AMERICAN PUBLIC LIBRARY TOPICS
AN ANNOTATED BIBLIOGRAPHY

By the members of the Spring 2005 Public Libraries Seminar
at the School of Information and Library Science
University of North Carolina at Chapel Hill

10 MAY 2005

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During the spring 2005 semester at the School of Information and Library Science at the University of North Carolina at Chapel Hill, the fifteen members of the Public Libraries Seminar considered the state of the American Public Library from several aspects.

After pondering the philosophical, political, professional, and ecological contexts in which the public library exists, each of the members guided the seminar through a topic area that held special meaning for them. The result of this guided tour is the annotated subject bibliography contained in this report.

While the bibliographies are probably a full and fairly complete resource for anyone else interested in the topics discussed, the goal was not to create a dry academic resource. Rather the objective in creating the bibliographies was that the students list those resources that held particular meaning for them, and that their comments about the resources be personal, sincere, and tied to their individual concerns.

We hope this initial bibliography may serve as a starting point for subsequent public library seminars to modify, add to, and enhance.

Ron Bergquist

READERS' ADVISORY

Alexandra Duda & Jennifer Lohmann

PRINT SOURCES FOR READERS' ADVISORY IN THE PUBLIC LIBRARY

The following print materials provide insight into the research, theory, and practical considerations of readers' advisory in public libraries. These materials are valuable for aspiring readers' advisors, current practitioners, and researchers. All are available in print journals and books.

Chelton, M. K. (2003). Readers' Advisory 101. *Library Journal, 128*(18), 38-9.

> Chelton discusses common mistakes that readers' advisors make and gives advice on how to avoid them. She cautions against only using the OPAC and assuming that you know what the patron wants, reiterates the importance of understanding appeal factors, urges librarians to stop relying only on their personal experience, insists that readers' advisors follow-up with patrons, calls for improved interpersonal communication, and suggests the creation of "readers' corners" where all tools are in one place. These are fundamental and somewhat obvious suggestions, but ones that are easily forgotten in practice. This is an important refresher article for practicing readers' advisors and also an introductory article for readers' advisory students on how to provide excellent service.

Crowley, B. (2005). Rediscovering the History of Readers' Advisory Service. *Public Libraries, 44*(1), 37-41.

> Crowley discusses the history of readers' advisory, from the nineteenth century to the present. Four times periods are covered: 1876 to 1920, "inventing readers' advisory"; 1920 to 1940, "privileging nonfiction readers' advisory"; 1940 to 1984, "readers' advisory lost in adult services"; and 1984 to date, "reviving readers' advisory." This historical account is interesting because of Crowley's assertion that we must include both fiction readers' advisory and nonfiction advisory in our understanding of the development of the field. He also focuses on lessons that today's libraries can learn from the history of the New York Public Library's readers' advisory program.

George, J., McGraw, M., & Nagle, S. (2005). Readers' Advisory Services and Training in the North Star State. *Public Libraries, 44*(1), 29-32.

> This article describes readers' advisory services at three Minnesota libraries: the Carver County Library, Dakota County Library, and Hennepin County Library. The types of services discussed are displays, collection arrangement, signage, labels, and programming. Tools that librarians use for readers' advisory are also mentioned, including print and online reference resources. Readers' advisory training is detailed. Statewide readers' advisory initiatives in Minnesota are also highlighted. This article may be useful to libraries that are planning or evaluating a readers' advisory program because George, McGraw and Nagle give a snapshot of what three libraries are currently doing for readers' advisory and illustrate how their efforts have translated into a thriving program. Also noteworthy are the suggestions at the end of this article for "keys to successful readers advisory."

Hilyard, N. B. (2005). Practical Perspectives on Readers' Advisory. *Public Libraries*, *44*(1), 15-20.

> Five seasoned readers' advisors discuss their experiences in public libraries. Lisa Powell Williams highlights strategies for readers' advisors' professional development. Lisa M. Kreutter mentions electronic and print tools that she uses for readers' advisory. Erin Smith calls for the increased use of technology in the future. Sian Brannon details her struggle to be a better readers' advisor. Karen Kleckner scrutinizes whether the profession and public libraries are really making a concerted effort to promote books and reading. These five perspectives are a glimpse of the varied tasks that make up readers' advisory and show what it is really like to be a readers' advisor in practice. The perspectives also show the different motivations and concerns of current practitioners.

Hoffert, B. (2003). Taking Back Readers' Advisory. *Library Journal*, 128(14), 44-7.

> Hoffert calls for readers' advisors to "take back readers' advisory from the online behemoths," such as Amazon, by using creative electronic methods that promote reading and readers' advisory services. Among the suggested tasks are creating original booklists that are customized to individual libraries, chat readers' advisory, and online discussion groups. This article illustrates the range of service options that are possible in readers' advisory and shows the varied ways that individual libraries have responded to the needs of their communities. A valuable insight into the many forms that readers' advisory can take.

Recommended Readers' Advisory Tools. (2004). *Reference & User Services Quarterly*, *43*(4), 294-305.

> The Collection Development and Evaluation Section (CODES) Readers' Advisory Committee presents an annotated bibliography of materials that will help libraries build solid collections of readers' advisory monographs. All materials on the list were published after 1997, with the exception of those titles for which there is not a more recent book of comparable subject matter and coverage. The bibliography contains a "core collection" of general and genre-specific materials that are must-buys for readers' advisory collections of any size. Also included on the list are "expanded collection" titles that are more in-depth analyses into genres and selected topics. Each title entry includes full bibliographic information, details about indexing and annotations, and a review. This bibliography is an important resource for libraries that are building a readers' advisory collection, new readers' advisors at libraries, and for students who wish to familiarize themselves with readers' advisory literature.

Ross, C. S. (2001). Making Choices: What Readers Say About Choosing Books To Read For Pleasure. *The Acquisitions Librarian, 25*, 5-21.

> Ross presents research into the process that avid readers' use to choose a particular book to read at a particular time. She presents a five-part model of related elements for how readers' select books: readers determine what mood they are in; they utilize outside sources for recommendations; readers consider an element such as a subject, setting, or characters; they take clues from the book cover; and readers decide if the time or money cost of a book is worth it. Because of these findings, Ross makes the important and controversial claim that librarians should stop trying to change readers' preferences and instead provide books for every reading taste. This is an article that aspiring and current readers' advisors should read in order to understand the behavior of readers, and to realize that book preferences are complex, personal decisions that cannot be easily influenced.

Ross, C. S. & Chelton, M. K. (2001). Reader's Advisory: Matching Mood and Material. *Library Journal,* 126(2), 52-5.

Ross and Chelton discuss how important it is for librarians to understand patrons' moods when conducting readers' advisory. They review Ross's findings from "Making choices" about how readers' select books, and explain the implications for practice. These suggestions are not meant to replace current practice but to add to it. This article is valuable because it bridges the gap between theory, research, and practice; research is reviewed, theory is drawn in, and practical suggestions are offered.

Saricks, J. G. & Brown, N. (1997). *Readers' Advisory Service in the Public Library.* Chicago: American Library Association.

In the second edition of this work, Saricks explains the basic philosophy of readers' advisory and gives practical information on how to do readers' advisory. Individual chapters cover: the history of readers' advisory, how to articulate a book's appeal, the readers' advisory interview, what background readers' advisors should have in popular fiction, promotion, and training. Saricks also discusses many useful tools for readers' advisors. The publication of the first edition of this book was a groundbreaking moment in modern readers' advisory and is often cited as an impetus to the renaissance of readers' advisory in the public library. This book is a must-have text for any readers' advisor or readers' advisory student. The third edition is expected to be published in April 2005.

Saricks, J. G. (2001). Reading the Future of the Public Library. *The Acquisitions Librarian, 25,* 113-21.

Readers' advisory guru Saricks here presents an encouraging view on the importance of books, reading, and readers' advisory in the public library, regardless of our advances in technology. Saricks validates the importance of reading for pleasure and insists that readers' advisory and reading can coexist with technology in the library. This article is important as an inspirational rallying cry for readers' advisors.

Shearer, K. D. (1996). The Nature of the Readers' Advisory Transaction in Adult Reading. In K. Shearer (Ed.), *Guiding the Reader to the Next Book.* (pp. 1-20). New York: Neal-Schuman.

Well-known readers' advisory scholar Kenneth Shearer describes the state of readers' advisory transactions in North Carolina public libraries in 1996. Shearer reports his findings from a study in which library science graduate students at North Carolina Central University visited a variety of public libraries and asked for help from a librarian in finding a book similar to one that they had already read and enjoyed. The revealing findings are at times shocking and are a call for readers' advisors to do better. This is an important reading for understanding what readers' advisory transactions may look like and what patrons value in "successful" transactions.

Shearer, K. D. (2001). The Book's Remarkable Longevity In The Face Of New Communications Technologies – Past, Present and Future. *The Acquisitions Librarian, 25,* 23-33.

Shearer demonstrates that though librarians such as Melville Dewey have predicted the demise of the book, reading fiction has remained a popular and important activity throughout the development of new technologies. Shearer insists that readers' advisors must have an understanding of reading fiction as a worthwhile and "life-altering" experience. He calls for librarians to publicly acknowledge the importance of popular fiction. Shearer's article is significant to the field of readers' advisory because it justifies the importance of readers' advisory

in the public library in the present and the future, and mandates that librarians make a commitment to improving and providing readers' advisory service.

Smith, D. (2000). Talking With Readers: A Competency Based Approach to Readers' Advisory Service. *Reference & User Services Quarterly, 40*(2), 135-42.

Duncan Smith, Product Manager and for EBSCO's NoveList database, discusses ways that librarians can better serve readers. Smith reviews the state of readers' advisory service in 2000, including attitudes toward readers and the scarce availability of readers' advisory resources. Smith mentions the development of the *Talking with Readers* training manual for readers' advisory. He says that the four essential skills that readers' advisors need to be effective with patrons are a background in fiction and nonfiction, an understanding of people as readers, a grasp of how books appeal to readers, and the ability to conduct a readers' advisory transaction as a consultation with a reader and not as an information service. This article is interesting for what it reveals about needed readers' advisor competencies and also as an insight into what training materials are available and how they can benefit readers' advisors.

Smith, D. (2001). Reinventing Readers' Advisory. In Shearer, K. D. & Burgin, R. (eds.), *The Readers' Advisor's Companion*, (pp. 59-74). Englewood, Colo.: Libraries Unlimited.

Smith here calls for readers' advisors to rethink and go beyond current practice to better meet readers' needs. He discusses how new electronic tools can aid in readers' advisory transactions. Smith stresses the need for the creation of improved tools. This article is valuable to understanding the practice of readers' advisory because Smith underscores that tools play a significant role in finding books for readers. Smith makes clear that librarians should not answer readers' advisory questions based only on their own personal knowledge but should seek out appropriate tools.

Watson, Dana. (2000). Time To Turn The Page: Library Education For Readers' Advisory Services. *Reference & User Services Quarterly, 40*(2), 143-44.

Watson highlights the need for more readers' advisory courses at American Library Association-accredited library science schools. She states that appropriate training for staff is crucial because of the high levels of fiction circulation in public libraries and the complicated nature of the readers' advisory transaction. Watson points out that the number of schools offering readers' advisory classes is only 14 out of 56. A possible reason for the low number of schools that have readers' advisory classes is the academic-library focus of many schools. Watson's article shows the importance of formal education in readers' advisory and how the lack of such curricula speaks to the low place of readers' advisory and the public library in American Library Association-accredited schools. This article offers a clear view of where readers' advisory stands in library education.

INTERNET SOURCES FOR READERS' ADVISORY IN THE PUBLIC LIBRARY

There are thousands of websites that can be useful for the readers' advisory librarian, ranging from the web pages of other libraries to writers' groups for various genres. This is only a brief listing of ones that I have found useful; there are many others in the print resources covered in this bibliography.

First and foremost, I was looking for free pages. Databases like NoveList are very useful, but they are subscription based. Secondly, I was looking for web pages that would be useful for librarians and patrons. For example, www.comicbookresources.com has columns that might be

beyond a librarian who does not read graphic novels but would be a delight to a patron who does.

Library Websites

> Morton Grove Public Library. (2005, April 11). *Webrary*. Retrieved April 13, 2005, from http://www.webrary.org/rs/FLbklistmenu.html

This is this first, and perhaps most important, place for any librarian interested in readers' advisory to visit on the web. This is the listserv for the Morton Grove Public Library on readers' advisory issues. While the messages posted to the listserv are instructive and helpful, the best part of this website is the archives. Many of the postings result in the creation of book lists, which are then made available on the archives. The archives are searchable and arranged by category including genre, author, setting and subject. Some of the more recent book lists include "papal transition fiction" and 'books by seniors." Besides being a website to find books lists, the emailing list is also helpful when you have a patron who wants to know the title of a book with little information about plot or author.

The Morton Grove Public Library website is also a great example of a readers' services webpage. It lists all of the library's readers' services and definitions of what those services are. They have a personalized listing service called "Matchbook" where they match a patron profile to book lists and create a personalized booklist that can be mailed, emailed, or picked up by the patron.

> Mid-Continent Public Library. (January 14, 2005). *Based on the Book*. Retrieved April 13, 2005, http://www.mcpl.lib.mo.us/readers/movies/

In an age where books compete with movies, the Mid-Continent Public Library has an easily browsable site of movies that were based on books. The site can be browsed by movie title, date, author, or book title. While there is no commentary on the books, the lists link to each other so that movie titles from a link to Edith Wharton's books, for example, that have been made into movies then link to the year of the movie's release. The readers' advisory section of the website also has some useful web resources, including author pseudonyms websites.

> Chesterfield County Public Library. (April 5, 2005). *Overbooked*. Retrieved April 13, 2005, http://www.overbooked.org/

This is a volunteer website run out of the Chesterfield (Virginia) County Public Library in Virginia's Collection Management Administrator's office. It has many booklists, mainly concentrating on starred reviews from *Kirkus, Library Journal, Publisher's Weekly,* and *Booklist*. Most of the books on the list are annotated. There are also many links for both readers' advisory information and fiction information.

Booklists and General Genre Information

> Libraries Unlimited. (2004). *Genreflecting*. Retrieved April 13, 2005, http://www.genreflecting.com

This site is an excellent guide to the genres. Each genre page features "discover new favorites," "must read authors," "define this genre," and "genre resources." The site does promote the *Genrefiction* line of books for the different genres and some of the links do not work, but this does not detract from the value of the site. Besides following the basic genres like romance, mystery,

fantasy, etc, the site includes information on Jewish American fiction, contemporary mainstream, recreational non-fiction and some other less traditional genres.

ProMotion, Inc. (April 2005). *Bookpage.* Retrieved April 13, 2005,
   http://www.bookpage.com

This website is a for-profit collection of book reviews and author interviews. It is possible to subscribe from home or a library for a print version of their newsletter. The website is easily searchable to find reviews in backlist newsletters.

Kerns, J. (March 18, 2005). *Reader's Advice.* Retrieved April 13, 2005,
   http://www.readersadvice.com

While providing no commentary, this site does list thousands of books by thousands of different authors. There are alphabetical lists of authors along with what genres they write in. The genres on readersadvice.com are not the typical romance, mystery, etc genres, but more detailed like "Atlantis" (under the greater heading of fantasy) and "Cattle Ranching" (under the greater heading of westerns). While the site is not easily searchable, the amount of information on the site is impressive and the books link to online bookstores, making some commentary and reviews available.

(2005). *Amazon.com.* Retrieved April 13, 2005, http://www.amazon.com

While an online bookstore, Amazon provides summaries and reviews of thousands of book of every genre and type imaginable. It can be useful both in finding a book and in providing information to a patron about the book.

Genre Specific

Romantic Times Publishing Group. (2004). *Romantic Times Book Club Magazine.* Retrieved April 13, 2005, http://www.romantictimes.com

This is the website for the Romantic Times Book Club, a magazine and book club for enthusiastic readers for romance. To preserve their magazine subscription base, many of the reviews and summaries of current books are not posted until two or so months after the magazine is released. The site also has several online communities in which readers can participate.

Romance Writers of America, Inc. (2005). Romance Writers of America. Retrieved April 13, 2005, http://www.rwanational.org

This is the website of the Romance Writer's of America, the national organization of romance writers. There is reader information such as bestseller lists and links to author websites, but there are also resources for librarians, including a newsletter and associate membership information.

Western Writers of America, Inc. (2005). *Western Writers of America Official Home Page.* Retrieved April 13, 2005, http://www.westernwriters.org/

The website of Western Writers of American, this website has author link information and a list of the association's best westerns, including authors and short stories.

Walker, E. (February 26, 2005). *Great Science-Fiction and Fantasy Works*. Retrieved April 13, 2005, http://greatsfandf.com/

Amazingly annotated, this list discusses authors and works that the page author enjoys in this genre. More than just lists with minor commentary, this site provides detailed information about the authors, analysis of the books and author style, explanations about the genre's popularity, and more. For someone who does not read science fiction or fantasy, this website is helpful in explaining its pull and what readers look for in a good book. The site is very extensive and could take hours to fully explore.

Mystery Writers of America. (2004*). Mystery Writers of America*. Retrieved April 13, 2005, http://www.mysterywriters.org

The webpage of the Mystery Writers of America, this page has a library database directory. Libraries can post their information on the database and have it searched by authors interested in speaking. It also has links to member websites, movie information, and other mystery related sites.

Choi, S.Y. (n.d.) *Histfiction.net*. Retrieved April 13, 2005, http://www.histfiction.net

This website for historical fiction has an author database, web links, a book search, and guides to historical fiction references. The author index is annotated, with some commentary added by the administrator, some by the authors and a place for readers of the site to comment. The book search is not internal; it links to other historical fiction sites and online bookstores.

Boiling Point Productions. (2005). *Comic Book Resources*.   Retrieved April 13, 2005, http://www.comicbookresources.com

For those who do not know very much about comic books and graphic novels, this site can be a little overwhelming, but it does provide very in-depth information about authors, illustrators and the industry. It has columns about the industry and an extensive links database organized by publisher. The site does have a search function if you do not know the publisher of the comic or graphic novel.

Kannenberg, G. (2005). *ComicResearch.org*. Retrieved April 13, 2005, http://www.comicsresearch.org/

A good resource for those who are not familiar with the world of comic books, this site is a large guide for academic research into comic books. Because of its nature, many of the lists are not appropriate for a young comic book reader, but the publisher, title/characters, and cartoonist lists are extensive and most link to other web pages for more information. The other useful list for librarians is the "How-to Guides." This list of book features guides to the industry as well as how to draw characters and how to letter.

AALBC.com. (2005). *African American Literature Book Club*. Retrieved April 13, 2005, http://aalbc.com/

Dedicated to books about or by African-Americans, this great site covers many genres, including romance, gay/lesbian literature, the Harlem Renaissance and poetry. It has an extensively annotated author list, book reviews, resources for authors, and discussion boards. The site is also easily searchable.

Blogs

Hillsborough County Public Library System. (March 1, 2005). *Good Reads.* Retrieved April
    13, 2005, http://www.tblc.org/goodreads

This first is a blog that lists a book, publication information for that book and then a brief
summary of the work. It comes from the Hillsborough County Public Library system and is
updated regularly.

Saunders, S.M. (March 8, 2005). *Eccentric Reader's Advisory.* Retrieved April 13, 2005,
    http://www.segnbora.com/weblog.html

A more personalized blog from a librarian in central Florida. The author of this blog writes
about what she is reading and her thoughts on it. There is some summary and a lot of
commentary on the books. She updates it frequently.

From another perspective…

Openlibraries Ltd. (n.d.). *Whichbook.net.* Retrieved April 13, 2005,
    http://www.whichbook.net

This website runs more along the lines of self-service reader's advisory. Choosing from different
combinations of happy/sad, larger than life/down to earth, optimistic/bleak and the like, the
reader will be presented with books that fit in both best match and good match categories.
There is also a search function for character, setting, and plot along with a helpful tutorial. This
site is headquartered in the UK, so the borrow service does not work for American users, but
even looking at the categories they offer can be helpful in talk with readers about their books.

PUBLIC LIBRARY OUTREACH

Gretchen Scronce

INTRODUCTION

Public libraries in the United States have a long tradition of providing all community residents with free and equal access to a wealth of information resources. Despite this mission and despite efforts almost since their inception to broaden services to underserved groups, libraries continue to struggle with attracting representatively diverse staff and patrons. Outreach programs support the mission of many libraries to provide equity of access, to use terminology from one of the American Library Association's current key action areas.

