

AMERICAN PUBLIC LIBRARY TOPICS

AN ANNOTATED BIBLIOGRAPHY

By the members of the Spring 2007 Public Libraries Seminar

at the School of Information and Library Science

University of North Carolina at Chapel Hill



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FORWARD

During the spring 2007 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 and spring 2006 Public Libraries Seminars. The three together form a solid foundation for subsequent public library seminars to modify, add to, and enhance.

Ron Bergquist

PUBLIC LIBRARIES AS PUBLIC SPACE

Emily King

Public libraries are by definition, accessible to the public. Does that make them public spaces? The following articles and books explore the idea of public space and the public library as a (good/successful) public space. These readings are divided into three categories:

1. WHAT IS PUBLIC SPACE explores the definitions of public space
 2. HOW TO CREATE A SUCCESSFUL PUBLIC SPACE looks at examples of libraries that have created successful public spaces and why these libraries were able to create these successful public spaces
 3. PROBLEMS WITH THE LIBRARY AS A PUBLIC SPACE looks at library problems that can occur because it is a public space.
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WHAT IS PUBLIC SPACE

Alstad, C., & Curry, A. (2003). Public space, public discourse, and public libraries. *LIBRES*, 13(1), Retrieved March 23, 2007 from: <http://libres.curtin.edu.au/libres13n1/>

Alstad and Curry look at the changing nature of the library as a public place and public discourse. They explore what the disappearance of public spaces (as a place where the public can mingle) means for today's society. They also discuss why private spaces that appear to be public spaces cannot replace the public spaces that allow public discourse. They also posit that the library as a public place of public discourse and self education is being replaced with a public leisure space which does not encourage public discourse and the other benefits of traditional public library's public space.

Carr, S., Francis, M., Rivlin, L. G., & Stone, A. M. (1992). *Public space*. Cambridge; New York: Cambridge University Press.

This book examines the values, needs, rights, origins, and realities of public life and public space. This book provides a comprehensive overview of the concept of public space in modern society (in the United States and around the world). In addition to the discussion of the different themes of public space, the book provides real life examples of the themes and how they are successful or unsuccessful public spaces.

Given, L. M., & Leckie, G. J. (2003). "Sweeping" the library: Mapping the social activity space of the public library. *Library and Information Science Research*, 25(4), 365-385.

This article summarizes an observational study of how people use the public space in public libraries. In the study, Given and Leckie observed the people in several public libraries, paying attention to where they were, what they were doing, who they were (young or old, male or female), and when they are doing the activity. They don't provide much analysis, but the resulting statistics showed some interesting trends in the use of public space. The methodology can also be used to conduct similar studies to better understand how public space is being used in public libraries.

Harris, K. (2003). Your third place or mine? *Public Library Journal*, 18(2), 26-29.

This article explores the idea of libraries being the “hangouts at the heart of the community.” Harris proposes libraries as an ideal third place, or public space, because they the library can “minimize inequalities, maximize learning opportunities, and stimulate both diversity and cohesion with local communities.” He highlights how library have to should and can promote themselves as public spaces to meet the local communities need for public spaces. In promoting the public library as a public space, it highlights what a public space is while telling why the library is a good public space.

Kohn, M. (2004). *Brave new neighborhoods: The privatization of public space*. New York: Routledge.

This book explores the dangers of the privatization of public space of modern society. The focus is how public space changes when public space is privately owned. Kohn highlights how private ownership of public space can lead to the undermining of free speech and democratic values of the US. Even though Kohn doesn't discuss how the library can be a good public space, it helps to understand why private places, like shopping malls, don't make good public spaces.

Leckie, G. J., & Hopkins, J. (2002). The public place of central libraries: Findings from Toronto and Vancouver. *Library Quarterly*, 72(3), 326-372.

This article is a study of the role of central public libraries in two large metropolitan libraries in Canada. As background for this study, she presents an excellent historical development of public spaces in North America, both philosophically and physically. She also focuses on the feasibility of the public library as a modern public space. Because this article has these two elements, it serves as an excellent introduction to the concept of the public library being a public space. The case study is interesting as an example, but strength of this article is the background information on the concept of public space.

Leckie, G. J. (2004). Three perspectives on libraries as public space. *Feliciter*, 50(6), 233-236.

In this article, Leckie presents her opinions, based on her past research, on how public libraries can be effective public spaces and why the public needs public space. Although she does not present any direct research in this article, she provides an excellent summary of the key points of the idea of public space and why the public library can be a successful public space. She paints a picture of a society that is losing its communal meeting spaces and is in crisis as a result. This article is a good brief introduction to the important issues in this topic.

Setha, L., & Neil, S. (Eds.) (2006). *The Politics of Public Space*. New York: Routledge.

As the title implies, this book looks at the politics of public space. It begins with the history of public space and how public spaces have changed over time. It discusses what freedoms the public has in public spaces and how these freedoms are managed. This book provides a good outline about how public space is constructed and structured in our society and what controls and limits are in place to maintain this space.

Placemaking for Communities: Project for Public Spaces (PPS). Retrieved Apr. 20, 2007, from Project for Public Spaces, New York, NY. Web site: <http://www.pps.org/>

This site is the homepage for the Project for Public Spaces, a non-profit organization that supports communities trying to create or sustain public spaces. Their site includes articles, case studies (good and bad), and project updates for public space projects across the world. It serves as a dynamic resource for modern public spaces.

Watson, S. (2006). *City publics: The (dis)enchantments of urban encounters*. London; New York: Routledge.

This book explores the role of public space in our modern society, specifically looking at encounters between people in public spaces. She reviews the current literature about building and interacting in modern public spaces, then applies those theories to case studies. She used different public spaces as case study example for specific themes in public space. She presents both the positive and negative aspects of public space in modern society with extensive references to past literature and studies.

HOW TO CREATE A SUCCESSFUL PUBLIC SPACE

Boddy, T. (2006). Civic locus: From galleries to libraries. *Architectural Review*, 219(131), 44-46.

Boddy compares the new public spaces that are being created in public libraries, architecturally speaking, to another public space, museums. It highlights how the specific purpose of a library, making information freely available, makes it different from other public spaces, and how architecture can be used to enhance that.

Fortin, S. (2007). The Online LIS Experience. *Library Journal*, 132(7), 58.

This is an article about Fortin's personal experience losing the library as a public space. It looks at what you miss out on when you have a library that is only electronic. It looks at the feeling of community that a library that is a physical public space. While Fortin focuses more how to cope without a library, this highlights what you miss out on when patrons do not have a public library that is a public space.

Kent, F., & Myrick, P. (2003). How to become a great public space. *American Libraries*, 34(4), 72-74, 76.

This article is an interview with Fred Kent and Phil Myrick, both from the Project for Public Spaces, about how to make your library a great public space, based on their research about successful public spaces. Their research has shown that all successful public spaces provide access and linkages, comfort and image, uses and activities, and sociability. In this interview they explain how to make sure that your library is providing these things and show examples of libraries that have created great public spaces.

Muschamp, H. (2004). *The library that puts on fishnets and hits the disco*. Retrieved May 9, 2007, from <http://nytimes.com/2004/05/16/arts/design/16MUSC.html?pagewanted=1&ei=5007&en=5aa4b4f3be0c79c7&ex=1400040000>

This article appeared in the New York Times a week before the opening of the Seattle's public library. Muschamp details the new "bling-bling" of the public library. After the physical description of the building, he goes on to describe how these elements work together to create a new urban public space that Seattle can be proud of. Muschamp clearly shows that although he was first skeptical, he thinks that the Seattle Public Library is an excellent example of an architectural successful public space.

Thompson, S. (2006). The Parklands Boutique Library Christchurch. *Australasian Public Libraries and Information Services*, 19(2), 56-70.

Thompson reports in this article about how the Parklands Library has been converted into an effective public space. She gives extensive detail about how the small area the library has is used to meet the public's needs by being flexible. Although this report is for a new library in New Zealand, the ideas and lessons that came from this case study can be applied to other small libraries that are trying to adapt their spaces to make them better public spaces. Thompson was an active participant in the Parklands Library project, so she is writing the article with the insider's point of view.

PROBLEMS WITH THE LIBRARY AS A PUBLIC SPACE

Ward, C. (2007). *What They Didn't Teach Us in Library School: The Public Library as an Asylum for the Homeless*. Retrieved Apr. 15, 2007, from *TomDispatch*. Web site: <http://www.tomdispatch.com/index.mhtml?pid=180836>

Being a public space means that the library is open to everyone in society. What happens to the public space when the public is difficult, disrespectful, or dangerous? Public spaces are not always harmonious. This article looks at the problems that can arise in a true public space that allows anyone through the door. Ward specifically discusses the homeless population in urban areas that frequent the library because it is one of the few places for them to go and how libraries deal with them.

Miller, S. (2007, April 10) 'Shhh' – the one thing you won't hear in a library. *Los Angeles Times*, A(1), 19. Retrieval April, 2007, from: <http://www.latimes.com/news/opinion/commentary/la-oe-miller10apr10,0,5788238.story>

When a public library embraces the idea of a public space where people can meet and public discourse can occur, the idea of the library as a quiet book repository goes away. There are many people that want the library to be a quiet book depository instead of a public space. Miller opinion represents this group of people that don't want to have the library as a public space if it means additional noise. Anyone studying this topic needs to understand the parts of the public that may be opposed to the library as a public space and why.

PUBLIC LIBRARY ARCHITECTURE

Edwin Arnaudin

Library architecture has evolved a great deal since the Carnegie Libraries of the early 20th century. Seemingly working against those nearly uniform large square buildings with giant stone columns, contemporary architects have transformed libraries into works of art. New structures employing modern design approaches echo Frank Lloyd Wright and Louis Kahn more than the traditional mundane brick boxes of the past. Of these libraries, none stands out more than the new Seattle Central Library, designed by Dutch architect Rem Koolhaas and completed in 2004. But are these innovative libraries functional, as their simpler, earlier counterparts were? What role will technology play in upcoming design processes? Who is involved in this process and what criteria should the chosen architect meet? The following books, articles, editorials, and dissertations provide excellent information on the past and future of library architecture and include advice from experienced professionals on how modern design can continue to evoke the historical integrity and purpose of the public library.

THE PAST: CARNEGIE LIBRARIES AND CO.

Architectural Review. (1902, January).

A special issue on libraries, from blueprints to shelving unit advertisements, it includes an abundance of enlightening photographs of major public libraries of the time. The photos are primarily single pages comprised of one or two pictures (if one, the exterior is always featured) and the respective floor plan. An exciting look back, especially in learning about the advertised building materials of the time.

Koch, T. W. (1917). *A Book of Carnegie Libraries*. White Plains, NY: H.W. Wilson.

A substantial overview of the libraries built through the contributions of Andrew Carnegie. Koch explores many topics, including the uniformity of design, instructions to architects & agreements between them and trustees, and “the essentials of library architecture.” Carnegie Libraries from throughout the U.S. are included along with many blueprints and photographs. An excellent examination of early library design.

Oehlerts, D.E. (1991). *Books and Blueprints: Building America's Public Libraries*. New York: Greenwood.

This history of public library buildings in the United States covers Carnegie Libraries and landmark structures in primarily major cities from 1850-1989. Important factors considered throughout Oehlerts' writings include European influence on U.S. library design, the evolution of architectural education, and the precedents of architect Henry Hobson Richardson. Also discussed are the pattern of designing rectangular buildings, the move to have more libraries composed of glass & steel, and the importance of great central libraries for the future of U.S. cities.

