

AMERICAN PUBLIC LIBRARY TOPICS  
AN ANNOTATED BIBLIOGRAPHY

By the members of the Spring 2006 Public Libraries Seminar

at the School of Information and Library Science

University of North Carolina at Chapel Hill



UNC

SCHOOL OF INFORMATION  
AND LIBRARY SCIENCE

10 MAY 2006

---

TABLE OF CONTENTS

---

<b><u>Table of Contents.....</u></b>	<b><u>ii</u></b>
<b><u>Forward.....</u></b>	<b><u>v</u></b>
<b><u>Consortia, Partnerships, and Collaboration in Public Libraries.....</u></b>	<b><u>6</u></b>
<u>General Resources.....</u>	<u>6</u>
<u>Examples of collaborations.....</u>	<u>8</u>
<u>State and regional library consortia.....</u>	<u>8</u>
<u>Partnerships with libraries and other institutions:.....</u>	<u>9</u>
<u>Joint Use Partnerships:.....</u>	<u>10</u>
<b><u>Community Activism and the Public Library.....</u></b>	<b><u>11</u></b>
<u>Text Resources.....</u>	<u>11</u>
<u>Web Resources.....</u>	<u>14</u>
<b><u>Privacy and Filtering.....</u></b>	<b><u>15</u></b>
<u>Privacy.....</u>	<u>15</u>
<u>Privacy Print Resources.....</u>	<u>15</u>
<u>Privacy Articles.....</u>	<u>16</u>
<u>Filtering.....</u>	<u>17</u>
<u>Filtering Print Resources.....</u>	<u>17</u>
<u>Filtering Articles.....</u>	<u>18</u>
<u>Filtering Websites.....</u>	<u>18</u>
<b><u>Censorship Issues in the Public Library.....</u></b>	<b><u>20</u></b>
<b><u>Digital Reference in Public Libraries.....</u></b>	<b><u>24</u></b>
<u>History &amp; Theory Behind Digital Reference.....</u>	<u>24</u>
<u>Guides &amp; Handbooks: Creating Your Digital Reference Service.....</u>	<u>25</u>

<a href="#"><u>Professional Guidelines On Digital Reference.....</u></a>	<a href="#"><u>27</u></a>
<a href="#"><u>Possibilities: What Some Have Done And You Can Do With Digital Reference Services</u></a>	<a href="#"><u>27</u></a>
<a href="#"><u>Surveys: What Do Librarians And Patrons Think Of Digital Reference Services In Their Library Systems?.....</u></a>	<a href="#"><u>28</u></a>
<a href="#"><u>A List, Two Bibliographies, &amp; A Blog.....</u></a>	<a href="#"><u>29</u></a>
<b><a href="#"><u>E-books and their Role in Public Libraries.....</u></a></b>	<b><a href="#"><u>31</u></a></b>
<a href="#"><u>E-books: Websites.....</u></a>	<a href="#"><u>31</u></a>
<a href="#"><u>E-books: History.....</u></a>	<a href="#"><u>32</u></a>
<a href="#"><u>E-books: Philosophy.....</u></a>	<a href="#"><u>33</u></a>
<b><a href="#"><u>Teen Programming.....</u></a></b>	<b><a href="#"><u>37</u></a></b>
<a href="#"><u>Monographs.....</u></a>	<a href="#"><u>37</u></a>
<a href="#"><u>Articles.....</u></a>	<a href="#"><u>39</u></a>
<a href="#"><u>Web Sites.....</u></a>	<a href="#"><u>40</u></a>
<b><a href="#"><u>Older Adults and the Public Library.....</u></a></b>	<b><a href="#"><u>41</u></a></b>
<b><a href="#"><u>Book Clubs and Reading Groups.....</u></a></b>	<b><a href="#"><u>46</u></a></b>
<a href="#"><u>Books.....</u></a>	<a href="#"><u>46</u></a>
<a href="#"><u>Articles.....</u></a>	<a href="#"><u>48</u></a>
<a href="#"><u>Web Resources.....</u></a>	<a href="#"><u>49</u></a>
<b><a href="#"><u>Providing Health Information in Public Libraries.....</u></a></b>	<b><a href="#"><u>51</u></a></b>
<a href="#"><u>Articles on General Resources.....</u></a>	<a href="#"><u>51</u></a>
<a href="#"><u>Articles on Specific Libraries and Their Programs.....</u></a>	<a href="#"><u>52</u></a>
<a href="#"><u>Internet Resources.....</u></a>	<a href="#"><u>53</u></a>
<b><a href="#"><u>Funding Issues/Grant Writing.....</u></a></b>	<b><a href="#"><u>55</u></a></b>
<a href="#"><u>Current Issues.....</u></a>	<a href="#"><u>55</u></a>
<a href="#"><u>Grant Seeking &amp; Writing.....</u></a>	<a href="#"><u>56</u></a>

<u>Lobbying</u> .....	<u>58</u>
<u>Advocacy</u> .....	<u>59</u>
<b><u>Index of Authors</u></b> .....	<b><u>62</u></b>

---

**FORWARD**

---

During the spring 2006 semester at the School of Information and Library Science at the University of North Carolina at Chapel Hill, the 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 these guided tours 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.

This is the second iteration of a public library bibliography and supplements the one created by the members of the spring 2005 Public Libraries Seminar. The two together form a solid foundation for subsequent public library seminars to modify, add to, and enhance.

Ron Bergquist

---

**CONSORTIA, PARTNERSHIPS, AND COLLABORATION IN PUBLIC LIBRARIES**

---

**Sally F. Quiroz**

Collaboration between public libraries and non-profit organizations, public and private businesses, schools and academic institutions in well managed innovative partnerships can be highly profitable for all stakeholders and can provide resource sharing that will benefit the community at large maximizing resources and services. The articles in this bibliography will provide an overview of cooperative efforts as well as some examples of ways libraries have participated in consortia, partnerships with other institutions and other collaborative efforts. It includes articles that propose some practices that are important to insure successful collaborations. During times of budgetary cuts and increased demand for services collaborative partnerships can be a key to successfully managing public libraries.

**GENERAL RESOURCES**

Brown, C. A. (2003). Elements of a powerful partnership. [Electronic version]. *North Carolina Libraries*, 61(2), 52-61. Retrieved 1/26/2006, from LISA: Library and Information Science Abstracts database.

This qualitative study of several Powerful Partners Collaboration Grant participants in North Carolina was conducted to determine the overall satisfaction with outcomes of the programs that were implemented and to evaluate their success at achieving their goals to reach children and youth in North Carolina. The article gives a brief overview of four initiatives resulting from LSTA funded grants. The results of the study identify some of the most basic elements for successful collaboration and relate how participants in the study perceived the importance of those elements in relation to favorable outcomes. Shared vision, mutual trust, and distinctive goals were among the most important factors in the partnerships and time was reported as having a significant impact. This is a compelling evidence based study supporting innovative cooperative efforts in public libraries.

Cawthorne, J. E. (2003). Integrating outreach and building partnerships. [Electronic version]. *College & Research Libraries News*, 64(10), 666-681, from LISA: Library and Information Science Abstracts database.

This is a descriptive article about ways that academic libraries can enhance their impact across their own academic community by strengthening their relationships with students and promoting relationships with faculty in each of the academic departments as well as research centers and institutes and the entire learning community. The term "outreach" is used as it relates to those activities that promote a broad range of library resources to stakeholders within the broader context of the academic institution rather than reaching beyond the bounds of that institution to the larger public community where the institution is located. This activity is conducted by engaging in formal management practices as modeled by business with "formal business plans and ... strategic planning..." (p. 667). Libraries are encouraged to devote time and resources to ROI studies as a means to evaluate their success at reaching their goals and measuring their impact on the academic community. While related particularly to academic libraries, this article is important for the purposes of this survey because it demonstrates how relationships must be formed between stakeholders in order to successfully carry out the purposes of the initiative.

Costello, J., Whalen, S., Spielberger, J., & Winje, C. J. (2001). Promoting public library partnerships with youth agencies. [Electronic version]. *Journal of Youth Services in Libraries*, 15(1), 8-15. Retrieved 5/1/2006, from LISA: Library and Information Science Abstracts database.

In spite of the title of this article it was disappointing in relationship to the information it provided about partnerships with youth agencies. It does begin by highlighting the need for partnerships by stating that today's youth need the social support that collaboration can provide and that "...all communities have some social assets from which to build a reliable network of support for children and youth." However, most of the article relates to issues of promoting library services to youth rather than true collaborations with other organizations to provide for young people's need for information and engagement. There is also mention of how public libraries can support youth organizations by providing information or expertise and "particularly important" providing a place to conduct meetings. The authors neither define just what kinds of significant partnerships between public libraries and youth agencies can be proposed nor do they present examples of such collaborations beyond a superficial level.

Hayashi, M. L. (2005). Cooperative library services in southeast Florida: A staff perspective. [Electronic version]. *Resource Sharing & Information Networks*, 18(1/2), 61-71. Retrieved 4/29/2006, from LISA: Library and Information Science Abstracts database.

Hayashi writes about the opportunities for on-going professional development as a direct result of the training opportunities provided by the collaborative relationship between the Southeast Florida Library Information Network and one of its participating libraries. This cooperative considers staff training and development as a principal method for providing their user base with "the best possible service." This unique perspective includes library staff as a major component of the user base, a concept that may be left out in many collaborative programs. By including library staff development as a principal component in the plans for the cooperative, this program has expanded the stakeholders to include not only the member institutions and patrons but also staff. "In the end library cooperatives, library members, library staff, and library patrons come out as winners when all parties work together to provide the resources and services necessary for long-term staff continuing education needs and ultimately for more efficient patron service."

Kinney, M. S. (2001). A bird's (or state's) eye view of cooperation. [Electronic version]. *Journal of Youth Services in Libraries*, 15(1), 25. Retrieved 5/1/2006, from LISA: Library and Information Science Abstracts database.

This brief article presents one extremely important concept with regard to collaborations in public libraries; "state library agencies coordinate, cooperate, and serve as consultants with local libraries to promote successful partnerships." Youth consultants within state library agencies in particular are in a unique position to provide assistance in finding partners, forming cooperatives, and documenting outcomes. These state agencies can form an effective hub where networks of service find appropriate connections.

Kranich, N. (2005). Civic partnerships: The role of libraries in promoting civic engagement. [Electronic version]. *Resource Sharing and Information Networks*, 18(1/2), 89-103. Retrieved 5/1/2006, from LISA: Library and Information Science Abstracts database.

This article identifies libraries of all types as promoters of the kinds of activities that foster civic engagement. Kranich suggests that at a time when people generally exhibit a sense of disinterest in public and political issues many different kinds of partnerships can provide the kinds of encounters that develop civic literacy. "The challenge for libraries in the information age is to

extend their reach well beyond educating and informing into a realm where they increase social capital, rekindle civil society, and expand public participation in democracy. To that end, libraries accomplish these goals not by working alone, but by building strong partnerships--partnerships that establish new constituencies, widen public support, broaden and diversify sources of funding, and strengthen public involvement with local affairs” (p. 95). This then is an opinion piece that advocates collaboration between libraries and other institutions and organizations for the specific purpose of promoting democratic discourse.

Schneider, T. (2003). Outreach: Why, how and who? academic libraries and their involvement in the community. *Reference Librarian*, (82), 199-213.

While Schneider primarily focuses on the efforts of academic libraries to perform outreach services to the community in this article, it is important for the purposes of this review in that it highlights a variety of initiatives that actively engage academic libraries in collaborative efforts with public libraries. It discusses extensively some of the motivating factors that cause academic librarians to engage in partnerships with public libraries including: governmental or institutional mandates to perform outreach to the community. Public universities in particular may be required by law to engage in some kind of service to promote the public good because their budgets come from public funds. Academic libraries often include public outreach efforts as part of their overall mission thereby creating opportunities to foster goodwill in the community and develop liaisons with public libraries to support education and economic development. In addition, specific partnerships may be prompted as a direct response to specific emergencies or extenuating circumstances in the local community.

Todaro, J. B. (2005/2006). Community collaborations at work and in practice today: An A to Z overview. [Electronic version]. *Resource Sharing & Information Networks*, 18(1/2), 137-156. Retrieved February 12, 2006, from LISA: Library and Information Science Abstracts database.

Todaro provides a practical list of issues related to the creation and development of library partnerships providing an overview of important issues as well as reasons for participating in collaborations, pitfalls, and examples at different levels of involvement. Todaro's premise is that as an integral part of the community, public libraries are already participating in many different informal cooperative efforts. She advocates a more structured approach to partnerships “...to insure that all partners are being dealt with fairly and all partners realize the maximum benefits available to them” (p. 156).

## EXAMPLES OF COLLABORATIONS

### STATE AND REGIONAL LIBRARY CONSORTIA

Wright, D. A. (2005). Library consortia: Do the models always work? [Electronic version]. *Resource Sharing & Information Networks*, 18(1/2), 49-60. Retrieved 4/29/2006, from LISA: Library and Information Science Abstracts database.

While this article deals mostly with collaborations between academic institutions, it contains some basic information about obstacles to developing successful consortia between institutions as well as factors that contribute to a successful consortium and also a description of several large initiatives including the TexShare consortium of the State of Texas. Wright presents TexShare as an example of a highly successful collaboration between many different libraries including public libraries and regional libraries, academic libraries of all sizes, and school libraries.

All of which have banded together to provide access to print and electronic forms of information for the general public.

#### **PARTNERSHIPS WITH LIBRARIES AND OTHER INSTITUTIONS:**

Blumson, L. (2003). Libraries for lifelong learning in Queensland: Towards the smart state. [Electronic version]. *Australasian Public Libraries and Information Services*, 16(1), 17-20. Retrieved 2/6/2006, from LISA: Library and Information Science Abstracts database.

This report of how several libraries in Queensland, Australia, joined forces to provide expanded access to resources and services for their local community contributes another example of a successful partnership. This program included public and state libraries, the University of Queensland Cyber-school Services and school libraries and focused on providing expanded access to a variety of resources to foster life-long learning for all stakeholders. This brief narrative presents an example of a successful collaboration between many library organizations but is limited to a description of the resources that were shared and lacks information about the process involved in development of the program and difficulties or obstacles that were overcome to achieve its goals.

Duesing, A., & Near, K. (2004). Helping consumers find reliable health information on the internet: An overview of one library's outreach projects in Virginia. [Electronic version]. *Journal of Consumer Health on the Internet*, 8(3), 53-67.

This article describes several outreach projects spearheaded by the Claude Moore Health Sciences Library (CMHSL) of the University of Virginia that resulted in several partnerships that included public libraries and public librarians in different parts of the state. These collaborative efforts were a direct result of the initiative of the National Library of Medicine to make MedlinePlus available to the general public via the World Wide Web. The CMHSL created the position of Outreach Librarian on their staff. This staff member was then responsible to develop ways to assist the general public in finding and evaluating consumer health information. In several of the programs that resulted, public libraries were an integral part a number of ways. Health information specialists provided training in consumer health information research to reference librarians in the public library setting. These librarians then developed and delivered workshops to public library patrons in public libraries or at other locations where computer labs were available. In addition the Outreach Librarian gave workshops to public library patrons in the public library or other community locations. While this article focuses on the efforts of a special academic library, it is an example of how public and academic libraries can creatively cooperate to provide enhanced services to the general public.

Honig-Bear, S. (2001). School-public library partnerships in Washoe County, Nevada. [Electronic version]. *Resource Sharing and Information Networks*, 15(1/2), 5-16. Retrieved 5/1/2006, from LISA: Library and Information Science Abstracts database.

Honig-Bear provides an anecdotal account of the issues involved in the establishment of several joint ventures between school and public libraries in Washoe County, Nevada. She highlights issues involved in establishing these partnerships as an example and proposes several suggestions about how such collaboration can be carried out. She mentions other innovative initiatives of interest including: a community library/nature center that resulted from a three-way partnership, a full-service library in a senior center, and a joint project with an arts organization that places and manages art galleries in library facilities.

Metcalf, R. (2001). Cultural connections: Collaborative partnerships between libraries, museums, and educators. [Electronic version]. *Journal of Youth Services in Libraries*, 15(1), 26-28. Retrieved 5/1/2006, from LISA: Library and Information Science Abstracts database.

Stillwell highlights some interesting and innovative collaborations that provide information and computer literacy programs. By describing several different programs this article demonstrates how in some cases public librarians provided computer instruction in other locations and in other instances how libraries provided the computer equipment and space and other organizations contributed by providing teachers for the instructional programs. These programs illustrate how public libraries can effectively provide for the information and educational needs of their user base.

Nichols, J. W., Spang, L., & Padron, K. (2005). Building a foundation for collaboration: K-20 partnerships in information literacy. [Electronic version]. *Resource Sharing & Information Networks*, 18(1/2), 6-12. Retrieved 4/29/2006, from LISA: Library and Information Science Abstracts database.

Nichols, Spang, and Padron focus on the K-20 Partnership for Information Literacy at the Wayne State University and describe how this partnership was developed between public schools and the University Libraries to promote information literacy skills to all students from kindergarten through college. It is valuable for this discussion of collaboration in general because it describes how obstacles arose and were overcome as the program developed overtime. It also gives an overview of some considerations that would necessarily relate to any kind of collaborative effort.

Stillwell, M. (2001). Partnerships that support public access computing. [Electronic version]. *Journal of Youth Services in Libraries*, 15(1), 29-32. Retrieved 5/1/2006, from LISA: Library and Information Science Abstracts database.

Libraries, museums, and educators are principal agencies that support continuous life-long learning in the community. This article is a descriptive case study of four collaborative programs that have been developed to maximize the resources and strengths of each of the organizations involved to provide educational opportunities to the community to meet its needs. It presents these programs as models that other organizations might adapt to their own communities in order to provide similar services. In addition it provides some resources that would be helpful to get further information about collaborative opportunities between libraries, museums, and educators.

#### **JOINT USE PARTNERSHIPS:**

Imhoff, K. R. T. (2001). Public library joint-use partnerships: Challenges and opportunities. [Electronic version]. *Resource Sharing and Information Networks*, 15(1/2), 17-39. Retrieved 1/26/2006, from LISA: Library and Information Science Abstracts database.