The resources mentioned here address outreach issues in a variety of ways. Some provide historical context for outreach programs, and some explore the philosophical reasons for inclusivity. Others offer justification for using library financial and personnel resources to build outreach, and still others profile or offer suggestions for reaching specific groups or implementing specific programs. All of these resources demonstrate a commitment to making the library a relevant and useful place in any community, and for all community members.

Although some of the following articles address the needs of specific underserved communities, most are somewhat general in nature or present concepts that can easily be expanded to other situations. More specific and in-depth resources regarding outreach to Latinos and other non-native English groups may be found in the section following.

American Library Association. (2004). "Keeping the Outreach Brand Viable: 12 Steps to Developing a Dynamic Outreach Program." Retrieved April 27, 2005 from: http://www.ala.org/ala/olos/outreachresource/keepingoutreach.htm

The ALA's Office for Literacy and Outreach Services offers training, technical assistance and information resources for libraries to develop literacy and outreach programs for traditionally underserved populations, which include (according to the OLOS main page): new and non-readers, people geographically isolated, people with disabilities, rural and urban poor people, and people generally discriminated against based on race, ethnicity, sexual orientation, age, language and social class.

This publication on the website of the OLOS outlines 12 key components of an effective outreach program. The steps, which range from training staff and listening to users to gathering information that supports your programming, are elaborated in brief and fairly general bullet points. This short list might be a good tool for quickly evaluating potential gaps in many kinds of community programs, and might be a good starting place for a library that wants to evaluate what resources it has and what resources it needs when approaching outreach.

American Library Association. (2004). Libraries Build Sustainable Communities. Retrieved April 24, 2005 from: http://www.ala.org/sustainablecommunities

Originally a partnership project between the ALA and Global Learning, Inc., this site identifies "three E's" of sustainable communities: economy, ecology and equity; and suggests activities for libraries that support one or more of these aspects. While "ecology" emphasizes environmental sustainability, the "equity" section in particular suggests ways libraries can contribute to

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tolerance-building and diversity work within their communities. Program suggestions are fairly basic and general (e.g. "In collaboration with local teachers and school librarians, develop a children's reading list on the subject of equity"), but the site also has a list of book resources as well as information about workshops and some downloadable workbooks.

American Library Association. (2004). Library Outreach Resources. Retrieved April 24, 2005 from: http://www.ala.org/ala/olos/outreachresource/libraryoutreach.htm

The ALA OLOS also publishes on its website a list of resources for outreach to underserved populations. Many are ALA publications, but OLOS is including more non-ALA sources, as long as they are still readily available for free or minimal cost. Resources include articles, speaker lists, websites and bibliographies. Some categories include: services to older adults, adult literacy, services to gay, lesbian, bisexual and transgendered people, services for incarcerated people and ex-offenders, services to underserved youth, and services to rural communities. While the OLOS section of ALA's website contains much useful information, this page is one of the most resource-rich and a good place to start looking for literature and online tools.

Balderrama, S.R. (Summer 2000). This Trend Called Diversity. *Library Trends,* 49 (1), 194-214.

Before libraries can engage in outreach to underserved groups, they must identify what those groups might be and what might be gained (or possibly lost) through interaction and inclusion; they must think about the diversity of their community. This essay explores the meaning of diversity—a word that is often desirable yet elusive. "We must be able to articulate why we in our profession would want someone distinct from us to work with us, not for us. To work alongside us, not beneath us. To create with us, not duplicate us. To mentor us, not intimidate us…To be a colleague" (197). Addressing internal and external barriers to having a diverse library staff, as this article does, can improve the efficacy and legitimacy of library efforts to offer more inclusive services.

Durrani, S. (2001). *Social and Racial Exclusion Handbook for Libraries, Archives, Museums, and Galleries.* Exeter, UK: Social Exclusion Action Planning Network.

This British handbook is a fairly recent examination of the framework within which British libraries and similar cultural institutions are addressing service to underserved groups. While the discourse in the United States often focuses on the concept of diversity, policy discussion in this book falls under the discourse of inclusion/exclusion. The approach is one of identifying a documented need and fulfilling a legal and ethical obligation to meet that need. The handbook contains information on the legal and social frameworks of inclusion, including pieces of relevant government documents. There is also a significant amount of data and writing about various groups and services, as well as essays and charts meant to provide guidance for the design of inclusive programs.

First Find. http://www.firstfind.info/. Retrieved April 25, 2005.

Many individuals targeted by library outreach programs may be likely to have limited literacy skills or have trouble accessing other information considered basic in today's information society. This website, a project of the Westchester Library System in New York, could be a valuable resource for librarians working with immigrants, new readers, or people new to the Internet. The website is simple and easily navigable, and topics range from family, education, legal issues, health, history, computers and more. There are also links to foreign language-English dictionaries. Sometimes it is possible to search for local resources by state. These resources

seem scarce, so librarians finding the site useful might be encouraged to read the guidelines for submission and suggest new potential links. For more information about the history, evolution and future of this project, a link to a PDF report can be found at http://www.ala.org/ala/olos/outreachresource/additionallibrary.htm.

Freeman, R. S. and D. Howde (eds.). (2003). *Libraries to the People: Histories of Outreach.* Jefferson, NC: McFarland & Co.

Libraries to the People documents the history of the tradition of outreach in the library community, from early traveling libraries sponsored by women's clubs to more modern endeavors with electronic technologies. The book is divided into three sections: Benevolent and Commercial Organizations; Government Supported Programs; and Innovative Outreach Services, with each section containing essays by different contributors about an historic outreach effort. The book underscores how creative efforts by librarians in the United States have served to establish a tradition of equal access for all in today's public libraries.

Gonzalez, L. (1999). Outreach. *North Carolina Libraries,* 57(1), 4-21.

Using examples from libraries across North Carolina, this article "discusses the issues, strategies, and resources necessary to address the information needs of immigrants and refugees." Examples particularly illustrate the benefits of library staff visiting new or unfamiliar communities to meet and establish relationships with community leaders. The author's perspective is that expanding library services to include immigrant communities is mutually beneficial, as new Americans find information they need to lead successful lives (including literacy skills and job information) and the rest of the community becomes more aware of its cultural richness (such as through the Global Greensboro Directory, published by the Greensboro Public Library).

McCook, K. P. (2000). *A Place at the Table: Participating in Community Building.* Chicago: American Library Association.

Community building and outreach are closely related, as both are about the library's greater involvement with the community it serves. Published under the impetus of the ALA's 1999-2000 theme, "Libraries Build Community," this book goes beyond the concept of providing outreach to suggest that libraries that are not actively involved in community building may become irrelevant. McCook moves from dimensions and visions of community to concrete examples of librarians working to build community.

McCook, K. P. (2002). Rocks in the Whirlpool. Retrieved April 27, 2005 from: http://www.ala.org/ala/ourassociation/governingdocs/keyactionareas/equityaction/rockswhirlpool.htm

Kathleen de la Peña McCook's writings appear prominently in the literature on library outreach. The title is taken from the image of "downstream" issues such as literacy, education, income, gender and ethnicity mixing with "upstream" issues of technology, infrastructure and connectivity to create a whirlpool of forces working against those who lack access. McCook thinks libraries should be the "rocks" providing footholds amidst the chaos. This article documents the history of outreach with an emphasis on the work of the American Library Association, but includes important social, political and funding trends that have impacted the library world from the founding days of ALA. Notable gaps in access and areas for improvement are also included.

Miller, R. (July 2004). Model TLC. *Library Journal*, 129 (12), 42-45.

This article presents a day in the life of two "outreach technicians" in King County, Washington. The King County Library System (KCLS) has an extensive outreach program based on bookmobiles called TLC, or Traveling Library Center, which has proven hugely successful with the increasing population of senior citizens around the Seattle region. The fleet of traveling vehicles includes more traditional bookmobiles as well as a traveling computer lab, and represents a significant financial commitment on the part of KCLS to serve residents who are physically unable to go to the library. The article describes the service in detail, with an emphasis on the personal impact of regular library visits to senior centers—benefits that could also accompany more modest programs.

National Commission on Libraries and Information Science. (1983). Report *of the Task Force on Library and Information Services to Cultural Minorities*. Washington, D.C.: NCLIS.

This 1983 report focuses on library services to four minority groups: American Indian, Asian, Black and Hispanic. The United States has evolved significantly differently than this report projected—for one thing, Hispanics are now the largest minority group in the U.S., and today such a study may require broadening the number of groups, or at least expanding groups such as "Asian" into smaller geographic regions (Southeast Asia, Indian subcontinent, China, etc.). Still, it is telling that this report finds that one area in need of great improvement is the lack of minority personnel in libraries—something that has changed little, despite recent efforts to increase the numbers of minority students in library school. Recommendations in this report fall under the following headings: Library and Information Needs of Cultural Minorities; Library Personnel; Services and Programs, and Materials and Resources.

Orange, S.M. (2004). Reaching Underserved Populations. *Bookmobiles Outreach Services,* 7(1), 55-60.

The majority of this article is spent presenting somewhat crude depictions of library service to various underserved populations: stereotypes, realities, delivery strategies and successes, and resource needs. Based on notes from a conference session, the descriptions are followed by a discussion of the reaction of staff to such discussions. While some of the "realities" are really only more positive stereotypes and somewhat simplistic, this article does illustrate how libraries might begin discussions with staff members regarding the different populations in their service group. The exercise of identifying different groups and recognizing how each one may require a different service approach may be useful for libraries beginning outreach efforts.

O'Connor, M. (2004) "Advocacy and Outreach: A Natural Connection." In R. Osborne (Ed.), *From Outreach to Equity: Innovative Models of Library Policy and Practice* (pp. 90-93). Chicago: American Library Association.

In this introduction to Part 5 of *From Outreach to Equity*, an outreach librarian from the Queens Borough Public Library, a library noted for its outreach to immigrants, offers sometimes counterintuitive advice for selling outreach services to the community and justifying it within the library's budget. For example, O'Connor emphasizes the importance of attending community meetings and knowing key people, but she also advises not to make presentations about the library at the first meeting, in order to avoid painting your library's services in a light that is irrelevant to your audience. She also discusses the difference between advocates, who promote the library as an end in itself, and players, who talk about community issues and make the library relevant to the issue.

Osborne, R. (ed.) (2004). *From Outreach to Equity: Innovative Models of Library Policy and Practice*. Chicago: American Library Association.

This book of short topical essays provides conceptual introductions and models for outreach of all types. A slightly longer essay begins each of the six sections and is followed by numerous short pieces about actual programs written by librarians working with the programs. As a whole, the book offers justification and how-to for making outreach an integral part of a library's core work. Most pieces in the book could be used as stand-alone examples, and several essays are reviewed here separately.

Shirley, G. (2004) "Outreach to Prisons: Connecting Inmates and Public Library Services" In R. Osborne (Ed.), *From Outreach to Equity: Innovative Models of Library Policy and Practice* (pp. 20-22). Chicago: American Library Association.

Prisoners are likely to be another group overlooked by many libraries, as they are unable to physically go to libraries while incarcerated, and may be absorbed into other underserved populations once released. This brief article about prisoner outreach in Maryland identifies some needs of prisoners and describes one state's attempt to fill the information and education void for prisoners. Shirley offers some potential leads for learning more about library services to prisoners.

Sumerford, S. (2004). "Libraries as Community Builders: The Greensboro Experience." In R. Osborne (Ed.), *From Outreach to Equity: Innovative Models of Library Policy and Practice* (pp. 39-40). Chicago: American Library Association.

The Greensboro, North Carolina, Public Library has already been highlighted in an article about outreach to immigrants by NC libraries. In this short piece in a chapter on outreach inside the library, Greensboro librarian Steve Sumerford tells how his library addressed the complaint that librarians are not often "invited to the table" when communities discuss important local issues. The Greensboro Public Library "set the table" itself by inviting community organizations into a coalition to promote literacy, called Community of Readers. The coalition and GPL's efforts to increase its own literacy resources have resulted in the library having a stronger image in the city, and the library has also received increased grant funding based on its demonstrated initiative in tackling illiteracy.

Weibel, K. (1982). *The Evolution of Library Outreach 1960-75 and Its Effect on Reader Services: Some Considerations.* Champaign: University of Illinois, Graduate School of Information and Library Science.

Weibel's concise if somewhat dated history of library outreach traces the impact of the changing social and political climate in the United States due to the War on Poverty. Particularly useful is Weibel's characterization of different approaches to outreach and their applications by different libraries during the War on Poverty period: relevant traditional (tailoring library services to community interests); community life participation (prioritizing good relations with community members); storefront services (offering library services in the physical places they are needed); and cooperation with other agencies.

Alana McMains

PUBLIC LIBRARY SERVICES TO LATINOS

Allen, Adela Artola, (ed.) (1987). *Library Services for Hispanic Children: A Guide for Public and School Librarians.* Phoenix, Ariz.: Oryx.

This anthology greatest strength is its article "A Socio-Cultural Approach to the Study of Hispanic Children" by Luis C. Moll and Stephen Diaz. This article discusses issues of cognitive style and bilingualism that are rarely discussed in literature on this subject. The book also includes an interesting article on language issues for the Latino child. The book's only flaw is its age; many of the texts reviewed in its bibliography are either out of print or outdated. Features such as its guides to library terminology in Spanish, however, are still helpful for today's librarian.

Alire, Camila & Archibeque, Orlando. (1998). *Serving Latino Communities: A How-to-Do-It Manual for Librarians.* New York: Neal-Schuman Publishers.

This superb text approaches library services for Latinos from a practical standpoint. It includes resources such as Latino publishers and book distributors as well as sample handouts, surveys, and advertisements to instruct and inspire the reader. Additionally, the authors include an essay on ethnic terminology (i.e. Hispanic, Latino, Chicano) that serves to clear up confusion that many librarians not familiar with this culture may have. This book is an excellent starting point for any librarian that wants to create programs to serve Latinos but is not sure where and how to begin.

Barahona Center for the Study of Books in Spanish for Children and Adolescents. (n.d.) Barahona Center. Retrieved April 20, 2005, from: http://www.csusm.edu/csb/

Barahona is a literacy organization is based at the California State University at San Marcos. Its website features a unique database where one can search for not only children's and young adults' books in Spanish, but also youth books in English that depict Latinos and Latino issues. The search engine allows you to specify age or grade ranges for a book's audience, as well as choose the setting or theme of the book from a list of Latin countries.

Constantino, Rebecca, (ed.) (1998). *Literacy, Access, and Libraries among the Language Minority Population.* Lanham, Md.: Scarecrow Press.

This anthology focuses on literacy programs, but as the author notes that most books about literacy are designed for helping English speakers, this book addresses the issue for non-native speakers of English. While much of the material is not specific to Spanish speakers, the principles and ideas that are described can be applied to a Latino community. Two articles do focus on supporting literacy for Spanish speaking children, both arguing that a larger supply of Spanish language materials is necessary for their reading development.

Cuesta, Yolanda J. (1990, May 15). From survival to sophistication: Hispanic needs = library needs. *Library Journal, 115,* p. 26-28.

In this article, Cuesta notes that Latinos are connected by a language and cultural heritage, but that many more factors divide them into subgroups. She argues that these subgroups should be looked at individual, with a focus on these groups' length of United States residency and language facility. The article then offers an examination of various Latino subgroups that is enlightening and fairly accurate, despite being somewhat dated.

Güereña, Salvador, (ed.) (2000). *Library Services to Latinos: An Anthology.* Jefferson, N.C.: McFarland.

>   This collection is exceptional for both its variety of coverage and its sophisticated analysis of the issues surrounding minorities and libraries. Its articles cover subjects ranging from essays on professional issues such as recruitment and diversity to first person accounts of library service to Latinos that raise questions as well as provide suggestions and inspiration. It also contains selections dealing with children's services, outreach, organization, and technology. The final two chapters consist of an up to date bibliography of Latino resources on the web. This is a definitive and inclusive source for any librarian interested in this subject.

Güereña, Salvador & Erazo, Edward. (2000, Summer.) Latinos and Librarianship. *Library Trends, 49(1),* 138-181. Retrieved April 24, 2005 from Library Literature and Information database.

>   Experts in their field, Güereña and Erazo present an in-depth look at the history, present state, and future of library services to Latinos. They include a look at the role of professional associations, important leaders in the field, and issues such as recruitment and the lack of special collections for Latino culture. Additionally, the authors provide a history of the Spanish language publishing industry and its current position as relates to libraries. This article is an important source for those interested in not only contemporary library services, but programs from the past.

Immroth, Barbara & McCook, Kathleen de la Peña, (eds.) (2000). *Library Services to Youth of Hispanic Heritage.* Jefferson, N.C.: McFarland.

>   Published by the same company as Güereña's *Library Services to Latinos,* this anthology shares that book's depth of analysis and breadth of scope. The articles are a superlative collection of theoretical essays, practical instructions, and bibliographical resources. In an outstanding text, the seven articles in the section on programming shine as especially informative works. These articles provide suggestions for involving parents in children's programs, connecting with community colleges, and creating culturally integrated and bilingual programs for children.

Marquis, S.K. (2003, March/April). Collections and Services for the Spanish Speaking: Issues and Resources. *Public Libraries, 42(2),* 106-12. Retrieved April 19, 2005 from Library Literature and Information database.

>   This article focuses on the collection development aspect of Latino services. The author briefly discusses the attempts in the nineties to expand Spanish language materials, and their increased success in the late nineties. Also detailed are the obstacles to Spanish language collection development, including poor quality and a complicated distribution system. Luckily, the article also offers helpful resources and suggestions for working with vendors to increase collections.

Moller, Sharon Chickering. (2001). *Library Service to Spanish Speaking Patrons: A Practical Guide.* Englewood, Colo.: Libraries Unlimited.

>   Similar in format to Alire's and Archibeque's *Serving Latino Communities*, this book offers pragmatic advice to librarians who serve a Spanish speaking public. Especially interesting is Moller's chapter "Understanding the History," which not only discusses Latino culture but also provides background information on the role of libraries, schools, and books in several Latin American countries. The book also features a short section on serving Latino teenagers, an aspect of library service that is overlooked in much of the literature, and contains several useful appendices with sample handouts and vocabulary.

PLUS. (n.d.) *Plus: Public Libraries Using Spanish.* Retrieved April 21, 2005, from: http://www.sol-plus.net/plus/home.htm

This website seeks to collect resources to help libraries serving Spanish speaking communities, focusing primarily on providing Spanish language material such as signs and bookmarks. It also contains links to guides for "survival Spanish" for library workers, outreach ideas, and the Dewey Decimal Classification in Spanish. Also worth visiting is its sister site, SOL (Spanish in Our Libraries), which has an interesting newsletter and discussion board covering pertinent topics.

Reforma. (2005, March 14). *Reforma.* Retrieved April 20, 2005, from: http://www.reforma.org

Reforma is the ALA affiliate whose purpose is "to promote library and information services to Latinos and the Spanish speaking." Its website is particularly helpful to librarians because of the opportunities it provides for networking with other librarians serving Latino communities. Information can be found on local chapters, employment opportunities, and Reforma's mentoring program to set up library students with librarians experienced in their fields.

Reforma, Northern California Chapter. (2005, April 26). *Bibliotecas Para La Gente.* Retrieved April 26, 2005, from: http://www.bibliotecasparalagente.org

The "Libraries for the People" site contains invaluable resources for librarians serving Latinos. In particular, its reviews of Spanish language and bilingual books will come in handy for any librarian. It also provides a comprehensive list of recommended websites that run the gamut from Latin American periodicals to journals on indigenous peoples.

Seyfarth, J. (2003, Summer). Putting Together a Public Computer for Spanish Speaking Patrons. *Nebraska Library Association Quarterly, 34(2),* 17-18. Retrieved April 26, 2005 from Library Literature and Information database.

This is a brief article detailing a process that is not often discussed in literature on library services to Latino communities: how to make computers accessible to Spanish speakers.

Shapiro, Michael. (2003, Summer). Developing Virtual Spanish-Language Resources: Exploring a Best Practices Model for Public Libraries. *OLA Quarterly, 9(2),* 15-19. Retrieved April 26, 2005 from Library Literature and Information database.

This article examines the issues surrounding the development of a virtual collection. The author looks at libraries that serve a large group of Latino patrons and evaluates their Spanish language virtual resources, covering five of these libraries in greater detail. Surprisingly, Shapiro discovers that libraries in such heavily Latino-populated cities as San Diego sometimes do not offer any Spanish language information on their websites. He then offers his own suggestions for creating Spanish language websites.

COMPARING ACADEMIC AND PUBLIC LIBRARIES

Sarah Garcia & Alexa Leinaweaver

INTRODUCTION

This bibliography aims to list some available resources that one may use to compare academic and public libraries. This may be especially useful to students in library science who are attempting to decide in what kind of library they want to pursue a career.