Plovgaard, S. (Ed.) (1971). *Public Library Buildings: Standards and Type Plans for Library Premises in Areas with Populations of Between 5,000 and 25,000*. London: Library Association.

A Danish committee's report that develops a table of standards for public library design. The standards are largely rigid and the committee makes it known that the architect is merely carrying out the wishes of the librarian/client, making no mention of artistic freedom. The report still provides a basic blueprint for library building necessities and their proper uses, but encouragement for modifications of the norm and innovative design are omitted. An interesting look at what modern architects are largely trying to work against to create functional works of art.

COLLABORATION: THE ARCHITECT, THE DIRECTOR, AND THE COMMUNITY

Burgoyne, F. J. (1897). *Library Construction: Architecture, Fittings and Furniture*. London: George Allen.

The first guide book written on enlightening librarians, architects, and library committee members in the facets of library design, Burgoyne examines the history of library design and then dissects specific buildings in Europe and the U.S. from a visitor and an architectural critic's perspectives. British and American libraries, both public and academic, receive equal treatment. Copious floor plans and architectural sketches are also included.

Smith, L. K. (Ed.) (1986). *Planning Library Buildings: From Decision to Design*. Chicago: ALA.

A collection of papers from the 1984 American Library Association Annual Conference. The first half focuses on academic libraries and planning teams, but the latter half has several architecture-centered gems. Nancy McAdams covers selection criteria and the role of the architect; Lester Smith looks at lighting and air conditioning; and Donald Kelsey examines final working drawings. The McAdams paper is especially beneficial in terms of what kind of architect to look for based on the firm's reputation and concepts.

McCarthy, R. C. (2000). *Designing Better Libraries: Selecting & Working With Building Professionals*. Fort Atkinson, WI: Highsmith.

A professional architect and library designer's guide to selecting and working with architects and other professionals in the library building process. The text includes checklists for key stages of the project and recommendations for evaluating the architect's performance and the effectiveness of the building. The architect's responsibilities are notably stressed.

Washington-Blair, A. (1992). *The Scope and Methods of Citizen Participation in Planning and Designing Public Library Facilities*. Ann Arbor, MI: UMI.

A survey-based study on community involvement in creating new public libraries, written as a response to the lack of Architectural and Library Science literature on the topic. Washington-Blair argues that as public libraries are for the people, citizens should have a voice on the design process and therefore researches potential contribution. Includes feedback from architects, library directors, and library building consultants, considering all of them to be citizens providing respective input.

Holt, R. M. (1989). *Planning Library Buildings and Facilities: From Concept to Completion*. Metuchen, NJ: Scarecrow Press.

Another text hoping to adequately prepare librarians for involvement in the design process, also presented in chronological order. The chapter on the “Architectural and Interior Design Phase” provides insight into the architect’s mind and his responsibilities on the project. Helpful appendices include estimated space requirements for various items & areas and questions of qualification for architectural firms.

THE FUTURE: MODERNISM AND TECHNOLOGY

McCabe, G. B., & Kennedy, J. R. (Eds.) (2003). *Planning the Modern Public Library Building*. Westport, CT: Libraries Unlimited.

A collection of essays by “recognized building experts from the United States and Australia” that chronologically cover the recommended route in organizing a new public library. Topics covered include sustainable design, community involvement, selecting library furniture, the impact of technology, and the importance of lighting. Also includes an annotated bibliography of sources not included in this text.

McCabe, G. B. (2000). *Planning for a New Generation of Public Library Buildings*. Westport, CT: Greenwood.

Thoughts on design strongly influenced by the growing need for accommodating technology. McCabe’s goal is to inform library directors so that they may be an integral contributing component of the project planning team. The chapters are presented in a logical chronological order and each library building area, both traditional and relatively new, are discussed with relevant recommendations. Chapter 10 focuses on specific architectural building components, such as safety glass, lighting, and climate control.

Webb, T. D. (Ed.) (2000). *Building Libraries for the 21st Century: The Shape of Information*. Jefferson, NC: McFarland & Company.

This more architecturally geared collection features essays from librarians involved in the design of new facilities and professionals in other fields who provide special insight into library design. In the introduction, Webb dismisses the popular architectural adage that “form follows function,” suggesting instead that architects “make the functional also beautiful and appealing in form.” The text is divided into four sections: Function (the people involved and their purpose); Form (construction and arrangement of services); Style (architecture); and Significance (meanings conveyed beyond knowledge and information of library resources).

THE SEATTLE CENTRAL LIBRARY

Mattern, S. C. (2002). *Building Ideologies: A Case Study of the Seattle Public Library Building and its Embodied Ideas, Ideals, and Values*. New York: NYU.

Dissertation on the new Seattle Central Library, published two years before the building itself was completed. Mattern explores “how the institutional identity of *library*, the identity of the public, and the civic identity of the City of Seattle are constructed along with the building.” The influence of communication between key individuals on the project’s design is also investigated

in depth and makes for a thorough examination of the work that went into crafting the most talked-about public library of its time.

Kenney, B. (2005, August 15). After Seattle. *Library Journal*, 130(13), 34-37.

Primarily a laudatory report of the new Seattle Central Library, Kenney gives a respectable walk-through of the facility and its new approaches to librarianship. Architect Rem Koolhaas is portrayed as a hero, blessing the Emerald City with a momentous gift that will change the entire profession. Overall, an excellent collection of building facts, potentially revolutionary services, and the hopes of Seattle librarians for their new workplace.

Cheek, L. (2007, March 27) On Architecture: How the new Central Library really stacks up. *Seattle Post-Intelligencer*. Retrieval April, 2007, from:
http://seattlepi.nwsourc.com/ae/309029_architecture27.html%20

Written three years after the Seattle Central Library was completed, Cheek (a freelance writer on architecture) bashes Koolhaas' design for being a beautiful piece of art and not a functional library for daily use. The editorial highlights the building's failures of providing comfortable reading areas, convenient restroom facilities, and general practicality. Overall, a stinging review of an innovative architectural wonder.

PHOTOGRAPHIC SOURCES

Brawne, M. (1970). *Libraries: Architecture and Equipment*. New York: Praeger..

A collection of photographs, floor plans, and descriptions of innovative libraries from around the world. Precedents for experimentation of design are clearly represented here as modern thought and techniques are showcased and praised. The buildings, many of which are Scandinavian or German, appear more residential than business on the outside, yet the interiors provide sufficient space for basic library functions.

Crosbie, M. J. (2003). *Architecture for the Books*. Mulgrave, Australia: Images.

Brief introductions about library purpose and designing contemporary buildings gives way to a multitude of color photographs, brief descriptions, and occasional floor plans of the world's most noteworthy (and noticeably newer) libraries. The summaries provide background of each design's intention and surroundings, while the pictures show off specific remarkable aspects of each work.

Kito, A. (Ed.) (1995). *Libraries: New Concepts in Architecture and Design*. Tokyo: Meisei.

A showcase of extraordinary Japanese library architecture divided into public and academic/special categories. The foreword by architect Azusa Kito pays primary respect to public libraries, saying that they "reflect most directly the mentality and the system of their society." The included designs are notably modern and appear to be functional successes.

Brawne, M. (Ed.) (1997). *Library Builders*. London: Academy Group.

Introductory essays focus on the challenges faced by architects in designing libraries while respecting its core integrity. The bulk of the text explores fascinating designs from around the

globe and brief descriptions of each library's key innovations and benefits. Project information in the back provides facts on measurements, capacity, and design contributors.

Bosser, J. (2003). *The Most Beautiful Libraries in the World*. (L. Hirsch, Trans.). New York: Abrams, Inc.

Enormous color photographs and fawning descriptions of the world's most famous libraries. While they may be beautiful, they are also all traditional designs with no trace of modernism. Instead, high ceilings, tall shelves, and sculptures abound. A far cry from the "Koolhaas Kids," but an interesting look back at library design's respected past.

RURAL PUBLIC LIBRARIES

Dina Waxman

Rural public libraries generally serve a population of less than 2500 and are challenged by a number of issues both unique and similar to those of their urban counterparts, including geographical remoteness, a lack of funding, professional staff, and space, and the obstacles of establishing service to patrons who may be geographically, culturally, or monetarily difficult to reach. The following is a bibliography of resources containing information about the issues, problems, and differences faced by rural public libraries in America. This bibliography may be of use to library students who are considering a career in a rural community, or to established staff member of rural libraries as a link to useful resources.

PRINT RESOURCES

Baker, R. (1987). Rural librarians: Custodians of a public trust. *Colorado Libraries*, 27(1), 17-18.

In a short editorial article which offers an opinionated view of rural librarianship, including its problems and differences from urban librarianship, from the point of view of a member of the profession, Baker discusses certain issues central to libraries, such as censorship, and argues that the ideals librarians in urban or large public libraries feel strongly about upholding may not be as practical (or possible) in rural libraries with a lack of funds and lower level of patronage. Though the article is older in years, its issues and opinions still hold true and provide insight today, and make it a good portrait of the realities facing rural public librarians.

Barron, D. (1995). Staffing rural public libraries: the need to invest in intellectual capital. *Library Trends*, 44(1), 77-88.

An examination of the growing problem faced by rural public libraries: attracting and retaining staff members who are both educated and effective in maintaining the libraries. Barron argues that because rural libraries face so many problems already, such as low funding, geographical remoteness, and lack of space, it is all the more important that they invest in “intellectual capital”: staff with higher education and access to training in new technologies and resources. He concludes that in order to save rural public libraries from failure, librarians need to have confidence about their own abilities and about the need for those public libraries, which would be vastly assisted by proper training. Barron’s points are very applicable and useful in the study of rural public libraries.

Bitterman, L. (2002). Across towns and across times: Library service to young people in rural libraries 2002 [Update and comparison of Ristiina Wigg, Across Towns and Across Times]. *Rural Libraries*, 22(2), 43-62.

An update and comparison to a 1995 article, Bitterman focuses on rural library service to young people, including the issues and difficulties faced by both rural youth and rural libraries, how rural communities have changed in the seven years since the original article, and other topics. She reiterates the same problems that Wigg mentions, adding two: homelessness and migrant families. She also offers the results of a short survey attempting to update Wigg’s research on the state of youth services in America; her findings indicate an improvement in the number of full-time youth services librarians and in the amount of technology available for youth services.

Bitterman concludes that while services for youth in rural public libraries has improved overall since Wigg's article was published, there are still many challenges faced by rural public libraries to serve their youth. This article is a good source of information for the problems and issues faced by rural public libraries in serving their youth, and a good update of a study whose topic is vastly important.

Blasingham, L., and Lawlor, S. (1998). Rural librarianship: A bibliography. *Rural Libraries*, 18(1), 44-48.

As its title implies, this is a bibliography of articles, reports, and papers on a wide range of topics dealing with rural librarianship. Though it is a dated selection, compiled in 1998, it contains papers that are largely still applicable to the field. It lists articles on rural librarian education, bookmobile services, youth services, funding, economic development, and many other useful and applicable subjects. As a direct source of information, this bibliography is not terribly useful, but as a source of good sources, it is an excellent one.

Flatley, R. (2000). Characterizing the role of the rural librarian: A survey. *Rural Libraries*, 20(2), 8-28.