This comprehensive how-to article highlights important basic issues of forming a joint-use partnership between different types of library institutions combining services and resources in one location to serve multiple user-bases. It defines six main types of collaborations between public libraries and school and academic libraries advocating the establishment of such programs based on the benefits of forming such partnerships. Imhoff then presents important considerations and options when planning for a joint-use venture highlighting administrative issues, collection development, the physical plant, and technology as well as questions of staffing

and marketing. This article contributes to the discussion of issues related to highly formal, ongoing partnerships that create joint-use libraries as permanent institutions.

Woods, R. F. (2004). Sharing technology for a joint-use library. [Electronic version]. *Resource Sharing & Information Networks*, 17(1/2), 205-220. Retrieved 1/26/2006, from LISA: Library and Information Science Abstracts database.

This anecdotal case study is a blow-by-blow account of the development of the shared information technology system of the Dr. Martin Luther King, Jr. Library, a partnership between the main library of San José, California, and the San José State University. It recounts in detail the process and pitfalls of providing for all the computer network needs of these two systems as they merged into an integrated entity. It is useful as a general resource for library systems that are contemplating such a partnership and is an example of procedures and practices that might be important. It is interesting to note that this library is a truly integrated system seamlessly sharing resources and services as a permanent institution.

---

## COMMUNITY ACTIVISM AND THE PUBLIC LIBRARY

---

### Haley Hall

#### TEXT RESOURCES

Alita, John. "Creating an Internet Policy by Civic Engagement." *American Libraries* 32.11 (2001): 48-50.

Describes the process used by Redwood City Public Library in California to update their policy on Internet use. They decided to evaluate their Internet use policy because after receiving several legitimate calls regarding the policy on children and internet use. They also decided to evaluate the internet policy in light of the rapid evolution of the internet over the preceding five years and the amount and depth that had been made available through the internet. When considering renewing their internet use policy, the library decided to include stakeholders in their community in the dialog concerning potential internet policies. Their purpose was to understand how to honor the rights of internet users while protecting children from harmful information. Also highlighted are some areas to consider for other libraries who are going through a similar process. They include involving an attorney, choosing a representative group, providing background information, and knowing the community.

Braverman, Miriam. "Building Grass Roots Support for Public Libraries." *Library Journal* 104.16 (1979): 1827-1831.

Though written in 1979, this remains a relevant article. Braverman suggests that localized organizations have been the most successful at using tactics to maintain and extend library services. She states that though many libraries have friends groups that can rally support, they are not often in a position to use more aggressive tactics such as sit-ins and protests. She believes that localized or neighborhood activism among citizens can be more effective because the effort is generally decentralized and easily dispersed when the issue has been resolved. She also discusses public relation programs, community building, and finding allies as ways to increase support for public libraries.

Bundy, Mary L. "An Advocacy Perspective: The Public Library and the Poor." *Catholic Library World* 53.9 (1982): 380-384.

This article is a report on the services, programs, and community involvements of 12 central city libraries in relation to the poor. Bundy explores the need for advocacy to advance the cause, interests, and rights of people in need. She further suggests that during difficult economic times of the state, it is poor people who make the larger sacrifices, thereby making them a group who requires more attention than those who are more financially stable. She also explores the ideas of encouraging the poor to use library services and how financial status of the library affects services to the poor.

Cassell, Kay A. "Librarians, Politics, and the ERA." *Wilson Library Bulletin* 57.4 (1982): 292-294.

Discusses the Equal Rights Amendment issue within the ALA and state library associations, noting key actions regarding the amendment taken by ALA and outlining the political activities of several women librarians in Missouri, Florida, North Carolina, and Illinois. The article describes the activities of these women causing their visibility in their communities through working for local and state candidates and community issues.

Goldberg, Susan. "Community Action Now: Defying the Doomsayers." *Library Journal* 118.5 (1993): 29-32.

Goldberg proposes that public libraries should be proactive instead of reactive to the changes of the communities they serve. She also suggests that libraries should actively attempt to pose themselves as the central free, cultural, educational, and information resource for all people in the community libraries serve. She later states the need of effective leadership in libraries to reinforce the importance of public libraries to their community. It is not only the leadership within libraries that Goldberg believes is needed, she also sees a need for external leadership from government and community groups. Also discussed are ways librarians can be leaders internally and externally including listening to users and being vocal and visible.

Jensen, Robert. "The Myth of the Neutral Professional." *Progressive Librarian* 24 (2004): 28-34.

Jensen suggests that in the context of elitism and the control and reinforcement of the elite's values there is no neutrality among professionals. He states that even when professionals are making a choice to be neutral, they are still making a political choice. He supports the statement of Myles Horton describing neutrality as an immoral act and as a code word for agreeing to the existing system. Jensen also suggests that a libraries collection and programming are two areas where libraries cannot be neutral because of limited time and space. He states that libraries have to make choices, thereby encouraging self censorship and non-neutrality.

Kreamer, Jean T. "The Library Trustee as a Library Activist." *Public Libraries* 29.4 (1990): 220-223.

Kreamer defines the library trustee as one who, often without pay, speaks on behalf of the public library, publicizes services, and strengthens public support. Kreamer credits the library trustee as an important position held by citizens from the community because of range of affiliated organizations trustee may come from. It is also difficult for library trustees to be criticized because it is usually not a paying position and the fact that they represent populations from the community the library serves. She also places importance on library trustees because they serve as a link between local populations and administration. Also addressed are the responsibilities of

public library trustees and their potential effectiveness through involvement in statewide library issues and local lobbying efforts.

Loveland, George. "Educating for Social Justice: The Harry Lasker Library at Highlander." *Journal of Appalachian Studies* 5.2 (1999): 181-195.

This article traces the history of the Harry Lasker Library at the Highlander Research and Education Center near Knoxville, Tennessee, from the first book donations in 1933 to its revitalization in the mid-1990s. From its beginning, the Harry Lasker Library proceeded in the opposite direction of ALA's stance of objectivism. The library supported and encouraged radical social change through its community involvement, programs, and collection. The article also describes the roles staff and librarians had while employed at the Harry Lasker Library.

Manheimer, Ethel. "Librarians as Political Activists." *School Library Journal* 27.5 (1981): 29-31.

Manheimer argues that librarians should become politically involved in order to support their library systems. As examples, she describes the work of public librarians in Berkeley who fought to get a special tax referendum passed and the experiences of school librarians in Contra Costa County in organizing to protect their program.

Phenix, Katherine J., and Kathleen De La Pena McCook. "Human Rights and Librarians." *Reference and User Services Quarterly* 45.1 (2005): 23-26.

This article describes the need for professional commitment to human rights to transcend bland neutrality, compares key human rights documents with the central core values of librarianship and identifies outstanding examples of library actions in service to human rights. The authors pose the question of what is the responsibility of librarians to serve the cause of human rights. They make note of other professions such as doctors and lawyers who have taken stances on human rights and then compare librarians' activism in regards to human rights. They suggest that libraries have a long history of alignment with human rights movements, declarations, and issues through the policies and values adopted by the profession. Though perhaps not individually activists, the profession advocates equal access to information, the rights to the freedom of expression and opinion, offer theoretically unbiased collections. Libraries have also taken it upon themselves to be placed in the middle of battles such as censorship.

Plotnik, Art. "The Berman File. Librarian for the Third World: 'Controversial'--or Exemplary?" *Wilson Library Bulletin* 47.10 (1973): 856-861.

This profile of a librarian, Sanford Berman, is presented to show an unusual dimension of international librarianship. Berman's activities include attempting to heal social injustices in the United States and other countries abroad.

Robbins, Louise S. "Champions of a Cause: American Librarians and the Library Bill of Rights in the 1950s." *Library Trends* 45.1 (1996): 28-49.

Discusses the evolution of the Library's Bill of Rights from its beginning in 1939 into the McCarthy era of the 1950's. As a result of the McCarthy era, librarians began to align themselves with an ideology of pluralist democracy, championing intellectual freedom. A combination of three events frame the decade, the June 1948 adoption of the strengthened Library Bill of Rights, and the publication of two defining works in ALA's intellectual freedom history--Marjorie

Fiske's *Book Selection and Censorship: A Study of School and Public Libraries in California* and Robert B. Downs's *The First Freedom: Liberty and Justice in the World of Books and Reading*. In briefly recapping the intervening events, the essay highlights challenges to intellectual freedom deemed important to ALA's leaders and their responses as they tried to move the fledgling Library Bill of Rights from theory to practice during the height of the Cold War.

#### WEB RESOURCES

Libr.org: "Supporting Progressive Librarians Since 1998" at <http://www.libr.org/>

Self described as an organization that "...exists to provide communication services to librarians and library workers, individually and in groups, who believe in libraries as a social good and as an ideal pattern for the exchange of knowledge and ideas, and who wish to promote progressive thought and action and a concept of social responsibility within the library world and in the world at large." Libr.org provides links to listservs and other websites that support and promote progressive theory in regard to the field of librarianship.

Provisions Library at <http://www.provisionslibrary.org/>

Self described as

"...a social change learning resource amplifying compelling voices that challenge and redefine the mainstream. It is a platform for experiencing alternative perspectives and radical visions that inspire the activist in each of us. Provisions is an experimental arena where broad and diverse audiences, cultures and ideas intersect, sparking new possibilities for enacting peace, justice, sustainability, social responsibility and respect for the diversity of life. Provisions offers many points of entry for people newly interested in learning about social change. For individuals already active in a wide variety of social change initiatives, Provisions is a resource for deepening and broadening their knowledge base. Provisions is both physical and virtual, featuring on-site programs such as exhibitions, screenings, workshops as well as fully accessible online study guides, virtual exhibitions and up-to-date information. Provisions places great value on the power of the arts- literature, visual art, new media, theatre, music- to speak across national and cultural boundaries and provide a critical lens through which to see the world."

Public Library Association at <http://www.pla.org/ala/pla/pla.htm>

The home of the Public Library Association and a subsection of the American Library Association. This site should provide information and access to issues affecting public libraries in the United States. It provides links for issues and advocacy, committee work, and resources that could be helpful when searching for avenues to become actively involved with public libraries on administrative levels.

---

**PRIVACY AND FILTERING**

---

**Kerri Huff****PRIVACY**

Public libraries have been under a lot of scrutiny in recent years since the implementation of the USA PATRIOT Act in 2001, mostly in the areas of patron privacy. A public library's service is to its community and patrons as it seeks to maintain the confidentiality of each patron's records.

The majority of resources listed below were written to reflect the changes since the PATRIOT Act went into effect. Those that are included from before that time are to provide information about the right to privacy or about library record keeping. These resources provide guidance and advice for those seeking basic information on privacy rights, record keeping, and policy making.

**PRIVACY PRINT RESOURCES**

Adams, Helen, et al. *Privacy in the 21st Century: Issues for Public, School, and Academic Libraries*. Connecticut: Libraries Unlimited. 2005.

This text addresses a variety of privacy issues in the settings of public, school and academic libraries. With a chapter specifically for public libraries, it offers librarians helpful information on the changing face of privacy with new technologies such as radio frequency identification (RFID) to internet issues. Other chapters are also applicable to today's public library facing changes with information on the USA PATRIOT Act and other Federal Privacy Laws facing libraries. The future of privacy in libraries is later discussed with an emphasis on public libraries and the services they attempt to offer through these privacy threats.

Bielefield, Arlene and Lawrence Cheeseman. "Right to Privacy." *Library Patrons and the Law*. New York: Neal-Schuman. 1995. 57-71.

The chapter on "Right to Privacy" takes a basic and thorough look at privacy and its application in libraries. Though privacy itself is not found in the Constitution, the view taken here is that it is an "inalienable right." This right to privacy comes about through several of the amendments which are covered here. The authors also cover government records, most applicable to public libraries are computerized records and the library records as affected by the Freedom of Information Act.

Bielefield, Arlene and Lawrence Cheeseman. *Maintaining the Privacy of Library Records: A Handbook and Guide*. New York: Neal-Schuman. 1994.

This text emphasizes many of the legal issues facing libraries when dealing with the privacy rights of patrons. It covers the federal laws, based on implications from the Constitution to various court cases and acts passed in recent decades. An entire section of the text is dedicated to state law, library privacy, and the "types of libraries covered by confidentiality laws, the types of records protected, and, the instances in which the records may be released." Though some of these laws may have changed since this was published it provides a good overview for someone

interested in the topic. The authors also provide a sample privacy policy as an example for libraries to follow.

Minow, Mary, and Thomas Lipinski. "Library Records and Privacy." *The Library's Legal Answer Book*. Chicago: American Library Association. 2003. 163-221.

This chapter addresses issues related to library records and privacy in a question and answer format. This ranges from the basic federal legalities to more specific state restrictions. While state by state laws vary, it does provide some guidance when it comes to interpreting the nature of the laws. The individual state library confidentiality statutes are listed with the protections and exceptions highlighted. The authors offer advice on what to do in case of being faced with a subpoena and other hot topic issues since the implementation of the USA PATRIOT Act.

Murray, Peter E. *Library Patron Privacy: SPEC Kit 278*. November 2003. Washington DC: Association of Research Libraries. 2003.

This SPEC Kit contains a variety of privacy policies that one can examine. The policies are from academic institutions and range from circulation record privacy policies, patron record request policies, to electronic reference, web site, and public access computer privacy policies. Other useful aspects of this text include the survey results in which 58 libraries participated in dealing with patron privacy.

Foerstel, Herbert N. "The Patriot Act in Libraries and Bookstores." *Refuge of a Scoundrel: The Patriot Act in Libraries*. Connecticut: Libraries Unlimited. 2004. 75-102.

Foerstel covers the reaction after the USA PATRIOT Act went into effect in 2002. This includes the warning signs that the ALA and ACLU created for patrons and the debate over whether that level of awareness is needed. This chapter contains advice on what to do if subpoenaed or to preemptively destroy records in case of a court order. The results of a survey are included. It seems that 41% of libraries surveyed have instituted new policies since the PATRIOT Act went into effect.

#### PRIVACY ARTICLES

Krug, Judith F. "FBI Probes Library Records." *Newsletter on Intellectual Freedom*. 54 (6). November 2005. 267, 306-307. Retrieved April 11, 2006, from Library Literature and Information Database (WilsonWeb).

This article focuses on a case of a Connecticut public library whose records had been seized and upon whom a gag order had been put in place as a result of the PATRIOT Act. A 2005 study of libraries indicated that over "137 legally executed requests by federal, state, and local law enforcement agencies have taken place since October 2001, 63 in public libraries." The ACLU filed a lawsuit to lift the gag order to attempt to open a public debate for those most closely affected. The government's argument was that in lifting a gag order it would tip off any possible suspects. This article points out potential privacy issues for librarians in both Sections 505 and 215 of the PATRIOT Act.

Ostrowsky, Ben. "Anonymous Library Cards Allow You to Wonder 'Who was that Masked Patron?'" *Computers in Libraries*. 25 (6). June 2005. 21-23. Retrieved April 11, 2006, from Library Literature and Information Database (WilsonWeb).

Using a combination of gift cards and the Cracker Barrel restaurant method of loaning audiobooks, Ostrowsky proposes a new method of loaning materials to patrons that allows for greater anonymity. This method does not collect any personal information from the patron, only the cash value of the items loaned. Therefore the library will not be at a loss if the items are not returned. The author does address some of the drawbacks of this method, including the economic standpoint.

Walters, Daniel L. "RFID, Biometrics, and Privacy Issues." *Public Libraries*. 44 (5). September/October 2005. 253, 258. Retrieved April 11, 2006, from Library Literature and Information Database (WilsonWeb).

Walters introduces some of the issues of patron privacy from a technological standpoint. This includes the subpoenaing of web addresses retained on public terminals, and whether these web addresses are considered "library records." He introduces the debate within ALA and Council, and the PLA Board, about the new RFID technology that many libraries are considering. It is pointed out though RFID is able to hold personal data it does not mean that "libraries would record that data."

Walters, Daniel L. "Proposed Guidelines May Discourage RFID." *Public Libraries*. 44 (6). November/December 2005. 313, 317. Retrieved April 11, 2006, from Library Literature and Information Database (WilsonWeb).

In a follow-up to his previous article, Walters reports on the ALA and the PLA's call for comments on guidelines for RFID technology. This article brings up some of the more extreme issues linked to RFID that include the "potential for eavesdropping," "prohibiting wireless network communication," patrons wanting the option to choose therefore needing a "hybrid card" option, and the potential for an outsider to scan a patron's RFID tags. Because of all these points Walters disagrees with the Intellectual Freedom Committee's process, arguing that this will deter many libraries that had previously sought to implement RFID.

## FILTERING

Internet filtering is also a relatively recent topic, therefore the majority of resources are either articles or found online. Most of these resources deal with the legal issues of filtering including CIPA, and can be quite technical at times. Since many of these resources covered the same topics, the annotations below attempt to emphasize the differences between them.

### FILTERING PRINT RESOURCES

Minow, Mary, and Thomas Lipinski. "Filters and Other Restrictions on Internet Access." *The Library's Legal Answer Book*. Chicago: American Library Association. 2003. 124-139.

In a question and answer format the authors address legal issues dealing with "internet access restrictions and the law." This includes issues such as whether librarians could be held liable for material in the collection, if children have the same rights as adults, and what materials are considered obscene. The authors incorporate a brief description of the different types of internet

restrictions including content, protocol, and conduct. The appendix includes definitions and common usage of certain terms which could be very helpful when dealing with CIPA.

#### FILTERING ARTICLES

Jaeger, Paul T., Charles R. McClure, John Carlo Bertot, and Lesley A. Langa. "CIPA Decisions, Implementation, and Impacts." *Public Libraries*. 44 (2). March/ April 2005. 105-109. Retrieved April 11, 2006, from Library Literature and Information Database (WilsonWeb).

The article explains the basic requirements of CIPA and how it is affecting libraries at this point in time. This is based on the assumption that half to two-thirds of libraries have to make decisions on whether or not to place filters on their computers to receive funding. The authors place an emphasis on the economic standings of the library in their decision making process. Many of the frequently cited issues with internet filtering are addressed here. In addition, future potential problems are addressed, such as individual states adopting their own stricter requirements in addition to CIPA.

Ratzan, Jill S. "CIPA and the Roles of Public Librarians: A Textual Analysis." *Public Libraries*. 43 (5). September/ October 2004. 285-290. Retrieved April 11, 2006, from Library Literature and Information Database (WilsonWeb).