There appears to be an assumption in the field of library science that different kinds of libraries (e.g., public, academic, health science, etc.) are just that: *different*. One is encouraged, as a student of the field, to select a kind of library to work in, to focus one's studies in that area, and not to consider them as interchangeable.

This is reflected in the literature available on comparing types of libraries. Very few articles or monographs exist which aim, as their primary goal, to compare the ways in which library types differ or are similar. Many of the few that do exist are based purely on personal experience. Those which gather empirical data are usually focused on some other aspect of librarianship (e.g., budgeting, minorities in libraries). Thus, this resulting bibliography lists a number of resources which are related to the topic but do not look specifically *at* the differences and similarities.

GENERAL RESOURCES

America's Libraries: New Views. (1988). Chicago: American Library Association.

This promotional pamphlet, although it does not offer the detail one expects in an academic article, instead gives a sense of how the American Library Association markets itself and its members. The informational bullets are summarized from the most contemporary survey of libraries conducted by the ALA; most of the information concerns public libraries, but there is enough on school and academic libraries for the reader to compare statistics. There is an unfortunate inclusion of a middle section about computers in libraries which for the purposes of this bibliography is useless.

Antell, K. (2004, Spring). Why Do College Students Use Public Libraries? A Phenomenological Study. *Reference User Services Quarterly, 43*, [check page #s]. Retrieved February 15, 2005, from Library Literature and Information Full Text (Wilson Web).

This study examines reasons why a college student might choose to make use of a public library rather than their college or university's library, which presumably has more resources to support the school's curriculum. The reasons listed afford some insight into the ways that the differences between public and academic libraries are perceived.

The Association of College and Research Libraries (2005, January 9). Retrieved April 19, 2005, from http://www.acrl.org

This is a primary professional association for academic libraries, also a division of the ALA. Particularly useful portions include the Professional Tools, Publications, and the Standards and Guidelines pages. Compare with the PLA website.

Curzon, S. C. (1995). Differences between Academic and Public Libraries. *The Unabashed Librarian, 97*, 17-21.

   This is the first of three articles detailing the various differences between public and academic libraries as perceived through personal experiences on the part of the author. After listing differences that she noted, Curzon suggests that the profession would overall be improved if more librarians moved between different types of libraries.

Hall, Matthew L. (2003, May/June). Public to Academic: Reflections for Librarians Who Are Considering the Switch. *Public Libraries, 42*, 154-156. Retrieved February 15, 2005, from Library Literature and Information Full Text (Wilson Web).

   The second "personal experience" article, Hall lists a number of points of difference, but he emphasizes that the types of libraries are overall inherently similar.

Lunau, C. D. (1999, September 23). *A Comparison of the Results of Academic and Public Libraries in the 1999 Canadian Resource-Sharing Survey.* National Library of Canada. Retrieved April 19, 2005, from http://www.collectionscanada.ca/obj/r17/f2/rssurv-ac-pub-anal.pdf

   This paper examines the results of an early 1999 study of academic and public libraries across Canada, which asked questions regarding a number of aspects of library service. According to these results, academic libraries use technology more than their public counterparts and both use union catalogues to the same degree. The results also indicate some difficulty in aligning the new technologies to traditional library services.

Maynard, S. (comp.) (2003). *2003 Library & Information Statistics Tables for the United Kingdom.* Loughborough, Leicestershire (UK): The Council for Museums, Archives, and Libraries, 2003. Retrieved April 19, 2005, from http://www.lboro.ac.uk/departments/dils/lisu/list03/list03.html

   Although these tables are based on libraries in the United Kingdom, an examination of these numbers gives some idea of how public, academic, and other kinds of libraries compare in a basic, statistical fashion, on such topics as funding, acquisitions, number of professional librarians, and circulation statistics.

McCarty, J. (2000, Winter). Are You Sure I Am Only Thirty Miles Away? The Transition from a Public to an Academic Library. *Colorado Libraries, 26*, 31-33.

   This article, like the previous two, is a personal account of differences that the author experienced when moving from public to academic. McCarty emphasizes the difference in mission statement and scope of the libraries, and concludes that the differences are more profound than are the similarities.

The Public Library Association (n.d.). Retrieved April 19, 2005, from http://www.pla.org

   A division of the American Library Association, this is the primary professional organization for public librarians. Contained in the website is information about the nature of working for public libraries. Also of interest are the Publications & Reports and the Resources portions of this website. Best read along with ACRL website.

ADMINISTRATION & FINANCIAL ISSUES

Burgin, R. (1997). Downsizing in Libraries: Experiences and Expectations. *Library Management, 18,* 178-182.

This study surveyed 119 academic and public libraries in North Carolina and examined the percentage of downsizing that has occurred in the previous few years and what the expectation were for downsizing in the upcoming years. The study found that the percentage of downsized that occurred in the past was greater than what was expected to happen in the future. In addition, the study concluded that few libraries are prepared for downsizing.

Hernon, P., Powell R. P., & Young, A. P. (2003). *The Next Library Leadership: Attributes of Academic and Public Libraries.* Westport, Connecticut: Libraries Unlimited.

This book begins by examining the predicted shortage of librarians, which inspired the authors' questions regarding the necessary qualities for library directors, in a variety of library types. The study results for the academic and public libraries may be compared; additionally, the authors conduct some comparison of their own of what points are more or less important, depending on the kind of library. This book would be useful for examining the opinions and beliefs of present library administrators.

Ohio Library Association (1975). Model personnel policy for Ohio academic libraries and public libraries, personnel guidelines for governmental libraries, school library media centers, special libraries. Columbus: Ohio Library Association.

This book, while on some details is out of date, still gives the opportunity to compare points where academic and public libraries (and other types as well) are similar or where they differ. One of the points to notice here is the difference in the role expected – academic librarians may have to deal with the vagaries of tenure, while this is not an issue for public libraries.

The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries. (1981) Chicago: American Library Association.

Although to some degree the results of this study are out of date, it gives an unusually detailed comparison of employment characteristics between academic and public libraries. Surprisingly, the authors chose not to place their own value judgments on the results of either type of library or on libraries as a whole; the reader is allowed to come to his own conclusions.

Trezza, A. F. (ed.) (1992). *The Funding of Public and Academic Libraries: The Critical Issue for the '90s.* New York: G. K. Hall & Co.

These conference proceedings address a variety of funding-related issues for both types of libraries, particularly with regards to the State of Florida. Although some of the information is out of date as regards the state of the economy and available funding for libraries, the contributors deal well with many long-term funding issues facing libraries.

COLLECTION DEVELOPMENT & MANAGEMENT

Drewes, J. M. & Page, J. A. (eds.). (1997). *Promoting Preservation Awareness in Libraries: A Sourcebook for Academic, Public, School and Special collections*. Westport, Connecticut: Greenwood Press.

> This book focuses on preservation issues as they affect all types of libraries. Each chapter addresses a different aspect of this issue. By separating each type of library, the book is able to illustrate how different types of libraries are able to respond to preservation issues. A reader interested in comparing public, school and academic libraries may find the guidelines listed by the authors of interest.

Futas, E. (ed.) (1977). *Library Acquisition Policies and Procedures.* Phoenix (AZ): Oryx Press.

Futas, E. (ed.) (1995). *Collection Development Policies and Procedures*, 3rd ed. Phoenix (AZ): Oryx Press.

> Both of these books use the same survey to examine collection development policies in both public and academic libraries. The survey compares the types of libraries; when used in conjunction, the reader can gain some insight into how the process of acquisitions has changed over time.

Henczel, S. (2003). Selecting and Acquiring Library Materials in Languages Other Than English: Establishing Non-English Collections for Public, School and Academic Libraries. *Collection Building, 22,* 141-145.

> This article discusses some of the differences associated with selecting materials for the library in languages other than English. In addition this article specifically addresses a partnership between public and academic libraries in Australia. While the article examines the changing population in Australia and how the libraries there are meeting the needs of the changing communities, many of the ideas presented by the article would be applicable in the United States. This article would be relevant to libraries acquiring materials in languages other than English and who may wish for form partnerships with other associations to meet the needs of their changing community.

Johnson, P. (2004). *Fundamentals of Collection Development & Management*. Chicago: American Library Association.

> This book discusses the issues related to collection development in public, academic and school libraries. In most cases the terms "public libraries" and "academic libraries" and not used as headings, but both types of libraries are discussed in each chapter. Within the book, each chapter takes on a more specific topic inside the scope of the book as a whole. The book breaks down quite well, and the points made are of practical use. Each chapter contains a list of references which could be used for further reading on a more specific topic discussed in the chapter. The information contained in this book would be relevant to any academic or public library.

Van Fleet, C. (2003). "Popular Fiction Collections in Academic and Public Libraries." In Abulfazal M. Fazle Kabir (ed.), *Acquisition in Different and Special Subject Areas.* New York: The Haworth Information Press, 63-85.

> In this essay, Van Fleet discusses the issues facing both kinds of libraries when creating and maintaining a popular fiction collection. She emphasizes policy development that is grounded in the individual library's mission, plus a number of strategies for selection of resources and encouraging circulation.

PATRONS SERVICES AND COMMUNITY INVOLVEMENT

Auster, E. & Chan D. C. (2004). Reference Librarians and Keeping Up-To-Date. *Reference &User Services Quarterly, 44,* 57-66.

   Auster and Chan first take the time to review the literature in order to identify the necessary qualifications for performing adequate reference work in today's environment. Their study surveyed librarians at large public libraries in Ontario. The goal was to find out if and how librarians were keeping up-to-date with new technologies. They also wanted to find out what if any obstacles were keeping reference librarians from learning and using the newly available technologies. The content of this article is important, as reference librarians must be aware of and be prepared to use the latest materials in order to better meet the needs of their patrons.

Boaden, S. (2005). Building Public Library Community Connections through Cultural Planning. *Aplis, 18,* 29-36.

   This article discusses how librarians can build connections within their community through cultural planning. The ideas put forth in this article would be applicable at almost any public library. It advocates going out and getting involved in the community by promoting the library as a "key cultural institution." Overall, the article presents ideas for public libraries to be seen as an essential part of the community.

Cardina, C., & Wicks, D. (2004). The Changing Roles of Academic Reference Librarians over a Ten-Year Period. *Reference & User Services Quarterly, 44,* 133-142.

   This study examines how the working roles of reference librarians in academic libraries changed from 1991 to 2001. The study also took note of whether or not the librarians' level of job satisfaction changed over the ten-year period. As might be expected, changes occurred in the jobs most frequently performed by the librarians and also in the amount of time that was spent on particular jobs. During the period of study the number of tools used by the reference librarians increased.

Fabian, C. A., D'Aniello, C., Tysick, C., Morin, M. (2003). Multiple Models for Library Outreach Initiatives. *The Reference Librarian, 82,* 39-55.

   This article discusses four possible models of outreach at academic libraries, which were planned, implemented, and evaluated. The four models presented are library exhibits, book talks, teaching assistant workshops, and multi-media kiosks. All the activities were found successful, but that they were made for effective if done in partnership with other area cultural institutions. Some of these programs were successful because they targeted an underserved student group, and they invested in building strong partnerships on campus.

Foley, M. (2002). Instant Messaging Reference in an Academic Library: A Case Study. *College & Research Libraries, 63,* 36-45.

   This study examines the case of using AOL's Instant Messenger for reference service in the libraries at the University at Buffalo. The purpose of the study was to assess the feasibility of providing reference service through instant messaging. The experience of this pilot project had positive and negative points. But even with some of the downsides, the project reached its goals. Students used the service heavily. While in this case chat reference will clearly not take the place of traditional reference services, it will provide another way for reach library patrons.

Hillenbrand, C. (2005). Public Libraries as Developers of Social Capital. *Aplis, 18,* 4-12.

> This article examines how public libraries can better advertise to their communities that the library des take part in building social capital. While a bit vague on what definition of social capital is being used the article presents valid points. The article demonstrates what good a public library can do in a community when the library makes an effort.

The Impact of Electronic Products on Collection Development: A Survey of Academic, Public and High School Libraries. (1994). New York: Association of Academic Publishers.

> This survey was conducted in order to learn about the impact of electronic products on library collections, what products the library already owns, and how much they are spending on those products. Academic, public and school libraries were surveyed. Although the results of the survey are out of date, the information remains relevant because libraries are still assessing the impact of electronic products within their collections as libraries continue to purchase more materials in an electronic format.

Murphy, M. (1981). *On-Line Services in Some Academic, Public and Special Libraries: A State-Of-The-Art Report.* [Urbana-Champaign]: University of Illinois.

> Conducted in 1981, Murphy's study gives a snapshot look at the beginning of the on-line computer presence in libraries. She does not specifically compare the library types in her response group, but does remark when results diverge. One point which is clear in her study and may still hold true is that academic libraries invest more heavily in computer and internet technologies; whether this is due to the needs of the patron base or the funding available is not clear.

Schneider, T. (2003). Outreach: Why, How, and Who? Academic Libraries and Their Involvement in the Community. *The Reference Librarian, 82,* 199-213.

> The focus of this article is on the efforts of academic libraries to reach out to their surrounding communities. Three factors for performing outreach are discussed: whether a need for outreach is expressed from outside the school, whether the school sees outreach as part of their mission, or whether outreach is performed in response to a specific situation. The purpose of the article is to examine why libraries whose to start outreach programs.

Thompson, J. (2003). After School and Online. *Library Journal part Net Connect,* 35-37.

> This article discusses the beginnings of using chat reference software in the Baltimore County Public Library and the Harford County Public Library. These two libraries served as a test service with the software before attempting to implement the service statewide. The first target audience for the service was at-risk kids, but it was soon expanded to the general population of students. The article takes the reader through the process of designing the service, meeting the unique need of students, testing software before signing a contract, and evaluating results.

CHILDREN'S LITERATURE, PUBLISHING, AND THE PUBLIC LIBRARY

Mary Avinger

"BEST" BOOKS CONTROVERSY

Sayers, F. C. (1965). Lose Not the Nightingale. In M. J. Blinn (ed.), *Summoned by Books* (pp. 52-67). New York, NY: Viking Press.

This speech was originally given in June 1937 at the general meeting of the American Library Association. It was Frances Sayers call for librarians to remember the "art of reading" and the importance of imagination to the child. The ideas expressed in the speech were in stark contrast to the educational theories that were practiced in the schools during this time period, namely actual experience as a means of instruction and strict definitions matching children and their reading ability. It is a good example of the idealism and devotion to great books felt by many children's librarians during this time period.

University of California, Berkeley School of Library and Information Studies. (1939). *Proceedings of The Institute On Library Work With Children held at The School Of Librarianship, University Of California, Berkeley, June 15-17, 1939 under the direction of Frances Clarke Sayers.* Berkley, CA: School of Librarianship, University of California.

This institute was held 3 days prior to the 1939 American Library Association meeting in San Francisco. It was later known simply as the "Sayers Institute." This institute covered everything from creating booklists and designing book exhibits to the future of library work with children and includes speeches by such luminaries as Elizabeth Nesbitt, Mildred Batchelder, and Frederic Melcher. By far the most controversial speech of the institute followed the introduction and was given by the children's author Howard Pease. In his speech, "Children's Books Today: One Man's View", he attacks the "feminine voice" that calls for books of imagination and claims that the women in children's book professions, editors, librarians, and authors, had "tenderized" children's books and shut men out of the process. This speech, although it was offensive to many as is evident by remarks following his speech, did exemplify the disparity among those that worked with children and what books should be considered the "best" books.

Certain, C. C. (1939). Editorial: "What Are Little Boys Made Of?" *The Elementary English Review*, *16*(6), 163-164.

Published four months after the Sayers Institute, this editorial brings the "best" books controversy into the realm of educators. Despite the title of the editorial, Certain does not directly attack certain Newbery Award winners for their femininity, but because they are "reminiscent of an adult's childhood" and are "dear to the adult reader, but not to the child." He also dances around the role of gender when referring to the Newbery's selection by commenting that the selection committee reads the books from "a single point of view." Certain, although much more circumspect in his criticism of librarians as compared to Howard Pease, definitely draws a battle line between teachers and librarians. He calls for a committee of both including both teachers and librarians to select the Newbery because teachers really know what children, both boys and girls, want to read.

Certain, C. C. (1939). Editorial: Open Forum on the Newbery Award. *The Elementary English Review*, *16*(7), 283.

This editorial, only a month after the first criticizing the selection process of the Newbery, in many ways restates his previous opinions of some of the Newbery winners chosen by librarians. He does up the ante with his argument by saying that many of the Newbery winning books could drive children to "ten-cent thrillers," could cause them to give up on reading entirely, and that the books do not meet the ideals of Frederic Melcher, the donor of the award. He also states his belief that children's book authors will stop writing good literature for children if it is not recognized by the Newbery Committee. It is pretty obvious that he is really itching for a fight and is pulling out all the stops to get responses from both teachers and librarians.

Gray, W. S. (1940). Growth of Interest and Appreciation in Reading. *The Elementary English Review*, *17*(4), 139-143.

This article is a transcript of a speech read at The National Conference on Research in English on Feb. 27, 1940. It includes a very basic history of children's literature going back to the fourteenth century. It focuses on children's literature written from the time of John Newbery to the present and the role of children's literature in the classroom. Gray stresses the point that before Newbery most children's books were written to please adults not children. He then comments that it seems like that trend is beginning to occur again (a veiled attack on the Newbery Committee maybe?). He then notes that teachers need to both teach children to read and to appreciate reading, implying that there need to be more books, or more recognition of books, that children would actually enjoy reading. It is also important to note that Gray does admit that many teachers do need more training in the realm of children's literature. Obviously since it was published in the EER, it reinforces Certain's own ideas about children's literature, but since it was originally given as a speech at a conference it is probable that many other educators were open to Gray's ideas.

Certain, C. C. (1940). The Newbery Award: Open Forum. *The Elementary English Review*, *17*(4), 160-162.

In this article, Certain discusses some of the response he called for in his editorial from the November issue of the previous year. I was impressed that he included both responses from those that agreed with his ideas and those that did not, although those that agreed with him were definitely in the majority. Also, considering the number of responses that he mentions from school librarians who agree with him, he seems almost gleeful in their support against other librarians. He is still not overly malicious in his remarks, but he does end with a call for more "correspondence and expressions of opinion on the forthcoming 1940 award."

Certain, C. C. (1940). Editorial: Adult Patterns Again. *The Elementary English Review*, *17*(4), 163-164.

This editorial refers back to Gray's article from that same issue of the EER. It also mentions three other articles in the issue that all deal with the same basic theme, i.e. that children do not enjoy reading because what is published for children reflects adult wishes instead of the wishes of boys and girls. Certain does not mention children's librarians or the Newbery award specifically in this editorial, but his use of the adjective "namby-pamby" does appear in line with a number of his comments on these subjects from earlier editorials.

Smith, D. V. (1940). Stimulating Interests and Appreciation through Reading. *The Elementary English Review*, *17*(5), 171-175, 182.

This article like the Gray article mentioned above was from a transcript of a speech given at The National Conference on Research in English on Feb. 27, 1940. In it Smith discusses how teachers can encourage and teach children appreciate reading. A key aspect of this is that teachers need to know what books are out there and what they are about. It is somewhat ironic, considering Certain's feelings concerning the Newbery Award winning book of 1936 *Caddie Woodlawn*, that Smith extols its virtues and uses it as an example of how teachers do not know enough about the books they are trying to get children to read. Ironic as it may be, Certain did include it in his publication. The article does reinforce Certain's ideas about choosing books that children will actually enjoy. It also places this duty directly on the head of the teacher and does not bring librarians into the picture at all.

Zeligs, R. (1940). Children's Opinions of Newbery Prize Books. *The Elementary English Review*, *17*(6), 218-220, 249.

This article is based on a study that Rose Zeligs conducted with her sixth grade students. The study was prompted by Certain's October 1939 editorial, which she quotes and praises at the beginning of the article. Right in line with Certain's comments Zeligs states that "librarians are closer to books while teachers are closer to children." While you cannot make any well-founded generalizations about the findings of this study, it is interesting to read some of the children's comments. For the most part the comments that Zeligs included did not show the Newbery winners in a good light. Whether or not she picked her data to support her point or not is unknown. Either way it strengthens and bolsters Certain's views and furthers the debate between librarians and teachers and which group really knows what makes the "best" books.

Sauer, J. L. (1941). Making the World Safe for the Janey Larkins. *The Library Journal*, *66*(2), 49-53.