The role of the rural public librarian is explored as a part of the new information age in which the internet and online resources are becoming widespread. Flatley states that there is almost no research on what rural librarians perceive as their role and what opinions they have on their own jobs, and so research was performed to determine the self-perceptions of rural public librarians. The results showed that rural public librarians have a highly positive opinion of their profession and its future, and that they believed technology would not replace the need for librarians. Flatley argues that, though this positive and optimistic viewpoint is a necessary part of the profession, it is just as important that rural public librarians be educated and willing to be innovative in the drive for patronage for rural libraries to be able to cope with the changes brought by the new information age. As Flatley stated, this article explores a branch of librarianship that is often overlooked in formal research, and as such is both interesting and valuable for the study of rural public libraries.

Green, F. (2002). Library outreach programs in rural areas. *Bookmobile and Outreach Services*, 5(2), 15-38.

Updating a 1995 article by Judith Boyce and Bert Boyce, this article explores library outreach programs in rural areas through four main points: an overview of the rural environment and its problems, what outreach actually is, ways to provide public library outreach, and institutions that provide outreach to rural areas. Green builds on what the Boyces presumably wrote about with more specific and more recent ideas, such as the project between ALA and Microsoft that helped many rural public libraries to get internet access, and the changes the internet has made in providing outreach services. Green also discusses what hasn't changed much since the Boyces' article, such as the use of the bookmobile. The article provides a good, more recent look at outreach and some interesting ideas for libraries to consider if and when they decide to offer outreach services of their own.

Heuertz, L., Gordon, A., Gordon, M., and Moore, E. (2003). The impact of public access computing on rural and small town libraries. *Rural Libraries*, 23(1), 51-79.

The authors focus on the challenges and problems faced by rural and small public libraries in regards to implementing and using public access computing, as well as some of the results of introducing public internet access in libraries. Heuertz *et al.* discuss the usual problems rural libraries deal with, such as a lack of trained staff, money for hardware and software as well as adequate technical support, and geographical isolation. They conclude, however, that regardless

of the problems, public access computing has resulted in the flourishing of many rural public libraries, due to an increased knowledge base and a way to combat the isolation, and suggest that much of the success enjoyed by these libraries is due to the efforts of the Bill and Melinda Gates Foundation. This article provides a good look at an aspect of rural librarianship that is arguably becoming one of the most important and intriguing issues of librarianship in general.

Luchs, M. (2001). The education of the rural librarian: advantages and obstacles. *Rural Libraries*, 21(1), 51-64.

The rural librarian faces both advantages and obstacles in either getting or having adequate training and education in their career. This article examines why rural librarians even need higher education (in order to know how to examine their services for quality), obstacles faced by the librarian in attempting to get that education (lack of money, conservative local opinions on higher education, etc.), distance and continuing education, and other topics. Luchs believes that a new standard of professionalism is needed to provide rural communities with adequate and quality services, despite the many obstacles faced by rural librarians in attaining the necessary education. She places a great deal of emphasis on how higher education is the only possible way for librarians to know whether or not their services are enough, which may be a little too overzealous but nevertheless her article is an interesting look at a topic not many seem to have written about.

Merrifield, M. (1995). The funding of rural libraries (Rural Libraries and Information Services). *Library Trends*, 44(1), 49-63.

The author examines funding for rural public libraries, focusing on federal and state funding as their main sources, and the roles federal, state, and even local funding have and should play in assisting rural public libraries. Merrifield examines major funding sources and funding laws of the past, such as the Library Services Act of 1956, and explores their outcomes. He looks at the types of federal and state aid, such as building grants, library network grants, and standardized library grants, and concludes that due to increasingly cut federal and state funds, it is not surprising that many rural public libraries rely on local funding to support themselves. Though this article is twelve years old and dated, it still is a useful look at the roots of an ongoing and still-applicable problem faced by rural public libraries.

Rosser-Hogben, D. (2004). Meeting the challenge: An overview of the information needs of rural America. *Rural Libraries*, 24(1), 25-49.

Exploring the challenges and issues rural America faces in meeting its information needs, including changing racial, cultural, and age demographics, poverty, and more, this article first gives a look at what "rural America" actually is by both definition and reality, and offers speculation on what the most relevant and important information needs are to focus on, including the lack of educated minds and internet access. Lastly, it offers suggestions on how to fix many of these problems. A thorough and realistic glimpse at a part of America many of us tend to think of in unrealistic terms, this article is an important source in the study of rural public libraries. It gives an overview of many of the issues librarians would face in a rural setting, less from a library point of view than a cultural point of view, which provides a broader picture that may be necessary in serving a similar community.

Salmon, R. (1999). Growth and vitality for the small library. *Rural Libraries*, 19(1), 7-29.

Are there “success stories” of small and rural libraries around the world, and what factors contributed to these successes? Salmon found that in each success story, there was a great deal of cooperation, planning, knowledge, and community effort involved, and that often the success began with the initiative of one dedicated person. Salmon offers a look at the happier side of rural and small public libraries, in which the library becomes a beloved project of dedicated communities and flourishes, though he points out in his conclusion that there are many stories of failure as well, of small libraries that do not survive or continue only day-to-day. He offers the hope that his survey of successes gives the reader a look at what *did* succeed and how, so that they may inspire further successes. Its unique look at small and rural public libraries make this article a good addition to any study on the topic, especially because it focuses on the positive aspects and not the problems.

Smith, E. (2003). Why rural public librarians should (and how they can) serve young adults. *Rural Libraries*, 23(2), 45-68.

This article examines the services (and, often, lack thereof) libraries provide for young adults, with a special focus on rural public libraries and why it is most important for them to offer adequate services. Smith states that rural youth are affected by problems like drugs, poverty, and violence just as much if not more so than their urban counterparts, and as such rural public libraries should make an effort to help counteract these problems. Smith goes on to suggest that libraries band together with other public services, such as church groups, schools, and local youth organizations to create welcoming and productive environments for young adults, as well as to use the young adults themselves for certain library tasks. This article provides a good look at the realities facing rural youth as well as quite a few helpful and interesting suggestions on how to meet with their needs.

Stoll, C., Strege, K., Sheffield, L., Roy, L., and Vavrek, B. (n.d.). Rural public library panel white paper. Retrieved April 1, 2007 from: http://libraryworkforce.org/tiki-download_file.php?fileId=51

This paper, composed by a panel of experienced librarians, explores the issues and problems inherent in rural public libraries and attempts to answer the question that may arise from those problems. They address such issues as staffing, rural library organization, career paths for rural librarians and students wishing to become rural librarians, recruitment and retention of qualified staff, rural community culture, leadership, and more. The authors make sure to note that the answers they provide to these questions are not fail-safe or the “one true way,” but born of their collective experiences with rural public libraries. This paper, taken with a grain of salt, is an excellent look at what real-life librarians have experienced in rural public libraries and is good for providing a realistic picture of the problems and issues facing these libraries.

Vavrek, B. (1983). A struggle for survival: Reference services in the small public library. *Library Journal*, 108, 966-969.

Bernard Vavrek, the head of the Center for the Study of Rural Librarianship, has done a lot of research on reference services offered by rural public libraries. In this paper, he examines how thoroughly librarians in rural libraries answer reference questions, what problems they face in answering them, whether or not there is a written policy on how the library handles reference questions, the types of tools, periodicals, and books librarians use in reference work, and several other issues. Vavrek is not surprised by his results, that the main problems faced by rural librarians are a lack of resources and money for resources, geographical remoteness, and a lack of

qualified and educated staff. Though this article is somewhat dated, its fundamental information still holds true for rural libraries and the reference services they offer and is a good look at reference services in a specialized library environment.

Walton, S. (2001). Programming in rural and small libraries: an overview and discussion. *Rural Libraries*, 21(2), 7-23.

This article provides a look at the use of programs in rural and small libraries, including a short history of library programming in general. Walton distinguishes between adult and youth programming, but makes sure to analyze the problems facing both and to offer some solutions and success stories gleaned from rural and small libraries. She further examines the type of programming offered for each group, ranging from historical discussions to genealogy to senior citizen outreach, from the traditional storytime to teen talent shows to homeschool study sessions. It is a very thorough look at the way rural and small public libraries can and have handled the problems inherent in programming with a small, insular population and, frequently, a small budget.

Wiegand, W. (2005). Collecting contested titles: the experience of five small public libraries in the rural Midwest, 1893-1956. *Libraries & Culture*, 40(3), 368-385.

Wiegand writes a historical analysis of the acquisition of ten contested books in Midwestern rural public libraries from 1893 to 1956. Though at first the topic may not seem particularly applicable to modern study of rural public libraries, it is, in fact, a fascinating look at censorship and collection development that still rings true. Wiegand examines the collections of certain libraries and their acquisition of particular controversial books, with one book each decade over a period of 63 years. He looks at when the books were acquired, the political climate of the library during each acquisition, the history of each library, and the professional selection guides for collection development at the time. Wiegand describes his findings as consistent with “cultural hegemony” – that is, the idea that dominant cultural groups directly influence and affect the behavior of common people – and applauds the public library as “one of society’s most purely democratic” institutions (p.79). This article is a very interesting look at the political and historical backgrounds of rural libraries’ collections, and shows the foundation upon which many rural libraries today are based.

ONLINE RESOURCES

American Library Association. (2004). The American Library Association Task force on Rural School, Tribal and Public Libraries. 2003-2004 ALA Council Document 34.1, 2004 ALA Annual Conference. Retrieved March 9, 2007 from:
http://www.ala.org/ala/olos/outreachresource/ruraltf_finalrpt.pdf

This report covers research by a special task force of the American Library Association on the special challenges and issues faced by rural school, public, and tribal libraries, as well as possible solutions. The research involved a survey responded to by forty applicable libraries, the majority of which were located in areas with a population of under 2500. For most of these libraries, the biggest issues were a lack of money and a lack of technological training for staff; many respondents disliked the few services ALA offered them, and many were struggling to keep the libraries open. Based on these results, ALA examined their own services for rural libraries and found that there were many deficiencies that could be remedied through activism, re-evaluation of available funds, and further research. The report offers an excellent look at the current issues and problems facing rural libraries.

American Library Association. (2007). Office for literacy and outreach services: Resources for rural and small library communities. Retrieved April 2, 2007, from the Office for literacy and outreach services website: <http://www.ala.org/ala/olos/outreachresource/servicesrural.htm>

This collection of resources for rural and small library communities was compiled by a branch of ALA and contains a number of useful selections, including reports of past research, specialized resources for specific types of rural and small libraries (such as tribal libraries) as well as more generalized resources, and useful websites. This website is an excellent place to start looking for information, especially if the researcher needs statistics, or resources to offer patrons or library staff.

Center for the Study of Rural Librarianship. (2007). Retrieved April 2, 2007, from the CSRL website: <http://jupiter.clarion.edu/~csrl/csrlhom.htm>

This website contains information about and pertaining to the Center for the Study of Rural Librarianship in Clarion, Pennsylvania, including its publications, contact information, and services. As part of its services, CSRL offers two journals, *Rural Libraries* and *Bookmobile and Outreach Services*, which are widely used in the study of rural public libraries. The website contains links to most of the articles published in past issues of both publications, which is immensely useful for research purposes, and the results of other research the CSRL has conducted. For researchers of rural public libraries, this website is an excellent place to start looking for information, as it is possible to read the articles chronologically and see how the field has changed, if at all, and what new developments there are in the field.