This study lists the roles of public librarians as seen through CIPA documents, including the Supreme Court case against the American Library Association. After summarizing the roles, two librarians were interviewed on their opinions of these roles and how accurately they portrayed librarians as a profession. Since this is somewhat limited by only interviewing two librarians, it is lacking a completely rounded picture. Yet they seemed to agree on the roles as "selectors, providers of access to all ideas, and assistance providers," they "questioned, rejected, or qualified seven others" and even added their own ideas to the list. The roles also seemed to pertain more to children's librarians than other librarians.

#### FILTERING WEBSITES

Caldwell-Stone, Deborah. "Public Libraries and the Internet: the Supreme Court Upholds Funding Conditions Mandating Internet Filters." *Municipal Lawyer*. 44 (6). November/ December 2003. 16-19. Accessed on April 27, 2006.  
<http://www.ala.org/ala/washoff/WOissues/civilliberties/cipaweb/newsarticles/publiclibrariesinternet.pdf>

This article focuses on the Children's Internet Protection Act (CIPA) and the conflict that the library has faced in having to deal with the implementation of internet filtering. The fight over whether or not CIPA and filtering is constitutional is at the focus at most of this article. The author brings out the different discussions that went on during the Supreme Court case, but the overall conclusion was that it was constitutional. The FCC and the IMLS have now stepped in to ensure that those applying for the funding are in compliance with CIPA.

Jaeger, Paul T. and Charles R. McClure. "Potential Legal Challenges to the Application of the Children's Internet Protection Act (CIPA) in Public Libraries: Strategies and Issues." 9 (2). February 2004. Accessed on February 26, 2006.  
[http://www.firstmonday.org/issues/issue9\\_2/jaeger/index.html](http://www.firstmonday.org/issues/issue9_2/jaeger/index.html)

This article follows up with some of the implications of the Supreme Court's ruling on CIPA and elaborates on what the future challenges to it may be. These challenges can be based on a range of things from vagueness of wording to overbreadth, to impeding on the public's right to receive information. The importance of free speech throughout is emphasized, which is an issue that comes about in many CIPA cases.

Minow, Mary. "Lawfully Surfing the Net: Disabling Public Library Internet Filters to Avoid More Lawsuits in the United States." 9 (4). April 2004. Accessed on February 26, 2006.  
[http://www.firstmonday.org/issues/issue9\\_4/minow/](http://www.firstmonday.org/issues/issue9_4/minow/)

Minow focuses on a public library's options when it comes to disabling internet filters. This includes the risk factors for non-compliance, or for over-compliance. She addresses many of the legal issues surrounding CIPA and the funding issues that are tied to filters. Many of the issues seem to be because of vague language, such as "bona fide research" or "harmful to minors." The article provides a detailed look at the Supreme Court's ruling on CIPA including their individual rulings and interpretations of the case.

"Internet Filters: A Public Policy Reports." National Coalition for Censorship. 2005. Accessed on February 27, 2006. <http://www.ncac.org/internet/filters.cfm>

This site offers a culmination of studies done to test the effectiveness of filtering and test the filters for overblocking. This study was done in 2001 and is restricted to 19 internet filters that were evaluated in over 70 studies. Many of the filters tested not only succumbed to overblocking but also managed to contain a bias within their filtering technique. The studies seemed to show that filtering could block significant health or social websites.

Sobel, David L. "Internet Filters and Public Libraries." *First Reports*. 4 (2). October 2003. Nashville: First Amendment Center Publication. Accessed on March 2, 2006.  
<http://www.firstamendmentcenter.org/PDF/Internetfilters.pdf>

This article provides a developed background of how and why filtering has come about and been implemented. Using some of the well known court cases, including Loudoun County (Virginia) library's filtering and policy issues, Sobel reinforces the case against filtering. The article also deals with first amendment issues that were brought up when CIPA has been challenged. Many of these issues are covered in much greater depth than in previous sources. This includes a description of how internet filtering systems work and excerpts from the Supreme Court ruling in the case against the American Library Association.

---

**CENSORSHIP ISSUES IN THE PUBLIC LIBRARY**

---

**Amy Thompson**

Everyone seems to agree in a general sense that censorship is bad, but there is little to no agreement on exactly what is bad about it, or if it is ever valid. An in-class exercise attempted was to force people to really examine what it is about censorship that they did or did not agree with, and then test those statements with real-world applications. Again and again in this discussion, the point was made that it is most important to have these beliefs stated clearly in the selection (or collection development) policy. This bibliography, therefore, was selected in order to provide librarians tools with which to develop their own selection and challenge policies. Many of these sources are examples of what can happen without a policy, or how policies can be changed, or just bad policies. These articles can be used to better educate library professions about what can happen in a challenge situation, and how a library can be best prepared through policy.

Alexander, Linda. (2005). Gay Display Controversy: A Threat to Intellectual Freedom. *Florida Libraries*, 48(2), 24, 26-7.

This is one point of a point/counterpoint discussion in which Alexander asserts the right and need for the library to support minorities in collection development and library displays. This article outlines the challenge of a YA display for gay and lesbian teens and the way in which a county government responded. Alexander asserts that the challenge to the display was an intellectual freedom issue, as opposed to Stines' counterpoint (listed below).

Anderson, Julie. (2002). When Parents' Rights Are Wrong. *School Library Journal*, 48(11), 43.

In this article, Anderson takes a mildly controversial stand – not allowing parents to restrict titles from their own children in a school library. In addition to the ethical reasons championed by the Library Bill of Rights, she also gives several sound practical and developmental reasons that more than defend her point of view. Although the article is quite brief, it succeeds in raising the librarian's awareness of other reasons to avoid censorship outside of the commitment to freedom of information.

Bary, Karen and Garnar, Martin. (2002). How to Handle Harry: When Mr. Potter Becomes a Problem. *Colorado Libraries*, 28(3), 13-16.

Although initially focusing on the Harry Potter phenomenon, this article really could be applied to any challenge situation. The article begins by examining the pros and cons of Harry, discusses some of the biggest news stories surrounding the books, and some of the challenges. The authors end by giving some advice to librarians about how to handle challenges of any book and a humorous vision of wand-wielding children squaring off against Bible-bearing parents (re: popularity of the *Left Behind* series).

Berman, Sanford. (2001). "Inside" censorship: de facto censorship implicit in collection decisions. *Progressive Librarian*, 18, 48-63.

Berman writes this rather inflammatory article, essentially "calling out" public libraries for all of the different books and genres that are not actively acquired. Berman chooses to not focus on

what he refers to as outside censorship, stating that the public should have the right to question what is on a library's shelf. Instead he focuses on censorship coming from within, in the forms of both from what is not acquired and, interestingly enough, what is weeded. Although it seems at times as if he is actively trying to anger his reader, Berman does bring up many interesting points that do not seem to be widely discussed in library literature.

Cain, Charlene C. (2006). Librarians and Censorship: The Ethical Imperative. *Louisiana Libraries*, 68(3), 6-8.

In this article, Cain breaks down the big issues affecting censorship today into a frequently-asked-questions-type format. She addresses the definition of intellectual freedom, constitutionally-protected speech, censorship and why people do it, and self-censorship. Using plain language and relevant examples, Cain breaks censorship down to its elements so well that even a child could read and understand.

Clark, Elyse. (1986). A slow, subtle exercise in censorship. *School Library Journal*, 32(7), 93-96.

Although this article is indeed quite old, its message is nevertheless relevant to all librarians today and is highly recommended to anyone who may face a challenge. Clark outlines the events that lead to the restricted access of 6 titles in her middle school library, giving in great detail the administrative workings as well as the student and parent outcry. Far beyond a chronicle of events, Clark denounces inaction in this very well-written piece.

Coley, Ken P. (2002). Moving toward a method to test for self-censorship by school library media specialists. *School Library Media Research*, v. 5.

Ken Coley here attempts to do the unlikely, if not impossible – set an objective test for determining self-censorship in libraries. Coley compared school libraries OPACs with a predetermined list of controversial books, and those libraries found to hold less than half the titles were determined to be self-censoring. Based on this test, the author found 80 percent of the Texas media centers tested to be self-censoring. Although the methodology is of limited scope (and the author does acknowledge its limitations), Coley does provide an easily executable test that could show symptoms of self-censorship.

Doyle, T. (1998). A Millian critique of library censorship. *Journal of Academic Librarianship*, 24(3), 241-3.

Doyle looks at censorship through the eye of John Stuart Mill, who connected the appropriateness of public policy to general happiness of the public. He fairly highlights the points of those who argue in favor of censorship, and then delineates his own misgivings based on Mill. Although this is a more intellectual, theory-driven discourse on censorship, Doyle does treat both sides equally and makes some interesting points that should be considered.

Harris, Robie and Williams, Jerilynn. (2004). Censorship of the Written Word: Still Alive and Kickin'. *Newsletter on Intellectual Freedom*, 53(5), 168, 200-6.

In this transcript of a speech given at ALA in 2004, author Robie Harris and librarian Jerilynn Williams speak openly and honestly about the controversy surround Harris' books on sexual health for children. Harris talks about the way she personally deals with challenges to her work

and her own trials with self-censorship. Williams outlines the way she personally met with a challenge to Harris' books and gives her own top ten list of strategies to deal with challenges.

Heins, Marjorie. (2002). Not in front of the children: "indecent," censorship, and the innocence of youth. *Newsletter on Intellectual Freedom*, 51(5), 187, 224-8.

Heins accepts the Oboler Award, presented by the Intellectual Freedom Roundtable of the ALA, in honor of her book in support of Intellectual Freedom, *Not in Front of the Children: "Indecency," Censorship, and the Innocence of Youth*. In the article (a transcript of her acceptance speech), Heins discusses the history of obscenity and belief in the innocence of youth. A lawyer for the ACLU, Heins presents a highly interesting speech, full of both historical fact and current ideology.

Intner, Sheila S. (2004). Censorship versus selection, one more time. *Technicalities*, 24(3), 1, 7-10.

In this article, Intner attempts to further the debate between censorship and selection by offering her own views. Intner succeeds in touching upon the more interesting, albeit obvious, questions at the heart of the debate, forming her article around them – Protection vs. Restriction, When is it censorship and when selection, is censorship ever justified, etc. A few strategies for selection are given towards the end of the article, but most of the space is devoted to the "it all depends" position.

Jenkinson, D. (2002). Selection and censorship: it's simple arithmetic. *School Libraries in Canada*, 21(4), 22-3.

Although focusing on school media centers in Canada, Jenkinson's examination of the innate policy differences behind selection and censorship are relevant for any library. He speaks authoritatively about the capacity for self-censorship in purchasing, and even commiserates about the desire to avoid confrontation. Nevertheless, Jenkinson remains strong in his convictions and urges libraries and librarians to push the status quo.

Jones, A L. (1996). Better libraries through censorship. *School Library Journal*, 42(10), 54.

In this attention-grabbing article, Jones discusses the improvements that were undertaken in her library as a result of censorship. She says that the successful (but eventually repealed) challenge caused her library to strengthen selection policy, broaden library support, affirm intellectual freedom, empower librarians, and enhance the role of the library. Although this article is really more commentary than instructional, it does implicitly offer libraries a blueprint for navigating a challenge.

Kohl, David F. (2004). Sex and the Collections. *The Journal of Academic Librarianship*, 30(1), 1-2.

In this editorial, Kohl relates an interesting point of view regarding the collection of sexual materials in the library. His point, that collections of sexual themes are valuable in more ways than just one, even in ways that may not be considered right now, is valid for all librarians to consider in developing collection development policies. His final remark, that perhaps our sexual views have not evolved as much as we think, rings true throughout librarianship as well as academia and will doubtless encourage internal debate.

Mires, Diane. (2003). Censorship and the Freedom to Read. *PNLA Quarterly*, 67(3), 15-17.

Diane Mires uses this article as an opportunity to discuss why censorship occurs and even its necessity in some parental situations. She goes on to give statistics of censorship and to speak authoritatively on the ALA Freedom to Read statement. Finally, she discusses the need for a good selection policy in a library and the ability to defend selection decisions once they have been made.

Moody, Kim. (2005). Covert censorship in libraries: a discussion paper. *Australian Library Journal*, 54(2), 138-47.

Moody uses the article to examine all the ways in which a library could experience what she refers to as “covert censorship,” or censorship from within the inside of the library. Although she does discuss the self-censorship of the librarian in acquisitions, she also discusses vendor bias, use of citation rates, the exclusion of the alternative press, and censoring through cataloging or labeling. While light on solutions, Moody does provide awareness to areas of possible censorship not widely considered in library literature.

Office for Intellectual Freedom, American Library Association. *Workbook for Selection Policy Writing*. [online publication.] <http://www.ala.org/ala/oif/challengesupport/dealing/workbook.pdf>.

This workbook, provided by the Office for Intellectual Freedom, educates librarians as to the purpose of a selection policy. The workbook starts off with a simple explanation, gives plenty example statements outlining each part of the policy, and then provides a complete sample policy. Websites for additional information are included in the back, as well as the Library Bill of Rights in its entirety.

Stines, Joe. (2005). Gay Display Controversy: A Management Issue. *Florida Libraries*, 48(2), 25, 27.

One point of a point/counterpoint discussion in which Stines, a county librarian, argues that removal of a YA gay/lesbian display was not censorship, but a management issue. This article, when paired with the Alexander side of the point/counterpoint, provides an interesting look at the procedure and policy behind challenges in the public library and how they may be handled.

Stover, Mark. (1994). Libraries, censorship and social protest. *American Libraries*, 25(10), 914-16.

Stover argues in support of censorship, coming at the issue from the angle of social protest in the United States. As a nation that holds an individual's right to protest very dear, Stover argues that librarians have a duty to not view all forms of censorship as morally reprehensible. By standing firmly in opposition to censorship, Stover says that we ignore the importance of social protest.

Symons, Ann K. (2004). It May Be Legal but It's Not Right. *American Libraries*, 35(9), 33.

A sadly not uncommon situation, Symons comments on the controversy surrounding a gay and lesbian exhibit in a public library. When members of the community erected the exhibit, rather than fight PFLAG (Parents, Friends, and Family of Lesbians and Gays) or offend the community, the Juneau Public Library simply changed its policy, closing its display cases to the general public. Symons states that the self-censoring actions employed by libraries like this cause everyone in the community to lose.

---

**DIGITAL REFERENCE IN PUBLIC LIBRARIES**

---

**Beth Borene**

As technology becomes more and more prevalent and pervasive in our lives and in our professions, librarians are struggling to adapt to the changing demands of a more digitally minded public. Even the name “digital reference” is a changing phenomenon. In the professional literature of today, no one can even really agree as to what to call this type of electronically based reference service. Sometimes called “virtual reference” or “online reference,” “real-time reference” or “chat reference,” the name of this reference service seems to be as changeable as the technology that is prompting it. For the purposes of this bibliography, the term “digital reference” was used synonymously with “virtual reference,” and “chat reference” was similar to “real-time reference.” Whenever possible, the terminology for each entry was kept similar to that found in the original work. Clarification as to which type of digital reference was provided where needed, but for the most part, all of the above referred to some kind of live interaction between patron and librarian through a digital medium.

The history of digital reference is not all that extensive, but it is explosive, with changes and advancements occurring ever more rapidly since its original inception in the mid-1980s. Therefore, in order to keep up as much as possible with this ever-shifting type of reference, every effort was made to keep the materials in this bibliography current to at most within the last five years. For this bibliography, works were located and evaluated based on the authority, depth and usefulness of information to library professionals working in public libraries. The result is a list of some key references to consult when looking at digital reference services for today and tomorrow in the public library.

**HISTORY & THEORY BEHIND DIGITAL REFERENCE**

Janes, J. (2003). *Introduction to reference work in the digital age*. New York: Neal-Schuman Publishers.

Written by the founder of the Internet Public Library, this work is not just about the history of all types of reference services in libraries. More of a theoretical and historical work, this title discusses what library users needed then versus what they need now and how libraries should respond to this changing need. It talks about what technology means to the library profession and how staff development is changing to meet those changes. Finally, it suggests ways to create a service, be it digital, traditional or innovative, to meet these changing needs. A thoughtful work on the impact of all kinds of reference services, this work is a useful tool for libraries that care about providing innovative reference service.

West, J. (2004). *Digital versus non-digital reference: Ask a librarian online and offline*. New York: Neal-Schuman Publishers.

Edited by the proprietor of librarian.net, this work is an exploration of digital and non-digital reference techniques. The first section examines the differences between traditional and electronic, commercial *Ask a* services such as *Ask Jeeves* and *Google Answer*. The second section is a series of essays written by librarians who have successfully used digital reference systems in their libraries, and the final section is a discussion of the repercussions of using digital vs. non-digital reference in libraries. Each article is written by a separate, knowledgeable librarian / information specialist.

Katz, B. (2002/2003). Digital reference: An overview. *The Reference Librarian*, 79/80, 1-17.

This article presents an overview of digital (mostly chat) reference systems to the uninitiated. Katz, a professor of Information Science at SUNY Albany, attempts to evaluate the pros and cons of chat reference in libraries, as well as discuss the commercial digital reference systems available to the public such as modified search engines (*Ask Yahoo*, *Ask Jeeves*) and “expert systems” (such as *Abuzz* and *Google Answers*). Discussion as to who offers the better service, commercial organizations or librarians, and how librarians can educate themselves on current trends in digital reference via specialized websites and listservs conclude the article.

Lauer, J.D. & McKinzie, S. (2002/2003). Bad moon rising: A candid examination of digital reference and what it means to the profession. *The Reference Librarian*, 79/80, 45-56.

Whenever new technology and new ideas arise, there are those who tread more carefully than others. Some even tread skeptically, and though they may seem unusually negative in a sea of positive energy, they must have their voice and they must be considered. This article, found in an issue devoted almost entirely to the pros of digital reference, was written by two such cautious men. Based on the idea that digital reference has its drawbacks and should not be embraced wholeheartedly, this article does raise some interesting points on the challenges of digital reference.

#### GUIDES & HANDBOOKS: CREATING YOUR DIGITAL REFERENCE SERVICE

Lupien, P. (2004, May). Bilingual virtual reference: It's better than searching the open web. *Computers in Libraries*, 24(5), 6-8, 53-4, 56.

