISING
Commemorate a Beloved Pet ("Tales"), 46(S/O):19

Davenport PL Collecting Campbell’s Labels ("Tales"), 46(S/O):19–20

Fund-raising via Create a Craft Parties ("Tales"), 46(M/J):14–15

Links to Literacy Raises Six Figures ("Tales"), 46(M/A):16

Oh, the Money You’ll Raise! ("Bringing in the Money"), 46(M/J):34–37

PLA Receives Bill and Melinda Gates Foundation Grant . . . ("News"), 46(J/A):4

Solo Ultra marathon as Library Fund-raiser ("Tales"), 46(M/A):16–17

see also Bringing in the Money (column)

FUNDING SOURCES
Library Protection Act Approved on Permanent Basis ("Tales"), 46(M/J):14

G

GAIL BORDEN PUBLIC LIBRARY (Legion, Ill.)
Gail Borden Public Library Customers Use YouTube to Tout Good, Old-fashioned Books ("Tales"), 46(S/O):19

GAY AND LESBIAN PATRONS
More on Serving Gay Youth ("Passing Notes"), 46(M/J):38–39

Out and About: Serving the GLBT Population @ your library ("Perspectives"), 46(J/A):18–24

GENEALOGY
Community Church Records: A Local History Asset for Public Libraries ("Verso"), 46(S/O):12–17

Gerding, Stephanie and Mary Billings
Online Book Sales for Libraries ("Bringing in the Money"), 46(J/F):32–35

Gin, Conduce
Thank You PLA! ("News"), 46(S/O):5

glaesemann, Codeine
Organizational Change ("Perspectives"), 46(M/J):17–19

GLEN DALE (Ariz.) MAIN LIBRARY
The Ultimate Feel-Good Library Event [dog exposition ] ("Tales"), 46(S/O):18–19

GLOBAL LIBRARIES INITIATIVE
Expanded Global Libraries Initiative ("Tales"), 46(M/J):14

GLOBALIZATION
Reference Services in a Flat World ("From the President"), 46(J/F):7–9

GOOD TO GREAT PRINCIPLES
Great Expectations: An Interview with Jim Collins ("Book Talk"), 46(J/F):23–27

GRANTS
Preparing a Great LSTA Request ("Bringing in the Money"), 46(J/A):34–37

GREEN ARCHITECTURE
An eco-building, a Healthy Life, and Good Service: A New Century in Public Library Architecture, 46(J/A):50–55

Horses Remove Trees from New Library Site ("Tales"), 46(J/A):15–16

guidarini, Lisa
The Late Bloomer: An Interview with Amy Collins ("Book Talk"), 46(S/O):35–38

Guilford, Cindy
Narrative Nonfiction Book Clubs ("Perspectives"), 46(M/A):21–22

GUILFORD TECHNICAL COMMUNITY COLLEGE (Greensboro, N.C.)
Problem Patrons, or How I Learned to Quit Worrying and Love the Ban ("Perspectives"), 46(S/O):28–30

H

Hall, Kate
Harry Potter Extravaganza: A Community Comes Together ("Perspectives"), 46(N/D):20–22

HARRIS COUNTY (Texas) PUBLIC LIBRARY
Harris County PL Establishes Brand Partnerships ("Perspectives"), 46(M/A):15–16

HARRY POTTER SERIES
Harry Potter’s Knight Bus ("Tales"), 46(N/D):17

Magic @ your library ("Perspectives"), 46(N/D):19–28

YA Services in a Post-Harry Potter World ("Passing Notes"), 46(S/O):48–49

HAWAII STATE PUBLIC LIBRARY
Links to Literary Raises Six Figures ("Tales"), 46(M/A):16

Heintzelman, Nicole, Steve Kronen, Courtney Moore, and Joyce Ward
Cybertorials: Teaching Patrons Anytime, Anywhere ("Verso"), 46(M/A):12–17

see also Blue, Lisa, Nicole Heintzelman, Steve Kronen, and Joyce Ward

HIALEAH (Fla.) PUBLIC LIBRARY
Promoting Arts Education in Libraries, 46(N/D):59–62

Hibner, Holly
Reference on the Edge ("Perspectives"), 46(J/F):21–22

HIGHNESS BOROUGH (Alaska) PUBLIC LIBRARY
Highness Borough PL Partners with Local Radio Station to Tackle Drug and Alcohol Education ("Tales"), 46(J/F):15

Hildreth, Susan
Engaging Your Community: A Strategy for Relevance in the Twenty-First Century ("From the President"), 46(M/J):7–9