ALA's Section for Library Work with Children commissioned their Book Evaluation Committee to clarify the standpoint of public youth services librarian on realistic literature for children. In this article Sauer does state that librarians had been somewhat remiss in the literature they promoted to children and they often ignored realistic current literature in favor of imaginative and safe literature, when in fact there was a place for both. This article addresses many of the points that Howard Pease brought up in his address at the Sayers Institute as well as Frances Clarke Sayers "nightingale" speech. This article documents an ideological turning point for librarian's opinions of children's literature.

Certain, J. L. (1941). The Newbery Award Again. *The Elementary English Review*, *18*(5), 192-195.

Following her husband's death in December 1940, J.L. Certain took over the editorship of the EER. This issue was the first she edited. This piece includes two letters written by supporters of the Newbery, one a children's librarian and the other a teacher. Both letters express a great deal of respect for the Newbery Award and are united in their criticism of Certain's editorials on the Newbery as well as Zeligs study of children's opinions. J.L. Certain includes no comments with these letters and the reader is left to implicitly assume her agreement with the statements.

Reece, C. M. (1941). Mr. Newbery Saves the Day: A One-Act Play for Choral Speakers. *The Elementary English Review*, *18*(6), 213-215.

This is another piece indicating J.L. Certain's implicit approval of the Newbery award winning books and the children's librarians that select them. It is a play written by Reece and her sixth

grade class. It begins in a bookstore where the manager and the clerk complain about not selling any books. After being visited by various characters from Newbery winning books, the bookstore now stocked with the award winners is flooded by customers. In and of itself the play really isn't a great piece of literature, but its message is relatively clear.

Certain, J. L. (1941). Editorial: What Is a Good Children's Book? *The Elementary English Review*, *18*(6), 239.

In this editorial J.L. Certain does not openly discuss the conflict that had taken place in the past few years in the EER. Instead she writes about how teachers, librarians, and parents should all work together to provide children both with books they will enjoy and books that have "action, truth, style, and ethics." Her plea for collaboration is very similar to her husband's stance, but she offers her suggestions without trying to criticize or diminish the opinions of any of the groups involved.

Breed, C. E. (1942). The Newbery Medal: A Plea for Understanding. *Wilson Library Bulletin*, *16*(9), 724-725.

This article by Clara Breed, who was the Vice-Chairman for the ALA's Section for Library Work with Children at this time, was published near the end of the controversy surrounding the Newbery medal and the selection of the "best" books. It contains a basic history of the Newbery medal, a description of the voting process, and a response to those who complain about the Newbery selection process. While other pieces written in later years go into more detail concerning the medal, this piece written when the controversy was still smoldering presents an insightful look into a librarian of the day and how it impacted her work.

Jenkins, C. A. (1996). Women of ALA Youth Services and Professional Jurisdiction: Of Nightingales, Newberies, Realism and the Right Books, 1937-1945. *Library Trends*, 44(4), 813-840.

Jenkins article is a summary of the "best" books controversy with an emphasis on how gender issues played a part in the dispute. In most cases this article is fairly representative of what was going on. It is interspersed with the people integral to the controversy and does offer some interesting ideas about the time. At times her quotes are somewhat selective. The picture she paints of C.C. Certain is much harsher then what I got from reading his editorials directly. It is a good starting point if you are looking for an overview of the situation, but I would advise someone who wanted to learn more about the situation to go to the primary sources and form your own opinions first.

NEWBERY MEDAL

Smith, I. (1957). *A History of the Newbery and Caldecott Medals*. New York: Viking Press.

This book gives a detailed history of both the Newbery and Caldecott medals. Irene Smith emphasizes how both medals came to be and both the environment and people that created them. She also discusses the influences of the medals on children's books themselves and those in children's book professions. Despite the fact that this book covers the time period in which librarians were challenged as selectors of the Newbery medal, she only mentions it in passing and provides no information on the subject. For those who are primarily interested in the basic nuts and bolts of these two medals, this omission will not be relevant.

Sullivan, P. (1972). Victim of Success? A Closer Look at the Newbery Award. *School Library Journal*, *18*(9), 40-42.

At the time this article was written Peggy Sullivan was an assistant professor at the University of Pittsburgh Graduate School of Library and Information Science. She questions the uncritical devotion that many parents, educators, and librarians have toward winners of the Newbery Award. The article brings up a lot of good points about fallibility of the Newbery Committee, the potential misuse of Newbery winners in the classroom (both for children and MLS students intending to work with children), and the trend for the Award to be given to books for older children.

Sutherland, Z. (1997). Newbery at 75: Changing With the Times. *American Libraries*, 28(3), 34-36.

Sutherland examines how the changing values of the Newbery Committee have affected their selections for the Award over the years. The article does not delve too deeply into the subject, but it is a good overview of how some of the Award winners fit into their times. There is no mention of how the controversy in the late 1930's and early 1940's surrounding the Newbery Award could have influenced and altered the selection process.

WOMEN AND CHILDREN'S LITERATURE

Fish, H. D. (1946). What Is This Association of Children's Book Editors? *The Library Journal*, *71*(8), 544-546.

This article published three years after the formation of the Association of Children's Book Editors to clarify the role of Association, the role of the Children's Book Council and their involvement with Book Week to librarians. It is a rather straightforward and brief article but it highlights many of the women who created the Association as well as the ideals that brought them together. At the time this article was written 38 of the 40 members of the Association were female. Fish also mentions the disbelief felt by many male leaders in editing fields concerning the ability of women in a competitive field to work together.

Vandergrift, K. E. (1996). Female Advocacy and Harmonious Voices: A History of Public Library Services and Publishing for Children in the United States. *Library Trends*, 44(4), 683-719.

The impetus to create services for children in public libraries was provided for the most part by women in the late 19th and early 20th centuries. This article examines the history of children's services and editing books for children from a feminist standpoint and looks at some of the issues faced by women both because of their sex and because they were working with children. It also provides a wealth of information on the female librarians and editors, plus the community that evolved to help them further their goals. The article ends with a discussion of where children's services stand today in relation to the past.

Bush, M. (1996). New England Book Women: Their Increasing Influence. *Library Trends*, 44(4), 719-736.

This article goes in depth into the careers of four the women who were prominent in the creation of children's services and providing books to children in the early 20th century: Caroline Hewins, Anne Carroll Moore, Alice Jordan, and Bertha Mahony. The friendship and common goals of these women enabled them to succeed in their careers as well as giving a big push to the children's book industry. Bush does mention some of the issues these women faced due to their

gender, but her main focus is how these women collaborated, mentored, and supported each other.

Hearne, B. (1996). Margaret K. McElderry and the Professional Matriarchy of Children's Books. *Library Trends*, 44(4), 755-776.

Hearne discusses the career of children's book editor Margaret McElderry by examining the role women played in children's publishing and how they represented "a matriarchal enclave within a patriarchal system." Throughout her career McElderry worked with women in the publishing world both in the United States and internationally. Hearne was able to interview both McElderry and her close friend and associate, children's book author Susan Cooper. The inclusion of their anecdotes offers an insightful and personal glimpse into the world of children's publishing.

Linden, A. (1996). The Pedagogical Context of Women in Children's Services and Literature Scholarship. *Library Trends*, 44(4), 840-850.

Anne Lundin is a professor at the University of Wisconsin Madison in their School Library and Information Studies who has published a number of books and articles on the subject of children's literature. This piece is a study she conducted to determine the degree to which women's history in children's literature and services were being taught in library schools and whether or not faculties consider it to be important. The study was prompted by feminist philosopher Elizabeth Minnich ideas surrounding gender issues and curriculum in higher education settings. This piece does offer a strong endorsement for the study of the history of children's librarianship and libraries in general to those who are interested in the profession.

Cockett, L. S. (1997). Writing For Parents about Children's Literature in Mass Market Publications, 1900-1950. *Library Trends*, 44(4), 794-812.

Inspired by Vandergrift's article Lynn Cockett looks at the women who wrote about children's literature during the first half of the 20th century. This study focuses on four central questions:

- What was being written for parents about children's reading?
- What was the intent of those who did the writing?
- How did this writing reflect the contours of history?
- How did these women function as intermediaries?

This study examines many of the women discussed in the previous articles, but by looking at their writing from a critical standpoint we can better understand how they were actively influencing the realm of children's literature.

AFRICAN AMERICAN CHILDREN'S LITERATURE

Harris, V. J. (1990). African American Children's Literature: The First One Hundred Years. *The Journal of Negro Education*, 59(4), 540-555.

This article examines the history and evolution of African American children's literature from 1890 onward. Harris also scrutinizes the lack of African American children's literature in schools. She argues that African American children need to be introduced to this literature because seeing "reflections of themselves in school texts" will influence the degree to which they

value education. This article is a detailed introduction to African American children's literature and could be very valuable to someone who has no experience with this body of literature.

Tolson, N. (1998). Making Books Available: The Role of Early Libraries, Librarians, and Booksellers in the Promotion of African American Children's Literature. *African American Review*, 32(1), 9-17.

Covering the period between 1920 and the end of school segregation in 1954, this article looks at the small but determined group of people who fought for quality African American children's literature. The article also discusses segregation in public libraries and the extent to which many librarians and publishers refused to accept African Americans into the world of children's literature or into libraries in general. It is important for today's librarians to remember both the good and bad of our history and to learn from those librarians who persevered in their service to the public.

Banfield, B. (1998). Commitment to Change: The Council on Interracial Books for Children and the World of Children's Books. *African American Review*, *32*(1), 17-23.

For many years children's literature was primarily concerned with an all white audience. As the 20th progressed a push for multiracial literature for children began to take shape. This article looks at the history of the Council on Interracial Books for Children founded in 1965 as an outgrowth of the Civil Rights Movement. The Council was created to confront issues of sexism and racism in children's literature. The article also describes two of the Councils main works, The Bulletin of Interracial Books for Children, which evaluated children's literature in terms of the racist and sexist content they contained, and the Racism and Sexism Resource Center for educators, which published guides and papers to help educators recognize and racist and sexist bias and to promote cultural pluralism.

COMPUTERS IN THE PUBLIC LIBRARY

Elizabeth Allen

A Nation of Opportunity: Building America's 21st Century Workforce: A Report. 21st Century Workforce Commission. Washington, D.C.: The Commission, 2000.

This report lays out the skills and training needed by America's workers in order to transition into the new world economy and how such training might be achieved. Chief among their repeated recommendations is for libraries, schools, postsecondary educational institutions, and community secular and faith-based organizations to work together to ensure that all members of the community have access to technology, and further, that they are trained on how to use it. This is key material for use in the justification of computer classes and other training programs.

Bean, C. (2003). Adapting to Seniors: Computer Training for Older Adults. *Florida Libraries, 46(2),* 5-7.

Carol Bean works in the Palm Beach County Public Library as the Computer Center Manager, and so has had a lot of experience dealing with seniors and computers. In this article, she offers practical advice for instructing seniors, compensating for the difficulties they may encounter and getting them to a good skill level, or at least started on the road.

Bean, C. (2003). Meeting the Challenge: Training an Aging Population to Use Computers. *The Southeastern Librarian. 51(3),* 16-25.

Carol Bean again covers the topic of instructing older adults in technology skills, this time with a more research-oriented, less anecdotal treatment. Although this article lacks the tools and resources section that the other offers, it provides a much more in-depth view of the style and motivation of the older adult learner as well as a fairly comprehensive guide to the various problems that can keep older adults from gaining technology skills. Practical hints are dropped throughout – for instance, when describing the physical limitations that make double-clicking difficult, Bean inserts the fact that instructing seniors to click to highlight the icon, and then press "Enter," will work just as well and give seniors an alternative, even if they go on to master double-clicking. The real use for this article, however, is as a thorough backgrounder on the learning style and limitations of the older adult.

Lewis, L. (2002) *Programs for Adults in Public Library Outlets.* Washington, D.C.: National Center for Education Statistics, U.S. Dept. of Education, Office of Educational Research and Improvement. http://purl.access.gpo.gov/GPO/LPS26286

A look at the current state of adult programming in public libraries reveals three main types, according to the National Center for Education Statistics (NCES) – adult literacy, lifelong learning, and internet access. Within lifelong learning, the type of learning experiences most commonly offered was computer classes or training of some sort. 56% of all libraries offered it, more than book groups (43%), cultural performances (41%), or any of the other listed types of adult programming. Additionally, the third type of adult programming, Internet Access, is commonly associated with at least ad hoc, if not formal, instruction in computer use. Powerful evidence that computer instruction is a popular programming choice for adults.

Molz, K. and Dain, P. (1999). *Civic Space/Cyberspace: The American Public Library in the Information Age.* Cambridge, Mass.: MIT Press.

Molz and Dain don't delve too heavily into the practical or "how-to" aspects of transitioning public libraries from physical to a mix of physical virtual. Instead, they begin by placing the American Public Library in its social, political and historical context – as a quasi-educational local institution intended for the benefit of the masses, but which is now linked through networks of consortiums and is used by a demographic above average in education and income for mostly leisure reading/entertainment. They then move from the past and present to the future of libraries – reading trends in technology and library science and including anecdotal data

Stillwell, M. (2001). Partnerships That Support Public Access Computing. *Journal of Youth Services in Libraries, 15(1),* 29-32.

In a time of limited resources, partnerships with other community organizations, commercial and nonprofit alike, are key to being able to provide services to patrons. If public librarians unwilling or unable (whether because of training, staff crunch, etc.) to take on the teaching of computer classes themselves, bringing in members of the community with technical skills (or training up existing library volunteers) can make all the difference in being able to assist patrons with one-on-one help and classes. Stillwell describes the process of getting outside help to offer the assistance and training library patrons want and libraries want to offer.

Thornton, A. (1999). Teaching the Library at SIBL. *Computers in Libraries. 19(2),* 50-52.

Ann Thornton is electronic training coordinator at the NYPL's Science, Industry and Business Library (SIBL). With a large, specialized collection, including lots of online resources, and a specific user population, SIBL offers a wide variety of classes which meld technology and information literacy instruction. Although this article is essentially just a description of the services SIBL offers, Thornton offers information that can help any library looking to set up a training program. She details the rationale for offering courses, course standards, instruction methods, instructor provisioning and training and program evaluation standards.

Todd, M. and Tedd, L.A. (2003). Training courses for ICT as part of lifelong learning in public libraries: experiences with a pilot scheme in Belfast Public Libraries. *Program, 34,* 375-383.

Todd and Tedd's article contains a description of a pilot project undertaken in the UK as part of a larger government program on lifelong learning. As part of the National Grid for Learning (NGfL), a nationwide network of learning centres was to be set up in non-traditional locations. In this context, the Belfast Public Library set up a partnership with the Belfast Institute of Further and Higher Education (BIFHE) and the Software Industry Federation to teach two Information and Communication Technology (ICT) courses for a one-year trial period. The courses this article describes are both recognized and transferable courses, equivalent to a vocational certification in the U.S. and therefore somewhat more advanced than most library classes. However, they are offered without instruction – learners pay a nominal fee (covering materials and exam fee) and then guide themselves. Library staff are available in the learning centre lab to assist the learners, but do not teach. This is an entirely different approach to computer instruction than the one normally seen in U.S. libraries, but could be an interesting possibility: offering pre-packaged courses, staff assistance and facilities for patrons who want self-directed and –paced courses.

ON-LINE RESOURCES

Barker, J. (2004). *Finding Information on the Internet: A Tutorial.* Retrieved May 1, 2005 from the
University of California at Berkeley Library's site:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html.

From Joe Barker at UC-Berkeley comes an absolutely terrific guide on searching for information
on the Internet. The online tutorial is distilled out of the classes he teaches at the library, and so,
while he does talk about technology (particularly search engines), it's all in aid of finding
information. The tutorial covers the three types of search tools: search engines, subject
directories, and the invisible web, as well as also providing a rubric for evaluating online
information sources. Great Google section, but he doesn't neglect other search engines either.
The site also includes the handouts and presentation file from the course, as well as a glossary of
terms. Permission must be granted for use by other than an individual, but it is generally freely
given, especially to other libraries.

Gates Foundation. *Global Libraries Program.* (2005). Retrieved May 1, 2005 from:
http://www.glf.org/Libraries/.

Although the Gates Foundation's U.S. Libraries Program is now mostly complete, there's still a
wealth of good information on the program, including the rationale for undertaking it, the
methodology, the results, and stories from the program. Also available are reports and articles
on the program and a list of grantees from which ideas might be garnered.

Learn the Net. (2005). Michael Lerner Productions. Retrieved May 1, 2005, from:
http://www.learnthenet.com

A web classic, Learn the Net has been around since 1996 with an array of tutorials, how-to's and
history lessons on all things Internet related. From "Master the Basics" to "Build a Website" and
"Do E-Business", the topics cover all the most vital Internet topics: web browsing and
searching, email, files, security, online shopping, etc. One of the strongest aspects of this site is
that most of its content is also available in French and Spanish. The downsides are quite a few
advertisements; also, using this as the basis for a course requires permission, but Learn the Net is
fairly generous with non-profits such as libraries. Primarily, however, this is a good site to add to
a list of resources for patrons to use on their own.

Smith, Jan (2005). *Jan's Illustrated Computer Literacy 101.* Retrieved May 1, 2005, from:
http://www.jegsworks.com/Lessons/.

Jan Smith offers excellent, heavily illustrated, free introductory computer courses online. These
truly are courses, complete with examples, exercises and quizzes. The lessons can be completed
individually, or you can write to Smith for permission to use them as part of a class. Kept
meticulously up-to-date, the site has six courses: Computer Basics, Working with Windows,
Working with Words, Working with Numbers, Working with the Web, and Working with
Presentations. Each course has its own search, glossary and appendix, and the Working with
Windows course is translated into both French and Spanish. Downloadable versions of some of
the courses are also available, for off-line use or even burning to a CD-ROM. Excellent resource
for use as either the basis of a computer class, or as a resource to patrons direct to for
independent learning.

TutorialFind. (2004). AlphaJade Pty Ltd. Retrieved May 1, 2005 from:
http://www.tutorialfind.com/tutorials/.

TutorialFind is an excellent online listing of many online tutorials in a variety of subjects. The interest here is in the "Computer Basics" section, which links to a variety of great resources on all sorts of beginner topics in computing. Inside the "Computer Basics" section, the submenu is on the right, rather than the left, which is odd, but once oriented, the site is easy to use. Several of the online resources in this tutorial came from TutorialFind, and there are plenty more listed. As with all directory/listing sites, things can move and change before the site maintainer realizes, but this site is up-to-date, so the chances of dead-end links are pretty slim.

Vines, Rose (2005). *Geekgirl's Plain English Computing.* Retrieved May 1, 2005, from:
http://www.geekgirls.com

Australian computer journalist Rose Vines has been writing about computers for laypersons for over two decades. It's no wonder, then, that her site at geekgirls.com offers truly excellent tutorials on a variety of topics, from the absolute basics of windows computing and how to make decisions on hardware and software for your small business to more advanced topics, such as slipstreaming service packs and relational database design. Divided into four categories – Windows Guides, Internet Guides, Database Guides and Guides to Other Applications – she also crosses over into what many might consider information literacy topics with such articles as "Sifting Misinformation Online."

WebJunction. (2005) Retrieved May 1, 2005 from: http://www.webjunction.org.

WebJunction is a spin-off of the Gates Foundation program on U.S. Libraries, created in partnership with OCLC and other organizations to provide resources and information for public libraries on all aspects of technology to help them with the incorporation of computers into the library environment. From hardware guides and how to find support to resources for working in particular types of libraries (e.g., rural) or with particular types of patrons (e.g., seniors, Spanish speakers).

PROBLEM PATRONS

Matt Bolen

Arndt, D., Jr. (2001). Problem Patrons and Library Security. In J. D. Edwards (Ed.), *Emerging Solutions in Reference Services: Implications for Libraries in the New Millennium* (pp. 19-35). New York: Hawthorn Press, Inc.

This chapter/article, from a book that comprises the entire issue of *Legal Reference Services Quarterly* 19, takes a broad look at the issue of problem patrons in the library. The chapter/article begins by reviewing examples of problem behavior, addresses the issue of crime in the library, and briefly discusses problems that may arise from mentally ill patrons. Next, various solutions that may help prevent problems from arising are reviewed including how to assess potential risks, improving security in existing facilities, and developing solid library policies and procedures, and staff training. A brief section on legal considerations is also included. While brief, this selection provides an informative overview of issues related to problem patrons.

Baron, S. (2002). Problem or Challenge? Serving Library Customers That Technology Left Behind. *Reference Librarian,* (75/76), 129-147.