For those libraries with more diverse communities, this article addresses the language barrier that can occur during an online reference interview. Benefits and challenges to finding and using a bilingual chat program are addressed. Not surprisingly, QuestionPoint is cited as one of the better, more linguistically diverse options.

Coffman, S. (2001, September/October). So you want to do digital reference? *Public Libraries, part E-libraries*, 14-20.

A broad overview of the details of creating and using online live reference (chat) services in libraries. Half the article is on how to choose the software. The other half is on the practicalities of staffing, using and marketing the service. Special consideration is given here to collaborative chat efforts such as the Bay Libraries Project (a collection of 25 libraries in the San Francisco Bay area).

Cook, S. (2003). *Going live: Starting and running a virtual reference service*. Chicago: American Library Association.

Edited by the vice president of product development at LSSI and an acknowledged expert in digital reference, this is an essential handbook for any library looking to implement a digital reference service. In five detailed chapters, this work outlines the history of reference librarianship, how to design a digital reference service, how to manage and market it, and a speculation on what the future of reference services may be. Complete with checklists for each step of the process and a sample pre-training test for librarians, this work also includes an abridged version of Bernie Sloan's renowned virtual reference services bibliography.

Lipow, A.G. (2003). *The virtual reference librarian's handbook*. New York: Neal-Schuman Publishers.

Written by the founder and director of Library Solutions Institute & Press who is also a “seasoned guru in the reference world,” this is a progressive work on virtual reference services. Outlining the benefits of virtual reference, detailing how to choose your software and adapt your known reference skills to the virtual field, describing how to create a welcoming space online for your patrons and how to imaginatively and successfully market your virtual reference service are the main points of this work. There are numerous figures, exercises and checklists to keep you on task and involved in the process that Lipow describes. Also included is a CD-ROM that has bookmarks to all of the web sites mentioned in the text and customizable Word files for every form, checklist and exercise.

Hirko, B. & Ross, M.B. (2004). *Virtual reference training: The complete guide to providing anytime, anywhere answers*. Chicago: American Library Association.

Written by a statewide project coordinator and a library staff trainer in Washington state, this work is an essential guidebook for reference librarians who have already chosen their software and digital reference services. This is a text created out of the successful chat reference training program in Washington. It covers core competencies that any reference librarian must have to provide excellent online service, and it provides a host of hands-on learning activities, exercises and tools for assessment to help educate reference librarians on how to learn those competencies. To encourage the librarians who are training, there are passages written by librarians who were successfully trained by this method. Tips for trainers are also provided.

Ronan, J.S. (2003). *Chat reference: A guide to live virtual reference services*. Westport, CT: Libraries Unlimited.

This is another handbook that covers the basics steps for setting up a real-time reference service. As an academic reference services coordinator and a respected expert in her field, Ronan covers basic and advanced chat reference software and discusses the advantages and disadvantages of each, as well as noting particular staff, training and administrative considerations. She includes five case studies of successful real-time reference services in order to further educate reference librarians on the best options for their libraries.

Meola, M. & Stormont, S. (2002). *Starting and operating live virtual reference service: A how to do it manual for librarians*. New York: Neal-Schuman Publishers.

Written by an academic reference librarian and an academic digital reference services coordinator, this how-to manual is divided into three main parts: understanding the essentials of live virtual reference, preparing for virtual reference and implementing and incorporating it into the reference services at your library. Complete with several screen-shots of successful libraries' virtual reference systems and a useful list of references at the end of each chapter, this manual is an essential tool for anyone looking to set up chat reference at their library.

### PROFESSIONAL GUIDELINES ON DIGITAL REFERENCE

Machine Assisted Reference Section (MARS) Digital Reference Guidelines Ad Hoc Committee, Reference and User Services Association. (2004). *Guidelines for implementing and maintaining virtual reference services*. Retrieved April 25, 2006, from <http://www.ala.org/ala/rusa/rusaprotools/referenceguide/virtrefguidelines.htm>

This online text covers the basics of digital reference in libraries. It gives a clear definition of what digital reference is and outlines considerations that should be taken before implementing such a service, as well as suggestions as to how it should be organized, financed, staffed, marketed and evaluated. The short yet useful bibliography at the bottom of the document includes links on reference librarian behavioral guidelines, professional competencies and further suggestions on electronic reference services.

International Federation of Library Associations and Institutions. (2005, April 19). *IFLA digital reference guidelines*. Retrieved April 28, 2006, from <http://www.ifla.org/VII/s36/pubs/drg03.htm>

Available in eight languages, this online guide outlines the purpose, history, and scope of digital reference services. It covers the administration concerns of digital reference services such as policy, planning, staffing, training, interface design, legal issues, promotion, evaluation, and collaboration. It states that digital reference, like traditional reference, should follow set guidelines, regarding content, and chat etiquette. Though this online guide is similar to the above by MARS, it is indispensable in its international application.

### POSSIBILITIES: WHAT SOME HAVE DONE AND YOU CAN DO WITH DIGITAL REFERENCE SERVICES

Marsteller, M.R. & Schmitt-Marsteller, J. (2002/2003). Opportunities for real-time digital reference service. *The Reference Librarian*, 79/80, 163-81.

This is an excellent article on the many forms of outreach digital reference can take. Special consideration is given to the extension of reference services to under-served populations within a library's community. Opportunities are presented for the public library, the academic library and the school library setting, but the scope of the ideas is not limited to those types of libraries. Plans for serving senior citizens, the disabled and those traveling away from their local library are included. Well-researched and also creative, this article is an excellent example of what libraries can really do when they think outside the walls of the library building.

O'Leary, M. (2003, May/June). QuestionPoint fortifies libraries in internet age. *Online*. 27(3), 70-2.

An introduction to QuestionPoint, an internationally collaborative digital reference service offered by OCLC and the Library of Congress, which began in June of 2002 and is still available today, (though now combined with 24/7 reference). QP was one of the earliest collaborative online digital reference services and should therefore be included in any study of the history of digital reference.

Wilson, A. P. (2005, November/December). Virtual reference shakes hands with the library portal: Doing things a little bit differently. *Public Libraries*, 44(6), 333-5.

An account of one library system's decision to integrate a chat reference program with their library portal. This article covers how the decision was made and how it was implemented as well

as their philosophy on digital reference services. A copy of the survey that the library originally submitted to its patrons to seek prospective interest in digital reference is included.

O'Neill, N. (1999, September/October). E-mail reference service in the public library: A virtual necessity. [Electronic Version]. *Public Libraries*, 38(5), 302-3+.

The opportunities and challenges of e-mail reference services, as discovered by the Santa Monica Public Library in California. Some useful suggestions, learned through 10 years' experience, are included regarding implementation of such a service.

Herzog, S. (2003, Winter). Integrating a new service: One library's experience with digital reference. [Electronic Version]. *North Carolina Libraries*, 61(4), 152-3.

The Public Library of Charlotte and Mecklenburg County's (PLCMC) experiences over a 2 year period with digital reference services. PLCMC was one of the first public libraries to adopt a chat reference service in North Carolina. This short article relates the lessons they have learned about using chat reference.

Thompson, J. (2003, Winter). After school and online. *Library Journal 1976 part Net Connect*, 35-7.

In 2001, the Baltimore Public Library decided to aim their digital reference services toward kids and teenagers. This article relates their thoughts and experiences, including how to choose the software, and ideas for the future of that service.

Bailey-Hainer, B. (2004, Fall). Marketing virtual reference services: The AskColorado experience. *Oregon Library Association (OLA) Quarterly*, 10(2/3), 12-18.

This article covers the conception and marketing plans of Colorado's statewide chat reference service, available to any resident of the state of Colorado, through both academic and public library efforts. It is an offered blueprint for any information institution considering how to create and market a large-scale online reference system. It is also a success story of a digital reference system that works remarkably well even today. At the end of the article is a list of useful sources that can be used to market a virtual reference system.

Online Computer Library Center & Library of Congress. (2006, March 18). *QuestionPoint 24/7 Reference Services*. Retrieved April 28, 2006, from <http://www.questionpoint.org/>

This is the home page for the global digital reference initiative QuestionPoint 24/7. There are links here to resources for libraries who use QuestionPoint and those who are interested in learning more about the service. Links to OCLC's web site are also provided for those who wish to order the QuestionPoint service.

#### **SURVEYS: WHAT DO LIBRARIANS AND PATRONS THINK OF DIGITAL REFERENCE SERVICES IN THEIR LIBRARY SYSTEMS?**

Janes, J. (2002). Digital reference: Reference librarians' experiences and attitudes. *Journal of the American Society for Information Science and Technology*, 53(7), 549-566.

This is an article that reports on the results of a survey done on reference librarians in public and academic libraries in the United States. In 2001, over 600 librarians in several types of libraries

were asked to comment on their experiences with and attitudes toward the digital aspects of reference work. The methodology is extensive; the results are unsurprising: the more experience a librarian had with the new technology, the more positive attitude they had towards it. But this gives a good overview of current attitudes toward digital reference in different types and sizes of libraries.

Pomerantz, J., McClure, C. R., & Luo, L. (2005). *NCKnows reports*. Retrieved April 25, 2006 from <http://www.ils.unc.edu/~jpom/ncknows/>

From September 2003 – February 2005, three library science professionals evaluated the statewide, North Carolina collaborative online reference system called NCKnows. Through a series of methodological studies, these three professionals looked at NCKnows from the side of the patron, the librarian and also the statistics. Their findings on satisfaction of patrons in dealing with public versus academic librarians alone leads the public librarian to consider more closely the idea that e-reference is not just for academic libraries.

#### A LIST, TWO BIBLIOGRAPHIES, & A BLOG

Department of Continuing Education & Consultancy, The Royal School of Library and Information Science in Denmark. (2006, February). *List of online collaborative reference services around the world*. Retrieved April 28, 2006, from <http://www.db.dk/kon/virref2005/>

Far from exhaustive, yet still very informative, this is a list of major collaborative e-reference services available throughout the world. With sub-headings of Europe, United States, Canada, Asia, Australia, and three links for other directories of lists of chat reference services available mainly in the U.S., this web page is a good introduction to just how many ways it is possible to collaborate with digital reference services amongst information institutions. The listings for the U.S. are by far the most extensive, if not all inclusive.

Wasik, J.A. (2005, April 11). *Digital reference resources*. Retrieved April 28, 2006, from [http://www.vrd.org/pubinfo/proceedings99\\_bib.shtml](http://www.vrd.org/pubinfo/proceedings99_bib.shtml)

Included on the Virtual Reference Desk web site, this is a comprehensive bibliography of over 100 print and electronic resources on all things digital reference. Covering aspects of general library and education, academic, public and special libraries, government information centers, general digital research, business, real time reference, and collaborative reference, this list is a great resource in and of itself. The list of items for the public libraries is quite extensive.

Sloan, B. (2002, August 2). *Bernie Sloan's digital reference pages*. Retrieved April 25, 2006, from <http://people.lis.uiuc.edu/~b-sloan/bernie.htm>

Prepared by an information professional with over 25 years of information technology in libraries, this webpage is a bibliography of bibliographies. The bibliographies included are general information on digital reference services, collaborative live reference services and the reference interview in a digital setting, among other topics. This is one of the most cited bibliographies on digital reference available.

Francoeur, S. (2006, April 27). *Digital reference blog*. Retrieved April 28, 2006, from <http://www.teachinglibrarian.org/weblog/blogger.html>

Though this blog is created and updated by an academic reference librarian, the scope of what Francoeur writes about covers all types of libraries. Take for example, the link to the wiki of blogging libraries, or the information about a talk on the Virtual Reference Desk, given in New York. At the top of his blog, Francoeur has the subheading: Chat reference = virtual reference = live online reference = real-time reference = REFERENCE (a Teaching Librarian blog). This blog is all about all types of digital reference in all types of libraries.

---

**E-BOOKS AND THEIR ROLE IN PUBLIC LIBRARIES**

---

**Thomas Forsythe**

The following resources are intended to act as an aid for new librarians who are seeking to learn more about e-books, both in how they might be applied to the public library setting and how they might affect the future of the book. Both websites and journals are included in this bibliography, and links are provided where possible to online versions of the works.

**E-BOOKS: WEBSITES**

The following websites either provide free e-books for public use, e-books for purchase, or links to up-to-date materials on e-books as a whole. These links are important to indicate what books can be retrieved for free, and what costs the market will bear for newer print materials.

Project Gutenberg <http://www.gutenberg.org/> (27 April 2006)

Project Gutenberg was created by Michael Hart in 1971. The site was designed to provide the public with free online access to works in the public domain. It is currently one of the largest free providers. Hundreds of volunteers help run the site, to add more and more new free e-books to the public each year. Currently, they estimate there are roughly 18,000 total Project Gutenberg e-books available in their online catalog.

Books for a buck <http://www.booksforabuck.com/general/pubsources.html> (27 April 2006)

This website provides links to numerous different websites that offer free e-books to the public. The website itself is an e-book publisher that seeks to provide e-books, from fledgling authors, to the public at a low cost, ranging from one dollar to three dollars and ninety nine cents. Their selection includes romance, mysteries, and science fiction e-books. The site also offers a section for new writers to help get them established in the writing community and to provide links to websites that offer tips and advice to new authors.

Ebooks.com – The digital bookstore <http://www.ebooks.com/> (27 April 2006)

This site describes itself as the largest online digital book seller. The store has around 52,000 titles, but their prices are about the same as you would pay for a paperback book. However, their selections include all the same genres you could expect to find in a paperback online store. All in all, this site is a good place to look if you have to find a particular new book, but their prices leave something to be desired.

Scholarly Electronic Publishing Weblog <http://epress.lib.uh.edu/sepb/sepw.htm> (30 April 2006)

This webpage was created in 1996 by Charles W. Bailey at the University of Houston Libraries. Charles W. Bailey has been working with digital materials since 1981, when he helped create user documentation at OCLC. Since then he has spent his library career working to improve patron's connection to digital information. It is updated every two weeks, and provides links to the newest articles about e-books that can be found online. All links are then preserved in a "Scholarly Electronic Publishing Bibliography" website. The majority of the articles listed were

created between 1990 and the present, with a few notable exceptions. Links to the works online are provided whenever possible.

### E-BOOKS: HISTORY

The following articles were included to show important moments in the history of the e-book, and to highlight certain problems with the media that have not yet been resolved.

Albanese, Andrew. "DMCA prosecution ends in acquittal." *Library Journal* 128.2 (Feb 1, 2003): 20.

The first public prosecution related to the Digital Millennium Copyright Act, which charged Russian Programmer Dmitry Sklyarov with breaking American law for programming a Russian e-book reader that could break American e-book encryption codes. He was arrested while attending a conference in America. This case is important to librarians, as the DMCA's vague wording seemed to indicate that copyright holders could dictate not only how their content is used but how it is accessed, essentially eliminating fair use in regards to digital content.

Ardito, S. "Electronic Books: To 'E' or not to 'E'; that is the question." *Searcher: the Magazine for Database Professionals* 8.4 (2000) <<http://www.infotoday.com/searcher/apr00/ardito.htm>> (27 April 2006)

This online diatribe discusses the positive possibilities inherent in e-books, and the current problems involved in how publishers treat them and make them available to the public. If handled properly, e-books could allow authors greater control over their works by allowing them to maintain copyright through self publishing. Unfortunately, not many publishers have been willing to allow this to happen, and the widespread use of e-books still seems limited to the academic library setting, as the high costs involved with the hardware and usage fees make them out of reach of the average patron. After this initial musing, the author goes on to relate the history of e-books, current hardware and software, the need for format standards, legal issues, and a short discussion of the future of the e-book. While this online article does contain a fount of useful information, readers should be warned that the author is a *Star Trek* fan, and makes continuous references throughout the work.

Garrod, P. "E-books in UK libraries: where are we now?" *Ariadne* 37 (2003): 10-14. <<http://www.ariadne.ac.uk/issue37/garrod/>> (27 April 2006)

As of 2003, e-books in the United Kingdom are still a hotly debated issue, but they still have yet to make much of an impact. A list of various recent developments with e-books in the UK, during 2002 and 2003, are provided, as well as a more updated look at the available hardware and software available on the market. The article then goes on to discuss how e-books are influencing the UK public libraries, and how the addition of online access to OCLC has affected "cataloguing, reference, resource sharing etc. to libraries worldwide".

Gibbons, Susan. "Ebooks: Some Concerns and Surprises." *Portal: Libraries and the Academy* 1.1 (January 2001): 71-75.

This article revolves around the impact of the release of Stephen King's novel *Riding the Bullet*, which was released only in e-book format. Up until this point, e-books were seen primarily as a secondary alternative to print, rather than a replacement. The methodology discusses a feasibility study between six libraries to see if e-books can serve as a good addition to library collections. E-book readers were provided to each of the libraries, and each patron who used the readers was

asked to take a survey when they were done. A long list of the difficulties facing libraries who try to provide e-book readers is included, as the acquisition librarians faced a market designed for single users and not organizations. The study found that at the time e-book providers were not set up to meet use by patrons.

Goldberg, David, and Thomas Kjellberg. "Are Electronic Books 'Books?'" *Publishing Research Quarterly* 19.3 (Fall 2003): 13-22.

E-books represent a problem to publishers, as works are typically licensed from authors to be published in particular mediums. So the question arises of whether a digital copy of a book is simply another edition of the book itself, or whether it is another medium entirely which the author can lease to another publisher. Typically, it has seemed that the courts are willing to rule that such new technologies do represent new mediums under the control of the copyright holder, and this explains why the early years of e-books showed them to be so difficult to procure. It has since become common practice for publishers to request the rights to publish contracted works in all mediums currently available, and that might appear in the future.

Hendley, Nate. "Seeing through the e-book threat." *Canadian Printer* 111.8 (2003): 14-16.

Harper Collins launched an e-book publishing section of their company in 2001 called Perfect Bound. Unfortunately, their sales did not seem to do very well, so a deal was made with BookSurge in South Carolina to arrange for limited local print runs of popular works in the U.S., Canada, Britain, Spain, the Netherlands, and Australia. Data is provided from the Open eBook Forum (OeBF) of national sales of e-books, and the data seems to indicate that it will be quite some time before e-books prove to be any sort of challenge to regular paper books. While the growth potential of e-books remains real, it appears that for the time being they simply cannot match the user friendliness and lifespan of traditional books.