Reference Services in a Flat World ("From the President"), 46(J/F):7–9

Rural Libraries: The Heart of Our Communities ("From the President"), 46(M/A):7–11

HILLSDALE (N.J.) FREE PUBLIC LIBRARY
Solo Ultramarathon as Library Fund-raiser ("Tales"), 46(M/A):16–17

Hilyard, Nan Blaine
The Art of Finding Things ("Perspectives"), 46(J/F):17–22

Dealing with Problem Behavior in the Library ("Perspectives"), 46(S/O):21–33

Magic @ your library ("Perspectives"), 46(N/D):19–28

Making Changes and Staying Happy ("Perspectives"), 46(M/J):17–24

Hiremath, Uma. see Cassell, Kay

HOMEWORK HELP SERVICES
Partnership Promotes Online Help for Students ("Tales"), 46(J/F):16

HOUGHTON LAKE (Mich.) PUBLIC LIBRARY
The Harry Potter Difference ("Perspectives"), 46(N/D):25–26

Hughes, Ed. see Chapman, Greta
Hughes, Kathleen
News from PLA, 46(J/F):4–6, 46(M/A):4–6, 46(M/J):4–6, 46(A/):4–6, 46(S/O):4–6

Hustedde, Hedy N. R.
The Library Book Discussion Will Not Lay Down and Die ("Perspectives"), 46(M/A):20–21
and Joint Decade and the National Network of Libraries of Medicine
(“Verso”), 46(N/D):10–15

Menzel, Mary
Huckleberry Moments: An Interview with Susan Vreeland (“Book Talk”),
46(N/D):30–33

METROPOLITAN STATE UNIVERSITY (St. Paul, Minn.)
A Tale of Two Libraries: Outreach is the Focus (“Verso”), 46(J/A):9–12

MICHIGAN eLIBRARY
Michigan eLibrary Puts Resources into Hands of State’s Teachers (“Tales”),
46(J/A):16

Middleton, Kathy, and Greta Galindo
Turning the After-school Library Crowd Around (“Perspectives”), 46(S/O):30–32

Milone-Hill, Nanci
Out and About: Serving the GLBT Population @ your library (“Perspectives”),
46(N/D):20–22

MOORE, see Heintzelman, Nicole

MORRIS COUNTY (N.J.) LIBRARY
By the Numbers (“Verso”), 46(J/F):13–14

MOUNT PROSPECT (III.) PUBLIC LIBRARY
A New Medium for Your Message [cable access] (“Tales”), 46(M/A):16

MYSPACE
Give Our Library a Face Avatar Design Contest (“Tales”), 46(N/D):16

N
Nesting, Vicki
New Product News (column),
46(J/F):76–78, 46(M/A):68–70,
46(M/J):67–70, 46(J/A):61–63,
46(S/O):85–87, 46(N/D):68–71

News from PLA (column), 46(J/F):4–6,
46(M/A):4–6, 46(M/J):4–6, 46(J/A):4–6,
46(S/O):4–6, 46(N/D):4–6

Niebuhr, Gary Warren
Keeping the Camp Fires Burning: The Library Book Discussion Is Alive and Well (“Perspectives”), 46(M/A):19–20

O
OHIO LIBRARIES
KnowItNow: Ohio’s Virtual Reference Service, 46(J/F):45–52

OLD BRIDGE (N.J.) PUBLIC LIBRARY
Senior Spaces Designed for Older Library Patrons (“Tales”), 46(N/D):17–18

OODA LOOPS
OODA Loops, Maneuver Theory, and the Tactics of Survival: How John Boyd and
the U.S. Marines Can Aid Libraries . . . ,
46(M/J):45–53

ORANGE COUNTY PUBLIC LIBRARY
(Carboro, N. C.)
Thievery Leads to 25 Percent Increase in Cire Stats (“Perspectives”),
46(S/O):26–27

ORLAND PARK (III.) PUBLIC LIBRARY
Anime Movie Marathon @ your library (“Tales”), 46(M/A):15

OUTREACH
The Book Wagon, 46(N/D):49–51
Books by the Barrow Load . . . On the Beach (“Tales”), 46(J/A):16–17
A Tale of Two Libraries: Outreach is the Focus (“Verso”), 46(J/A):9–12

P
PARK RIDGE (III.) PUBLIC LIBRARY
Harry Potter Extravaganza: A Community Comes Together (“Perspectives”),
46(N/D):20–22

PARTNERSHIPS
Haines Borough PL Partners with Local Radio Station to Tackle Drug and Alcohol Education (“Tales”), 46(J/F):15
Make No Bones about It—Creative Partnerships Work: United States Bone and Joint Decade and the National Network of Libraries of Medicine (“Verso”), 46(N/D):10–15
Partnership Promotes Online Help for Students (“Tales”), 46(J/F):16