Rural Library Initiative. (n.d.) The rural library clearinghouse. Retrieved April 2, 2007, from the Rural Library Clearinghouse website: <http://www.resourceroundup.net/>

This website contains a hodge-podge of useful articles, information, and resources on rural public libraries, to support researchers and library staff alike. Visitors must register to use the site, but it is well worth it as the site acts as a portal to rules and regulations regarding rural libraries, applicable online classes available, guides and publications of the American Library Association and other library-related groups, and much more. Rural library staff will find it an excellent source for policy and regulation models taken from other public libraries and core competencies for specific types of librarianship, and a general network of support. Though the Rural Library Clearinghouse was meant to provide support for California-based rural libraries, it is still amazingly useful for rural librarians in all areas.

COMMUNITY OUTREACH IN PUBLIC LIBRARIES

Katrina Cason

PARTNERING WITH OTHER COMMUNITY AGENCIES

Costello, J. *et al.* (2001). Promoting public library partnerships with youth agencies. *Journal of Youth Services in Libraries*, 15(1), 8-15.

Public libraries are very similar to youth agencies in that they “provide safe places, constructive opportunities, the guidance of respectful adults, and the companionship of peers during non-school times.” This article shows how public libraries can become an important aspect to communities in terms of supporting young people. By linking with youth agencies (such as “Boys and Girls Clubs, Boy and Girl Scouts, Ys, park districts, art centers, and faith-based youth programs”), libraries can offer many more services to their community’s youth. Costello *et al.* discuss specific ways in which public libraries can reach out to adolescents and teens in their communities.

Cox, C. (2005). The new library outpost. *The Library Journal*, 130, 42-45.

The Lake Agassiz Regional Library (LARI) system in west central Minnesota is a regional system with few resources and a diverse set of patrons. The library has partnered with the community to create a program entitled “Library LINK Sites,” which premiered in 2004, in order to extend the resources of the library system and reach out to rural underserved communities in the region. The partnership plan relies heavily on volunteers and preexisting “multifunctional facilities,” such as senior centers and town halls, to make the program work effectively for parties involved.

Hodge, B. and Tanner, R. (2003). Grassroots to grassfed: libraries partner with local organizations to address the information needs of farming communities in upstate New York. *The Reference Librarian*, 39(82), 107-124.

Central New York has a large community of farmers with special information needs. The public library system in that area services fourteen member libraries throughout the region. The New York Center for Agricultural Medicine and Health Library and Information Center, a special library located in New York, has combined its forces with the Central New York Library System in order to provide necessary and specialized information to the area’s agricultural workers. These two libraries, along with several other local community-based organizations, have completely turned around the issues of information location and retrieval for their patrons.

HOW WEBSITES CAN CATER TO A DISTINCT DEMOGRAPHIC

Denver Public Library. (2007) *Denver Public Library: Teens: EVolver*. Retrieved Apr. 9, 2007, from Denver Public Library, Denver, CO. Website: <http://teens.denverlibrary.org/index.html>

Denver Library has created a website devoted specifically to their large clientele of teenage library patrons. Although some aspects of the website are simply links to the parent site and do not contain any specialized content, EVolver also offers unique information for teens, and incorporates certain Web 2.0 concepts into the site. The site often promotes contests to get teens involved in the Denver Library system as well as more traditional outreach devices such as

homework assistance. The design and flow of the website is greatly important to its success, and uses fun colors and a funky layout to attract a younger demographic.

Hughes-Hassell, S. and Thickman, E.M. (2003). Public library websites for young adults: meeting the needs of today's teens online. *Library and Information Science Research*, 25(2), 143-156.

Adolescents and teenagers (12 to 18 year olds) comprise nearly a quarter of public library users; the percentage of libraries with a website devoted to this clientele, however, is quite a bit lower. With the increasing number of teens using the internet for their information needs, it is becoming more and more important to public libraries to reach their patrons in this manner. The authors discuss young-adult needs that should be covered on teen library websites and the way in which the sites are promoted. The article also shows ways in which the demographic that is being targeted can assist in the creation of library websites.

COMMUNITY OUTREACH WITHIN URBAN COMMUNITIES

Elturk, G. (2000). Community and cultural outreach services at Boulder Public Library. *Colorado Libraries*, 26(3), 13-15.

The Boulder, Colorado library system has been devoted to community outreach since 1996, when a position was created to target those patrons that were not being reached by library services. Programs are available both inside the library proper as well as throughout Boulder in different sites that might be more convenient to patrons. In addition to using community centers for programming, the Boulder Public Library has created satellite outreach libraries, including a learning center, computer lab, and a mobile home park that has homework assistance and English-language discussions for immigrants.

New York Public Library. (2007). *Services: Books by Mail*. Retrieved April 8, 2007, from New York Public Library, NY, NY. Website: <http://www.nypl.org/branch/services/booksbymail.html>

The New York Public Library offers Books by Mail as a service to its homebound patrons living in the Bronx, Manhattan, and Staten Island. The service is only offered to those who "are unable to leave home because of a temporary or permanent disability." Along with the Books by Mail service, the NYPL offers book selection for the homebound patrons, based on their interests and requests. The application for the service is, however, only available in English and Spanish.

COMMUNITY OUTREACH WITHIN SMALL OR SPECIALIZED COMMUNITIES

St. Clair, M. (2005) Recent Findings on Library Usage among the Amish. *Rural Libraries*, 25(1), 43-55.

Monica St. Clair has studied that ways in which the Amish use libraries in several communities across the United States. The librarians' interactions with Amish teachers, parents, and students, demonstrate the need to truly understand a specific community and to work with that subset of people to find what they need out of the library. Librarians who are working with a new community must take the time to get to know the individual and unique needs of its people, and build up a common trust in order to be successful in their job. St. Clair shows certain ways in which librarians in Amish communities were able to reach out to that culture.

Peterson, E. (2004) Collection development in California Indian tribal libraries. *Collection Building*, 23(3), 129-132.

Tribal libraries have a unique demographic that requires special collection development and resource evaluation. Throughout this article, Peterson demonstrates the unique information needs of the Owens Valley Paiute tribe at the Indian Education Center in Bishop, California. One of the main issues that librarians for tribal libraries encounter is a lack of stable and adequate funding due to the absence of a defined connection with the federal government. The Indian Education Center also faced denial for inclusion in interlibrary loan agreements with library networks. The most important aspect for librarians at the Center is to meet the needs of the Paiutes, which shines through in their collection development plans and policies.

Virgilio, D. (2003). Service to the International Community. *Bookmobile and Outreach Services*, 6(2), 7-15.

The Memphis-Shelby County Public Library and Information Center has serviced a growing international community since the mid-90s. The influx to the Memphis area has been primarily people of Hispanic and Asian descent, though high numbers of undocumented immigrants have prevented the library from knowing the exact make-up of their new demographic. In response to the growing information needs of the Library and Information Center's patrons, a mobile library branch was developed which contains multi-lingual librarians, a large collection of ESL and foreign-language books, and a full-time circulation librarian. InfoBUS has allowed the library system to serve the ever-growing immigrant community and bring new programming and services to that demographic.

HOW WEB 2.0 CAN BE INCORPORATED IN COMMUNITY OUTREACH PROGRAMS

Denver Public Library. (2007) *Denver Teen MySpace*. Retrieved Apr. 4, 2007, from Denver Public Library, Denver, CO. Website: http://www.myspace.com/denver_evolver.

The Denver Public Library has fully integrated Web 2.0 into their online presence by adopting a MySpace page for teens and young adults. The page demonstrates how a library can use social networking devices to successfully connect to a hard-to-reach demographic. Through contests, photographs, videos made my teenagers, and constantly changing and dynamic materials, the MySpace page has attracted over 300 "friends" and keeps teens up-to-date on library programming that they may be interested in attending.

Evans, B. (2006). Your space or MySpace? *Library Journal*, 131. Retrieved on May 8, 2007 at <http://libraryjournal.com/article/CA6375465.html>

In December of 2005, the Brooklyn College Library set up its library MySpace page hoping to reach the nearly "4000 Brooklyn College students associated with...MySpace." In less than two months, the Library had over 1700 "friends" to whom it could then "push" information on services, programming, and events. Author Evans discusses the pros and cons of social networking for libraries, and what this online presence might mean in the future.

Stevens County Rural Library District. (2006) *SCRLD Wiki*. Retrieved May 2, 2007, from Stevens County Rural Library District, Stevens County, WA. Website:
http://www.scrlldwiki.org/index.php/Main_Page

The Stevens County Rural Library District serves 42,000 people in northeastern Washington. The Library District decided to make use of Web 2.0 and gain involvement from their community by creating a wiki covering all aspects of life in and history of Stevens County. Currently, there are 235 articles on the wiki, with new users joining and new articles being added each month. Although the majority of articles are seemingly added by library employees themselves, they have continued with the venture. There are currently 271 registered users, only 2 of whom are administrators (library personnel.)

AMERICAN LIBRARY ASSOCIATION ON COMMUNITY OUTREACH SERVICES:

American Library Association. (2007). *Office for Literacy and Outreach Services*. Retrieved Apr. 8, 2007, from American Library Association, Chicago, IL. Website:
<http://www.ala.org/ala/olos/literacyoutreach.htm>

The ALA's Office for Literacy and Outreach Services provides examples of outreach areas that public libraries should strive to reach, programs and events that can be adopted by individual branches, as well as groups and round tables for librarians to join in order to gain more information about outreach in certain areas. The website provides a wealth of information and ideas for public library programming and has practical tips, presentations, and resources for librarians to use.

Osborne, R. (Ed.) (2004). *From outreach to equity: innovative models of library policy and practice*. Chicago, IL: American Library Association.

This book breaks down some of the assumptions about community outreach in terms of expense, resources, and location. Osborne lists specific outreach opportunities for public libraries such as connecting inmates to library services, bridging the digital divide, and reaching out to immigrant and refugee populations through multilingual materials and programming. The book is a compilation of essays that cover one of the following six topics: services outside library walls, outreach inside the library, outreach using information technology, technical services, advocacy, and outreach and staff development. The essays provide different voices for each topic and make the book a strong resource for community outreach.

INTERNATIONAL APPROACHES TO PUBLIC LIBRARIES

Regina Nowicki de Guerra

INTERNATIONAL STANDARDS AND RESOURCES

International Federation of Library Associations and Institutions, Section of Public Libraries. (2001). *The public library service: IFLA/UNESCO guidelines for development*. München; New York: K.G. Saur.

This is the basic statement of principles, standards and ideals for public libraries around the world. Guidelines are given on legal and financial frameworks, meeting user needs, collection development, human resources, management and marketing. The section on the role and purpose of the library discusses such things as personal development, freedom of information, and local culture, which can apply to all country settings. Of most interest, however, are the specific examples given throughout the document of how public libraries in various countries with vastly different situations have addressed each of these issues. For instance, under the goal of supporting education, examples are given of a public library in Spain that supports distance learners at a local university, and of libraries in South Africa that facilitate study simply by furnishing tables, chairs and electricity, which students often do not have at home.