Kerscher, George and Jim Fruchterman. "The Soundproof Book: Exploration of Rights Conflict and Access to Commercial EBooks for People with Disabilities." *First Monday* 7.6 (June, 2002) [http://www.firstmonday.org/issues/issue7\\_6/kerscher/index.html](http://www.firstmonday.org/issues/issue7_6/kerscher/index.html) (30 April 2006)

Many recent e-books have a new component included with them, a Digital Rights Management (DRM) wrapper, which is supposed to prevent the illegal copying of e-books by preventing the text from being highlighted and copied. The problem with this program is it also prevents programs that aid the disabled, such as Braille or text-to-speech synthesizers (TTS), from being able to scan the e-books to make their content usable. The publishers argue that they have sold the audio rights to the books to other parties, and that it is illegal for them to provide TTS access to their works as a result. Librarians argue that the Americans with Disabilities Act states that access should be provided to everyone, and that copyright's fair use policy is circumvented by this technology. Currently, a ruling has not been made in the courts as to how e-books should be judged.

### E-BOOKS: PHILOSOPHY

Will E-books replace print books? What do librarians have to look forward to in the future? The following articles seek to answer these questions, while also providing a look at what hardware and software is currently available on the market.

Abram, Stephen. "eBooks: rumors of our death are greatly exaggerated." *Information Outlook* 8.2 (Feb 2004): 14-15.

The problems relating e-books to the public stem from preconceived notions of the harsh glare of popular fiction on the computer screen, when the reality tends to be libraries providing hyperlinked reference works to the public to provide faster access to information. Scholarly works, such as encyclopedias, text-books, and journals, seem to be the future of e-books, as the public enjoys having fast access and multiple access points to hard facts, but dislike this medium when reading for pleasure. Past instances of groups successfully making use of e-books are provided, such as Amazon giving electronic access to the first few pages of all of the books in their catalog. The positive and negative aspects of e-books for reference purposes are also discussed, listing them as

"The ability to search; Easier hyperlinked access through the index and table of contents; Easier hyperlinked access through footnotes and bibliographies; Selected and updated quality collections or libraries of reference books; Always with you, always ready, accessible remotely; and Space saving", with the negative aspects being the "Inability to loan/transfer your e-books; Requirement for technological infrastructure; Screens that can be difficult in terms of size and resolution; Access devices, most of which are multipurpose, so you compete for access; Battery life; Device ergonomics; Digital rights management issues that are not yet fully determined; and that subscription and business models are still emerging".

Anderson, B. "Print and Electronic Books." *Behavioral & Social Sciences Librarian* 18.2 (2000): 69 - 72.

While we do not seem to be moving towards a paperless society, digital formats do seem to be emerging as a possible alternative to paper books. Provides an account of what readers, software, and materials were available for e-books in 2000. While some of this information is out of date now, the discussion in the center of the article on the possible impact of e-books on the library is not. The central focus of the discussion is the difficulties involved in archiving this new medium, and whether the responsibility should fall on the libraries or on the publisher.

Balas, Janet. "Think like a patron when you consider buying E-books." *Computers in Libraries* 21.5 (2001): 56-58

Janet Balas is a public librarian in Monroeville, PA. In this article she tries to relate both what e-books are and the current issues surrounding them in a manner written for the layman. This piece is perfect for public librarians who are just now beginning to consider including e-books in their collections. The more popular publishers and e-book readers are discussed, all while maintaining a focus on the requirement to consider the needs of your patrons before making a decision.

Gunkel, David J. "What's the Matter with Books?" *Configurations* 11.3 (Fall 2003): 277-303.

The focus of this article is a quote from Victor Hugo's *Notre-Dame de Paris*, "Ceci tuera cela" (This will destroy that), which originally centered around the clergy stating that books arising from the new printing press would destroy the church's power as the provider of information to the people. The author now asks if a similar case might be occurring between paper books and electronic books, with E-books one day becoming the more popular media. The change of focus in how information is stored is another central theme, with those in the past saving ideas

through atoms rather than bits. Overall, the article does not seek to answer the question it poses, but rather tries to frame the question itself to include all the current possible theories.

Hillesund, Terje. "Will E-books Change the World?" *First Monday* 6.10 (October, 2001) [http://www.firstmonday.org/issues/issue6\\_10/hillesund/index.html](http://www.firstmonday.org/issues/issue6_10/hillesund/index.html) (30 April 2006)

The evolution of the internet and network interfaces have profoundly shaped society as a whole, and are slowly permitting the encroachment of e-books into common usage as a result. Hillesund argues that as computers grew in power and possibilities, e-books were inevitable, filling a niche that needed to be filled. Now that e-books are here, the author looks to see what impact such fluid transversal of information will have on the rest of society, especially on the authors and publishers themselves.

Hirtle, Peter B. "The Impact of Digitization on Special Collections in Libraries." *Libraries & Culture* 37.1 (Winter 2002): 42-52.

The author of this work is a librarian at Cornell University, one of the leading organizations providing digital access to the public. His article focuses on both the benefits related to providing e-books to patrons of special collections, and the changes that will likely occur as a result. He discusses the problems that arise with still paying large sums of money for rare books, when a digital copy in many cases is more durable, in relation to being handled by patrons, and cheaper for the library to acquire and provide. A strong focus is placed on the need for special librarians to relate to their constituencies the importance of continuing to acquire and fund the archiving of rare works, even when their projected use is certain to decrease.

Lynch, Clifford. "The Battle to Define the Future of the Book in the Digital World." *First Monday* 6.6 (June, 2001) [http://www.firstmonday.org/issues/issue6\\_6/lynch/index.html](http://www.firstmonday.org/issues/issue6_6/lynch/index.html) (30 April 2006)

This scholarly article takes a more philosophical slant in looking at the current state and future of e-books. The article seeks analyze three scenarios; the nature of the book in the digital world as a form of communication; control of books in the digital world, including the relationships among authors, consumers/readers, and publishers, and by extension, the way we will manage our cultural heritage and intellectual record; and the restructuring of the economics of authorship and publishing.

Rao, Siriginidi Subba. "Familiarization of electronic books." *The Electronic Library* 19.4 (2001): 247-256.

The spread of e-books since the 1980's appears to stem from their usefulness in disseminating large amounts of information quickly to a global audience. The history and definition of e-books is discussed, as well as the various formats and the pros and cons involved for different groups. It lists the pros for libraries as the "instant delivery of purchased books; adjustable fonts (possible replacement of large print books); lower production costs could lead to lower prices; eco-friendly; saves shelf space; no lost or damaged titles; able to create own texts". However, the cons are listed as "durability; cost of the hardware readers; availability of titles; lack of standard formats among products and vendors; tight encryption; limited inventories of goods offered by any one vendor; lack of awareness of software application compatibility for the readers; lack of universal catalogs." Lists of the various types of hardware and software are also provided, with a short discussion of each.

Stafford, D. "Will e-books replace p-books?" *Book Report* 20.4 (2002): 22-24.

This article begins with a review of Project Gutenberg, one of the internet's largest free providers of e-books to the public, and how its site can be a boon to the world at large. The drawback of the Gutenberg site is also discussed, that all the works are old enough to be in the public domain, before diving into the problems relating to trying to obtain modern works in this medium. The article also provides a review of the current types of e-books as well as some of the more popular readers.

---

**TEEN PROGRAMMING**

---

**Julie Darnell****MONOGRAPHS**

Anderson, S. B. (2004). *Serving Older Teens*. Westport, CT: Libraries Unlimited.

In a departure from previous books about service and programming to teens, this book focuses specifically on the needs of older teens. Another difference is that it serves as a source of ideas for programs and appropriate books and materials that match the developmental level of teens but it does not offer a step-by-step guide to carry out a program. Instead, topics of importance to teens are discussed along with various ways to use the subjects in programming. Each topic comes with an annotated list of books, fiction and non-fiction, appropriate for the older teen to be used in conjunction with the programs. Adolescent development is focused on heavily throughout the book, especially late adolescent development and the needs specific to that age. An excellent source for librarians needing a basis for library service to teens and a good introduction to the young adult materials available, but it is not as useful for programming ideas as other sources.

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

Kirsten Edwards presents programming ideas for young adults based on the programs she created for the King County Library System in Washington State. It contains a month-by-month guide to programs targeting teens. The descriptions of each program are detailed enough that a librarian could copy the exact program or it can be tailored to the individual needs and goals of a library. A helpful aspect of the book is the detailed list of materials needed, examples of letters and other forms needed for each program that can be adjusted for use, timelines, and example flyers and other marketing tools. It has ideas for simple programs as well as the more complex programs that involve experts. This resource is especially valuable because it lists other sources for more information as well as helpful websites.

Hannold, R. (2003). *100+ Teen Programs That Work*. New York, NY: Neal-Schuman Publishers.

Rosemary Hannold offers a useable programming guide for young adult programs in libraries based on her own experiences and successes in the Coshocton Public Library. All of the programs have been used before and she offers different options for modifying and creating variations on a theme or idea. The book features a forward by Joel Shoemaker, editor of the series, who states that in regard to teen programming, "there is no need, however, to re-invent the wheel" and recommends this book as a source for creating outstanding programs. Patrick Jones, renowned proponent of services to teens in libraries, wrote the introduction and agrees that this book is a helpful tool to create the types of programs teens need. The book is divided into chapters that discuss gaining administrative support for teen programming, planning programs, marketing and evaluation of programs, along with many programming ideas. The programming ideas range from the summer reading program, independent programming and contests, craft programs, game programs, coffee house programs, scavenger hunts, lock-ins and holiday parties, programs for teens and parents, programs for teens and children, field trips, and volunteer programs. Hannold makes a clear case for programming and gives many useful and creative ideas that can be modified to suit the needs of teens at any library.

Jones, P., M. Gorman, and T. Suellentrop (2004). *Connecting Young Adults and Libraries: A How-To-Do It Manual for Librarians*. 3<sup>rd</sup> ed. New York, NY: Neal-Schuman Publishers.

No bibliography about serving teens in libraries would be complete without listing Patrick Jones, one of the foremost proponents for effective service to young adults in libraries. This book describes YA services in detail with a workshop-like approach. It is meant for any staff in a library that works with teens on a regular basis. “The working assumption throughout *Connecting Young Adults and Libraries* is that anyone can connect young adults and libraries once they have adopted the proper attitude and been given the right tools” (introduction, x). The chapters cover many topics related to serving teens including why we serve teens, adolescent development, when and where teen services take place, collections, booktalking, outreach and partnerships, programming, promotion, technology, and youth involvement. Chapter 8 on programming is an excellent source for ideas and draws on information from other chapters that are useful in planning a successful program, such as outreach, youth involvement, and promotion. Useful program ideas are listed in chapter 8 as well as a helpful list of program ideas by Dewey number. Chapter 11 discusses youth involvement in more depth, a necessary aspect of any successful teen program. The appendix also lists a host of useful documents like sample surveys, literacy handouts, guidelines for running teen focus groups, and more.

McGrath, R.V. ed. (2004). *Excellence in Library Services to Young Adults*. 4<sup>th</sup> ed. Chicago, IL: American Library Association.

This publication features the award winning library programs honored by the Young Adult Library Services Association (YALSA). The fourth edition showcases the top twenty-five programs from 2003 chosen from YALSA grant applicants. Each program that is highlighted states the location and target audience, the program description, sponsoring institution, young adult demographics, program participants, youth participation, staff and volunteers needed, budget, evaluation and impact, and contact information for the grant applicant. Programs have been grouped into the following categories: after-school programs, career preparation, creative expression, life skills, literary appreciation, summer reading, and miscellaneous programs. This resource is valuable to see what innovative and engaging programs have succeeded with young adults on varied budgets for different types of communities. Program budgets ranged from under \$100 to over \$80,000 showing that award-winning programs are possible with any amount of available funding. Other editions of this title should also be referred to.

Mondowney, J. G. (2001). *Hold Them In Your Heart: Successful Strategies for Library Services to At-Risk Teens*. New York, NY: Neal-Schuman Publishers.

JoAnn Mondowney discusses the clear need for focusing on at-risk teens in society as she focuses on library programming for the young adult audience. She provides examples of services to the at-risk teens of the San Francisco Bay area as a model as well as other libraries in Maryland, Florida, Chicago, Detroit, Washington DC, New York, and many more. The preface states this book has been written to “provide critical information to assist in developing successful programs” (xi). Chapters cover adolescent development; a model of outreach in the San Francisco Bay area; gaining support from administration, staff, and the community; how to conduct a needs assessment; how to plan and evaluate a project; how to obtain grants and other financial support; and a list of other models and ideas for effective programs.

Nichols, M. A. & C. A. Nichols, ed. (1998). *Young Adults and Public Libraries: A Handbook of Materials and Services*. Westport, CT: Greenwood Press.

This valuable source covers many aspects of public library services to young adults including how to promote services in public libraries, how to enhance existing services to teens, and provide a better understanding of the meaning of young adult services. It is a compilation of many works by leaders in YA services speaking on various themes. In regards to programming, the most useful chapters include those discussing adolescent development, marketing and merchandising young adult services, involving young adults in library services, homework assistance programs, programming for young adults, and a helpful annotated bibliography on young adult programming.

Simpson, M. S. (1997). *Reading Programs for Young Adults: Complete Plans for 50 Theme-Related Units for Public, Middle School and High School Libraries*. Jefferson, NC: McFarland & Company, Inc.

This has a windfall of ideas for programming. Each section of the book covers one topic with the same organization. Sections contain a marketing statement to use when publicizing the event, ideas for displays, prize sponsorships, games, program forms, activities, curriculum tie-ins, activity sheet ideas (like puzzles, etc.), and a list of suggested resources on the topic. The design allows for a practicing librarian to choose a subject and mix and match ideas to create a unique program that can suit the needs of the teens in their library. The program topics include: the ancient world, animals, art, astrology, the beach, cars, cartoons and comics, citizenship, city life, the classics (literature, music, etc.), computers, motorcycles and bicycles, dance, the environment, famous people, fantasy literature, fashion and grooming, fitness and nutrition, food, gardening, genealogy, historical fiction, hobbies, living on your own, inventions, finances, photography, astronomy, volunteering, and many more.

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

By looking first at the history of young adult services in libraries, this work then goes on to suggest the best practices for libraries serving youth today. While it is not solely focused on programming for teens in the library, it discusses many issues that are unavoidably linked with creating successful teen programs. These topics include: marketing the library and its programs, collaboration with other organizations providing service to teens, partnering with teens, providing access to technology and necessary skills, the need to provide a physical space for teens, and the necessity of evaluating services. This book is an excellent source for ideas and innovative ways to involve teens in the library and create programs that they will enjoy.

#### ARTICLES

Bishop, K. and P. Bauer. "Attracting Young Adults to Public Libraries: Frances Henne/YALSA/VOYA research grant results." *Journal of Youth Services in Libraries* v. 15 no. 2 (Winter 2002): 36-44.

This study tried to answer the questions: What strategies are most effective in bringing young adults to public libraries? What programs and services are successful in attracting young adults to public libraries? It is important to know what programs and services are attractive to young adults so that we can design programs with these components. They found that offering food at programs is important as well as publicity and encouraging teens to bring friends with them. The most important programs and services include the Internet, volunteering, and research.

Costello, J., S. Whalen, J. Spielberger, and C. Winje. "Promoting Public Library Partnerships with Youth Agencies." *Journal of Youth Services in Libraries* v. 15 no. 1 (Fall 2001): 8-15.

Researchers affiliated with the Chapin Hall Center for Children at the University of Chicago and part of the national evaluation team for the Public Libraries as Partnerships in Youth Development Initiative, wrote an article with some of their findings about how public libraries can effectively partner with youth agencies for successful programs. This article describes various ways that public libraries can partner with community organizations to create innovative programs that help adolescents become engaged in the community and grow into successful adults. Successful programming ideas are listed that include technology assistance, homework help, creating havens for teens, career development, and teen advisory councils.

Jones, P. "New Directions for Serving Young Adults Means Building More Than Our Collections." *Journal of Youth Services in Libraries* v. 15 no. 3 (Spring 2002): 21-23.

In a short article by Patrick Jones, the need for high quality service to young adults in libraries is expressed. He also briefly discusses adolescent development and refers to the forty developmental assets of adolescence created by the Search Institute that can be used for a holistic approach to meeting needs at the library. He also discusses how to see teens as assets in libraries instead of liabilities and offered a new approach to view the future of teens in libraries. This is a great introductory article for how to approach serving teens and designing programs for them.

Honnold, R. "Connecting Teens with Generations A-Z: Intergenerational Programs with Young Adults." *Public Libraries* v. 43 no. 5 (September/October 2004): 281-284.

There are many benefits to intergenerational programs in public libraries. Teens can become engaged with others of in the community as they build developmental assets needed to become productive adults. It is also a way to provide programs that reach a broad audience while still filling the needs of teen patrons. This article lists ideas for programs that mix teens and children, teens and parents, and teens and seniors.

#### WEB SITES

The Young Adult Professional's Page at <http://www.yapp.us/>

This site was created by Beth Hoeffgen who is a children's and young adult librarian at The Public Library of Mount Vernon and Knox Ohio. It is an internet subject gateway for young adult librarians with links to many sites with information for programming, collection development, and service to young adults.

Young Adult Library Services Association (YALSA) at <http://www.ala.org/ala/yalsa/yalsa.htm>

YALSA is the professional organization of librarians working with young adults. This is the official site with information on professional development, services, programming, and special events like Teen Read Week. This is a great source for finding information on serving this young population.

---

**OLDER ADULTS AND THE PUBLIC LIBRARY**

---

**Jessica Gibson**

The articles, books, and website included in this bibliography are helpful for librarians who work with older adults. All of the resources are listed together and the entries are in alphabetical order.

Americans for Libraries Council, "Lifelong Access Libraries Initiative," <http://www.lff.org/lifelong/> (accessed April 30, 2006).

This website is a really useful one for librarians. It includes information about aging and it is organized well. The home page of the website expressly identifies the Lifelong Access Libraries Initiative as a group that is concerned with older adults who are active. The most helpful part of the website is the Resources page, at <http://www.lff.org/lifelong/resources.php>. The resources are listed by subject, and then are grouped by digital and print resources and, for some topics, by websites and newsletters. There are links to some of the resources listed and the resources section is also well organized. In addition, this website includes a Links page, at <http://www.lff.org/lifelong/links.php>, which provides links to libraries with older adult programs, and has a link to the Connecticut State Library's bibliography of links for older adults.