With the advent and subsequent proliferation of the internet and electronic information, librarians have had to face the challenge of not only providing access to such resources but to instruct patrons in how to use them. As a result, difficulties (and frustration) can easily arise when trying to instruct so-called "technophobes." This article provides a useful look at this issue by explaining how technophobes may perceive the use of computers and how to handle the instruction process. It makes a point to emphasize the importance of not viewing such patrons as problems. Also included is a literature review chart listing other resources on this topic, along with tips and advice offered by each selection.

Blessinger, K. D. (2002). Problem Patrons: All Shapes and Sizes. *Reference Librarian,* (75/76), 3-10.

Blessinger's article provides a brief overview of problem patrons in the library. It serves as an adequate introduction to the topic, but offers little that is not available elsewhere. The article is broken down into sections detailing different types of problem behaviors that may arise in a library. These include angry patrons, harassment of the staff, crime, destruction of library property, unattended children, the homeless, and the viewing of pornography on public access computer terminals.

Braaksma, B. (1998). Zero Tolerance at the Library: The Work of the Thunder Bay Public Library's Security Task Force. *Library and Archival Security, 14*(2), 43-49.

The issue of crime in the library is quite common in the literature on problem patrons, and this article offers as an example of one library's actions taken to stop the potential criminal acts in the future. When librarians at the Thunder Bay Public Library expressed concern over an increasing number of unpleasant and frightening encounters with patrons, a security task force was established in conjunction with the local police. The job of the task force was to develop a plan to address the department staff concerns and look at possible ways to improve library security. The program was ultimately deemed a success, making this examination a useful look at one specific solution to library crime and potential problem patrons.

Chattoo, C. D. (2002). The Problem Patron: Is There One in Your Library? *Reference Librarian,* (75/76), 11-22.

Chattoo provides a nice overview of the issues surrounding problem patrons and the types of problem patrons often encountered in the library. His discussions of the various types of problem patrons include reviews of the literature related to each topic. It serves as a brief, yet informative overview of problem patrons.

Chelton, M. K. (2002). The 'Problem Patron' Public Libraries Created. *Reference Librarian,* (75/76), 23-32.

Chelton takes a specific look at younger library patrons and the problems that have arisen from their use of the library. Essentially, she argues that youth in general have been marginalized by many public librarians, an act that has in turn created a separate category of "problem" patrons. Misunderstandings on the part librarians towards younger patrons, including the propensity for adolescents to work and talk in groups, have caused normal adolescents to become problems in the library. As a result, these patrons are more likely to be given inequitable service compared with older library patrons, especially when it comes to help with homework. To curb this tendency in libraries, Chelton recommends providing separate spaces for them to congregate and talk with their peers, hiring and/or training librarians to be more accepting of youth in the library, and treating their enquiries at the reference desk with the same respect given to other patrons.

Geiszler, R. W. (1998). Patron Behavior Policies in the Public Library: Kreimer v. Morristown Revisited. *Journal of Information Ethics, 7*(1), 54-67.

Geiszler specifically addresses the issue of legal problems that can arise when dealing with problem patrons, specifically the homeless in this case. The issue of developing library policies that can be legally upheld under the constitution is addressed by reexamining the case Kreimer v. Morristown. A discussion of how the First Amendment can be applied in a public setting is followed by a study of the Morristown library's policies that were initially found to be unconstitutional. This article is particularly useful when read in conjunction with other, more general, accounts of policy creation.

Gudsen, N. (2001). Legal Liabilities in the Handling of Problem Patrons. *Library and Archival Security, 17*(1), 17-31.

Legal issues that can arise from problem patron encounters are specifically addressed by Gudsen. By using a hypothetical situation in which a homeless individual is mistakenly accused and detained for theft in a public library, the article serves as a cautionary tale for public libraries. The incident is broken down into the various legal liabilities that could have conceivably arisen had it occurred in real life. While Gudsen notes that there have been few instances in which patrons have sued their library, these legal issues should still be taken into consideration when dealing with problem patrons.

McGuigan, G. S. (2002). The Common Sense of Customer Service: Employing Advice from the Trade and Popular Literature of Business to Interactions with Irate Patrons in Libraries. *Reference Librarian,* (75/76), 197-204.

Because the basic tenets of library service are rooted in traditional customer service practices, McGuigan reviews some ideas written from a business perspective and applies them to libraries. This fundamental customer service advice includes working to clarify misunderstandings before

they explode into real problems, refraining from negativity, showing empathy towards the customer, and listening to their request/complaint before jumping to conclusions. Although no new ground is broken by McGuigan's article, it serves as a good reminder of customer service techniques that can be applied in a library setting.

Peatling, G. K. (2002). Historical Perspectives on Problem Patrons from the British Public Library Sector, 1850-1919. *Reference Librarian,* (75/76), 33-43.

Peatling provides an interesting and informative look at the problem patron issue form an historical frame of reference, noting that many of the basic issues being discussed today have been around for a number of years. Some of the specific issues raised by British public librarians during this time included crime, theft, and damage in the library, female and juvenile patrons (who were each given separate status classifications from other users), "loafers," and gamblers. Peatling concludes by stating that, while the nature of past problems may not be entirely the same as those faced today, understanding how librarians dealt with problem issues in the past can be beneficial to finding solutions to contemporary problems with patrons.

Redfern, B. (2002). The Difficult Library Patron: A Selective Survey of the Current Literature. *Reference Librarian,* (75/76), 105-113.

For a general review of the literature on problem patrons, this article is a good place to start. Redfern covers such issues as policy creation, homeless and mentally ill patrons, and angry patrons. The article serves both as a good introduction to the literature and as a basic summary of the issue.

Sarkodie-Mensah, K. (2000). The Difficult Patron Situation: A Window of Opportunity to Improve Library Service. *Catholic Library World, 70*(3), 159-167.

Sarkodie-Mensah provides one of the best general overviews of the problem patron issue. When reading other articles on this topic, this particular selection is cited quite frequently. Beginning with an historical look at the issue, Sarkodie-Mensah goes on to review the types of problem patrons and how such patrons may cross the "problem" line. In addition, ways in which libraries can deal with problem patrons and subsequently learn from these experiences to improve their services in the future are examined. Developing a solid library staff that knows how to properly deal with the various problems that arise is given particular emphasized.

Sarkodie-Mensah, K. (Ed.). (2002). *Helping the Difficult Library Patron: New Approaches to Examining and Resolving a Long-Standing and Ongoing Problem.* New York: Haworth Information Press.

This book is comprised of the entire issue of *Reference Librarian* (75/76), published in 2002. Selected articles from this issue/book pertaining to public libraries are included throughout this bibliography.

Shuman, B. A. (2002). Personal Safety in Library Buildings: Levels, Problems, and Solutions. *Reference Librarian,* (75/76), 67-81.

The issue of crime and safety in the library is a common concern found in the literature on problem patrons. Shuman provides a brief, yet detailed look at issues concerning library safety that affect both staff and patrons. While the notion of the library as a safe haven is a popular (and perhaps naïve in some instances) view, it is trumped by the fact that the public library is open to all types of people from all walks of life. Shuman describes seven levels of security in a library, with Level 1 being "perfect security" (a "fiction") and Level 7 being no protection at all

("rotten security"). Preventative actions, such as working with local police, hiring security guards, and training staff members in how to handle threatening situations, are among the recommendations given.

Thistlethwaite, P. (2002). 'The Homosexual' As Problem Patron. *Reference Librarian,* (75/76), 91-104.

Thistlethwaite addresses the issue of sexual behavior in the library, and specifically examines persistent biases against behavior by homosexuals in comparison with other types of sexual behavior. A review of the issue of public sex is given, followed by recommendations for librarians when dealing with sex in the library. Thistlethwaite recommends that librarians forgo their preconceived assumptions regarding sexual *identity* and focus instead on sexual *behavior* problems (of all kinds). Distinguishing actual sexual behavior from behavior that someone perceives to be sexual is essential in her view, as is treating all complaints and/or instances equally.

Toot, L. (2002). Zen and the Art of Dealing with the Difficult Patron. *Reference Librarian,* (75/76), 217-233.

This is a different perspective on effective ways to deal with difficult patrons. Toot briefly explains four basic tenets of Zen philosophy (Openness, Mindfulness, Compassion, and Beginner's Mind) and incorporates these practices within a library setting. Essentially, these recommendations are quite similar to other methods outlined by other authors. However, her Buddhist perspective provides an interesting, and perhaps useful, way of approaching patron interactions.

Willis, M. (1999). *Dealing With Difficult People in the Library.* Chicago: American Library Association.

This book length work is an excellent resource on problem patrons. It is written in an extremely accessible and practical manner, offering numerous examples of virtually every conceivable type of problem that may arise in a library. The suggestions offered for dealing with and/or preventing these problems are quite useful and practical when applied in a real life setting. The book is comprised of three sections that include types of problem patrons, ways to improve effective communicate, and preventative solutions. Each chapter includes a list of goals that should be considered when dealing with specific types of problems. The book also includes sample policies for various issues (i.e. patron rules, internet policies, etc). In all, it is a highly recommended source due to its practical advice and straightforward writing style.

STORYTIME: STORYTELLING IN PUBLIC LIBRARIES"

Betsy Smith

Cabral, L. & Manduca, M. (1997). *Len Cabral's Storytelling Book*. NY: Neal-Schuman.

World-renowned storyteller Len Cabral directs his folktale-telling wisdom to the printed page, giving the reader a personal guide to follow directly or customize, with the first section intended for those seeking their own voice, and the second part for those who've found it. The book contains 23 stories, each a compelling choice on it own, with "Telling Guides" next to the actual text that suggest a running commentary of possible movements, expressions, and narration tips to use. The authors also include a bibliography of storytelling sources, folktale collections, songs, and poems.

De Vos, G. (2003). *Storytelling for Young Adults: A Guide to Tales for Teens*. (2nd ed.). Westport, CT: Libraries Unlimited.

As a boost to the storytelling impetus, this book is invaluable, especially in its addressing of that highly uncertain entity, the young adult. Each chapter markedly reiterates the importance of continuing storytelling with young adults. They serve as clear, yet detailed aids in choosing stories to tell, verbal and nonverbal techniques for the teller, extra tips for the delivery of the scary story – of high interest for many young adults – and throughout are theme specific, annotated story suggestions, including historical information and further references. De Vos uses her last chapter for twenty, full-text, young adult favorites that can be followed as is or easily modified. Author, title, and theme indexes and a story collection bibliography are included.

Faurot, K. K. (2003). *Books in Bloom: Creative Patterns and Props That Bring Stories to Life*. Chicago: American Library Association.

Like a perfect textbook for the story hour leader at the library, the daycare, preschool, Grandma's, or just at home, this book delivers a wealth of engaging, detailed patterns, props, and suggested scripts for real-life, up-to-date story times. Each chapter presents instructional techniques and considerations, followed by an individual plan for designing a fun and colorful storytelling program.

Fiore, C. D., Nespeca, S. M., & Association for Library Service to Children. (1996). *Programming For Young Children: Birth through Age Five*. Chicago: American Library Association.

This book serves as a beginning to intermediate level manual for children's librarians from ALSC Program Support Publications. Full of fresh ideas for creating innovative library programs, each chapter presents organized, useful information and suggestions aimed at serving infants up through preschool, as well as the parents or caregivers who come with them, a focus often left out of other library programming manuals. The authors explain the different levels of development and suggest individual programs accordingly, from lap sitting and listening sessions for infants to longer, theme-based sessions for toddlers and preschoolers. A list is also provided of other tried and true children's library programs and how to gain access to them.

Fleet, A. (1973). *Children's Libraries*. London: Andre Deutsch Limited.

> A complete description is given, from the physical set-up to the librarian's duties and responsibilities to community needs, of the development of a children's library. The author devotes special attention to children's literature, storytelling, and special requirements of the community. She also adds extensive and relevant professional bibliographies and lists of recommended books and/or story collections after each chapter.

Geisler, H. (1997). *Storytelling Professionally: The Nuts And Bolts of a Working Performer*. Englewood, CO: Libraries Unlimited, Inc.

> With this book, Geisler gives the reader a step-by-step, how-to-do-absolutely-everything-in-order-to-become-a-successful-professional-storyteller book. She details how to develop into a full-fledged performer, then launches into the hard part – becoming professional, breaking into the business, and establishing credibility, including getting hired, conducting workshops, and managing time, paperwork, and research. She emphasizes the diplomacy needed in preventing and, if necessary, solving problems such as physical location, scheduling, voice difficulties, and censorship. Twelve tellers who have "drawn the dragon" give their sage advice as well.

Kladder, J. (1995). *Story Hour: 55 Preschool Programs for Public Libraries*. Jefferson, NC: McFarland and Company, Inc.

> This how-to book contains fifty-five story hour programs, easily modified to suit individual libraries and their patrons, for public librarians to refer to in working with preschool-aged children. The author conveniently divides these storytelling sessions into distinct, thematic categories for use at specific time periods throughout the year. The book includes extensive bibliographies of both children's literature and professional resources, as well as author and title indices.

Mitchoff, K. H. (2005, February 1). Ignite The Story Within. *School Library Journal*, 1-3, Article CA499382. Retrieved February 21, 2005, from http://www.schoollibraryjournal.com/article/CA499382.html

> This article "ignites" the reasons for making storytelling an integral part of the facilitation of literacy skills in children of all ages. Mitchoff compares the active involvement and interaction of a storyteller and his or her audience with the passivity of television viewing, and encourages storytelling within the library and without to boost listening skills, thinking skills, writing skills, and cultural and language awareness.

Pellowski, A. (1990). *The World of Storytelling*. NY: H.W. Wilson Company.

> Pellowski presents an invaluable chronicle that traces the history of storytelling from around the world, including bardic, religious, folk, institutional, and therapeutic storytelling. The author explores different formats and styles of story sessions and story delivery, as well as some interesting and unusual props from different cultures still in use today. She includes information on storyteller training, literacy, storytelling festivals, and related handbooks and bibliographies.

Reid, R. (1999). *Family Storytime: Twenty-Four Creative Programs for All Ages*. Chicago: American Library Association.

> The author -- a children's librarian – has put together an excellent resource for librarians and families alike that includes a program guide for each storytime theme, with visual aids listed as

well, designed to engage fully the audience's attention. This book is particularly appropriate in a public library setting as an easy-to-use, time-saving resource full of ready-to-go songs, fingerplays, rhymes, and related activities primed for story hour audiences of all ages.

Reid, R. (2003). *Something Funny Happened at the Library: How to Create Humorous Programs for Children and Adults*. Chicago: American Library Association.

A timely, upbeat, well-organized manual for children's, young adult, and adult services librarians, this resource mixes humor and experience to advise the reader on a range of library programs divided by audience age group. Running the gamut from preschoolers to high schoolers and beyond, Reid suggests appropriate props, visual aids, and clues to engage the attention of the audience. Relying on his considerable experience as a children's librarian himself, Reid branches out for young adults and includes a section on writing and narrative skills, and goes on to provide great ideas for conducting in-house tours, public library promotion and book talks, a list of "The Funniest Books in Your Library," and – of all things – rap songs.

Rockman, C. (2001, August 1). Tell Me A Story. *School Library Journal*, 1-5, Article CA148749. Retrieved February 21, 2005, from http://www.schoollibraryjournal.com/article/CA148749.html

Rockman reminds readers of the age-old magic of storytelling, a timeless craft overlooked by many in today's busy libraries. She emphasizes that children need stories, not just in the library, but anywhere and everywhere, to encourage self-expression and confidence. She discusses the importance of choosing what story to tell and follows with a list of print and online resources and some excellent tips on storytelling to take to heart.

Sawyer, R. (1977). *The Way of the Storyteller*. NY: Viking Penguin.

A classic in the art of storytelling, Sawyer's book, first published in 1942, delineates the history of the art with great charm and detail. She gives the reader a personal, and critical, how-to resource for bringing folktales, fairytales, or any tale alive with discipline and imagination. She includes favorite stories and poems, with additional lists for both telling and reading.

Sullivan, M. (2004, August 1). Why Johnny Won't Read. *School Library Journal*, 1-3, Article CA439816. Retrieved March 2, 2005, from http://www.schoollibraryjournal.com/article/CA439816.html

The author effectively and diplomatically discusses the seeming mystery of why boys don't read nearly as much as girls do. He then suggests what educators, librarians, and parents might do to get them more interested in reading, with an emphasis on newspapers, magazines, sports, action-packed fiction, and nonfiction.

Williams, A. J. (1998). *Providers' Perceptions of Public Library Storytime: A Naturalistic Inquiry* (Dissertation). Ann Arbor, MI: UMI Company.

This doctoral dissertation addresses the question of how storytime providers perceive all that happens during a story session in the public library. The data was gathered over a 10-month period in 1996 from five different public libraries in Texas and includes information from various interviews, documentation, and observations. The author analyzes and compares each case and carefully interprets the results within the framework of the Vygotskian theory of emergent literacy, indicating both the social and cognizant importance of storytime for young children. She then conceptualizes a preschool storytime model.

PATRON PRIVACY

Nelson Eubanks

American Library Association (2005?). *The Online Privacy Tutorial.* Retrieved April 15, 2005 from
http://www.ala.org/ala/washoff/oitp/emailtutorials/privacya/privacy.htm.

The American Library Association promotes the education of its members and the general
public on issues related to patron privacy. The ALA has created an online privacy tutorial
containing detailed information about the role of librarians in protecting patron privacy. The
tutorial examines the historical tradition of patron privacy, the effects of the Patriot Act on
patron privacy, and other concerns unique to the electronic age. The tutorial offers quick links to
content and also provides additional online resources for further study.

Bielfield, A. & Cheeseman, L. (1995). *Library Patrons and the Law.* New York: Neal-Schuman
Publishers.

Written to assists librarians in an "actively litigious" society, this book teaches defensive law as a
method for preventing legal headaches. Section one focuses on patron privacy and includes
historical analysis for patron privacy laws. Chapter five contains additional relevant information
about patron privacy although some of the Supreme Court commentary may no longer be
applicable due to more recent Court rulings. Overall this book provides a broad overview of
legal issues in the library but misses the mark on providing more detailed analysis for patron
privacy issues.

Chmara, T. (2001). Privacy and Confidentiality Issues in Providing Public Access to the Internet.
Library Administration and Management, 15(1), 20-22.

This article is a few years old but is worth reading as it answers common questions librarians may
have regarding patron privacy and Internet access. The author examines the Patriot Act,
disclosure of patron records, the impact of user information on first amendment rights, and legal
liabilities for both patrons and librarians. The article concludes with the sound advice that
librarians should seek legal counsel when developing policies relative to patron privacy.

Falsone, A.M. (1987). Privacy of circulation files. In W.Z. Nasri (ed.) *Legal Issues for Library and
Information Managers.* New York: Haworth Press.

This short essay focuses on Colorado's reaction to the John Hinckley assassination attempt on
President Reagan. Hinckley had a Jefferson County (Colorado) library card and following his
arrest the media demanded a list of books Hinckley had checked out from the library. The library
discovered that Colorado's open records law did not exempt library circulation records from
disclosure and this loophole highlighted the state's lack of statutes dealing with library patron
privacy. Although dated this article exemplifies the importance of state legislation creating
statutes that protect library patron records.

Freeman, M. (2005). Counterterrorism and Privacy: The Changing Landscape of Surveillance and Civil Liberties. In A.G. Peace & L. Freeman (Eds.), *Information Ethics: Privacy and Intellectual Property*. Hershey, PA: Information Science Publishing. Retrieved April 15, 2005 from http://www.infosci-online.com/downloads/pdf/ITB10544_GSNbPNhEaO.pdf.

Although this chapter is not specifically written for librarians it offers an objective look at surveillance and civil liberties in the post-Patriot Act world. The author is concerned with assessing technology's impact and/or influence on American notions of what constitutes privacy. Although a bit cerebral at times, this piece provides solid background on the constitutional origins of privacy rights, relevant court cases that support the privacy rights, and legislation that affects surveillance and privacy concerns. Freeman also examines the Patriot Act, Operation TIPS, and future technology trends (e.g. biometrics) that may come to play in future privacy right battles. This reading is beneficial to librarians seeking to gain a deeper understanding of privacy concerns apart from the literature usually aimed at library professionals.

Foerstel, H.N. (2004). *Refuge of a Scoundrel: The Patriot Act in Libraries*. Westport, CT: Libraries Unlimited.

This book is a blistering attack on the Patriot Act which Foerstel argues is merely a tool for monitoring library patron activity. While Foerstel writes with a passion that cannot be denied, his bias against John Ashcroft and the Patriot Act is noticeable. The entire book is relevant to library patron privacy and includes historical evidence showing the US government has monitored/spied on library patrons long before the World Trade Center attacks. The author also examines the Patriot Act in detail and argues the legislation is only the latest attempt by the federal government to gather intelligence on library patrons. While controversial and liable to offend some who don't share Foerstel's views, this book is valuable in its detailed analysis of the Patriot Act.