Passing Notes (column)
Be the Person Who Listens, 46(J/A):38–39
Bother the Librarians, 46(J/F):36–38
More on Serving Gay Youth, 46(M/J):38–39
Right Book, Wrong Time?, 46(N/D):42–43
Unleashing Your Inner Man,
46(M/A):40–41
YA Services in a Post-Harry Potter World,
46(S/O):48–49

Perspectives (column)
The Art of Finding Things, 46(J/F):17–22
Dealing with Problem Behavior in the Library, 46(S/O):21–33
Magic @ your library (“Perspectives”),
46(N/D):19–28
Making Changes and Staying Happy (“Perspectives”), 46(M/J):17–24
Out and About: Serving the GLBT Population @ your library (“Perspectives”), 46(J/A):18–24
Would You Like Fries with That? The Changing Face of Library Book Discussions, 46(M/A):

PLA 2007 Election Results (“News”),
46(M/J):4

POOL, Kristen. see Carroll, Holly

PORT PHILLIP (Australia) LIBRARY

PORT PHILLIP (Australia) LIBRARY
SERVICE
Books by the Barrow Load . . . On the Beach (“Tales”), 46(J/A):16–17

PORTER, Michael, and David Lee King
Inviting Participation (“Internet Spotlight”), 46(N/D):34–36
see also King, David Lee and Michael Porter

POULTER, Kathry
The Book Wagon, 46(N/D):49–51

PRE-SCHOOL PROGRAMS
Promoting Visual Literacy: Using the Mother Goose on the Loose Program,
46(M/A):47–54

Price, Lee
[about] New Bringing in the Money Editor Selected (“News”), 46(M/A):6
With a Little Help from My Friends (“Bringing in the Money”),
46(S/O):43–46

Price, Lee
[about] New Bringing in the Money Editor Selected (“News”), 46(M/A):6
With a Little Help from My Friends (“Bringing in the Money”),
46(S/O):43–46

Price, Lee
[about] New Bringing in the Money Editor Selected (“News”), 46(M/A):6
With a Little Help from My Friends (“Bringing in the Money”),
46(S/O):43–46

PRINCE GEORGE’S COUNTY (Md.) MEMORIAL LIBRARY SYSTEM
Harry Potter’s Knight Bus (“Tales”), 46(N/D):17

PROBLEM PATRONS
Dealing with Problem Behavior in the Library (“Perspectives”), 46(S/O):21–33
Unleashing Your Inner Man (“Passing Notes”), 46(M/A):40–41

PROGRAMMING
CLASS: The Future of Adult Programming in the Public Library,
46(M/J):40–44

PUBLIC LIBRARIES
The Consequences of Promoting an Educational Role for Today’s Public Libraries,
46(M/A):55–63