Chatman, Elfreda A. "Channels to a Larger Social World: Older Women Staying in Contact With the Great Society." *Library and Information Science Research*, 13 (1991): 281-300.

Chatman researched women in Garden Towers, a retirement community, to find out how they spend their "leisure time." Chatman's section, "Public Library Use," includes discussion of the library at the retirement community and discusses answers that the respondents gave when asked what they want the library to do for them. This article includes a discussion, in the subsection "How She Perceives Time," about how the women in the study see "time." Throughout her article, Chatman includes comments made by women in Garden Towers. Chatman discusses other research about older adults, and the article ends with endnotes and a list of references. This article was written in 1991, so it is an older article, but Chatman's article has information about older women in retirement communities, and it is still relevant for public libraries and librarians.

Cooke, George W. "Building Local History Collections Through Guided Autobiography." *American Libraries*, 25 (October 1994): 825-827.

A librarian in a public library discusses how he organized a "guided autobiography session" with the older adults in his community. Cooke discusses the benefits to the older adults who participate, explains in detail how librarians can organize guided autobiographies in their libraries, and discusses his own experiences leading autobiography groups for older adults. This is a thorough and clear description of a guided autobiography program.

Fox, Susannah, "Older Americans and the Internet," Pew Internet and American Life Project, 2004. [http://www.pewinternet.org/pdfs/PIP\\_seniors\\_Online\\_2004.pdf](http://www.pewinternet.org/pdfs/PIP_seniors_Online_2004.pdf).

This document is important because it deals with the use of the Internet among older adults. It discusses survey results from the Pew Internet and American Life Project, and it has detailed

statistics about how many older adults use the Internet, the effect of race and income on internet use among older adults, and a discussion about why some older adults do not use the internet. Part 2 of the report is really useful because it discusses what information older adults look for on the Internet. There is a section about health information, and the report includes some discussion about seniors using the Internet for other information. The chart on page 10, "Online Activities" is useful for understanding what older adults do on the Internet, and it compares those 65 and older with those under 65 years old. The report is easy to read, it includes charts, and the report begins with a two and a half page Summary of Findings.

Gollop, Claudia J. "Health Information-Seeking Behavior and Older African American Women," *Bulletin of the Medical Library Association*, 85, no. 2 (April 1997): 141-146.

This article is a good resource for libraries that are interested in finding out about health information for older adults. It is included in this bibliography because it discusses the different sources that female African-American senior citizens use to find health information, and Gollop also discusses the fact that many of the women in the study did not visit the public library for health information. The results of Gollop's study are useful, and she also includes, on page 144, a breakdown of which magazines the women in the study read for health information.

Hales Mabry, Celia, "Serving Seniors: Dos and Don'ts at the Desk." *American Libraries*, 34, no. 11 (2003): 64-65.

This is a short article, but it includes some good information for reference librarians. Hales Mabry outlines the issues that reference librarians should consider when dealing with older adult patrons and offers suggestions for reference librarians to follow. She explains that her list was "prepared in consultation with practicing reference librarians and health professionals specializing in aging" (Hales Mabry 2003, 64). The suggestions in the article include "Listen Attentively" and "Appreciate the Older Adult's Wisdom." Hales Mabry discusses interactions between older adults and librarians, and it is interesting to read about different issues with which librarians have dealt. In addition to Hales Mabry's suggestions, there is a box with information about older adults and health at the end of the article.

Hales-Mabry, Celia. *The World of the Aging: Information Needs and Choices*, Chicago: American Library Association, 1993.

Hales-Mabry discusses many aspects of aging in this book. It is an older resource, but a lot of it will still be useful today. Hales-Mabry discusses different changes that happen during aging in Part II of the book, "The Influence of the Aging Process on the Receipt of Information." This part of the book has been organized into 3 chapters: Physiological Influences, Psychological Influences, and Sociological Influences. Hales-Mabry also discusses how older adults get information (in Part III of the book), and has written a chapter about older adults with health issues, and older adults who are "ethnic minorities" (in Part IV of the book). At the end of her book, Hales-Mabry includes an extensive bibliography and, though some of the sources listed are older, she includes 17 pages of resources.

Hannold, RoseMary, and Saralyn A. Mesaros. *Serving Seniors: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman Publishers, Inc, 2004.

This book includes ideas for older adult programs in libraries. The book is divided into two parts: Part I includes programming for older adults in the library, and Part II discusses outreach programs for older adults. At the end of each Chapter, the authors include a "Resources" list

with books, articles, and web pages which is very well organized and is, at the end of some chapters, broken down into subcategories of resources such as “For Bird Watching.” The book is also full of photos and examples of program materials. There is more information, including Booklists, in the Appendices of the book. The title page verso suggests that readers visit <http://www.cplrmh.com/seniors.html>, for links listed by book chapter.

Lenn, Katy. “Seasoned Students.” In *Teaching the New Library to Today’s Users: Reaching International, Minority, Senior Citizens, Gay/Lesbian, First-Generation, At-Risk, Graduate and Returning Students, and Distance Learners*, edited by Trudi E. Jacobson and Helene C. Williams, 173-187. New York: Neal Schuman Publishers, Inc., 2000.

This chapter discusses older adults in academic settings and not in public libraries. It is a useful chapter, however, for public librarians because Lenn discusses older adults generally, and also writes about things that should be taken into consideration when teaching older adults. Although the focus is on university or college teaching, the discussion is helpful for public librarians who may teach classes for older adults. Some of the sections in this chapter related to teaching are: Content of Library Courses, Motivation and Emotional Issues: Love of Lifelong Learning, Intelligence and Cognitive Changes, and Physical Setting. The Physical Setting section is useful because it includes things that instructors can do to deal with issues such as hearing and vision challenges. At the end of the chapter, Lenn provides a list of references, and a list of further readings.

Mates, Barbara T. *5-Star Programming and Services for Your 55+ Library Customers*. Chicago: American Library Association, 2003.

The first chapter in Mates’ book includes a survey, “What Do You Know About Aging?,” and a short discussion of ageism. The rest of her book includes ideas for older adult programs and information about funding them. Two very helpful chapters in the book are Chapter 2 and Chapter 3. Chapter 2, “Special Needs within the Older Generation,” deals with accessibility and has great visual examples of things libraries can do or purchase to make the library more accessible for the older patron. Chapter 3, “Staff and Seniors,” describes things that might be an issue for some older patrons, such as hearing and vision challenges, and suggests ways that library staff may deal with these issues. Appendix 2 is “Suggested Bookmarks for Seniors,” and includes websites.

Nevill, Diane. “Directions and Connections for Boomers and Seniors,” *Public Libraries*, 43, no.5 (2004): 256-9.

This article describes the programs for older adults and “boomers” at a public library in Arizona. Nevill discusses programs the library offered at a “Baby Boomer Fair,” other programs offered by the library for older adults, including health programs, sending resources from the library with Meals on Wheels lunches, and having a nurse who is at the library as the “Senior Advocate.” In addition to the library’s programs for older adults, the article describes a program that the library offers for caregivers. Collaboration between the library and other agencies is also discussed in the article, and in her description of the fair, Nevill lists organizations that work in collaboration with the Glendale Public Library’s program. The descriptions of the different programs offered at the Glendale Public Library should be useful for other libraries.

Synnes, Oddgeir, "Ageing and Verbal Creativity – Creative Writing for the Elderly in the Library," *IFLA Journal* 28, no.5/6 (2002): 318-322.

The author of this article argues that libraries should offer creative writing classes for older adults. Examples of writing done by older adults are used in the article, and Synnes' article has a section, "Research on Ageing and Creativity," in which the research that has been done in this area is discussed. The impact of the programs on the public library is also discussed. This article provides a concise overview of creative writing and older adults.

Prentice, Mary. "Libraries: Educational Partners Meeting the Development Needs of Patrons." *Rural Libraries* 24, no.2 (2004): 61-94.

Although only certain sections of this article discuss older adults in the public library, it is still a useful resource for those looking for information about public libraries and older adults. Prentice explains Erik Erickson's developmental stages and describes the stages for different ages. She also discusses what libraries should be doing for people in different age groups. The sections of the article that are particularly applicable to older adults are the sections entitled: Introduction, Theories Relating to Developmental Services, Eighth Stage—Older Patrons, and Conclusion. Although the article discusses age groups other than older adults, the sections about older adults are useful because Prentice suggests bibliographies for older adult materials and discusses programs for older adults in several libraries, including writing groups, book deliveries, and book talks. In the conclusion of her article, Prentice includes a discussion about intergenerational programming with older adults.

Stafford, Julie. "The Public Library: Meeting the Personal and Information Needs of Rural Senior Citizens," *Bookmobiles and Outreach Services* 6, no.1 (2003): 19-35.

In this article, Stafford argues that librarians should think about serving the older adults who live in rural areas, and should try to help fulfill what she calls the older adult's "three core needs: compassion, contribution, and continuity" (Stafford 2003, 21). She discusses several different programs that exist in public libraries for older adults, including the "guided autobiography" program that George Cooke wrote about in another article included in this bibliography, and outreach programs for older adults. The discussion about how to plan computer classes for older adults is useful because Stafford describes ways to make them more comfortable for seniors. Stafford also argues that older adults might be able to help with public library fundraising, and that they can volunteer in public libraries and with intergenerational programs.

Tower, Mary L. "Seniors and Mobile Library Services," *Bookmobiles and Outreach Services* 3, no.2 (2000): 37-42.

This is a really good article for any library that needs information about bookmobiles for older adults. Tower begins her article by listing the reasons why some older adults may not be able to visit the library. The article covers several aspects of bookmobile service to older adults. Programming and the collection for the bookmobile are discussed in this article, and Tower also discusses what libraries should look for when staffing the bookmobile. One of the most helpful parts of the article is Tower's discussion of how a library should make decisions about the size of the bookmobile, and she also includes a thorough discussion of wheelchair lifts. Tower discusses several important parts of bookmobile service for older adults, and the technical aspects of having a bookmobile for older adults are covered very well.

Turock, Betty J. "Serving Older Adults." In *Adult Services: An Enduring Focus for Public Libraries*, edited by Kathleen M. Heim and Danny P. Wallace, 349-371. Chicago: American Library Association, 1990.

This is an older book, but Turock's chapter is still useful. Turock gives a history of older adult policy in the U.S., and her discussion includes the Older Americans Act, the Administration on Aging, and the White House Conference on the Aging. Turock also discusses the results of the National Survey (1972) and the Update done in the 1980s, and she compares the results of the two surveys. She ends her chapter with examples of library programs for older adults.

Wicks, Don A. "Older Adults and Their Information Seeking," *Behavioral & Social Sciences Librarian*, 22, no. 2 (2004): 1-26.

This article discusses a study in which Wicks looked at how two different groups of older adults look for information. The two groups were (1) older adults living in some type of facility and (2) older adults not living in a facility. One of the most interesting parts of the article for public librarians is a subsection, "Library Use," in which Wicks discusses use of public libraries, bookmobiles, and libraries located inside of the institutions. This article includes a literature review which describes other research that has been done with older adults, and he ends the paper with suggestions for research. This article is helpful because it is a recent one, Wicks discusses computers and older adults, and the author's discussion of his findings will be helpful for those who want to find out which resources older adults use to find information.

---

**BOOK CLUBS AND READING GROUPS**

---

**Rebecca Pierson****BOOKS**

Farr, Cecilia Konchar. *Reading Oprah: How Oprah's Book Club Changed the Way America Reads*. Albany: State University of New York Press, 2005.

Farr, a literature professor, praises talk show host Oprah Winfrey not only for her reading advocacy, but also for her teaching ability. Oprah's Book Club, started in 1996 and still going today (albeit in somewhat altered "classics" mode), re-popularized the "middlebrow" novel and developed enormous power over bestseller lists. Farr claims that by alternating between comforting, emotionally resonant middlebrow novels and more difficult "literary" novels, Oprah taught thousands of reluctant readers how to connect to books. Also, by bringing the authors into the discussion, Oprah taught readers to appreciate the craft of writing as well as the social value of books. And, as an African American woman who heads a mass media empire, Oprah herself represents a cultural shift for the arbiters of literary taste. Farr concludes that Oprah's Book Club represents a "triumph of cultural democracy," for Oprah has brought the talking life of books out of the university and into any home with a television.

Hartley, Jenny. *The Reading Groups Book, 2002-2003 Edition*. Oxford: Oxford University Press, 2002.

Hartley's concept was to gain a greater understanding of reading groups by surveying a large and varied cross-section of them. This book is comprised largely of the comments of the 350 questionnaire respondents from the UK and around the world. Like the majority of books on this topic, *The Reading Groups Book* addresses the what, who, when and where of reading groups; what makes this book unique is the distinct voices of reading group members, and the fact that an entire chapter is devoted to the concept of pleasure in reading. In that chapter, group members describe the pleasurable effects of achievement, social contact, social diversity, quiet time, and empathy (with group members and with fictional characters). Also notable is the appendix, which includes statistics tables, booklists from the reading groups, and an exceptional annotated bibliography of readings and resources in print and online.

Jacobsohn, Rachel W. *The Reading Group Handbook, rev. ed.* New York: Hyperion, 1998.

Rachel Jacobsohn is professional reading group leader, and thus has more to say about professional-led and member-led groups than about library-based groups, but this is not really a hurdle to understanding since many public librarians could be considered professional reading group leaders. Jacobsohn believes that professional leaders get the maximum amount of discussion out of a book, as well as better-quality, less tangential discussion. She is also a believer in the concept of the active reader: "Reading empowers us to transcend from the passive 'listener' of story to the 'hearer' and subsequently creator of story." Jacobsohn gives a great deal of consideration to group composition, including amusing descriptions of reading group personality types such as "the interrupter," "the digresser," and "the Pollyanna." The book includes several appendices containing questionnaire responses, booklists, and reading group syllabi.

Long, Elizabeth. *Book Clubs: Women and the Uses of Reading in Everyday Life*. Chicago: University of Chicago Press, 2003.

Elizabeth Long is frequently cited in other works about book clubs, and is widely considered to be the authority on women and the social importance of reading. This book is an invaluable source for sociologists, librarians, and anyone interested in the cultural capital of reading. Because middle-class women reading together did not represent and Big Issues in politics or academia, book clubs have largely been ignored by scholars. Long, however, wants to dispel this cultural invisibility. She focuses on white women as the “cultural constituency” most related to book discussion groups, and although her research was conducted mostly in Houston, she uses these case studies to show how group reading “contributes to the understanding of how people create meaning and to ensuing orientations toward action from the meanings and experiential frames with which their culture surrounds them.” Of particular interest to library scholars is the chapter that links the history of women’s literary societies to women’s ability to organize for social reform, because these same literary societies played a key role in the creation of American public libraries. By providing social, historical, and contemporary context for book clubs, Long has written one of the most comprehensive and authoritative books on the subject.

Saal, Rollene. *The New York Public Library Guide to Reading Groups*. New York: Crown Publishing Group, 1995.

This book is an excellent source of basic how-to information for reading groups. Although the book is published through the New York Public Library, librarians are not the intended audience: Saal focuses on peer-led reading groups (rather than teacher or librarian-led programming), and her easily readable prose style will be accessible to all types of readers. Librarians, however, will be interested to note that NYPL reading groups use the “shared inquiry” guidelines established by the Great Books Foundation (see Web Resources, below). Also of interest is the chapter that promotes the public library as a reading group’s greatest resource. That chapter includes a list of reference books that provide useful background information for reading groups, and indeed it is the lists that make this book truly noteworthy. There are 78 pages worth of annotated book lists, arranged around themes such as “The Big Russians,” “the New Immigrants,” “The Age Mystique,” and “Hip at Heart.”

Slezak, Ellen. *The Book Group Book*, 3<sup>rd</sup> edition. Chicago: Chicago Review Press, 2000.

*The Book Group Book* might not be the most professional of publications, but it is one of the more enjoyable books on the subject. It is a delightful collection of short essays by book group members, book group leaders, librarians, teachers, and myriad others from the world of social reading. These contributors are certainly not lacking in humor: in the foreword, Margaret Atwood defines a book group as “people who will kill you if you have an author in your clutches and don’t the book group to tea.” Editor Slezak has created a collection full of lively stories, inspiring ideas, and of course, the obligatory booklists. Some highlights include “Dangerous Book Groups,” about the reluctance of post-revolution Slovakian women to form a discussion group; “Frick and Frack At the Library,” about the dynamic tension between a library board president and a trustee who co-lead a book discussion group; “Literature for All of Us,” about a book group program for teen mothers and how it provided not only social support, education, and self-reflection; and “The Meta-Corporate Book Club,” about a group whose intent is to lift “our heads off the corporate grinder, to acknowledge that we’re actually human.”

## ARTICLES

Fister, Barbara. "Reading as a contact sport": online book groups and the social dimensions of reading." *Reference and User Services Quarterly* 44.4 (2005): 303-309.

Fister's analysis of an online reading group, 4\_Mystery\_Addicts, contests the popular claim that time spent online leads to social isolation and disengagement. The six hundred members of the group rely on a few basic rules and an abundance of mutual respect to maintain their online community. Drawing on their vast genre knowledge for analysis, the members of 4MA post thousands of emails daily and engage in three structured book discussions each month. Fister points out how the common activity of reading is the foundation for a greater social and emotional support which is all the more extraordinary because of the way it crosses geographic and cultural divisions. The social reading practices of women and the literary merit of genre fiction are generally scoffed at in academia, but Fister shows how both can be intellectually and emotionally significant.

Goldstein, Bill. "Reads well with others." *Publishers Weekly* 252.21 (May 23, 2005): 30-35.

Bill Goldstein provides the publisher's perspective on the importance of book clubs. It is common knowledge that Oprah's Book Club has the power to catapult any book on the bestseller lists, but Oprah does not wield this power alone. Through book clubs, readers are in direct contact with publishers and authors, destroying the one-way producer-consumer relationship. Such an aggressive group of readers is great for marketing, and the internet has made the once-elusive word-of-mouth recommendation into a worldwide phenomena. Publishers must now try to woo books clubs with the best reading guides, email lists, and author access if they wish to build lasting reader loyalty. Through examples and interviews, Goldstein shows how book clubs have drastically changed the publishing and bookselling industries.