International Federation of Library Associations and Institutions. (2007). *IFLANET: Public libraries section*. Retrieved May 5, 2007, from <http://www.ifla.org/VII/s8/index.htm>

This website provides access to various resources and programs relating to public librarianship throughout the world. For example, there is a checklist for best practice on evaluating library services in terms of user needs, containing a long list of resources, organizations, and websites with instructions, findings, and models from dozens of countries. There are also links to a project compiling best practices on the role of Public Libraries in lifelong learning, a survey on National Information Policy/ National IT Strategies, as well as a semiannual newsletter and minutes from international meetings of the Public Libraries Section. The main IFLA page (<http://www.ifla.org>) also links to other projects and divisions of interest to international librarianship, such as the Action for Development through Libraries Programme to assist librarians and libraries in the developing world.

THE NEW ZEALAND MODEL

La Rooy, P. (2004). From tiny acorns to great oaks: Taking a nationwide approach to library cooperation. *Serials Librarian*, 46(1/2), 161-171.

This article describes some national-level initiatives at library cooperation currently underway in New Zealand, promoted by the Library and Information Association of New Zealand Aotearoa (LIANZA). These initiatives address issues such as bridging the digital divide, increasing access to government information, and managing heritage resources in libraries, archives and museums. They are meeting with success because the government recognized the importance of a knowledge society, and so already was amenable. But also, LIANZA took the initiative to position itself politically and capitalize on the government's rhetoric to actually get some concrete programs implemented. Although New Zealand's small size and less complicated government structure may make possible some things that would not be feasible on the U.S. scale, it does illustrate how a library association can work within the political system to see that libraries are given priority, and even much-needed funding.

Sutherland, S. (2002). Passion, practice, partnership and politics: Marketing the future of public libraries. *Australasian Public Libraries and Information Services*, 15(2), 61-69.

In order for public libraries to flourish into the future, this article argues for commitment and passion on the part of library administrators, practice in line with the best in the world, creative partnerships with government, other kinds of libraries, and even vendors, and constructive engagement with the political powers that be. New Zealand's public libraries are flourishing because they seem to be on the forefront in all of these areas, as is illustrated by the examples given of new libraries being built, new display techniques and internet models being adopted, and new partnerships with the Ministry of Education and with book and serials vendors from libraries throughout the country.

Szekely, C. (2002). Te ara tika: Maori and libraries in New Zealand – staying the distance. *World Libraries*, 12(1), 46-53.

This article traces the development of library services for Maori, the indigenous minority of New Zealand, particularly in the highly-Maori urban area of Manukau. In the late 1980s, Manukau Libraries were among the first to adopt specialist Maori staffing, bicultural training, and bilingual signage. The use of user surveys, strategic planning, targeted programming, and ongoing relationships with Maori residents and tribal groups helps to keep the system responsive to the needs of the community. The library's website was also recently redesigned to be truly bilingual, with all menus and features available in Maori (Te Reo), and lists and links to a wide variety of Maori resources prominently featured. This library system's success at effectively and appropriately addressing the needs of an ethnic minority through community involvement, staff sensitivity, relevant collections and bilingual access can be seen as a model for U.S. libraries serving ethnic minorities such as the Latino population.

Thompson, S. (2006). The Parklands boutique library Christchurch. *Australasian Public Libraries and Information Services*, 19(2), 56-69.

This article describes the creation of an innovative branch library in New Zealand, utilizing moveable furniture, specialized time zones, an in-house café, and integrated art to make a vibrant learning and community space out of a small repurposed church. It attributes its success to a clear vision statement, extensive community consultation, committed staff and administration, creative furniture design, stylish marketing, and targeted programming. The space is divided into a Quiet Zone for individual reading, a Flexi Zone housing the children's collection, computer facilities, and service desks, and an Easy Zone containing the café, popular materials, and garden views. Time zones allow for different noise levels and furniture configurations for adults, preschoolers, school-age children, families, and community groups on different days and times. This example of a cutting-edge public library might serve as a model for those wishing to revitalize the library experience here in the U.S.

Metronet. *nzlibraries.com: The doorway to every public library in New Zealand*. Retrieved May 5, 2007, from <http://nzlibraries.com/home.html>

This website provides access to the web pages of all public libraries in the country. Featured prominently is the "inspire me" ad campaign, a series of national television spots starring popular New Zealand film, music, fashion and sports figures promoting public library use. Also of interest is the clear, concise, national statement of purpose and definition of roles of public libraries in the "about us" tab, including "supporting the pure enjoyment of reading," and "supporting people in feeling they belong to and are in touch with their local community." This

cohesive vision and high visibility of libraries in New Zealand can serve as a model to which U.S. libraries might aspire. Browsing the Manukau Libraries (under Auckland region) and Parklands Library (under Christchurch City) websites, you can see examples of the innovative design, community engagement, and minority services that have put New Zealand libraries on the forefront of public libraries worldwide.

THE LATIN AMERICAN EXPERIENCE

Negrao, M. B. (1994). Public libraries and culture in the Latin America and Caribbean context. *Libri*, 44, 145-152.

Although this article largely deals with how libraries should promote and preserve national and indigenous culture in their countries, it does also point out some cultural barriers to library use in Latin America. One barrier is the association of libraries with books, and thus with erudition and high culture, which makes those with little education and low literacy levels (the majority of the population) feel that “this is not for me.” The article also points out the effect of the colonizing culture on the prominence of libraries in the region, with libraries being central fixtures in islands settled by the English or the Dutch, but being largely an afterthought in Spanish or Portuguese areas. It recommends using activities designed to seek out, celebrate, record, and disseminate the popular culture and local knowledge of the community to overcome these barriers and reach out to those who are “afraid of the library.”

Ness, S. L. (2002). Libraries and rural Latin America: The work of Mennonite Central Committee in Bolivia and Guatemala. *Rural Libraries*, 22(1), 41-60.

This article relates the experience of one non-governmental organization in establishing libraries in two Latin American countries. While specifically dealing with the challenges of rural libraries in remote areas with largely indigenous populations, it does help to give a picture of the role and image of libraries in Latin America. That is, libraries are viewed as important in helping children to read and to complete schoolwork, but adults see little reason to use libraries themselves. The high level of illiteracy among the poor, and a strong oral tradition among many indigenous groups can also make libraries, which are traditionally associated with printed books, seem irrelevant or even alien to their lives. Even trusted organizations such as the MCC with high levels of support from enthusiastic communities have not been able to overcome this barrier to library use by adults.

Rooney, E. M. (2001). Library service in Chile: Model of progress. *Catholic Library World*, 72(2), 98-103.

As the reflections of a Jesuit priest looking back over 30 years working in libraries in Chile, this article helps to give an idea of the limited role and low profile of public libraries in Latin America. While university and private school libraries have fared better, school and public libraries have always received very little government attention, meaning that what few libraries exist are constantly struggling to train staff and to acquire books, which are expensive due to the limited market in a poor society. What few books a library can purchase are often duplicate copies of required school texts, since students cannot afford their own copies. The fear of theft has led to an almost universal use of closed stacks, vastly limiting the actual and perceived accessibility of materials to patrons. Under such circumstances, it is no wonder that Latin Americans other than students are not generally library users.

SERVING LATINOS IN THE UNITED STATES

Alire, C. A., & Archibeque, O. (1998). *Serving Latino communities: A how-to-do-it manual for librarians*. New York: Neal-Schuman.

This is a general resource providing some practical aids for beginning library service to Latino populations. Especially relevant to the issue of cultural barriers to library use among Latinos is the chapter on outreach and marketing. Although the chapter mostly emphasizes general principles of library marketing, it does point out some issues specific to the Latino community, such as the need to specify in promotional materials that programs and services are free, as this will not occur to Latinos otherwise. Also, new immigrants from Latin America are not accustomed to using public libraries, or even thinking of them as institutions available to help them, so greater efforts will be required to draw them in. Further, they perceive libraries as white, elite institutions, and so will be apprehensive. Staff sensitivity training to make Latinos feel welcome, even if they do not speak Spanish, is necessary to overcome this.

Byrd, S. M. (2005). *Bienvenidos! Welcome!: A handy resource guide for marketing your library to Latinos*. Chicago, Ill.; El Paso, Tex.: American Library Association; Cinco Puntos Press.

This book provides background information, practical advice, and annotated lists of resources to help in all aspects of serving Latino library patrons, including needs assessment, collection development, programming, outreach and access. Byrd shows sensitivity to the cultural barriers to Latino library use throughout, as when she recommends holding introductory programs off-site to build trust, and to not assume that Latinos know that library services are free and open to all. Her chapter on outreach and publicity begins by stressing the importance of using informal social networks to publicize library services and programs, since Latin culture values personal contacts much more than printed notices. She also recommends the use of Spanish-language or Latino-perspective radio and television, since these are the media of choice for the target audience. Other suggestions are given, such as hiring Latino staff and providing bilingual signage, to help make Latinos feel more welcome in an unfamiliar setting.

Moller, S. C. (2001). *Library service to Spanish speaking patrons: A practical guide*. Englewood, Colo.: Libraries Unlimited.

This is another general manual for serving Latinos, with suggestions for book selection and program design for various age groups from preschoolers to adults. There is a brief section giving some examples of library use in Latin America, to illustrate the perception of libraries that recent immigrants bring with them: scarce public libraries or elite school libraries with few books on closed stacks makes for little or no association of libraries with recreational reading or vocational information for adults. A section on promoting the library discusses ways to overcome this lack of a tradition of free public library services to all ages and all social classes. Strategies include word-of-mouth invitations and public service announcements on Spanish radio and TV, since most Latinos are unaccustomed to reading anything, including flyers or posters. Also, attending community events like health fairs or celebrations raises awareness while helping librarians familiarize themselves with the community.

REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking. (2007). REFORMA. Retrieved May 5, 2007, from <http://www.reforma.org/>

This website, by an ALA-affiliated organization, provides many helpful resources to libraries wishing to serve Latinos. Within the Resources and Public Statements section, the Resources for Libraries include such things as sample storytime programs, a “Spanish for Librarians” primer, and a link to Resources for working with Spanish-speaking library patrons from WebJunction. REFORMA Gold offers some useful justifications for buying Spanish books, explanations of the terms “Hispanic” and “Latino,” and a small web directory of relevant links. The public statements include a librarian’s toolkit for responding to anti-immigrant sentiment, and a language rights statement. REFORMA also publishes a semiannual newsletter and maintains a discussion listserv called REFORMAnet that can be very helpful for librarians new to Latino services.

State Library of North Carolina. (2004). *Hispanic services project*. Retrieved May 5, 2007, from <http://statelibrary.dcr.state.nc.us/hispanic/index.htm>

Although this website is no longer being maintained, it does provide some useful resources for librarians wishing to serve North Carolina’s rapidly increasing Hispanic population. The document on Designing Library Services for Hispanic Communities contains practical tips, checklists and exercises on such topics as project design, collection development, and community connections. The section on ethnic marketing tips takes Hispanic culture into account, as when it suggests working with the hierarchical structure of community organizations, and not only translating ads but “transcreating” them considering cultural nuances. The website also contains notes from workshops, stressing the importance of explaining that services are free, and the value of cultural training of staff even over language training. There is also a Survey of Library Needs for North Carolina Hispanics, providing demographic and usage data, as well as conclusions and recommendations for appropriate collections, signage, and policies to serve this population.