Lipinski, T.A. (2002). Legal Issues Involved in the Privacy Rights of Patrons in "Public" Libraries and Archives. In T.A. Lipinski (Ed.) *Libraries, Museums, and Archives: Legal Issues and Ethical Challenges in the New Information Era*. Lanham, MD: The Scarecrow Press.

Lipinski's essay examines the role of patron privacy as a function of individual state laws and statutes. Since many public libraries use state law as the foundation for patron privacy, Lipinski's focus is beneficial by reminding librarians that patron privacy is actually a nexus of state and federal statutes. Lipinski touches on other privacy areas such as parent/child consent issues, school libraries, and electronic tracking of patron activity (e.g. server logs, selling of patron information, etc.). The author's style is objective and concludes with a recommendation that libraries develop new policies to meet privacy concerns in the digital age.

Mart, S.N. (2004). Protecting the Lady from Toledo: Post-USA Patriot Act Electronic Surveillance at the Library. *Law Library Journal, 96*(3), 449-473.

This article presents an exhaustive analysis of the Patriot Act and its applications in the institutional library. The author explains every last section of the act and although many librarians probably lack the time and patience to read this entire article (and comprehend it) at least they know where to go for extremely detailed analysis of the Act as needed.

Minow, M. & Lipinski, T.A. (2003). *The Library's Legal Answer Book.* Chicago: American Library Association.

The ALA has published this book to guide librarians through the complexities of the legal world. The book covers multiple topics but chapter five is devoted exclusively to patron privacy. Specifics in the chapter include the Patriot Act, Internet server logs, state privacy laws, the release of patron records, and the application of confidentiality statutes. The material is presented clearly and at the end there is a chart showing individual states' privacy statutes as applicable to library patrons.

Minow, M. (2002). *The US Patriot Act and Patron Privacy on Internet Terminals.* Retrieved April 15, 2005 from http://www.llrx.com/features/usapatriotact.htm.

Mary Minow provides quick reference for librarians seeking to understand implications of the US Patriot Act in libraries. Her article is written as a FAQ and addresses common questions librarians might have. The article is useful and can be used in conjunction with other sources to provide librarians with an understanding of the Patriot Act in libraries. This article is hosted by the Law Library Resource Xchange (LLRX).

Murray, P.E. (2003). *Library Patron Privacy: Spec Kit 278.* Washington, D.C.: Association of Research Libraries.

Part of a series from the ARL, spec kits are based on survey analysis from ARL member libraries. This specific kit examines patron data disclosure in academic libraries post-Patriot Act. The data gathered from this survey is detailed and emphasizes the growing role of electronic tools used by patrons and librarians. In addition to the survey analysis the kit also contains patron privacy policies from responding ARL libraries. This spec kit is ideal for libraries seeking to develop a patron privacy policy.

Nicholson, S. (2003). On My Mind: Avoiding the Great Data-Wipe of Ought Three. *American Libraries, 34*(9), 36.

This article examines the conflict between the deletion of patron circulation/electronic records to protect patron privacy versus the analysis of these same records to improve library operations. Along those lines the author offers a model where cleaned or scrubbed data is stored in databases after all patron identification information is removed. The author promotes keeping patron data for research purposes while protecting the privacy of these same patrons.

Peck, R.S. (2000). *Libraries, the First Amendment, and Cyberspace: What You Need To Know.* Chicago: American Library Association.

Peck has written a useful book that examines the role of the First Amendment in libraries. Although the book covers many topics which may seem outside of patron privacy such as the "right to offend" and "the sexual conundrum" the common themes tying these topics together are patron choices and freedoms within the library. Chapter six is devoted exclusively to library patron privacy and includes some interesting analysis on the evolution of privacy in the library.

Pierce, J.D. (2004). The Scoop on Patron Privacy. *American Libraries, 36*(2), 30-32.

This short article offers an overview of future trends shaping patron privacy in the library. In addition to the discussing the Patriot Act, the author also examines the growing interest in library

privacy issues relative to children and minors. RFID technology is also mentioned as an area of concern to patron privacy in future years.

Poynder, R. (2004). Fiddling While Rome Burns? *Information Today, 21*(1), 50-54.

This controversial article argues librarians should defend intellectual freedom instead of wasting valuable resources protesting the Patriot Act and CIPA in the library. While little is mentioned here relative to patron privacy the arguments put forth at least set the stage for active discussion among librarians on the role we should play in defending intellectual freedoms in the post Patriot Act world.

Seattle Public Library. (2005). *The Seattle Public Library: Privacy Policies and Statements.* Retrieved April 15, 2005 from http://www.spl.org/default.asp?pageID=privacy.

The Seattle Public Library offers a model for libraries seeking to develop and implement their own patron privacy policy. The SPL policies are easily located on their website and provide clear information on how the library protects patron privacy. Additionally the policies use examples to make their points easier to understand. The SPL policies cover the Patriot Act and electronic information trails that are created when patrons use library computers.

SUNYergy 6(2). (2004) *Library Patron Privacy in the September 12 Era.* Retrieved April 15, 2005 from http://olis.sysadm.suny.edu/sunyergy/default22.htm.

The State University of New York's libraries have an interesting online journal called SUNYergy and this particular issue is devoted to patron privacy. The short collection of articles includes ideas for protecting and/or "scrubbing" patron records as stored in databases. The articles are written in response to the Patriot Act and seek to enlighten librarians about the multi-faceted issues that arise when contemplating patron privacy versus library records.

Tryon, J.S. (1994). *The Librarian's Legal Companion.* New York: G.K. Hall.

This book focuses on liability concerns for the modern library. The author devotes a chapter to privacy in the workplace but the section devoted to patron privacy is limited. The author recommends libraries develop and implement policies that best ensure patron privacy. Like some of the other dated materials in this bibliography, many of the specific case arguments for privacy issues may no longer applicable.

CENSORSHIP IN PUBLIC LIBRARIES

Karissa Coburn

The topic of censorship is broad, frequently discussed, and highly opposed by those in the library world. While all aspects of censorship should be discussed, I felt it was necessary to focus this annotated bibliography on a small aspect of the subject. I chose to limit my sources to articles because I felt that they were more current and more specific to particular challenges and issues that have occurred in libraries across the United States. Also, I decided to not include articles concerning the Internet, filtering, or CIPA because that alone is a topic in and of itself. Mentioning only one or two articles on those issues would not have done the subject justice. Instead, I focused on issues of censorship primarily concerning challenged books and how libraries can better prepare themselves for the future.

Berry, John N. (1998). Choosing Sides. *Library Journal*, 124, 6.

Within this article, John Berry describes the strong views associated with either side of the censorship debate. Berry stresses that while compromise would be the ideal option that is becoming no longer a choice. Despite being quite biased Berry is able to provide adequate explanations for all of his arguments. In a highly opinionated and emotionally charged tirade, Berry explains why choosing to oppose censorship and restriction of information is the best option, particularly for librarians.

Brooks, Joyce and Jody K. Howard. (2002). What Would You Do? School Library Media Centers and Intellectual Freedom. *Colorado Libraries*, 28(3).17-19.

Despite the fact that this article was intended for school libraries, many of the issues raised remain important for public librarians to consider and understand. The authors organized the article by using brief scenarios in order to set the stage for certain situations that may possibly arise in a library. Looking at the issues of open access to information, removal of materials, patron privacy, and Internet filtering, Joyce Brooks and Jody Howard provide good background explanations and advice for librarians to reflect on.

Clay, Edwin S. (2000). Censoring the New Millennium. *Virginia Libraries*, 46(1), 6-9.

This is a transcript of a speech given by Edwin Clay at the home of George Mason in Gunston Hall, Virginia. Throughout, Clay provides an in depth and well prepared analysis of the history of the United States Constitution, the First Amendment, and later laws that deal with censorship and restriction of expression. Clear, focused, and concise, this transcript is full of worthy thoughts and consideration of which every librarian should be aware.

Curry, Ann. (2001). Where is Judy Blume? Controversial Fiction for Older Children and Young Adults. *Journal of Youth Services*, 14(3), 28-37.

This article investigates two phenomena that are related to censorship, the relocation of material and the reasons why certain materials are challenged. The study concerning the relocation of materials focused on controversial materials that were previously found in the young adult section and were requested to be moved to the adult section of the library. The study hoped to find how frequently this was practiced and what types of materials were most likely to be moved.

The second study attempted to seek the most frequent reasons for why young adult materials are challenged in order to give the banned books a more topical classification.

Harmon, Charles and Ann K. Symons. (1996). "But We're Family Friendly Already": How to Respond to the Challenge. *American Libraries*, 27(7), 60-63.

Looking at the censorship attempts by a group called Family Friendly Libraries; this article explains how censorship challenges have shifted away from targeting specific books to focusing on changing the entire premise and policies upon which libraries are founded. The authors explain what the Family Friendly Libraries want to do, how it will affect the library and its patrons, and how libraries can be better prepared for an attack.

Landrum, Joe and Dorothy White. (2001). Intellectual Freedom in Public Libraries. *Louisiana Libraries*, 64(2), 15-16.

Focused on the fact that the public library was created to serve people of all ethnic, political, religious, and socioeconomic backgrounds, Joe Landrum and Dorothy White explain the role the library should play in our society. The article is divided based on issues concerning intellectual freedom, such as the Internet, videos, collection development, exhibits, and meeting rooms. The authors succeed in providing clear explanations of the issues and how librarians can better prepare themselves in the future.

McMasters, Paul K. (2005). Silencing Ourselves by Censoring Others: Inside the First Amendment. *Virginia Libraries*, 51(1), 33-34.

Within this article, Paul McMasters expresses his dismay over the fact that many Americans have no idea that their First Amendment rights are frequently being tested. McMasters claims that all too often personal, societal, and governmental disagreements hinder the right to free speech that the First Amendment is to provide U.S. citizens, most commonly within the public library. While not necessarily raising any issues that a librarian is unfamiliar with, this article does succeed in attempting to bring forth ideas that too many patrons are unfortunately unaware of.

Miltner, Linda. (2004). A Challenge is Just around the Corner: Is Your Library Ready? *Ohio Media Spectrum*, 56(1).

Although this article is brief, Miltner provides an abundance of information in order to prepare a library for a censorship challenge. In a series of steps, Miltner suggests ways in which a library can be better prepared, while also providing several websites for further assistance.

Packard, Michael. (1999). Banned in the USA: Censorship in Public Libraries in the 1990's. *Current Studies in Librarianship*, 23(1/2), 61-7.

Michael Packard uses this article to explain the history of censorship and public libraries in the 1990's. Along with that, Packard examines what groups are making the threats and how public libraries can continue to fight the challenges. Besides being extremely well written, this article is also filled with statistics and actual stories that help to emphasize the need for librarians to protect themselves against censorship challenges.

Rogers, Michael. (2002). Ignorance is Bliss (Case Study). *Library Journal*, 127(6), 72-74.

This article describes the self selection process of librarians who purposely avoid buying books that may cause a censorship challenge. Michael Rogers explains that librarians often use the

excuse that the library has a limited collection development budget in order to protect themselves from a potential censorship debate. Using a case study that highlights this problem, several librarians offer their opinions in order to explain how librarians should really protect themselves. Instead of self-censoring, Rogers explains that it is better for the librarian to create strong collection development policies, formal procedures, and responses for defending their selections.

Schrader, Alvin. (1997). Why You Cannot 'Censorproof' Your Public Library. *Australasian Public Libraries and Information Services*, 10(3), 143-160.

Primarily focused on the tendency of librarians to self-censor themselves in order to protect their library from censorship challenges, this article attempts to explain why self-censoring is not the answer. Although primarily using statistics on Canadian libraries, the information provided remains useful and pertinent in understanding the current self-censoring activities of libraries. Schrader stresses that self censoring is merely an illusion for challenges are undoubtedly unavoidable due to what he calls the Reader Response Theory.

Small, Robert C., Jr. (2000). Censorship as We Enter 2000, or the Millennium, or Just Next Year: A Personal Look at Where We Are. *Journal of Youth Services*, 13(2), 19-23.

This article is an attempt to highlight the various arguments surrounding the ongoing censorship debate. By explaining the reasoning of those on either side of the spectrum, Small challenges people to think outside their previous experiences in order to become more aware of the large picture. While certainly not all encompassing, this article succeeds in presenting many of the ideas for why the censorship challenge still exists.

Staples, Suzanne Fisher. (1996). What Johnny Can't Read: Censorship in American Libraries. *The Alan Review*, 23(2).

While expressing her concern over the loss of many great books due to censorship challenges, Suzanne Fisher Staples analyzes the reasons around the controversy. Aside from the challenges that come from concerned parents and patrons, Staples claims that much of the blame is on the shoulders of librarians, publishers, and writers due to what she calls "stealth" censorship.

Steffen, Nicolle O. (2002). Challenging Times: Challenges to Materials in Colorado Public Libraries. *Colorado Libraries*, 28(3), 9-12.

Describing the survey administered by the Colorado State library of all Colorado Public Libraries; this article explains the results of 2001 primarily related to censorship challenges. Filled with statistical information the article attempts to explain such factors like which departments received the most challenges, what formats were most frequently challenged, and the top reasons for why the library was challenged in the first place. While no advice or insight to these facts is provided, the article does impart the librarian with the knowledge of how libraries are continuing to be affected by censorship challenges.

Warnock, Jonelle R. (2004). The Effects of Censorship. *PNLA Quarterly*, 68(4), 23-26.

This article is a rather broad overview of the problems, and sometimes benefits, that arise within censorship challenges. Warnock explains the decisions librarians must make when facing challenges, as well as how those challenges directly affect the authors of the questioned book. Despite the expansive nature of the subject, Warnock succeeds in presenting the variety of issues that come out of censorship challenges.

Wirth, Eileen. (1996). The State of Censorship. *American Libraries*, 27(8), 44-48.

> This article attempts to highlight the various problems that libraries around the country have due to the controversial books, in particular by stressing how librarians are helping proponents of censorship in their cause. The author also draws comparisons between problems that had occurred in the past and how they have remained or changed in today's current climate. Wirth also discusses the different ways that patrons ensure that their library does not shelve books that they deem offensive. Overall, this article is concisely written and offers a variety of ideas and statistics concerning the ongoing censorship debate.

YOUNG ADULTS AND THE PUBLIC LIBRARY

B. G. Carter

MONOGRAPHS

Aronson, M. (2001). *Exploding the Myths: The Truth about Teenagers and Reading.* Lanham, MD: Scarecrow Press, Inc.

Aronson's treatment of the development of young adult literature as a societal perspective of "reading and adolescence" (p. 1) explores the assumptions that can and are made with regard to young adult literature. The value of a text is considered based on an honest appraisal of what it means to be an adolescent today and the amorphous concept of literacy. While largely dismissible as personal opinion, Aronson backs up his beliefs with historical development data (such as publishing and consumption trends in young adult literature) and clear evaluation of the myths of teenage. This text is a well-formulation of how society, time and the changing nature of adolescence affects the body of young adult literature; Aronson also manages to make quite a call for a rather "let them eat cake" approach to librarianship.

Braun, L. W. (2004). *Technically Involved: Technology-Based Youth Participation Activities for Your Library.* Chicago, IL: American Library Association.

Much like her guide for developing internet services for young adults, this text by Braun presents the practicing young adult librarian with a framework for online programming. Building on the importance of technology in engaging the young adult user, Braun presents technological program by evaluating programming. This is developed with the presentation of various technological programs that can provide "greatness" in programming through young adult participation. Included as well are templates for various projects, descriptions of possible obstacles with possible fixes and an appendix that provides various forms as well as a list of software tools to be considering when programming. This text appeals to the young adult programmer that is ready to take technology in the library to the next level: programming; technophobes and novices should not expect this text to go beyond what it is.

Braun, L. W. (2002). *Teens.Library: Developing Internet Services for Young Adults.* Chicago, IL: American Library Association.

While there are many texts available that cover the various concepts of web design for librarians, no other so completely addresses these concepts with the young adult patron in mind. In the first chapter the importance of providing young adults patrons with access to relevant information through the Internet is best addressed through careful consideration of "teen developmental needs and how to help meet those through technology" (p. 16). Additional chapters cover the relevant information that teens have a need for on the Internet, creating a Web presence for teens and evaluating this presence in terms of use. Braun covers guidelines for Internet presence development both with and without the aid of web designers or technical specialists. For a young adult librarian in a public library, this not only makes for well-rounded introduction to service through the Internet—it acts as a guide for the development, deployment and evaluation techniques that will help insure success.

Edwards, K. (2002). *Teen Library Events: A Month-By-Month Guide*. Westport, CT: Greenwood Press.

This text functions very much as expected based on the title. From January to December, various library programs for young adults are discussed in the context of their seasonal appeal. Along with literature-based programs mentioned (e.g., Michael L. Printz Award poster) there are many activities that are meant to engage the teens irrespective of literacy (e.g., animal rescue program). Programs are mentioned that coincide well with National Poetry Month (April), Teen Read Week (October), and Winter Holidays (December). However, the majority of programs covered are not restricted by their nature to their order in the text. While certain events discussed by Edwards coincide excellently with various times of year, many of these programs would benefit from a non-chronological arrangement (e.g., by event type).

Edwards, M. A. (2002). *The Fair Garden and the Swarm of Beasts: The Library and the Young Adult*. Chicago, IL: American Library Association.

This text is the Centennial Edition of the collected work of a paragon of young adult services. Tempered for the modern age with an introduction by Betty Carter (respected young adult librarian in her own right), this is an essential text in order for a librarian to gain insight into the development of young adult library services. Topics such as literacy development, book clubs, and reader's advisory are included along with Edwards' recommended tools and practices. While this text may not prove useful on a daily basis or even play a key role in program planning, it is one of the cornerstone resources for an informed perspective on young adults and the library.

Herald, D. T. (2003). *Teen Genreflecting: A Guide to Reading Interests*. Englewood, CO: Libraries Unlimited, Inc.

In this updated edition of Herald's work on the subject of young adult genre fiction, the various aspects of reader's advisory services based on the premise of genre interest are explored to their fullest. Not only are the basics of genre fiction and its appeal to the young adult audience explained and documented in the opening chapter, seven genres are covered in detail in terms of their respective appeal. Additionally, exemplary texts are listed and briefly summarized. The strength of this work lies in its coverage of young adult genres and its informative introduction to reader's advisory. Unfortunately, the text does not cover the now robust genre of graphic novels.

Hertz, S. K. with Gallo, D. R. (1996). *From Hinton to Hamlet: Building Bridges between Young Adult Literature and the Classics*. Westport, CT: Greenwood Press.

Aimed at teachers – and library media specialists – with the goal of proving that young adult literature is powerful, this text still holds possibilities for the young adult librarian in a public library. Hertz' major theme, the key importance and increasing value of young adult literature, resonates with anyone working with young adults and books. Providing information on public library programs and school/public library cooperation from the perspective of someone within the school system provides the public librarian with an alternate view of young adult literature's place in the world. Most of the text focuses primarily on the function of young adult literature in the classroom setting; however, sections provide ample education on the impact that young adult literature impacts the development of young adults regardless of setting. As well, an entire chapter details other sources for information on the multifaceted role of literature in the lives of young adults.

Higgins, S. E. (1992). *A Study of the Effectiveness of Public Library Service to Young Adults* (Doctoral dissertation, Florida State University).

In her dissertation for completion of the Ph.D. program in Library Science at FSU, Higgins considers the views of librarians serving young adults. Of importance is her discussion and evaluation of the ability of generalist librarians to provide effective service to young adult patrons. Higgins research tests the effectiveness of service to young adult patrons through evaluation of a null hypothesis: "there is no significant difference in effectiveness of public library service to young adult users between a library which employs a young adult specialist and one which does not" (p. 19). The five chapters cover an introduction to the problem, selected literature review, methodology, statistical procedure/data analysis, and summary of the research study. The conclusion, preliminarily, is that the results suggest that young adults will be more satisfied with a library employing a specialist. This research has impacts not only on the importance of specialization within the realm of public library work with young adults—it also presents an experimental framework for evaluating the effectiveness of library services to young adults.

Honnold, R. (2003). *100+ Teen Programs.* New York, NY: Neal-Schuman Publishers, Inc.