Robertson, Dee. "Oprah and out: libraries keep book clubs flourishing." *American Libraries* 33.8 (2002): 52-53.

Dee Robertson takes it upon herself to gently remind us that before there was Oprah, there was the public library, and that the public library is still the ideal setting for book discussion. More factual than analytical, this article succinctly reviews some of the history and rationale behind book clubs, describes the different varieties of book discussion that take place in the public library, and makes a case for public libraries as a "central space for community dialogue."

Rogers, Michael. (2002). "Libraries offer chapter and verse on citywide book clubs." *Library Journal*, 127 (6), 16-18.

This brief article examines the "different tacks and divergent experiences" of various libraries organizing community-wide reading programs. For this article, Rogers spoke with Nancy Pearl of the Washington Center for the Book (where community-wide reading originated), as well as representatives from public libraries in Chicago, Milwaukee, and Syracuse. Funding options are discussed, although no judgments are made when comparing in-house funding, foundation grants, and corporate sponsorship. Various types of program guides are considered, and the experts all urge librarians to exercise great transparency and care when it comes to book selection. Rogers concludes that despite the lack of data, it is safe to say that community-wide reading programs increase library use and promote good public relations.

**WEB RESOURCES**

American Library Association. Public Programs Office. *Let's Talk About It*. 2006. 26 April 2006 <<http://www.ala.org/ala/ppo/currentprograms/letstalkaboutit/letstalkaboutit.htm>>.

The ALA's 22-year-old reading group program "Let's Talk About It" focuses on reading and discussing a series of books that have a common theme in the humanities. The theme for 2006 is "Jewish Literature--Identity and Imagination." The website provides basic program information and guidelines, links to partner organization Nextbook, contact information for those wishing to receive a "Let's Talk About It" grant, and an alphabetical state-by-state program schedule.

American Library Association. Public Programs Office. *One Book, One Community Guide*. 2003. 26 April 2006 <<http://www.ala.org/ala/ppo/onebookguide.pdf>>.

This free download from the ALA is a how-to guide for community-wide reading programs. This PDF document gives advice on planning, financing, and marketing, as well as advice on how to create partnerships, how to select books, and how to get the author involved. Many useful checklists are included, as well as a toolkit that has an expense worksheet, reading guide resources, and samples of promotional documents.

The Great Books Foundation. *The Great Books Foundation*. 1995-2006. 26 April 2006 <<http://www.greatbooks.org/typ/>>.

The Great Books Foundation was created by Robert Maynard Hutchins and Mortimer Adler in 1947, and today it claims to have the largest book-group registry in the United States. Their discussion groups meet in libraries, schools, bookstores, and homes all over the country. Great Books is an example of the "people's university" ideology often found in library literature: through reading carefully selected classics and discussing said classics using the "shared inquiry method" the Great Books reader will be educated and enlightened. This very structured and impersonal method is designed to promote deep textual analysis rather than emotional or social empathy with literature. It is curious that Great Books remains popular despite the research which suggests that generally book groups are successful because they eschew the strict guidelines and value judgments found in academic literary discussions. But for those looking for more educational and less emotional book discussion, the Great Books website provides lots of useful information, such as advice on how to start and facilitate a Great Books group, themed lists of "great books" for adults and children, the rules of shared inquiry, and a shopping area for readers to purchase the many special book editions and collections available from The Great Books Foundation.

Harpo Productions. *Oprah's Book Club*. 2006. 26 April 2006 <[http://www.oprah.com/obc\\_classic/open/obc\\_intro.jhtml](http://www.oprah.com/obc_classic/open/obc_intro.jhtml)>.

It's free to join "the biggest book club in the world!" Members can log in to the OBC website to browse current and past selections, read and contribute to message boards, join online or in-person reading groups, make a customized bookmark, get tips for hosting and facilitating a group, or use their 10% discounts at Amazon.com. Also, through Oprah's classroom, members can watch video lectures, ask questions of professors, and take literature quizzes. Despite the poor organization (users must follow multiple links from multiple menus if to reach a specific destination) and ubiquitous advertisements, the OBC website is a rich resource of information about books, authors, history, and culture.

*ReadingGroupGuides.com*. 2006. 1 May 2006 <<http://www.readinggroupguides.com/index.asp>>.

This website markets itself as “the online community for reading groups,” and includes many of the features necessary to a successful online community: message boards, online discussion forums, polls, and interviews. This site in particular stands out because of the hundreds of fiction and non-fiction reading guides it provides. One can browse the guides by author, title, or subject. The design of the website and much of the featured content indicates that the primary audience for *ReadingGroupGuides.com* is female, but there are ample books and subjects of interest to men as well. Other interesting pages within this website include the short list of books about reading groups, and the many snack recipes posted by users—when it comes to reading groups, food is second only to books in importance.

---

**PROVIDING HEALTH INFORMATION IN PUBLIC LIBRARIES**

---

**Allison Burns**

The following articles discuss the issues surrounding providing health information in public libraries including appropriate collections, ethical issues, and collaborations with medical center libraries as well as community health services. These articles are valuable to public libraries initiating the provision of health information services and to libraries wishing to expand their current service.

**ARTICLES ON GENERAL RESOURCES**

Allcock, J. C. (2000). Helping Public Library Patrons Find Medical Information - The Reference Interview. *Public Library Quarterly*, 18(3/4), 21-27.

Allcock discusses elements of the reference interview between librarian and public library patrons seeking health information resources and describes measures that can be taken to avoid personal liability when directing patrons to these resources. Allcock stresses asking specific questions to clarify the patron's information need and not answering questions based on personal knowledge but rather directing the patron to information. The importance of providing reputable sources is also emphasized.

Epstein, B., Wessel, C., & Wozar, J. (2003). The Role of the Academic Medical Center Library in Training Public Librarians. *Journal of the Medical Library Association*, 91(3).

This article identifies challenges for public librarians in providing health-related reference service and discusses how a National Library of Medicine-funded project providing internet health information training to public librarians in Pennsylvania addressed those challenges and led to these librarians being more comfortable answering health-related reference questions. The authors conclude that academic medical center libraries can be useful to public libraries through their ability to provide this type of training.

Gillaspy, M. L. (2000). Starting a Consumer Health Information Service in a Public Library. *Public Library Quarterly*, 18(3/4), 5-20.

This article is often cited in articles discussing consumer health information and libraries. Gillaspay outlines a step-by-step guide for planning and implementing a consumer health service in a public library. Additionally, Gillaspay identifies important print and electronic reference materials and covers a variety of logistical concerns such as marketing, keeping statistics, and circulation.

Gillaspy, M. L. (2005). Factors Affecting the Provision of Consumer Health Information in Public Libraries: The Last Five Years. *Library Trends*, 53(3), 480-495.

This is an update of Gillaspay's 2000 article on the same subject. Gillaspay addresses the changes in society between 2000 and 2005 that affect providing consumer health information in public libraries including: increased internet access, higher quality of internet information, and focus on healthy lifestyles. Gillaspay also points out the notable issues in 2000 that are still issues in 2005

such as health news items in the media, aging baby boomers, and the popularity of complementary therapies.

Harris, M., Kouame, G., & Murray, S. (2005). Consumer Health Information From Both Sides of the Reference Desk. *Library Trends*, 53(3), 464-479.

This article addresses the barriers that may prevent patrons from using the public library as a source of health information, such as a perception that the library provides only general medical resources. Additionally, public librarians may be hesitant to provide health information for fear of liability. The authors suggest guidelines for providing information as well as ways to overcome these barriers such as helping patrons use computers to find more specific health information.

Lancaster, K. (2003). Keeping Well Informed. *Public Library Journal*, 18(1), 14.

Lancaster reports on a study by the Centre for Information Research at the University of Central England into the suitability of the National Electronic Library for Health (NeLH) to provide the general public with more detailed information on medical topics. Lancaster lists various recommendations with an outline of the future role of public libraries in such increased patient participation.

Middleton, S. (2005). Prescription For a Healthy Partnership. *Public Library Journal*, 20(3), 13-14.

Middleton discusses what makes public libraries suitable partners to health and social services. Cooperatives between libraries and health services are described such as having clubs enabling older patrons to visit libraries and develop technology skills. Middleton offers advice to libraries on the need to learn the language of the health and social services and on putting a staff member in charge of networking with them.

Spang, L., & Baker, L. (2000). Healthcare Information Delivery in Public Libraries: Implications for Academic Reference Librarians. *Reference Services Review*, 28(1), 81-94.

This is a study of 350 public librarians in Michigan that investigates librarian practices in providing health information. The authors examine services, patron questions, librarian training, and health collection resources. The authors found that there is a need for cooperation and collaboration between public libraries and academic medical center libraries, specifically in providing public libraries electronic access to medical center library resources. They also concluded that public librarians need more health information literacy training.

#### ARTICLES ON SPECIFIC LIBRARIES AND THEIR PROGRAMS

Clark, M., Logsdon, K., & Smith, C. (2005). Consumer Health Information Services at Iowa City Public Library. *Library Trends*, 53(3), 496-511.

Clark et al profile the Iowa City Public Library's (ICPL) consumer health information services. Through a grant from the National Library of Medicine (NLM), ICPL was able to provide a plethora of consumer health services to their patrons. This article discusses the project planning, implementation, and ways the library reached out to the community through programs and advertising. The ideas for outreach are particularly useful and could be applied to any public library.

Henry, E. & Marley, L. (2004). Helping the Public “Discover Health” in Their Local Library. Providing Health Information in Public Libraries: A Partnership Approach in Scotland. *Health Information and Libraries Journal*, 21(1), 27.

This article outlines a unique partnership between a town council and the National Health Service for Scotland to bring health information to the public. Traditional leaflets and internet access were both made available in public libraries. The article includes a discussion of how the library promoted the project including having “themed” days such as No Smoking Day in which the librarians would list related websites and display relevant books.

Marshall, J., Sowards, C., & Dilworth, E. (1991). Health Information Services in Ontario Public Libraries. *Canadian Library Journal*, 48 (1), 37-44.

This article reports on a survey of public librarians in Ontario on the demand for consumer health information and the problems providing it. The survey showed that health requests come in daily and account for eight percent of all reference questions. The problems faced by librarians were incomplete or unclear questions and inadequate collections. The authors make general recommendations for improving services.

#### INTERNET RESOURCES

The following websites are useful resources for librarians providing health information in the public library. All websites included in this list are free for viewing.

Health on the Net (HON) Foundation. (April 10, 2006). *Code of Conduct for Medical and Health Websites*. Retrieved April 30, 2006, from, <http://www.hon.ch/HONcode/Conduct.html>

Many patrons will turn to online sources to find health information and one way the public librarian can assist is to compile a list of reputable health websites to direct the patron towards. The HON Foundation has developed a list of eight guidelines on which to evaluate health websites. Guidelines include such concepts as authority, confidentiality, and honesty in advertising. Each guideline is explained and example criteria for evaluating websites based on that guideline are given.

Medical Library Association. (December 29, 2005). *Consumer and Patient Health Information Section*. Retrieved April 30, 2006 from, <http://caphis.mlanet.org/resources/index.html#plan>

This website provides many useful links to information on setting up and running a consumer health library. While the information may be geared to a standalone consumer health library, the information found on this website would also be beneficial to a public librarian looking to start a consumer health information collection or expand on a current one. Notable links are to reputable health websites, a volunteer training manual, funding sources, and a core collection of recommended print materials.

National Library of Medicine. (April 30, 2006). *MedlinePlus*. Retrieved April 30, 2006, from, <http://medlineplus.gov/>

At the top of almost any list of reputable health websites for the average user is MedlinePlus. MedlinePlus has extensive information on health topics, drugs, an illustrated medical encyclopedia, interactive patient tutorials, and latest health news. It is also available in Spanish.

This is an important resource for public librarians to be familiar with as it can offer answers to many of the types of health-related reference questions asked by patrons.

Toronto Public Library. (April 28, 2006). *Consumer Health Information Service*. Retrieved April 30, 2006, from, [http://www.torontopubliclibrary.ca/uni\\_chi\\_index.jsp](http://www.torontopubliclibrary.ca/uni_chi_index.jsp)

The Toronto Public Library is often cited as a great example of a public library providing health information to its patrons. One of the notable features on this website is their link to HealthNavigators, brief guides to sources of health information. Public librarians could use these guides as a model for publishing similar guides for their own library or its website.

---

**FUNDING ISSUES/GRANT WRITING**

---

**Michele Glasburgh**

Funding issues with regard to public libraries is an expansive topic, covering such issues as federal, state, and local funding as well as lobbying, grant writing, marketing and grassroots efforts to obtain more money for your library. For the purposes of this bibliography, these entries focus on how to get more money, not how to deal with budgeting the little money libraries do have. Included here are websites, books, and journals articles that are intended to help you get a better idea of the present issues affecting directions in funding for public libraries, grant seeking and writing, advocacy ideas and pathways to funds.

**CURRENT ISSUES**

These articles touch on some funding issues that public libraries are currently experiencing and the implications it may have on future libraries. Consideration of these topics will provide a better understanding of the funding environments in today's public libraries.

Craft, Mary Ann. (1995). Private Funds versus Public Funds: The Ball is in the Library's Court. *The Bottom Line*, 8(4), p. 5-9. Retrieved March 22, 2006.

This article discusses how private funding can negatively affect public/government funds for public libraries and ways to remedy this. It also raises the question of how exactly libraries should be funded, publicly or privately. If publicly, which constituency? If privately, will the public be served? If both, how are the responsibilities drawn? Craft also discusses the creation of library foundations, a separate non-profit organization affiliated with the library, as a way of diffusing tension between public and private funding. This article really brings to light the fine line public libraries walk when considering funding sources.

Dodge, Chris. (2005). Knowledge for Sale. *Utne Magazine*, July/August, Retrieved April 9, 2006, [http://www.utne.com/pub/2005\\_130/promo/11706-2.html](http://www.utne.com/pub/2005_130/promo/11706-2.html)

Dodge, *Utne Magazine's* librarian, writes an insightful and thought-provoking article about his fear of public libraries being pushed into the big business arena due to the squeeze of shrinking public funds. He discusses the pros and cons of corporate sponsorship and warns against selling out to those with marketing agendas. He fears that, because of our financial woes, we are succumbing to standardization and homogenization of services and materials.

Kniffel, Leonard. (1995). Corporate Sponsorship: The New Direction in Funding. *American Libraries*, Nov, p.1023-1026. Retrieved April 5, 2006

Discussing the ethics of corporate sponsorship in public libraries, Kniffel addresses topics such as feared mission statement changes and marketing at the public library. Libraries are more often taking on more corporate sponsors to counter continuing budget cuts. It seems that corporations want to be affiliated with libraries because of their inherently good name, but libraries should be aware of the type of relationship they are entering into. These are partnerships and the corporations want some kind of endorsement or marketing. Libraries should be aware of the positive and negative implications of this.

Pearson, P.D. (2006). Libraries are from Venus, Fund-raising is from Mars. *Library Administration & Management*, 20(1), p. 19-25. Retrieved March 22, 2006

Public libraries have never been very good at playing the funding game. This article talks about some reasons for this and ways to improve funding development. It breaks down the key players in the funding game, how to build a community constituency, and what library staff's actual role in fundraising should be. The most valuable aspect of this article is the breakdown of three funding models using a Friends group and a foundation with pros and cons for each. It stresses the importance of knowing your library and what would work best for your situation.

#### GRANT SEEKING & WRITING

With the move to seek more and more private funding to compensate for dwindling public funds, grant seeking and writing will become an important part of public library life. I have chosen to include mostly website and only two print resources. This is due to the fact that website are more timely and sometimes more available than print materials. With respect to grant writing, there are plenty of monographs discussing how to write proposals as well as links on several of the sites discussed here. Also, many foundations and federal grants have their own structure for proposals, so it would be in the seeker's best interest to take that into consideration as well. Because of this, I feel it is not useful to include instructional material on proposal writing. The websites included here are limited to free sites. There are useful subscription sites, such as the COS Funding Opportunities Database, but are expensive and likely unavailable to public libraries.

American Library Association. (2004-05). *The Big Book of Library Grant Money*. Chicago: ALA.

This print resource provides profiles of 1,471 givers who have either funded library programs or are receptive to looking at library grant proposals. The groups profiled include more than 900 private foundations, approximately 400 corporate foundations, and 160 "hard to find" direct corporate givers.

Foundation Center. (n.d.). Retrieved April 21, 2006, <http://fdncenter.org>

Founded in 1956, the Center is the self-proclaimed nation's leading authority on philanthropy. They are dedicated to serving grantseekers, grantmakers, researchers, policymakers, the media, and the general public. They deal exclusively with the nonprofit sector, helping them find information on appropriate grants for their institution. They have a well-structured site, easily navigable for the new user. Their FAQ section and Reference Guides are extensive, they offer online and classroom training courses in grantseeking and proposal writing, have five library/learning centers, and a national network of Cooperative Collections. There are six Cooperative Collections in North Carolina, the two closest to UNC being the Durham County Public Library in Durham and the Cameron Village Regional Library in Raleigh.

The website also has a Foundation Finder, a database of general information on private and community foundations throughout the US. This is a great way to discover what is locally available to your library.

Gates Foundation. (2006). *Bill and Melinda Gates Foundation*, Retrieved April 4, 2006, <http://www.gatesfoundation.org>

Although there are myriad foundation possibilities to discuss, the Gates Foundation has been one of the largest contributors of technology, both hardware and software, to public libraries

through their US Libraries program. The program began in 1996 with the mission to help all US public libraries get connected to the Internet, focusing on under-funded and rural libraries. That goal is almost accomplished and they have changed direction to helping the libraries stay connected. This means supporting hardware upgrades, broadband connectivity, technical support, and technology training programs. Although they are not currently accepting unsolicited proposals or letters of inquiry about their US Libraries program, this is a foundation to keep your eye on. A phone call wouldn't hurt, either.