COMMUNITY-WIDE READING EVENTS

Carrie Bertling & Emily Daly

Since the Washington Center for the Book initiated its annual community-wide reading event in 1998, public libraries across the country have developed programs that aim to encourage members of their communities to read and discuss a common title. The articles, websites and books that follow describe the efforts that small and large public libraries alike have made to plan community-wide reading events using a range of titles, budgets, and themes, as well as the adulation—and criticism—that these programs have received. Also included are an electronic step-by-step manual for planning community-wide reading events; a book that presents research on the benefits of reading encouragement initiatives; and several websites that detail libraries' reading events, index book discussion guides and describe national reading initiatives.

BOOK RESOURCES

Ross, C. S. (2005). *Reading matters: What the research reveals about reading, libraries, and community*. Westport, Connecticut: Libraries Unlimited.

Catherine Ross, Lynne McKechnie and Paulette Rothbauer present theory and research about reading and readers' lives from multiple disciplines in this volume, which *Library Journal* has called a "much-needed book that speaks directly to practitioners about the value of reading" and a "must-read" for all public librarians. Their work demonstrates the important role that libraries play in readers' lives and explains ways that librarians can promote reading as a social activity through programming and book discussion groups. Ross *et al.* also discuss techniques that librarians may use to communicate to the public (and, particularly, to funders) why reading is so vital to the development of strong communities. The book includes chapters that focus on reading with children and reading with young adults.

RESOURCES ON WEBSITES

Library of Congress Center for the Book (2007). [Website]. Retrieved February 10, 2007, from <http://www.loc.gov/libproxy.lib.unc.edu/loc/cfbook/one-book.html>

The Library of Congress Center for the Book's website provides an extensive listing of communities across this country and in the UK, Australia and Canada that have developed community-wide reading events over the last ten years. The list is organized by state and country and features the names of participating libraries, the titles of their particular events, the years that they have organized events, and the titles that their communities have read. The list may also be viewed according to featured authors' names. Included are links to nearly every participating library's website, as well as resources for implementing such a program, including ALA's *One Book, One Community: Planning Your Community-Wide Read*, and the Washington Center for the Book's website. Because libraries are responsible for submitting information about their events to the Library of Congress Center for the Book, data may not be complete and/or current.

Reading Group Guides (2007). [Website]. Retrieved March 9, 2007, from <http://www.readinggroupguides.com/>

Billing itself as the “online community for reading groups,” this website was founded over seven years ago to provide discussion guides and tips for forming and maintaining reading groups. The site is host to materials for over 2,000 fiction and nonfiction titles and has links to similar sites for teen, children’s, and internationally published books. Users may contact the site’s organizers in order to request that discussion guides be created or provide feedback on current resources. In addition to an easy-to-navigate search system, the site features book recommendations, reviews, lists of titles in genres ranging from Christian fiction to self-help/psychology, and even recipes that work well for discussion groups.

Seattle Reads, Washington Center for the Book (2007). [Website]. Retrieved February 10, 2007, from http://www.spl.org/default.asp?pageID=audience_current_seattlereads

The website of the Washington Center for the Book, whose purpose is to promote and celebrate reading and the discussion of ideas evoked by the humanities, lists events and programs that the Center organizes for the citizens of Washington. Included is an overview of the history and purpose of Seattle Reads, the first community-wide reading initiative that has since been duplicated in communities across the country and the world. Users may find information about each event that has been organized in Seattle since 1998 (schedules of events, related library programs, and schedules of book groups), as well as synopses of the titles that have been selected for Seattle Reads.

National Endowment for the Arts. (2006). The big read. [Electronic version]. National Endowment for the Arts. Retrieved February 6, 2007, from <http://www.neabigread.org/>

The Big Read (TBR) is an initiative of the National Endowment for the Arts (NEA), in partnership with Arts Midwest and the Institute of Museum & Library Services, designed to restore reading to the center of American culture. Its website details seventy-two communities that have been awarded grants from TBR in order to implement events that encourage reading among all ages. A detailed calendar of each community’s events, including book discussions, lectures, and exhibits, is updated daily. The website details the eight titles that TBR has included in its 2007 program, its reasons for choosing these particular titles, reasons for participating in community-wide reading initiatives, and a statement from NEA Chair Dana Gioia regarding the importance of fostering life-long literacy. Also included are extensive resource guides (teacher guides, discussion questions, related links, etc.) for each of the eight books featured in TBR. Users may also apply for funding from TBR and learn more about each of the participating entities on this well-organized and easily navigated site.

American Library Association, Public Programs Office (2003). One book one community: Planning your community-wide read. [Electronic version]. Retrieved February 1, 2007, from <http://www.ala.org/ala/ppo/onebookguide.pdf>

This 44-page manual was compiled by the American Library Association’s Public Programs Office with the help of Nancy Pearl, one of the creators of community-wide reading events. It was designed to help novice or veteran event planners engineer successful community-wide reading events and is packed with practical, how-to information in a clear, easily understood tone. The step-by-step resource manual features a toolkit, which includes an event checklist; an expense worksheet; reading guide resources; sample public service announcements, press releases and alerts; and a list of twenty-five titles that have been successfully used in other events.

Ohio Center for the Book (2003). [Website]. Retrieved March 9, 2007, from www.ohiocenterforthebook.org/

Based at Cleveland Public Library, the Ohio Center for the Book promotes reading and libraries through book discussion groups, lecture series and other literary programs. The Ohio Center for the Book website includes a regularly updated calendar of events taking place across the state, as well as information about developing and promoting events that encourage residents of Ohio to read and discuss their ideas about books, libraries and authorship.

JOURNAL ARTICLES

Hoffert, B. (2006, July). The book club exploded. [Electronic version]. *Library Journal*, 131(12), 34-37. Retrieved March 9, 2007, from Academic Search Premier database.

In this four-page article, Barbara Hoffert, editor of *Library Journal Book Review*, highlights the key changes in book clubs over the last several decades, focusing particularly on the ways that libraries may incorporate innovative technologies and trends into traditional discussions. Specific examples of ways that libraries are doing this include offering thematic discussions of several different titles; pairing discussion books with other activities, such as knitting or sharing a meal; appealing to nontraditional demographics (teens, men, etc.); opening discussions to multimedia formats; and inviting to authors to speak about their work. The article also provides tips for selecting titles and themes that work particularly well for group discussion. Hoffert asserts that by capitalizing on the popularity of book clubs, libraries are helping to “harbor communities of readers” and that this type of programming is integral to the mission of public libraries.

Nelson, S. (2006, May 15). The big yawn? [Electronic version]. *Publishers Weekly*, pp. 6. Retrieved March 9, 2007, from Academic Search Premier database.

Nelson begins by describing the book industry’s reaction to the federal report, “Reading at Risk.” She writes that the report merely spotlighted what they already feared: “Books are out of fashion, and if we don’t do something, then we’ll soon be unemployed.” She goes on to discuss the National Endowment of the Arts’ (NEA) The Big Read, which she believes has missed its mark by promoting only “bona fide pieces of literature” instead of branching out beyond the literary canon. The author admits that the NEA has its heart in the right place but questions its authority to assign books. Nelson implies that the NEA may be taking itself too seriously and asks why no newer, more “fun,” or even mildly controversial titles have been chosen. She feels that people who were turned off to reading by high school reading assignments may not have their minds changed by more of the same.

Baldwin, M. (2006, May). On my mind: Why stop at one city? [Electronic version]. *American Libraries*, 37(5), 35. Retrieved March 9, 2007, from Academic Search Premier database.

In this one-page opinion piece, Director of the Benbrook Public Library Michael Baldwin argues that a nationwide community book group could be the answer to the discouraging trend of shrinking funds for public libraries. He claims that by gaining greater public recognition, libraries would in turn receive increased financial support. Additionally, Baldwin believes that by promoting the reading of a single book to all Americans, the country’s libraries would assume a valuable leadership position in the discussion of societal issues facing the nation. A national book group based on smaller, successful community-wide reading programs is a lofty ambition that offers material for heated debate.

Oder, N. (2006, March). 'One Book, One Chicago' to Moscow. [Electronic version]. *Library Journal*, 131(5), 20. Retrieved March 9, 2007, from Academic Search Premier database.

This short news clip announces that "One Book, One Chicago," Chicago Public Library's (CPL) community-wide reading initiative, has decided to go global. For its tenth year hosting the One Book events, CPL will collaborate with the All-Russia State Library for Foreign Literature in Moscow, where librarians are organizing the library's first attempt at "One Book, One Moscow." The planning committee in Moscow has selected Aleksandr Solzhenitsyn's *One Day in the Life of Ivan Denisovich* and plans to take part in an Internet Book Club that will be moderated by CPL librarians.

McGrath, R. V. (2005, September/October). One book, one community, one more time. [Electronic version]. *Public Libraries*, 44(5), 252, 255. Retrieved March 9, 2007, from WilsonWeb journal directory.

Public Libraries features editor Renee Vaillancourt McGrath wrote this column in response to a column that she wrote in 2004 in which she stated that "One Book, One Community programs may not be the best way to encourage reading, since they require people of different backgrounds, with different interests and reading levels, to read one book that may or may not meet their needs." While she maintains that free reading should be encouraged for all readers, she concedes that at least one community-wide reading initiative has been successful in addressing the specific needs of its community members. She then describes this particular event, which was hosted in Lake County, Montana, detailing the goals for the program and citing the reasons to which she attributes its success. Vaillancourt McGrath references research that cites a connection between relating reading to personal experience and achieving reading proficiency, noting that Montana's community-wide initiative was successful in large part because of its focus on this personal connection to the text it chose as its feature title.

National Endowment for the Arts (2004, November/December). Reading at risk: A survey of literary reading in America. [Electronic version]. *Arts Education Policy Review*, 106(2) 31-39. Retrieved March 9, 2007, from Academic Search Premier database.

This 2004 National Endowment of the Arts' (NEA) report gives a bleak assessment of the decline of pleasure reading in American culture. It is a descriptive survey of 17,000 adults conducted by the U.S. Census Bureau over a period of twenty years. It investigates national trends in adult literacy and reports findings indicating that for the first time in modern history less than half of adults read literature. Ten key findings are condensed in an Executive Summary and can be summed up in a single sentence: "Literary reading in America is not only declining rapidly among all groups, but the rate of decline has accelerated, especially among the young." The report includes a preface, written by NEA Chairman Dana Gioia. He asserts that this decline has been caused by American society's massive shift towards technology for information / entertainment, and claims that this trend is perpetuated by the current national preference for media which requires a lesser degree of active attention, e.g. electronic over print.

Ashburn, F. (2004, Spring). Wake Reads Together: A panel discussion on the future of the book. [Electronic version]. *North Carolina Libraries (Online)*, 62(1), 16-22. Retrieved March 9, 2007, from http://www.nclaonline.org/NCL/ncl/NCL_62_1_Spring2004.pdf

Following Seattle's lead, Wake County Public Library held its first community-wide reading program in 2003. They chose Ray Bradbury's *Fahrenheit 451*, and it is estimated that 10,000 Wake county residents read the book, with nearly 1,500 people attending events during March

and April. As a finale a community forum was organized to discuss three issues raised by Bradbury's classic science fiction novel: Is there a place for printed word in the digital age, are books becoming obsolete, and is reading still relevant? The forum was held on April 9, 2003 and was made up of a panel of experts including a book critic (J. Peder Zane), a librarian (Robert Gurgin), a technophile (Paul Gilster), and a science fiction author (John Kessel). Frannie Ashburn, the Director of the North Carolina Center for the Book, served as moderator and compiled the panel's responses into this report.