A programming guide for librarians serving young adults, this collection of successful programs follows with the tradition of sharing what one librarian may have "done good". With an introduction by Patrick Jones, a contemporary leader in young adult library services, this guidebook to successful programming covers everything from garnering administrative support for programming to planning a program. Furthermore, program ideas are grouped in usable categories: summer reading programs, independent programs/contests, craft programs, game programs, coffeehouse programs, scavenger hunts, lock-ins/holiday parties, programs for teens with parents, programs for teens with children, field trips, and finally teen volunteer programs. As well, Honnold reviews often overlooked programming concerns such as publicity and record keeping. In her closing remarks, Honnold also makes mention of the dual nature of programming. It should enrich teens lives (e.g., developmentally) while remaining fun for both the teens and their librarian.

Jones, P. (2002). *New Directions for Library Service to Young Adults.* Chicago, IL: American Library Association.

The latest in a series of works to address future trends of library service to young adults, Jones identifies key areas in the development of young adult librarianship. Primary to the topics discussed by Jones are twelve goals, ten core values and ten essential arguments for young adult services. These form the backdrop for an exploration of the components of quality library service to young adults. This text draws heavily from both what is desired for the progress of library service as well as the current findings on adolescent development and increased strategy and accountancy in administration.

LiBretto, E. V., (ed.) (1981). *High/Low Handbook: Books, Materials, and Services for the Teenage Problem Reader.* New York, NY: R. R. Bowker Company.

In Lydia LaFleur's introduction, the development and purpose of this genre is covered in historical detail. The text develops this continuing need for high interest/low reading level materials for young adults. Sections robustly address identifying and providing service to the high/low reader as well as selecting high/low materials for a young adult collection. As well the high/low reader is analyzed further by covering the needs of both the disabled reader as well as

the reluctant reader. Material selection policies, readability formulas and staff training for high/low collection development are assembled in one cohesive package. The text draws on and benefits from the experience of not only young adult librarians; contributors also include a library science educator, vocational specialist and clinician in reading instruction. This text provides the problem reader with a rich background and a strong set of skills to reach out to these users that are at high risk of being neglected by libraries.

Mediavilla, C. (2001). *Creating the Full-Service Homework Center in Your Library*. Chicago, IL: American Library Association.

While many young adult librarians informally assist patrons with homework questions, the successful development of an effective homework center requires more than that. This step-by-step guide leads the young adult librarian through the various stages of developing such a homework center. Starting with the value of needs assessment and continued through the various stages of deployment to methods of assessing effectiveness, this text provides a central reference for any library practitioner with an eye toward effective and development homework assistance. The inclusion of various sample documents (e.g., needs assessment tools, recruitment flyers and contracts) allows the librarian with a limited budget to make the most of this singular resource.

O'Dell, K. (2002). *Library Materials and Services for Teen Girls*. Greenwood Village, CO: Libraries Unlimited.

An updated and pro-womanist approach to library services, this text answers many questions that may arise when considering the developmental differences in adolescence. All aspects of library service are analyzed in terms of providing effective service to adolescent girls. Librarians may allow this title to unnecessarily complicate their workload by adding yet another consideration to their programming, collection and policies. The result of critical review of this text, however, is likely to result in a greater understanding of the impact of gender on providing effected young adult library services.

Smith, K. P., (ed.) (2001). *African-American Voices in Young Adult Literature: Tradition, Transition, Transformation*. Lanham, MD: Scarecrow Press, Inc.

In writing her introduction, Smith states the purpose of this text is "to inform teachers, librarians and other professionals working with young people about aspects of [African-American young adult literature], and to stimulate some further thinking about a literature which has a great deal to communicate" (p. *xiii*). Indeed, the subsequent chapters explore the intricacies of African-American young adult literature. Not only providing a synopsis of, for instance, supernatural African themes in horror literature, this text evaluates the impact of the African-American experience on young adult literature. While it is by no means an exhaustive resource guide for providing library services to a community, Smith's work enriches the young adult librarianship literature with a critical view of an often overlooked face.

Taney, K. B. (2003). *Teen Spaces: The Step-By-Step Library Makeover*. Chicago, IL: American Library Association.

This text addresses the one method of keeping young adults in the library that does not consider the content of books nor programs. There has historically been little published on the physical spaces provided for teens; however, the current trend is to attempt to create teen spaces within the library. The concerns of this endeavor are many; from surveying the teens to garnering

administrative support to design long-term promotion. All are addressed in a successive manner so that the reader, upon making it to the resource rich appendices, can obtain the basics of providing teens with a space of their own within the library. As libraries struggle more and more to maintain their importance to young adults, it becomes more and more important to value their needs.

Vaillancourt, R. J. (2000). *Bare Bones Young Adult Services: Tips for Public Library Generalists*. Chicago, IL: American Library Association.

Not all librarians that work with young adults are young adult specialist. Vaillancourt presents in this text basic, no frills young adult library model. By divided into sections that individually address concerns such as the collection, rights/responsibilities, young adult space, and a young adult services philosophy, Vaillancourt applies the basics of excellence in librarianship to serving young adults. As the latest statistics show that only 11% of public libraries with a young adult collection employ a young adult specialist, this title serves the roughly 89% of "young adult" librarians that may need the explanations and guides provided. It can also serve as a recommended read for the recent library science graduate attempting to insure quality service regardless of course work completed.

Walter, V. A. (1995). *Output Measures and More: Planning and Evaluating Public Library Services for Young Adults*. Chicago, IL: American Library Association.

As more and more public libraries are facing budgetary constraints that force everything to the bottom line, it is becoming increasingly more important to provide justification for all services and materials that a public library provides; the realm of young adult librarianship is not exempt. Walter's presentation of systematic processes and output measures brings the young adult librarian closer to surviving in the current business model adopted by many libraries. Strategies for planning are presented alongside appropriate measures and detailed explanations of usable output measure data. This is a valuable resource tool for young adult librarians that are facing budget cuts or repurposing within a library; it serves well as a preventative to those librarians that are not as well.

Walter, V. A. & Meyers, E. (2003). *Teens and Libraries: Getting It Right*. Chicago, IL: American Library Association.

Like many young adult librarian guides published in recent years, this text addresses a commitment to "reflect on our past, learn from the best research and practice available today, and work within our communities to create a new future for youth" (p. *v*). Covering the development of library science as a benefit to young adults as well as the developments and discoveries of recent years, this text provides a more general review of best-practices and goals for the progressive response of librarians to the needs of young adults. Topics include teen spaces, evaluation of programs/services and a list of further resources. There are few texts that can be considered text books for young adult librarians; this text serves well as an invigorating resource to those librarians not recently out of graduate school.

York, S. (2002). *Children's and Young Adult Literature by Latino Writers: a Guide for Librarians, Teachers, Parents, and Students*. Worthington, OH: Linworth Publishing.

In a world environment more aware and cautious of multiculturalism, there can be found many theoretical treatises that are of little use to a practicing librarian. York's work, however, provides clear information on the general body of Latino literature for young adults (and children).

Functioning more as an annotated bibliography than a manual, this text makes easy work of introducing the names and works of important Latino authors available to the young adult librarians making collection development decisions. By providing the basics of information, the librarian is free to make their own assessment following their library's collection development policy. A particularly useful component of the text is the inclusion of a section devoted entirely to information on Latino writers (most including Web addresses).

Ziarnik, N. R. (2003). *School and Public Libraries: Developing the Natural Alliance*. Chicago, IL: American Library Association.

Ziarnik's treatise on the relationships that exist between schools and public libraries represents a renewed vigor within the profession to closely examine the historic tension between the two distinct yet similar professionals. The abbreviated history, the first full section of the text, provides the reader with an overview of the historical developments that have contributed to the current paradigm. As Ziarnik points out in the introduction, library professionals are not necessarily aware of their own professional history; getting acquainted with how things came to be the way they are is an excellent first step to gaining cooperation between the schools and public libraries. The text goes on to assess the interplay between the two: the "different strengths, common goals". The purpose of this text goes beyond explaining the situation to the reader; sections on everyday practice, sharing resources and working to increase school services available at the public library give this text a handbook quality.

WEB SITES

Virtual YA Index: Public Libraries with Web Pages for Teens. http://yahelp.suffolk.lib.ny.us/virual

This longstanding (since June 1997) index of library web pages dedicated to young adult services provides a central resource for young adult librarians. The list serves not only as a guide for current practice, it also provides current (most recent update was March 2005) information on libraries' use of technology to reach out to teens. However, there is no annotation to the list as it functions as predominately a directory. The categorization of the links by geographic region and name make this both the most reliable and current source for young adult library URL's.

Young Adult Library Services Association webpage. http://www.ala.org/yalsa/

This is the professional resource for librarians working with young adults in a public library setting. It provides information enriching the professional development of young adult librarians while also serving as clearinghouse for many young adult librarianship initiatives. The resources are not limited to those utilized by young adult librarians either; online bibliographies and book award lists makes for more valid decisions even by generalists.

SALARY ISSUES AFFECTING PUBLIC LIBRARIANS

American Library Association. Recruitment of Public Libraries Report (January 2000). Retrieved May 1, 2005 from the Public Library Association's Report to the Executive Committee of the Public Library Association Website:
https://www.ala.org/ala/pla/projects/publiclibrecruit/recruitmentpublic.htm

Public Library Association (PLA) Committee on Recruitment of Public Librarians addresses issues concerning the recruitment of public librarians. Low salaries were considered the greatest deterrent to library students going into this area of librarianship. The report contains several sources that relate to these issues. Researchers who are investigating the salaries of public librarians will find that many sources within this report are out of date although they may serve as good starting points for research.

American Library Association. Survey of Librarian Salaries (2004). Chicago, IL: American Library Association Office of Research and Statistics.

The ALA Survey for Librarian Salaries 2004 offers current salary information for various librarian positions. The salaries are organized by region, and by type of library, which include categories in public and academic libraries. The range, mean, median, first and third quartiles of librarians' salaries provide thorough coverage of how much librarians are earning all over the U.S. Researchers should be aware that some of salaries may be less accurate because of the small pool of respondents, which the authors' address in the 'Results' section of the book. However, the ALA survey is a valuable resource for people researching the salaries of librarians because it is the only place where they will find such detailed salary information by library type by region.

Amdursky, S.J. (2002). Money Matters. [Electronic version] *Library Journal*, 127, 39-41.

In this article, Amdursky explains how the Kalamazoo Public Library in Michigan, where he is the director, improved staff compensation. They are using a method where the employees' compensation is linked to the library's revenue. When the revenue increases a certain percentage, then the staff compensation (salaries and benefits) is increased by the same percentage. However, the increase first is applied to the benefits, then to the salaries of the employees. The biggest concern about this method is the effects of slow or no growth in the library's revenue on staff compensation, which could result in temporary or permanent layoffs, reductions in the library services or reduced library materials' budgets. The salaries and benefits are not changed when revenue decreases. Amdursky states that this method is not suitable for all libraries. For the appropriate libraries, he offers the linking method as a solution to low-level salaries for the employees.

Brey, C. A. (2002). Taking Our Salary Fight to the Streets [Electronic version] *Library Journal*, 127, 38-39.

Brey, as a member of the ALA's Better Salaries and Pay Equity Task Force (BSTF), is well aware that librarians are not adequately paid. She provides charts in the article as proof that public librarians are the lowest paid librarians. In her article, Brey suggests that public librarians fight for higher salaries by becoming more vocal about the current state of their unequal pay. The process involves librarians organizing job evaluation studies, comparing compensation with those in other professions who have similar job functions, garnering support from others who favor pay equity for public librarians and approaching the administrative leaders with the evidence that

they should be paid more. Brey reports on how the low salaries are affecting the recruitment of public librarians, as an incentive for advocating for pay equity. This article offers information on how future and current librarians could improve their low-salary situations.

Crowley, B. (2003). The Suicide of the Public Librarian [Electronic version] *Library Journal*, 128, 48-49.

In this essay, Crowley examines how professional librarians are being devalued. The duties of professional status are being taken away from them, and given to paraprofessional staff members. The public librarians are being paid less because they perform fewer professional duties. As this becomes an accepted practice, the value of the professional librarian decreases in the eyes of the administrative leaders. Crowley contends that unionization of professional public librarians will keep this method of devaluation from becoming the norm. The points that the author discusses in his essay are valid reasons why public librarians are paid so little. Researchers investigating the topic of low-paid public librarians will find this article informative even though the points are strictly from Crowley's views.

Kalan, A. (2002). There Is No Honor in Being Underpaid [Electronic version] *American Libraries*, 33, 52-54.

In her article, Kalan calls for support from the ALA to take the responsibility of "advocating for specific, acceptable levels of compensation" (p. 54) for librarians. She personalizes her stance by revealing that based on her public librarian salary her family and her are eligible for low-income housing. Her realistic examples give a unique perspective of how hard it is to survive on the salary of a public librarian as it currently stands. Kalan discusses the gains and losses made by the union, the New York Public Library Guild in order to receive salary increases for the librarians, questioning if their achievement will truly make a difference in the grand scheme of things. However, she still contends that the support of the nationally-known organization, the ALA, is necessary to change the present state of the salaries of professional librarians.

LaRue, J. (March 1, 2000). Can't Get No Satisfaction: Library Pay in the 21st Century [Electronic version] *American Libraries*, 31, 36-38.

LaRue evaluates how difficult it is to survive on the low pay of librarians. He offers practical examples that demonstrate his point. For example, he as a library director would need to make twice as much money as he currently does to afford a house similar to his in Newport, California. He also provides two historical examples of why librarians are paid so little: librarianship is a woman-dominated field and the decision makers do not understand the complexities of librarianship. This article is based on LaRue's perspective; however, he makes interesting points that potentially could be areas that need further research.

Leber, M. (April 1, 2003). Putting Pay First [Electronic version] *Library Journal*, 128, 43-44, 46-47.

Leber discusses the impact that the ALA's Better Salaries and Pay Equity Task Force (BSPETF) has had on librarians' efforts to improve their salaries. Their objective is to ensure that the general public and administrative decision makers recognize that librarians are specially-trained authorities in managing information, are community leaders and that they should be receive compensation equal to those in comparable professional positions for these qualities. The BSPETF coordinated electronic discussion lists, a union working group and the Pay Equity Toolkit in order to aid librarians as they aim toward better salaries. Here is a source that provides information about how the BSPETF has contributed to librarians gaining ground in their battle

for higher salaries. Researchers should be aware that this article is written by a member of this Task Force so it contains biases.

Long, Sarah. (July/Aug. 2004). Compensation Does Not Add Up for Library Staff [Electronic version] *Library Mosaics*, 15, 18.

Long's article brings attention to National Library Workers Day (NLWD)—a day of observance for library employees. The purposes of the day are to recognize the contributions that library workers make in their jobs, and inform the general public of the low-level compensation that the staff receives. The first NLWD happened in 2004. The ALA endorse this day of observance in order to highlight the work of library personnel.

Maatta, S. (Oct.15, 2004). Placements & Salaries 2003: Jobs! (Eventually) [Electronic version] *Library Journal*, 129, 28-35.

Maatta provides tables of statistics and percentages concerning the placements and salaries of the library and information science graduates of 2003. She also offers analyses of the statistics, which find that the overall salary figures and the number of placements increased slightly over those reported in year 2002. There have been decreases in certain areas, like the beginning salaries for graduates from minority groups, as compared to figures reported the year before. The data found in this article are immensely important to library and information science graduates who entering the field, and seeking salary information.

Rogers, M. & Oder, N. (2001). New York Public Librarians Finally Negotiate an Increase. [Electronic version] *Library Journal*, 126, 14.

Rogers and Oder provide details of the salary gains that New York Public librarians received after effective actions by their union, the New York Public Library Guild. The librarians exchanged some of their benefits for the salary increases during the negotiation process. People researching the effectiveness of professional librarian unions would find information of interest in this article.

Turner, A.M. (October 15, 2002). California Makes the Case for Pay Equity. [Electronic version] *Library Journal*, 127, 42-44.

Turner offers historical reasons why library workers have received low pay, informing readers that this has been an ongoing problem in the profession. The major issue in Turner's view is that library workers are paid much less than what other local employees with similar job duties are paid. The members of the California Library Association (CLA), which includes Turner, organized job evaluation studies comparing the salaries of library workers to the salaries of other local workers. The tables of statistics compiled by the CLA that show the differences in pay are also listed in the article. This is an excellent example for other library employees to follow in order to make their cases to the administrative decision makers for equal pay.

Turner, A.M. (September 15, 2003). Your Money's Worth: Market Rates Can Sell You Short. [Electronic version] *Library Journal*, 128, 41.

Since most library personnel are underpaid, using basic market rate surveys are a counterproductive method in trying to improve salaries. However, it is the method used by the majority of human resource departments when investigating salaries. Turner examines ways to make the market survey more effective for lowly paid public library workers. She suggests investigating the following factors to ensure that the market rates discovered by the human

resources department are comparably fair: if rates are base salaries or salaries with benefit package, economic profiles of locations and scope of jobs of library personnel. In addition, Turner advocates that library staffers who are looking to improve their compensation also conduct its own market surveys of comparable local departments. This article is unique in that the author recommends ways to ensure that the market rates used for salary comparison by human resources departments are fair the library personnel seeking improved salaries.

Waters, R.L. (2003). Salaries: Part Two – A Ten-Year Snapshot [Electronic version] *Public Library Quarterly*, 22, 47-58.

This article is the second half to Waters' series on the salaries of public librarians. He examines the differences in the expenditures of libraries in the salaries and benefits, staffing, library materials and miscellaneous items in 1992 and 2002. He provides many tables of statistics that he and his team gathered from the Public Library Association's Public Library Data Service. The tables are organized by the amount of population served, the year and type of expenditure. Waters offers analyses of the statistics, and summaries about the state of salaries of public librarians. He has determined that public libraries that serve populations of 1million or more have had the most increases across the board, and those that serve between 5,000 and 99,999 have been affected negatively in the categories over the last ten years.

Campaign for America's Libraries: Advocating for Better Salaries and Pay Equity Toolkit, 3rd ed. (June 2003). Retrieved May 1, 2005, from the ALA's Allied Professional Association Website: www.ala-apa.org/toolkit.pdf

ALA President 2002-2003 Maurice J. (Mitch) Freedman and the Better Salaries and Pay Equity for Library Workers Task Force developed the program, Campaign for America's Librarians Advocating for Better Salaries and Pay Equity Toolkit. In order to assist librarians in achieving pay equity, the ALA produced the Toolkit. It contains step-by-step techniques of how to promote the value of librarianship to the public and administrative decision makers, and how to conduct job evaluation studies. The creators also provide examples of successful pay equity campaigns. Other topics that are related to the librarians' salaries are examined in the Toolkit, which give additional incentives for librarians to aim toward equal pay. The Toolkit gives librarians who usually lack the desire to be vocal and politically active with people outside of the profession detailed instructions on how to achieve pay equity.

LITERACY PROGRAMS IN PUBLIC LIBRARIES

Betsy Gorbe

It should be noted that some articles have significant information that could be classified under more than one category. It would take too much time and space to list every article under every aspect it covers, so I encourage you to skim the whole list.

This bibliography does not address literacy programs designed specifically for native speakers of another language, as that is treated elsewhere in our bibliography. Nor does it address articles written in any language other than English. Every article listed deals with literacy programs, so that phrase is omitted when possible.

The following is a link to archived ERIC files concerning literacy programs and public libraries.

http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_Operator_2= and&ERICExtSearch_SearchType_0=eric_metadata&ERICExtSearch_SearchValue_2=&ERIC ExtSearch_SearchValue_1=Literacy+program&ERICExtSearch_Operator_1=and&ERICExtSe arch_SearchType_1=eric_metadata&ERICExtSearch_PubDate_To=2004&ERICExtSearch_Sea rchValue_0=LSCA&ERICExtSearch_SearchType_2=eric_metadata&ERICExtSearch_Descripto r=&ERICExtSearch_SearchCount=2&ERICExtSearch_PubDate_From=0&_pageLabel=ERIC SearchResult&newSearch=true&rnd=1114484304106&searchtype=advanced

"Human history becomes more and more a race between education and catastrophe."
H.G. Wells, 1920

LITERACY STATISTICS

U.S. Department of Education. National Center for Education Statistics. (March 2000). *The Working Paper Series. Evaluation of the NALS 1992 Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions.* Washington: Government Printing Office. Retrieved April 24, 2005 from http://nces.ed.gov/pubs2000/200008.pdf

This is a critical review of the 1992 National Adult Literacy Survey. The important findings from that survey are listed, along with suggestions to improve the survey.

LITERACY PROGRAM STATISTICS

Lewis, L. & Farris, E. (November 2002). *Programs for Adults in Public Library Outlets.* (Report No. NCES2003-010). Washington: National Center for Education Statistics. (ERIC Document Reproduction Service No. ED472592)

This is the first national report on adult programming in public libraries. There are a number of interesting statistics for the U.S. in the year 2000: 209.1 million adults; the foreign-born population, 31.1 million, is the largest ever, having risen 57% since the 1990 census; 44 out of 51 state library agencies offered support for literacy programs; 17% of all libraries offered literacy programs, what types of libraries offered them, and why the others didn't. Sample questionnaires are included.