*Institute of Museum and Library Services.* (n.d.). Retrieved April 8, 2006, <http://www.ims.gov>

The IMLS is the primary source of federal support for museums and libraries and heavily involved in legislation and national initiatives, but most importantly grants. They are responsible for dispersing federal funds to state libraries, who in turn disperse it to individual public libraries. Their website walks users through finding appropriate grants and the grant application process. They also have a grants awarded database to help the user get a feel for who and what has been awarded in the past. They have a history of awarding grants to individual public libraries, regardless of size, so this seems like a good place to look for more federal funds.

National Guide to Funding for Libraries and Information Services. (2005). 8<sup>th</sup> ed. New York: The Foundation Center.

This is the print version of some of the information available on the Foundation Center's website, but with more detail and specifically about LIS institutions. This print directory comes out every other year. It provides essential facts on approximately 800 foundations and corporate direct giving programs, each with a history of awarding grant dollars to libraries and other information centers.

SirsiDynix. (2006). *Library HQ Funding and Grant Sources*. Retrieved April 12, 2006, <http://www.libraryhq.com/funding.html>

This webpage is part of a larger library resource site, Library HQ. This secondary source is a bibliography of books and free websites for finding more information about funding. Although there is some overlap, such as a link to ALA and Friends of the Library USA, this site provides some useful links to commercial partnership programs, a guide for fundraising on the Web, foundations that traditionally give to libraries, and scholarship programs. Plus, this page is just one on a website devoted specifically to library resources.

United States of America. (2006). *Grants.gov*, Retrieved April 8, 2006, <http://www.grants.gov>

Through the US government, Grants.gov is one-stop shopping for federal grants from both federal grantmaking agencies and individual grant programs. This website is a successful attempt to provide one resource for grantseekers to find information about grants and grant providers, to reduce paperwork by offering a standardized application, and create a unified interface for all grant providers to showcase their grants. Most federal agencies allow direct application for funding opportunities through this site. This is a big step towards getting a handle on the process of finding and applying for federal grants.

University of North Carolina at Chapel Hill. (2006, April). *Grantsource Library*. Retrieved April 8, 2006, <http://research.unc.edu/grantsource>

Although their personal services cater to the University faculty, staff, postdoctoral and graduate students, their website is an important secondary source, rife with important and useful information and is accessible to anyone. They have bibliographies for links for grant seeking websites, assistance in proposal writing, to online research and grant newsletters, etc. They also have a large in-house collection of grant finding and writing books available to the general public as well as those affiliated with the university. Although the collection's focus is academic, there are general resources that would be helpful for public libraries. Other universities have similar sites, but UNC's seems to be one of the most comprehensive.

### LOBBYING

Becoming familiar with legislative issues affecting libraries, both directly and indirectly, is necessary for the survival and cultivation of free information through our public libraries. Making libraries' voices heard on all levels of government will help create the library an indispensable resource for the community. Finally, opening lines of communication between libraries and government help create positive relationships and greater funding opportunities.

American Library Association. (2006). *ALA Advocacy Resource Center*. Retrieved April 25, 2006. <http://www.ala.org/ala/issues/issuesadvocacy.htm>

This is a direct link from ALA's homepage. The site contains information on ALA's Advocacy Institute, which meets during ALA Annual and Midwinter Conferences and is geared towards fostering community between library workers on all levels. Their Grassroots Resources link is home to bibliographies for resources on issues of budgets and state funding and a direct link to PLA's website, among others. It also provides information on federal legislative issues to be aware of, library issues in the news, advocacy-interest listservs, and links to National Legislative Day information, usually held near the beginning of May.

American Library Association. (2006). *ALA Legislative Action Center*. Retrieved April 20, 2006, <http://www.onlineadvocacy.net>

This is an online resource through ALA designed to field federal legislative questions, issues, and provide resources for federal advocacy. They are linked to ALA's Washington Office page, which is designed to provide state libraries with federal-level information through Federal Library Legislative and Advocacy Network (FLLAN). This website allows the user to find information on legislators for each state, provides information on current legislative issues and a direct "Take Action" link, where the user can send the appropriate party an e-letter addressing that specific issue. Finally, if the user provides a zip code, the site will create a list of all media outlets in the surrounding areas, complete with contact information, links to their websites, and an option to send an e-letter directly from that page. This is an important site for keeping up with legislature and for getting contact information.

Halsey, R. S. (2003). *Lobbying for Public and School Libraries: A History and Political Playbook*. Lanham, MD: Scarecrow Press.

Although on the dry side, this resource puts library lobbying in both historical and current contexts, which allows the reader to view the full picture and their place in it. It also addresses such issues as organization and strategies, plans and tactics, and lists the ten pillars of Library

Advocacy Wisdom, key supportive functions for any non-profit institution. Halsey provides a history of public interest coalitions from 1963-2002 and how to work effectively with partners. He also discusses lobbying regulation efforts from 1950-2002 and legal status alternatives for library lobbyists. Particularly useful is the detailed explanation of legal procedures related to dealing with legislators. He closes with critical lobbying issues and a directory of potential coalition partners.

#### ADVOCACY

Improving and selling your library's image and services are essential to acquiring more funding for your library. Without the public or legislature being aware of the library's indispensability, there is little chance that library issues will be addressed or even cared about.

American Library Association. (2000). *Library Advocate's Handbook*. 2<sup>nd</sup> Rev. Ed. Chicago: ALA, Retrieved April 20, 2006, <http://www.ala.org/ala/advocacybucket/libraryadvocateshandbook.pdf>

This is a PDF of the ALA publication. It discusses how to identify advocates for libraries, the means for building an advocacy network and specific ways to get your message out, such as public radio, news releases, and sponsored events. The publication is very detailed, down to speech writing and delivery, interviewing with the media, and going before legislation and meeting with councilpersons, complete with worksheets and checklists. It closes with a bibliography of more ALA resources on the topic.

Craft, M. (1999). *The Funding Game: Rules for Public Library Advocacy*. Lanham, MD: Scarecrow Press.

This resource breaks advocacy down into five rules: ThinkChange, Mobilize the Team, Partner with Clout, Talk Assets, and Mind the Opposition. For each, Craft introduces the ideas for the rule, illustrates several viable applications using stories of real libraries, and concludes with outlining the major principles of the chapter. There is an appendix of example advocacy documents that range from suggestion box forms to program and library advertisements to partnership proposals, all gathered from US public libraries.

Crowther, J. L., Trott, B. (2004) *Partnering with Purpose: A Guide to Strategic Partnership Development for Libraries and Other Organizations*. Westport, CT: Libraries Unlimited.

Outlining the partnering model used by the Williamsburg Public Library, this manual lays out a plan for creating library partnerships with other community organizations, businesses and schools. Ten chapters provide a clear progression, beginning with a definition of partnering, a presentation of the Williamsburg model, a discussion of internal foundations for partnership development, the partnership formation process, and providing example letters of agreement and evaluation forms. The final chapters discuss partnership management and problems. Several reviews cite this resource as standing out amongst others dealing with the same topic.

Fisher, P. H., Pride, M. M. (2006). *Blueprints for your Library Marketing Plan*. Chicago: American Library Association.

This resource takes the reader through the steps of marketing your library to your users and prospective users. Here, marketing includes both services and materials provided by your library, either existing or new. This is a good resource to use to beef up awareness and advocacy for the library. It includes developing a strategic plan, mining data for user and community trends,

creating marketing strategies, targeting the right market, and implementation and evaluation. Although some of the information in this book is duplicated in others, the important feature here is the forty-odd pages of worksheets it provides for libraries to copy and utilize (which the authors encourage).

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

This resource focuses specifically on libraries becoming an active part of their communities. This idea tends to get lost amongst the worksheets, speechmaking, and grant writing, but more the library can contribute to a community's sense of place, both figuratively and literally, the more the community will see the library as indispensable. McCook begins with abstract notions of community and how the library can fit into that, providing *reasons why they should*. She then moves onto viable and realistic ways libraries can work to build community.

Steele, V., Elder, S. D. (2000). *Becoming a fundraiser: The principles and practice of library development*. 2<sup>nd</sup> ed. Chicago: American Library Association.

This resource is important in that it comes at fundraising from a traditional library perspective: the authors know that many librarians are hesitant to engage in serious fundraising and tend to have little experience in it. It also takes fundraising from two different perspectives and breaks them down: the "Science of Fundraising," concepts that reveal common terms, regular patterns, and predictable cycles, and the "Art of Fundraising," concepts that are more complex, highly situational, and rely on good instincts and understanding of donor psychology (which they delve into in detail). It provides a concrete methodology for asking for money, something many people hate doing, strategies for enhancing your library's image, and how to throw fundraising events that won't break your bank. It closes with thoughts on future library development and a bibliography of recommended reading.

Swan, J. (2002). *Fundraising for Libraries: 25 Proven Ways to Get More Money for your Library*. New York: Neal-Schuman Publishers.

This book is broken up into two parts: the fundamentals of fundraising and the twenty-five techniques it boasted about in its title. The fundamentals talk about general fundraising skills, such as increasing regular funding, grant writing, and soliciting donations. Each chapter includes questions and issues to consider, a summary, and a bibliography. The twenty-five ways that this resource provides are specific techniques that almost any library can implement; they range from the very small, like a used book sale, to the large and involved, like a capital campaign for a building or expansion.

Here, the author also provides checklists, considerations, and a bibliography for each technique. It closes with appendices of samples for constitutions and by-laws for public libraries and their foundations.

Friends of the Library Groups (2005). *Friends of the Library U.S.A.* Retrieved April 7, 2006, <http://www.folusa.org/>

Friends of Libraries U.S.A. is a membership organization dedicated to motivating and supporting local Friends groups across the country. They have a bimonthly newsletter, offer showcasing and awards for outstanding Friends group activities, and host a listserv for members. Their website provides links for resources such as getting a Friends group started, book sales guides (highlights

selling books online), and the Books for Babies program. Check out their “Idea Bank” for grassroots fundraising and program ideas, how to recruit members, and ways to go about advocacy and public relations. This is a great site for ideas and getting started.

Herring, M. Y. (2004). *Raising Funds with Friends Groups*. New York: Neal-Schuman Publishers.

Now more than ever, Friends groups are a necessity for public libraries, not only for fundraising, but for spreading awareness and advocacy for the library. This book is part of the *How-To-Do-It Manual for Librarians* series, guiding the reader through establishing a Friends group for their library. It covers everything from defining the responsibilities of a Friends group to marketing and advocating for your library to recruiting new members to programming events. It includes creation of legal documents such as a Constitution and Bylaws, walking the reader through the steps. There are specific chapters about how to pick the best Friends Executive Board and utilizing the Web for fundraising and communication. A benefit of this resource is the discussion of unconventional means of using the Web, such as e-zines and blogs.

---



---



---

**INDEX OF AUTHORS**

---

Abram, Stephen.....	34	Bertot, John Carlo.....	18
Adams, Helen.....	15	Bielefield, Arlene.....	15
Albanese, Andrew.....	32	Bishop, K.....	39
Alexander, Linda.....	20	Blumson, L.....	9
Alita, John.....	11	Books for a buck.....	31
Allcock, J. C.....	51	Braverman, Miriam.....	11
American Library Association..	14, 16, 17, 18, 19, 25, 26, 38, 39, 42, 43, 45, 49, 56, 58, 59, 60	Brown, C. A.....	6
American Library Association. Public Programs Office.....	49	Bundy, Mary L.....	12
Americans for Libraries Council.....	41	Cain, Charlene C.....	21
Anderson, B.....	34	Caldwell-Stone, Deborah.....	18
Anderson, Julie.....	20	Cassell, Kay A.....	12
Anderson, S. B.....	37	Cawthorne, J. E.....	6
Ardito, S.....	32	Chatman, Elfreda A.....	41
Bailey-Hainer, B.....	28	Cheeseman, Lawrence.....	15
Baker, L.....	52	Cheeseman, Lawrence .....	15
Balas, Janet.....	34	Clark, Elyse.....	21
Bary, Karen.....	20	Clark, M.....	52
Bauer, P.....	39	Coffman, S.....	25
Berman, Sanford.....	20	Coley, Ken P.....	21
		Cook, S.....	25

Cooke, George W.....	41	Garrod, P.....	32
Costello, J.....	7, 40	Gates Foundation.....	56
Craft, M.....	59	Gibbons, Susan.....	32
Craft, Mary Ann.....	55	Gillaspy, M. L.....	51
Crowther, J. L.....	59	Goldberg, David.....	33
Department of Continuing Education & Consultancy, The Royal School of Library and Information Science in Denmark.....	29	Goldberg, Susan.....	12
Dilworth, E.....	53	Goldstein, Bill.....	48
Dodge, Chris.....	55	Gollop, Claudia J.....	42
Doyle, T.....	21	Gorman, M.....	38
Duesing, A.,.....	9	Grants.gov.....	57
Ebooks.com.....	31	Grantsource Library.....	58
Edwards, K.....	37	Great Books Foundation.....	49
Elder, S. D.....	60	Gunkel, David J.....	34
Epstein, B.....	51	Hales Mabry, Celia.....	42
Farr, Cecilia Konchar.....	46	Halsey, R. S.....	58
Fisher, P. H.....	59	Hannold, R.....	37
Fister, Barbara.....	48	Hannold, RoseMary.....	42
Foerstel, Herbert N.....	16	Harpo Productions.....	49
Foundation Center.....	56, 57	Harris, M.....	52
Fox, Susannah.....	41	Harris, Robie.....	21
Francoeur, S.....	30	Hartley, Jenny.....	46
Friends of the Library Groups.....	60	Hayashi, M. L.....	7
Fruchterman, Jim.....	33	Health on the Net (HON) Foundation.....	53
Garnar, Martin.....	20	Heins, Marjorie.....	22
		Hendley, Nate.....	33

Henry, E.....	53	Kniffel, Leonard.....	55
Herring, M. Y.....	61	Kohl, David F.....	22
Herzog, S.....	28	Kouame, G.....	52
Hillesund, Terje.....	35	Kranich, N.....	7
Hirko, B.....	26	Kreamer, Jean T.....	12
Hirtle, Peter B.....	35	Krug, Judith F.....	16
Hoeffgen, Beth.....	40	Lancaster, K.....	52
Honig-Bear, S.....	9	Langa, Lesley A.....	18
Honnold, R.....	40	Lauer, J.D.....	25
Imhoff, K. R. T.....	10	Lenn, Katy.....	43
Institute of Museum and Library Services.....	57	Libr.org.....	14
International Federation of Library Associations and Institutions.....	27	Lipinski, Thomas.....	16, 17
Intner, Sheila S.....	22	Lipow, A.G.....	26
Jacobsohn, Rachel W.....	46	Logsdon, K.....	52
Jaeger, Paul T.....	18, 19	Long, Elizabeth.....	47
Janes, J.....	24, 28	Loveland, George.....	13
Jenkinson, D.....	22	Luo, L.....	29
Jensen, Robert.....	12	Lupien, P.....	25
Jones, A L.....	22	Lynch, Clifford.....	35
Jones, P.....	38, 40	Machine Assisted Reference Section (MARS) Digital Reference Guidelines Ad Hoc Committee, Reference and User Services Association.....	27
Jones, P.,.....	38	Manheimer, Ethel.....	13
Katz, B.....	25	Marley, L.....	53
Kerscher, George.....	33	Marshall, J.....	53
Kinney, M. S.....	7	Marsteller, M.R.....	27
Kjellberg, Thomas.....	33		

Mates, Barbara T.....	43	O’Leary, M.....	27
McClure, C. R.....	29	O’Neill, N.....	28
McClure, Charles R.....	18, 19	Office for Intellectual Freedom, American Library Association.....	23
McCook, Kathleen De La Pena.....	60	Online Computer Library Center & Library of Congress.....	28
McGrath, R.V.....	38	Ostrowsky, Ben.....	17
McKinzie, S.....	25	Padron, K.....	10
Medical Library Association.....	42, 51, 53	Pearson, P.D.....	56
Meola, M.....	26	Phenix, Katherine J.....	13
Mesaros, Saralyn A.....	42	Plotnik, Art.....	13
Metcalf, R.....	10	Pomerantz, J.....	29
Meyers, E.....	39	Prentice, Mary.....	44
Middleton, S.....	52	Pride, M. M.....	59
Minow, Mary.....	16, 17, 19	Project Gutenberg.....	31, 36
Mires, Diane.....	23	Provisions Library.....	14
Mondowney, J. G.....	38	Public Library Association.....	14
Moody, Kim.....	23	Rao, Siriginidi Subba.....	35
Murray, Peter E.....	16	Ratzan, Jill S.....	18
Murray, S.....	52	ReadingGroupGuides.com.....	50
National Coalition for Censorship.....	19	Robbins, Louise S.....	13
National Library of Medicine.....	9, 51, 52, 53	Robertson, Dee.....	48
Near, K.....	9	Rogers, Michael.....	48
Nevill, Diane.....	43	Ronan, J.S.....	26
Nichols, C. A.....	39	Ross, M.B.....	26
Nichols, J. W.....	10	Saal, Rollene.....	47
Nichols, M. A.....	39		

Schmitt-Marsteller, J.....	27	Toronto Public Library.....	54
Schneider, T.....	8	Tower, Mary L.....	44
Scholarly Electronic Publishing Weblog.....	31	Trott, B.....	59
Sewards, C.....	53	Turock, Betty J.....	45
Simpson, M. S.....	39	Walter, V. A.....	39
SirsiDynix.....	57	Walters, Daniel L.....	17
Slezak, Ellen.....	47	Wasik, J.A.....	29
Sloan, B.....	29	Wessel, C.....	51
Smith, C.....	52	West, J.....	24
Sobel, David L.....	19	Whalen, S.....	7, 40
Spang, L.....	10, 52	Wicks, Don A.....	45
Spielberger, J.....	7, 40	Williams, Jerilynn.....	21
Stafford, D.....	36	Wilson, A. P.....	27
Stafford, Julie.....	44	Winje, C.....	40
Steele, V.....	60	Winje, C. J.....	7
Stillwell, M.....	10	Woods, R. F.....	11
Stines, Joe.....	23	Wozar, J.....	51
Stormont, S.....	26	Wright, D. A.....	8
Stover, Mark.....	23	Young Adult Library Services Association.....	38, 40
Suellentrop, T.....	38	McCook, Kathleen De La Pena.....	13
Swan, J.....	60		
Symons, Ann K.....	23		
Synnes, Oddgeir.....	44		
Thompson, J.....	28		
Todaro, J. B.....	8		