Sumner, W. (2004, Spring). One Jackson One book. [Electronic version]. *Mississippi Libraries*, 68(1), 3-5. Retrieved March 9, 2007, from WilsonWeb journal directory.

The Jackson Friends of the Library was the 2004 recipient of the MLA Golden Book Award recognizing their One Jackson One Book program as the most outstanding volunteer effort by a group deemed to have contributed most to library awareness in the past or present. Here, Ward Summer, the President of the group describes their process in initiating their first citywide reading program in 2003. The program is a long one, running for six months between April and October and spans the eight branches of the Jackson/Hinds Library System. Ward provides the reader with information on the program's background, the projects development process, the programming efforts including the creation of a 'tool kit' for discussing the book, the event planning including required reading among students and theatrical performances of the play, the flexible scheduling of evening and morning events, and an overview of the impact on the Jackson community.

Sparrow, J. (2003, Fall). One bay, one book. [Electronic version]. *Florida Libraries*, 46(2), 23. Retrieved March 9, 2007, from Academic Search Premier database.

In this brief article, for Florida Libraries, Joyce Sparrow discusses the second annual Tampa Bay community-wide reading program. A collaborative event among libraries, reading groups, businesses, and community partners the program involves two months of activities culminating at the St. Petersburg Festival of Reading. Sparrow emphasizes the effort put into choosing the 2003 title. A steering committee of librarians worked for two months to decide on a book based on criteria such as multiple formats, options for programming, appeal for a variety of audiences, and the possibility of author participation. Her description provides a valuable real-life example of committee negotiations where each member stresses a different concern and how each must be addressed by the group before consensus can be met.

Lapsley, A. (2002, Winter). Books on the Bayou: Houston reads together. [Electronic version]. *Texas Library Journal*, 78(4), 140-142. Retrieved March 9, 2007, from WilsonWeb journal directory.

This article, written by the assistant director of Marketing and Development of Houston Public Library, comments on the history of community-wide reading events and then details the conception of Houston's community-wide reading event, "Books on the Bayou: Houston Reads Together," which was held for the first time in 2002 in response to patrons' requests. Lapsley discusses the title that Houston's committee chose, Ernest Gaines' *A Lesson Before Dying*, as well as the programs – including movie events, book discussions and even a staged reading of the play based on the book – that community members were encouraged to participate in. Lapsley asserts that their initiative was a success, citing numbers of participants and comments from individuals who took part in Houston's first event.

Varga, T. M. (2002, Winter). Victoria Public Library: Community reading program 2002. [Electronic version]. *Texas Library Journal*, 78(4), 143-145. Retrieved March 9, 2007, from WilsonWeb journal directory.

Therese M. Varga presents her perspective as the assistant director of rural Victoria Public Library (VPL) in her description of "Victoria Reads," the community-wide reading event organized by her library in 2002. Varga notes that VPL implemented a successful program on a budget of under \$1600, far less than what has been spent by larger library systems in metropolitan regions like Chicago and Seattle. She provides tips for small libraries wishing to develop community-wide reading programs on small budgets (having local artists create promotional posters, etc.) and recounts lessons that her library's committee learned after its first attempt at "Victoria Reads." She cites the importance of developing community-wide partnerships and of allowing events to evolve out of local interest. Through her detailed description, Varga attempts to prove that large-scale one-book initiatives need not be limited only to sizable libraries with extensive resources.

Moran, T. (2002, Winter). What if all of Austin reads the same book? [Electronic version]. *Texas Library Journal*, 78(4), 146-147. Retrieved March 9, 2007, from WilsonWeb journal directory.

Assistant library director of Austin Public Library (APL) Tom Moran wrote this description of Austin's community-wide reading initiative, "What If All of Austin Reads the Same Book?" In addition to detailing the way that APL promoted and organized its event, Moran devotes particular attention to the way in which APL's committee selected its featured title. He mentions reasons that library staff did not wish to organize a community-wide reading event (qualms with stocking enough copies of the feature title, etc.) and ways that APL overcame this challenge. APL opted to include the mayor of Austin in its event by having him announce the title and visibly support Austin's campaign; this is a technique that has since been mimicked in many communities. Additionally, Moran relates the importance of developing community partnerships in order to achieve success through events such as "What If All of Austin Reads the Same Book?"

Robertson, D. (2002, September). Oprah and out: Libraries keep book clubs flourishing. [Electronic version]. *American Libraries*, 33(8), 52. Retrieved March 9, 2007, from Academic Search Premier database.

In this two-page article, Deb Robertson, director of American Library Associations' Public Programs Office, discusses ways in which libraries have promoted reading through discussion groups over the last three decades. Included is information about celebrity-sponsored book clubs, ALA's "Let's Talk About It" program (which began in the 1980s), and community-wide reading initiatives that libraries across the country have organized. Robertson considers the reasons that individuals enjoy participating in book discussions, as well as reasons that libraries should "offer central space for community dialogue, learning and simple enjoyment of good reading." Included are resources librarians may use to organize community-wide reading events, as well as individual book discussion groups.

Cole, J.Y. (2002, June). Community reading together: State centers for the book idea exchange. [Electronic version]. *The Library of Congress Information Bulletin*, 61(6). Retrieved April 7, 2007, from <http://www.loc.gov/loc/lcib/0206/stateideas.html>

The author, John Cole, is the director of the Center for the Book at the Library of Congress. Here he describes the original community-wide reading event, "If All Seattle Read the Same

Book,” and the many variations on community-wide book groups that have followed in its footsteps. Cole emphasizes some of the successful techniques of Seattle’s program, such as creating toolkits for discussion groups and choosing local authors who are available to appear at events thus attracting community interest. In response to the New York committee’s inability to agree on a book, Cole turns to creator Nancy Pearl’s assertion that, “This was never intended to be a civics lesson.” The project’s purpose is to deepen understanding of literature by introducing good books and bringing strangers together to talk about them.

Rogers, M. (2002, April). Libraries offer chapter and verse on citywide book clubs. [Electronic version]. *Library Journal*, 127(6), 16-18. Retrieved March 9, 2007, from Academic Search Premier database.

In this *Library Journal* article Michael Rogers discusses the recent boom of community-wide reading programs. He looks closely at four citywide programs and spotlights how the concept has expanded into statewide events, mentioning programs in Arizona, Georgia, and Arkansas. Through interviews with public librarians from Seattle, Chicago, Milwaukee, and Syracuse, Rogers highlights the different methods used and divergent experiences had by those in charge of launching community-wide book clubs. He looks closely at the experiences of these four libraries with regard to getting started, financing the book club, selecting a title, handling large numbers of copies of the same book, and developing programming guides. He also compares the four libraries’ positive experiences with the book clubs to the controversy that arose over the single-book concept in New York City.

NEWS & EDITORIALS

Broili, S. (2007, February 18). Memoirs provide guides about living. *The Durham Herald-Sun*, pp. E1.

This news article features “Books in a Bunch,” a free public book discussion group, led by Dr. David Carr, member of the UNC-SILS faculty and Durham Public Library’s Durham Reads Together planning committee. “Books in a Bunch” is an experimental reading group that focuses on multiple titles rather than one, as is the case with traditional book discussion groups and the majority of community-wide reading events. This article highlights the importance of providing opportunities for community members to meet in public spaces and discuss their reactions to and thoughts about works of fiction and nonfiction. Carr details his rationale for choosing the titles featured in “Books in a Bunch” as well as the format of this particular discussion group. Includes a recommended reading list.

Glenn, W. (2007, February). “‘The Last Shot’ chosen for Durham Reads together 2007”. Durham Public Library News Release. Retrieved February 16, 2007, from http://www.durhamcountync.gov/departments/publ/News_Releases/News_Release.cfm?ID=627

This news release, written by Wil Glenn, was issued by Durham Public Library (DPL) upon its selection of *The Last Shot*, by Darcy Frey, as the feature title for Durham Reads Together 2007. The release includes a synopsis and critical review of *The Last Shot*, as well as detailed information about the process DPL used in order to select this novel. David Carr, member of the UNC-SILS faculty and the Durham Reads Together planning committee, is quoted on his thoughts about the work of nonfiction and its relevance within the Durham community. The release also highlights the programs that will comprise this event, as well as the ways in which DPL intends to reach members of the community through Durham Reads Together 2007. Finally, Glenn

provides a bit of history of Durham Reads Together and outlines the community partnerships that have emerged as a result of this community-wide reading event.

Minzesheimer, B. (2006, May 9). 'Big Read' expands 'One Book, One City' program in earnest. [Electronic version]. *USA Today*, pp. J1. Retrieved March 9, 2007, from Academic Search Premier database.

This 2006 *USA Today* article announced the National Endowment of the Arts' (NEA) plan to expand grant opportunities for community-wide reading events through their "The Big Read" program. The national program originated in response to the 2004 federal report, "Reading at Risk," which indicated a fading interest in fiction reading. The pilot program had offered a choice of four books to ten cities and then provided grant funding for citywide reading programs designed around the selected work. This article announces the 2006 expansion of the Big Read program, which would award up to \$20,000 each to one hundred communities. Again, the programs could choose from four books with broad appeal to many ages and reading levels. The program continues to promote reading as a pleasure activity.

Haberman, C. (2002, May 15). One city, one book, zero chance. [Electronic version]. *The New York Times*, pp. B1. Retrieved February 8, 2007, from LexisNexis database.

Clyde Haberman begins by ridiculing New York on its unoriginality as the publishing capitol of the world tries to follow the lead of cities like Seattle and Chicago in the new literary trend for community-wide book groups. He goes on to poke fun at New York's tendency to tear apart what seemed a good idea in other parts of the country. He cites the selection committee's fear of causing offense as the cause of their ultimate failed attempt at choosing between *Native Speaker* and *The Color of Water*. In order to avoid controversy, they chose not to make a decision rather than accept the fact that no one book could possibly please eight million New Yorkers. Haberman argues that much of the problem was caused by a city-wide bad attitude, but the desire not to offend is one that all selection committees will have to face as they try to match a single book to the needs of their diverse communities.

Kirkpatrick, D. M. (2002, May 10). One city reading one book? Not if the city is New York. [Electronic version]. *The New York Times*, pp. B2. Retrieved March 9, 2007, from Academic Search Premier database.

In the first planning meetings, members of the New York Women's Agenda, an umbrella organization of local women's groups, opposed *The Color of Water* as potentially offensive to Hasidic Jews. Partly as a result of this opposition, the committee voted to select *Native Speaker*. Soon after the decision was announced the Women's Agenda reneged on their original decision and claimed *The Color of Water* as their choice for the city-wide reading event. Their change of heart was based on the belief that *Native Speaker* would not be appropriate for teenage readers. This late change in their decision caused much debate and ended with librarians, booksellers, and several other members of the committee backing out of the campaign. The Women's Agenda was left to proceed alone. The article provides an excellent opposing opinion to the otherwise overwhelming positive experiences of other community-wide book groups.

Bisbort, A. (2002, March 31). Everyone on the same page. [Electronic version]. *The New York Times*, pp. C1. Retrieved February 7, 2007, from LexisNexis database.