EVALUATING LITERACY PROGRAMS

Moore, M. & Wade, B. (2003). Bookstart: A Qualitative Evaluation. *Educational Review (Birmingham), 55*(1), 11-12.

Moore and Wade review earlier quantitative evaluations and provide qualitative evaluation of the Bookstart program.

THE POLITICS OF IMPLEMENTING LITERACY PROGRAMS

Rodger, J. (July 1999). *Leadership, Libraries, and Literacy Programs: A Report of Focus Groups Research.* Retrieved April 24, 2005 from http://www.urbanlibraries.org/libraries/Leadership,%20Libraries,%20and,%20Literacy%20Programs.html

Rodger discusses the power of the library director in deciding whether to have a literacy program and how to persuade him to.

COOPERATIVE LITERACY PROGRAMS WITH EDUCATORS

n.a. (November 1992). Innovative Teachers, This Is For You! How About Establishing Creative Linkages with Your Library? *Young Children, 48*(1), 57.

This monograph suggests activities for teachers to cooperate with the public library, including class visits.

LITERACY READINESS PROGRAMS FOR EARLY CHILDHOOD

n.a. (March 15, 2005). Growing Readers. *Library Journal*, 130(5); Movers and Shakers 2005, 16.

Wendy Wilcox, a youth services librarian successfully initiated the Every Child Ready to Read Program from the Public Library Association at the affluent West Bloomfield Township Public Library.

Arnold, R. (September 2003). Public Libraries and Early Literacy: Raising a Reader: ALA's Preschool Literacy Initiative Educates Librarians on How to Play a Role in Teaching Reading to Children. *American Libraries, 34*(8), 48, 50-51.

Arnold describes six essential skills to develop reading readiness that can easily be incorporated into storytime, and then used at home by the parents. These produce the best results when used only 5 to 18 hours a year.

Butler, D. (1988) *Babies Need Books,* 2nd ed. London: Penguin.

Butler advocates the presence of appropriate books for babies as a means of increasing early literacy skills.

Byrne, M., Deerr, K, & Kropp, L. S. (September 2003) Book A Play Date: The Game of Promoting Emergent Literacy. *American Libraries, 34*(8), 42-44.

The play date is at the local library; there are tips on service and skills necessary for emergent literacy programs, including collaboration with outreach programs.

Fiore, C. D. (Winter 2002). Born to Read: Florida Style. *Journal of Youth Services in Libraries, 15*(2), 15-19. Also (ERIC Document Reproduction Services No. EJ645628)

Describes Born to Read (BTR), an early literacy program. It had been adopted by more than 1/3 of Florida's counties at the time of this writing.

Kars, M. & Doud, M. (1999). Ready to Read: A Collaborative, Community-Wide Emergent Literacy Program. *Reference Librarian,* (67/68), 85-97.

Kalamazoo follows the lead of the public library and the local hospital and gets involved in advancing emergent literacy skills.

LITERACY PROGRAMS FOR SCHOOL AGE CHILDREN

n.a. (April 2004). The Lap of Literacy. *American Libraries*, 35(4), 14

This program might better be called the "Lab of Literacy" as a picture shows a boy reading to a seemingly interested Labrador retriever at the Northlake-Barbara Loar branch of the Public Library of DeKalb County, Georgia. The totally non-judgmental attitude of the Labrador retriever allows children to practice their reading skills.

Whelan, D.L. (June 2004). Picture Perfect: The Skeptics Said That Noreen Bernstein's Visual Literacy Program Was a Waste of Time. Good Thing She Ignored Them. *School Library Journal, 50*(6), 48-50.

The Looking to Learn Program uses picture books to improve reading, connecting the visual images to the words. Adolescent's reading levels improved by one to three grade levels.

LITERACY PROGRAMS FOR FAMILIES

Monsour, M. (February 1991). Librarians and Family Literacy: A Natural Connection. *School Library Journal, 37*(2), 33-37.

Monsour discusses the myriad benefits of family literacy programs and provides 11 ways to measure a person's literacy skills.

LITERACY PROGRAMS FOR ADULTS

Grace, P. (May 2000). No Place to Go (Except the Public Library). *American Libraries, 31*(5), 53-55.

Grace describes how libraries, librarians, and literacy programs can help the homeless.

The National Literacy Summit 2000 Steering Committee. (2000). From the Margins to the Mainstream: An Action Agenda for Literacy. *National Institute for Literacy, 2000*. Also available at http://novel.nifl.gov/nifl/summit.html

The committee report describes skills considered to be part of literacy, and their importance to living a full life. Advocates universal access to literacy and lifelong learner programs. Lists problems associated with not being literate. Guidelines for literacy programs.

FUNDING FOR LITERACY PROGRAMS

n.a. (2005). *National Guide to Funding for Libraries and Information Services*, 8th ed. New York: Foundation Center.

Directory of foundations giving grants to libraries.

American Library Association (ALA). (2005). Carroll *Preston Baber Research Grant.* Retrieved April 25, 2005 from http://www.ala.org/ala/ors/orsawards/baberresearchgrant/babercarroll.htm

This is an award for a research project that will benefit a specific part of the community. The research should be of "vital importance." Literacy programs should apply.

ALA. (2005). *Loleta D. Fyan Grant Guidelines.* Retrieved April 25, 2005 from http://www.ala.org/ala/ors/orsawards/fyanloletad/fyanloletad.htm

This is an award of $5000 or $19,000 to a public library to improve the services it offers.

ALA: Public Programs Office. (2005). *Writing Grant Applications: Some Helpful Hints.* Retrieved April 25, 2005 from http://www.ala.org/ala/ppo/grantsandevents/writinggrantapps/writinggrant.htm

This site provides tips for writing a successful grant application.

Coatney, S. (April 2004). Listen To Your School's "Primary Voices". *Teacher Librarian*, 31(4), 65-73.

Coatney conveys information on Elsevier and Ezra Jack Keats Foundation grants to public libraries for literacy programs.

Humes, B. & Lyons, C.C. (August 1994) *Library Literacy Program: Analysis of Funded Projects, 1993. Title VI. Library Services and Construction Act.* (Report No. LP-94-4014.) Office of Educational Research and Improvement. Office of Library Programs. (ERIC Document No. ED37814)

Of 423 grant applications, 248 were accepted for funding. The amount of the grant money varied between $7000 and $35,000. There was a decrease in the percentage of requests for funding for family literacy programs. There was an increase in teaching lifelong learning skills, how to use the library, and how to find the answer to common questions. The libraries that won grants are listed, and their programs are noted.

Humes, B. & Lyons, C.C. (October 1993) *Library Literacy Program: Analysis of Funded Projects, 1992. Title VI. Library Services and Construction Act.* (Report No. LP-93-4015.) Office of Educational Research and Improvement. Office of Library Programs. (ERIC Document No.365348)

This is an examination of the diverse adult literacy programs implemented in 1992 under Title VI of the LSCA. It includes a description of each literacy program so funded, the amount of the funding, funding history in dollar amounts from 1986-1991, number of applications and grants by type of library (state, local, or joint). These programs were more than twice as likely to teach how to use the library as part of the adult literacy program than in previous years. They were also more than twice as likely to use computers than the programs in 1988. The percentage of family literacy programs had increased seven-fold in that time period. And 54% collaborated closely with other adult literacy programs.

Humes, B. & Lyons, C.C. (March 1993) *Library Literacy Program: Analysis of Funded Projects, 1991. Title VI. Library Services and Construction Act.* (Report No. Lp-93-4831) Washington: Office of Educational Research and Improvement: Office of Library Programs. (ERIC Document Reproduction Service No. ED 357764)

This is a review of the adult literacy programs in libraries in 1991 funded by the LSCA. It includes a description of each literacy program so funded, the amount of the funding, funding history in dollar amounts from 1986-1991, number of applications and grants by type of library (state, local, or joint).

Humes, B. & Cameron, C. (1990) *Library Programs. Library Literacy Program: Analysis of Funded Projects. 1989. LSCA VI.* (Report No. LP-90-744) Washington: Office of Educational Research and Improvement. Office of Library Programs.

This is a detailed analysis of types of literacy projects funded by the Library Services and Construction Act (LSCA). Of 533 proposals, 214 were funded with grants ranging from $1400 to $25,000.

McCook, Kathleen P. & Barber, P. (Fall 2002). Public Policy as a Factor Influencing Adult Lifelong Learning, Adult Literacy and Public Libraries. *Reference & User Services Quarterly* 42(1), 66-75.

McCook asks whether librarians should use the federal funds available for "Welfare to workfare" for literacy programs or continue to embrace a broader view of literacy and its meaningfulness in people's lives.

Minkel, W. (January 2004). Family Literacy Grants Help 12 Libraries. *School Library Journal*, 50(1), 22.

This is a listing of grants in the amount of $3000 from the Library of Congress Center for the Book to public libraries in the rural, southern U.S., including Arizona. Arkansas, and Tennessee, with the stated purpose of starting family literacy programs affectedly called Reading Powers of the Mind. The libraries were free to choose which part of the community to include in this effort, from pre-school to family to errant teens.

National Center for Educational Statistics. NCES Fast Facts (2005). *Public Library Funding.* Retrieved April25, 2005 from http://nces.ed.gov/fastfacts/display.asp?id=42

This site gives the amount and percentage of funding for all public libraries from state, federal, and other sources.

Pro Literacy Worldwide. (2005). *The National Book Scholarship Fund.*   Retrieved April 25, 2005 from http://www.nbsf.org/

This is an organization that gives appropriate books and materials specifically to literacy programs.

CLASSES FOR TUTORS IN LITERACY PROGRAMS

Verizon, Inc. (2001). *Verizon Literacy Campus.* Retrieved April 3, 2005 from http://www.literacycampus.org/

This site provides a number of 30-45 minute courses for volunteers to prepare them to teach literacy. It is also a source of compelling statistics.

LITERACY PROGRAMS IN OTHER COUNTRIES

Bundy, A. (2004). *Australian Bookstart: A National Issue, a Compelling Case. A Report to the Nation by Friends of Libraries Australia (FOLA).* Auslib Press Party Ltd.

Supports Bookstart and comparable programs used internationally, in the UK, Australia, New Zealand, Japan that try to ensure that as many babies as possible are given a free package of books with suggestions for the parents. This program has been extended to Booktouch for children with low vision.   Bookstart has been shown to help the entire family. Reports of contents in Bookstart kits are included. Includes 20 books suggested for children aged "0-4."

Also see *Bookstart.* Retrieved April 23, 2005 from: http://www.bookstart.co.uk/ and *Booktouch.* Retrieved April 23, 2005 from http://www.bookstart.co.uk/booktouch/index.html

North, S. (June 2003). Catching Them in the Cradle. *Journal of Australasian Public Libraries and Information Services* (APLIS), 16, (2), 66-71.

This article discusses provision of family literacy programs in Australia.

Regina University Extension, (Saskatchewan) Seniors Education Centre, and the Department of National Health and Welfare, Ottawa. (July 1994). *Saskatchewan Older Adult Literacy Survey. Final Report*, Regina University (Saskatchewan). University Extension, Seniors Education Centre*, 1-37.

This report is in reference to a two month survey of sixteen literacy programs conducted by various agencies including the public library discovered adults of various ages, cultures, incomes, with diverse reasons for attending sessions. Suggestions for improving programs.

Sawa, Maureen. (November 2000). Developing Library Links for Life. *Orana* (Australian Library and Information Association), *36*(3), 10-18.

Sawa describes Library Links for Life (LLL), a Canadian family outreach literacy program.

ENDORSEMENTS OF PUBLIC LIBRARY LITERACY PROGRAMS NOT INCLUDED IN OTHER ARTICLES

DiAlesandro, M. A. (December 1998) From Among Us: Literacy Programs Offer Tangible Benefits. *American Libraries,* 29(11), 41-45.

This article tells how volunteer tutors in the Mansfield- Richland County (Ohio) Public Library have transformed the lives of adult learners through the Library Literacy Connection program.

LITERACY RESOURCES

Cullinan, B. (1992) *Read To Me: Raising Kids Who Love To Read.* New York: Scholastic.

This book proposes that reading to children will lead them to love to read.

Hane, P. J. (May 2004). Project Gutenberg Progresses. *Information Today, 21*(5), 28-29.

This is an update on the slow progress of Project Gutenberg, started by Michael Hart in 1971. Also discusses PG2 founded by Hart and John S. Guagliardo, to include existing e-books.

Harris, Ruth. (2005). *Literacy Connections: Promoting Literacy and a Love of Reading.* Retrieved April 3, 2005 from http://www.literacyconnections.com/

Although this site is written in English, it offers a multi-lingual selection of books for sale: English, French or Spanish. It also has resources for people of various ages, from infant to adult. It has suggestions for parents, reading teachers, teachers of English as a second language (ESL), teachers of English as a Foreign Language (EFL), teachers of English to speakers of other languages (ESOL), and literacy volunteer tutors. There are links to related sites.

Literacy Institute (ILI) and the National Center on Adult Literacy (NCAL) at the University of Pennsylvania Graduate School of Education. Literacy Research Centers. (2005). *Literacy.org.* Retrieved April16, 2005 from http://www.literacyonline.org

This is a portal to international electronic resources.

McCaffery, L. H. (June 1995). Growing the Literacy Collection. *Wilson Library Bulletin,* 69(10), 46-49.

This is a list of easy books for adults.

National Institute for Literacy. (n.d.). *National Institute for Literacy.* Retrieved April 16, 2005 from http://www.nifl.gov

This is the official website of the National Institute for Literacy authorized under two laws, the Adult Education and Family Literacy Act (AEFLA), and the No Child Left Behind Act (NCLB). It is supposed to provide national leadership in these areas. It provides information on fiscal years 1993-2002, and links to other sites.

Ohio Literacy Resource Center. (2005). *Recommended Trade Books for Adult Literacy Programs.* Retrieved April 16, 2005 from http://literacy.kent.edu/Oasis/Resc/Trade/

This site is an annotated bibliography of trade books for adult literacy programs.

Shapiro, N. & Adelston-Golstein, J. (1998). *The Oxford Picture Dictionary.* Oxford: Oxford University Press.

This is an illustrated monolingual (English) dictionary.

THE MUSEUM AND LIBRARY SERVICES ACT OF 2003

One Hundred Eighth Congress of the United States of America. (January 7, 2003). *Museum and Library Services Act of 2003.* Retrieved April 26, 2005 from http://www.imls.gov/about/hr13.pdf

This is the latest version of the act commonly called the LSTA. It updates the previous act (see below.)

The Institute of Museum and Library Services. (2005). *Grants to State Library Agencies.* Retrieved April 26, 2005 from http://www.imls.gov/grants/library/lib_gsla.asp#el

This is the web site for information on Grants to State Library Agencies, as stated by the Institute of Museum and Library Services, the administrative agency for the Museum and Library Services Act. There is a formula for determining the eligible amount of the grant. It contains links to other sources of information.

The Institute of Museum and Library Services. (2005). *National Leadership Grants for Libraries.* Retrieved April 26, 2005 from http://www.imls.gov/grants/library/lib_nlgl.asp

This is the website for information on National Leadership Grants for Libraries. The amount of the grant is between $25,000 and $1,000,000. It notes that "successful proposals will have national impact and provide models that can be widely adapted or replicated by others to extend the benefit of federal support."

The Institute of Museum and Library Services. (2005). *National Award for Library Service.* Retrieved April 26, 2005 from http://www.imls.gov/grants/library/lib_nals.htm

This is the web site that addresses the national Awards for Library Service, an award that recognizes excellence. The amount of the grant is not specified. It explains qualifications, procedures for nomination, and submission of materials. A library may only receive this award once every ten years.

The Institute of Museum and Library Services. (2005). *Native American Library Services.* Retrieved April 26, 2005 from http://www.imls.gov/grants/library/lib_nat.asp

This site from the IMLS describes the Native American Library Services grants. Basic grants of $5000 are non-competitive, as is the $1000 Education/assessment Option. The library must apply for the Basic Grant in the same year to apply for an Enhancement Grant, which can be for substantially more; the amount is not cited here. A sample proposal for three years, although the award is only for 2 years, is available.

The Institute of Museum and Library Services. (2005). *Librarians for the 21st Century.* Retrieved April 26, 2005 from http://www.imls.gov/grants/library/lib_bdre.htm

This site from the IMLS describes the Librarians for the 21st Century Award, a grant to recruit and train new librarians. The amount of the grant is $50,000 to $1,000,000. It requires 50% matching funds, excluding amounts given to students. Libraries may apply for this grant; so may information and library science graduate programs.

The Institute of Museum and Library Services. (2005). *Partnership for a Nation of Learners Community Collaboration Grants.* Retrieved April 26, 2005 from http://www.imls.gov/grants/l-m/lm_pnl.htm

This site from the IMLS describes the Partnership for a Nation of Learners Community Collaboration Grants. These grants amount to $25,000 to $250,000, and cost sharing is encouraged on top of that. As might be expected, these grants are awarded to encourage collaboration between libraries and museums, but they also apply to public radio stations and public broadcasting, e.g. local PBS stations.

THE LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) 1996-PRESENT

The Library Services and Technology Act (LSTA) took the place of the Library Construction and Services Act (LCSA) in1996, (see above), and is still in effect. The governing agency offers funds to museums and all libraries, not just public libraries, as its predecessor (LSCA) had done.

n.a. (August 1999). Colorado State Library Annual Report 1998-1999. *Centennial State Libraries, 15*(8). Denver: Colorado State Library. (ERIC Document Reproduction Service No. ED437043)

The first item in this document is that the "Adult Education Office has been transferred (from the State Library) to the Colorado Department of Education's (CDE) Center for At-Risk Children (CARE) sic, where its programs can be better coordinated with *other* family literacy and K-12 programs. (emphasis added)… In its place, the Colorado State Library now has oversight for the CDE Web site." Literacy programs consist of training 11 librarians in a day and a half to teach reading readiness skills to day care workers. Books were bought to be given to about 600 children, and about 86,000 brochures, *Tips for Parents,* were printed for libraries and other agencies to give to parents. Literacy researchers produced six issues of facts and figures brochure about literacy.

n.a. (1999). *Indiana State Library Services and Technology Act.* Indianapolis: Indiana State Library. (ERIC Document Reproduction Service No. ED434652). The Indiana State Library Services and Technology Act is also available from http://www.statelib.lib.in.us.WWW/LDO/LSTA98.htm

Among the goals espoused by the Indiana Act is to serve the underserved: those below the poverty level, including children; the handicapped, including those with vision and hearing deficits. Programs are needed for those with limited functional literacy and for those who are interested in lifelong learning. They proposed using individualized technology to help teach literacy, keep records, and provide information to institutionalized residents. Distance learning is also to be used to train library personnel.

n.a (July 1, 1997). *Library Services and Technology Act Plan for Wisconsin 1997-2002.* Madison, WI: Wisconsin State Department of Public Instruction. (ERIC Document Reproduction Service No. ED434655)

One of Wisconsin's goals is to ensure access to library information and services to those with limited functional literacy skills, including people looking for employment and people who are incarcerated. Consultants and technology were seen as being able to provide the answers.

State Library of North Carolina Webteam. (January 10, 2005). *Library Services and Technology Act (LSTA) Grant Program, North Carolina: Ability to Pay and Local Effort.* Retrieved April 26, 2005 from http://statelibrary.dcr.state.nc.us/lsta/lsta.htm

This is a very comprehensive website with many web pages that detail the grants available, the qualifications for those grants, forms to fill out, previous applications, previous awards, members of the state LSTA Advisory Council, etc. for libraries in North Carolina to receive LSTA funds through the State Library.

THE MUSEUM AND LIBRARY SERVICES ACT

Also, more formally known as The Arts, Humanities, and Cultural Affairs Act of 1976, a section of which is subtitled The Library Services and Technology Act (LSTA).

n.a. (February 22, 2002). *Museum and Library Services Act.* Retrieved April 26, 2005 from http://www.imls.gov/whatsnew/leg/leg_mlsa.pdf

This is a copy of the act that includes the LSTA. The Museum and Library Services Act amended and extended the National Foundation on the Arts and Humanities Act of 1965. The LSTA was added and enacted in 1996. The provisions for state libraries obtaining grants from

the federal government in the form of LSTA grants are spelled out here. It was reviewed, re-authorized, and renamed *The Museum and Library Services Act of 2003* in 2003 (see above).

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