Public Libraries
Winners of PLA Feature Article Awarded (“News”), 46(M/A):5–6

PUBLIC LIBRARIES

INDEX
INDEX

PUBLIC LIBRARY DATA SERVICE
STATISTICAL REPORT 2007 (“News”), 46(M/A):4
PUBLIC RELATIONS
Harris County PL Establishes Brand (“Tales”), 46(M/A):15–16
A New Medium for Your Message [cable access] (“Tales”), 46(M/A):16
PUBLIC SERVICES
Doing More Despite Having Less (“Perspectives”), 46(M/J):21–23
Leading through Change (“Perspectives”), 46(M/J):23–24
R
RAPID CITY (S. Dak.) PUBLIC LIBRARY
Leading through Change (“Perspectives”), 46(M/J):23–24
People, Not Problems: Solutions for Sharing Library Space with All Age Groups (“Perspectives”), 46(S/O):24–26
READERS’ ADVISORY
READING GROUPS
Would You Like Fries with That? The Changing Face of Library Book Discussions (“Perspectives”), 46(M/A):
Reed, Troy
Burning Bright: An Interview with Tracy Chevalier (“Book Talk”), 46(M/A):27–31
REFERENCE SERVICES
The Art of Finding Things (“Perspectives”), 46(J/F):17–22
The Future of Reference (“Verso”), 46(J/F):10–12
Going Mobile: the KCLS Roving Reference Model, 46(J/F):54–68
KnowItWhen: Ohio’s Virtual Reference Service, 46(J/F):45–52
Reference Desk Realities, 46(J/F):69–73
Reference, Passion, Trust Technology (“Verso”), 46(M/J):10–12
You As Internet Know-It-All (“Internet Spotlight”), 46(J/A):30–33
REFERENCE SOURCES
Right-sizing the Reference Collection, 46(J/F):40–44
RESERVES
Freeze Holds at Arapahoe Library District (“Tales”), 46(M/J):13
Richter, Lisa
Great Expectations: An Interview with Jim Collins (“Book Talk”), 46(J/F):23–27
Ries-Taggart, Jennifer T.
ROMANCE FICTION
Tales of a Double Life: An Interview with Elizabeth Boyle (“Book Talk”), 46(J/A):25–28
ROMBERGER, TERRI
Demco New Leaders Travel Grant (“News”), 46(M/J):6
Roth, Peggy. see Thompson, William
ROVING REFERENCE
Going Mobile: the KCLS Roving Reference Model, 46(J/F):54–68
RURAL LIBRARIES
Rural Libraries: The Heart of Our Communities (“From the President”), 46(M/A):7–11
Ryan, Rebecca. see Brookes, Joanna
S
SAINT PAUL (Minn.) PUBLIC LIBRARY
Saint Paul PL offers Rosetta Stone Language Learning Software Online (“Tales”), 46(J/F):15–16
St. Paul Friends Create Library Consulting Group (“Tales”), 46(M/J):15
A Tale of Two Libraries: Outreach is the Focus (“Verso”), 46(J/A):9–12
SALEM-SOUTH LYON (Mich.) DISTRICT LIBRARY
Reference on the Edge (“Perspectives”), 46(J/F):21–22
SALINA (Kans.) PUBLIC LIBRARY
CLASS: The Future of Adult Programming in the Public Library, 46(J/F):40–44
Saltz-Mischel, Barbara. see Frase, Rose M.
SALT LAKE-MOANALUA (Honolulu, Hawaii) PUBLIC LIBRARY
Library Showcases Its Martial Arts Collection (“Tales”), 46(J/F):16
SAN FRANCISCO (Calif.) PUBLIC LIBRARY
San Francisco’s GLBT Service Challenges (“Perspectives”), 46(J/A):22–24
Sanders, Jan
Exciting Times for Public Librarians (“From the President”), 46(J/A):7–8
Trends in Taiwan’s Public Libraries (“From the President”), 46(N/D):7–8
What Would You Change If You Could? (“From the President”), 46(S/O):7–8
Sandstrom, John
Where’s Harry (“Perspectives”), 46(N/D):7–8
SPECIAL COLLECTIONS
Love, and Funding, for Special Collections (“Bringing in the Money”), 46(N/D):38–41
Spiller, Mary
New Bookmobile Sparks Confusion (“Verso”), 46(J/A):13–14
Stine, Diane. see Appelt, Amy
Strobel, Tracy. see Carroll, Holly
Sung, Myung Gi
T
TAIPEI PUBLIC LIBRARY (Taiwan)
An Eco-building, a Healthy Life, and Good Service: A New Century in Public Library Architecture, 46(J/A):50–55
Trends in Taiwan’s Public Libraries (“From the President”), 46(N/D):7–8
Talley, Brenda
Beware! Needy, Know-it-all Loner on Duty (“Perspectives”), 46(J/F):19–21
TECHNICAL SERVICES
Harry Potter and My Hypothetical First-Born Child: The Technical Services Perspective (“Perspectives”), 46(N/D):19–20
TECHNOLOGY
Reference on the Edge (“Perspectives”), 46(J/F):21–22
Templeton, Kimberly. see Brown, Malore I.
Thayer, Hillary
Listening to the Problem Patrons (“Perspectives”), 46(S/O):21–22
Thompson, William, and Peggy Roth
TROT, BARRY
Allie Beth Martin Award (“News”), 46(M/A):5
Tseng, Shu-Hsien
An Eco-building, a Healthy Life, and...
One company serving libraries worldwide for over 30 years.

Here today. Here tomorrow.

Choose TLC for outstanding customer service, low-maintenance integrated systems, and standalone solutions that work with any integrated library system.

Thousands of libraries have chosen to partner with TLC. Join TLC’s worldwide family of libraries.

CARL•X™ • Library•Solution® • AquaBrowser Library® • Cataloging • Authority Control

www.TLCdelivers.com • 800.325.7759
All Systems Are Go...

For An Out-Of-This-World Customer Experience

Mission accomplished!

BWI has successfully landed in McHenry, Illinois, and all systems are go for our next mission—providing you with out-of-this-world customer service, turnaround times, fill rates, and more.

Reach for the stars—place your order today!

www.bwibooks.com
Phone: 800-888-4478
Fax: 800-888-6319