Here, Bisbort describes how the New London-Hartford communities of Connecticut sponsored the first region-wide reading event. It began when columnist Steven Slosberg challenged readers

to set the circulation area of his newspaper, *The Day in New London*, as the project's boundary. The community jumped at the idea and soon Chris Bradley, Executive Director of the Eastern Connecticut Libraries, was brought into organize. Peter Hamill's *Snow in August* was chosen democratically through a ballot where citizens selected their favorite and four other books they believed to be suitable seconds. The article includes quotes from Harold Bloom, Yale literature professor, who spoke out against community-wide book groups for choosing titles that are too politically correct during the New York City controversy. His quotations are juxtaposed with Hamill's reaction to them, a more positive opinion that sees these events connecting/reconnecting people with the joy of reading.

Klinkenborg, V. (2002, February 22). All of New York on the same page. [Electronic version]. *The New York Times*, pp. A24. Retrieved February 8, 2007, from LexisNexis database.

Verlyn Klinkenborg's lists three requirements for a book to be chosen by the New York City selection committee: to be as multicultural as possible, to be accessible without being too familiar, and to teach lessons about getting along with your neighbors in a metropolis like NYC. At the time of the editorial's publication, the choices had been narrowed to two and the debate was heating up. Klinkenborg argues that whichever book is chosen, its future is bleak because the selection will be based on which book is best for the reader and he believes "being good for you" is the worst possible recommendation any book can receive. The article suggests that reading is too private a passion for one book to hold meaning for everyone in a city and asks if instead of assigning a single title, it would be more interesting to ask what each New Yorker had chosen to read in a given week.

Kirkpatrick, D. M. (2002, February 19). Want a fight? Pick one book for all New Yorkers. [Electronic version]. *The New York Times*, pp. B1. Retrieved February 8, 2007, from LexisNexis database.

The article appeared in the New York Times little more than a week after the selection committee had narrowed their choices down to *The Color of Water*, a memoir about growing up in Brooklyn with a black father and a Jewish mother, and *Native Speaker*, a novel about a Korean immigrant who spies on a corrupt Korean-American city councilman from Queens. Organizers were torn by conflicting motives: The Women's Agenda hoped to select a female author, the public libraries wanted to stimulate discussion, and the Board of Education wanted a book that would be accessible to high school students. In the end the Women's Agenda was unable to come to consensus with their fellow committee members, the campaign disbanded, and the Women's Agenda decided to move forward alone. The article demonstrates how difficult choosing one book for a diverse community can be.

READERS' ADVISORY

Megan Griffin

GENERAL READERS' ADVISORY WEBSITES

Chambers Theis, A. (2007). *Overbooked: A Resource for Readers*. Retrieved Apr. 27, 2007, from Chesterfield County Public Library, Chesterfield, VA. Web site: <http://www.overbooked.org>

Founded by a collection development librarian from Chesterfield County Public Library in Virginia, this site is an excellent source for book reviews, booklists, and links to further information about readers' advisory. This is an especially important source because it includes a number of lists and reviews of "readable nonfiction" works, instead of focusing exclusively on fiction, like similar sites. Also, the site has recently added some interactive features, where users can contribute to message boards for group discussion. If users are only interested in the crème de la crème of recent titles, the site offers a section for "Stars Lists," which represent works that received at least one star from the major book review journals.

Hennepin County Library. (2007). *Hennepin County Library – BookSpace*. Retrieved Apr. 27, 2007, from Hennepin County Library, Minnetonka, MN. Web site: <http://www.bookspace.org>

Launched just months ago in February 2007, the Hennepin County Library has created a website for its readers, where both library staff and patrons are adding content daily. One of the most valuable resources from HCL is its extensive collection of "If You Like..." booklists that the staff has coded and made searchable and customizable. To access these lists, click on "search for books," and then enter an author's name into the text box. The website will (hopefully) return two sets of lists: the top set of results is a list of lists compiled by HCL staff and librarians; the bottom set of results is a list of user-created booklists that include the desired author. Or, to browse library-created booklists, select a genre from the main page, and then click on an interesting subgenre. In addition to the main booklist, a sidebar with a long list of additional authors of interest will appear to the right of the main booklist. Also, on each genre's page, the library has provided a list of interesting websites relevant to that genre.

Kent District Library. (2007). *What's Next Database of Kent District Library*. Retrieved Apr. 27, 2007, from Kent District Library, Grand Rapids, MI. Web site: <http://www.kdl.org/libcat/WhatsNextNEW.asp>

Can't remember which Alex Cross novel James Patterson wrote first? Does the order of R.A. Salvatore's Hunter's Blade Trilogy elude you every time you're asked? The Kent District Library from Michigan has constructed a great source for this type of question. The database is searchable by the author's first and last names, series keywords, or the title of any of the books in the series. Users can also narrow the query by audience (children or adult) and genre. The results will display as a list of author's names. To view series by that author, click on the "+" sign next to the author's name, and from there, click on the "+" sign next to the desired series. The books will appear in order of publication date, beginning with the first book published.

Pearl, N. (2007). *Nancy Pearl's Book Lust Wiki*. Retrieved Apr. 27, 2007, Web site: <http://booklust.wetpaint.com/>

Nancy Pearl takes her bestsellers, *Book Lust* and *More Book Lust*, to the web and allows other readers to add their favorite reads to the abbreviated lists and annotations she provides from her books. As a wiki, a lot of the pages lack uniformity in their format and writing style, but the contributors seem to enjoy very congenial interactions, and the content is expanding daily. The site is split between information about Nancy Pearl, with links to interviews and radio appearances, and booklists. To access the booklists, click on "Nancy Pearl Recommends" "for the abridged lists from her books; booklists also appear under "Best Books of 2006," "Favorite Authors," and "Your Favorite Books."

StartSpot Media Works. (2007). *BookSpot.com*. Retrieved Apr. 27, 2007, from StartSpot Media Works, Evanston, IL. Web site: <http://www.bookspot.com/>

The award-winning StartSpot Mediaworks has constructed this website specifically for book-lovers. In addition to information about authors and book reviews, Bookspot is a portal that links readers to libraries across the country by links to booklists, readalikes, a number of bestseller lists, and information regarding book clubs. Also, by clicking on any of the genres listed to the left, readers can find information about specific genres from the handful of sites listed for each genre. Even though the website does not have a whole lot of fancy graphics or catchy fonts, it points to a wealth of useful resources for readers' services.

READERS' ADVISORY "HOW TO"

Hollands, N. & Simpson, M. (2006). *When Passive Is Active: Bookmarks, Booklists, and Displays in Readers' Advisory*. Retrieved Apr. 27, 2007, from Virginia Library Association, Williamsburg, VA. Web site: <http://www.vla.org/VlaPresentations.asp>

Neil Hollands and Melissa Simpson, librarians from Williamsburg Regional Library, tout the importance of passive readers' advisory in the public library. Forms of passive readers' advisory include: bookmarks, book displays, and annotated booklists. They articulate the main reasons to invest time in assembling these tools and then offer advice and helpful hints when going about constructing the displays and lists. An important element of their presentation is that the resources they suggest using are freely available online or likely appear in any public library - the local newspaper. Also, for in-depth presentations on various genres, be sure to scroll down and see which genre was highlighted at the state conference that year.

Arrowhead Library System. (2003). *Readers' Advisory Service Competencies*. Retrieved Apr. 27, 2007, from Arrowhead Library System, Mt. Iron, MN. Web site: <http://www.arrowhead.lib.mn.us/renewal/readers.htm>

The Arrowhead Library System in Minnesota outlines its basic expectations for the staff when conducting readers' advisory transactions. The library expects its staff to have a background in fiction and nonfiction, to understand people as readers and readers as people, to understand the appeal of books, to conduct the transaction professionally, to capitalize on teaching opportunities as they arise in the interview, and to uphold the profession's standards. Each component is then further broken down into basic, enhanced, and exemplary skill sets. The list of skills focuses mainly on face to face transactions with patrons, but it is a useful tool for any library or librarian looking to articulate a clear policy for readers' services.

Chelton, M. K. & Smith, D. (2006). *Handouts from Readers' Advisory: The Complete Spectrum*. Retrieved Apr. 27, 2007, from South Jersey Regional Library Cooperatives, Gibbsboro, NJ. Web site: <http://www.sjrlc.org/readersadvisory.htm>

This site offers a series of handouts from a readers' advisory seminar sponsored by the South Jersey Regional Library Cooperative. Readers' advisory gurus Duncan Smith and Mary K. Chelton were the main speakers for this seminar, and their handouts summarize important concepts and skills for public librarians interested in readers' advisory. The handouts from this seminar are useful because they address the importance of using reference tools and resources for readers' advisory, while at the same time, other handouts address how librarians can expand their personal reading inventories without investing time in reading books cover to cover.

Northeast Massachusetts Regional Library System. (2006). *Reference vs. Readers' Advisory*. Retrieved Apr. 27, 2007, from Northeast Massachusetts Regional Library System, Danvers, MA. Web site: <http://72.14.209.104/search?q=cache:U9W7R7r5n9QJ:www.nmls.org/ce/RAInterview.doc+%22readers%27+advisory%22+%22how+to%22&hl=en&ct=clnk&cd=17&gl=us&client=firefox-a>

The Northern Massachusetts Regional Library System offers a continuing education program for their librarians, and one of the seminars covers readers' advisory. This handout is useful for those librarians who have little experience with face to face readers' advisory because in addition to its step-by-step methodical approach to readers' advisory, it also provides generic questions that (hopefully) elicit specific responses from patrons during an "interview." These questions help the librarian assess the different appeal factors of books the reader most enjoys, which can be a challenging task to overcome for novice readers' advisors.

GENRE WEBSITES

Anonymous. (2007). EHarlequin. Retrieved Apr. 27, 2007, from Harlequin Enterprises, Ltd, Don Mills, Ontario. Web site: <http://www.eharlequin.com>

Launched and maintained by one of the biggest publishers of romance books, this website is a one-stop shopping destination for many romance readers. In addition to a seemingly limitless inventory of current romance novels, the site also provides a lot of support and guidance for aspiring romance novelists. The writing guidelines, in particular, are a useful feature of the website for library staff who would like to learn more about the genre without having doing an intensive genre study. These guidelines outline the publisher's established parameters for romance subgenres that appear in the monthly series. Also, the site offers a few serialized short stories in various subgenres for free online, so readers can enjoy a romance without investing time in reading an entire book.

Anonymous. (2007). *Read Yourself RAW*. Retrieved Apr. 27, 2007, Web site: <http://www.readyourselfraw.com/index.htm>

This site rose to the top of sites dedicated to graphic novels because the graphics on the site itself are sophisticated and correspond to the fonts used in graphic novels. Since readers of graphic novels and comics are used to visually appealing graphics in the books they read, they would probably appreciate the same qualities in web design and layout. In addition to fancy web design, the website's content is also exceptional. The site is full of interviews with notable graphic novelists, like Alan Moore, Art Spiegelman, and Frank Miller, and these authors also weigh in on what they consider to be "Essential Reading" in the world of graphic novels. In

addition to the novelists' booklists, readers can also browse award winners and the graphic novels of the year. Finally, the website provides an array of resources in the links directory that offer readers a wide range of options for web-surfing.

Anonymous. (2007). *Romance Reader at Heart*. Retrieved Apr. 27, 2007, Web site: <http://www.romancereaderatheart.com/index.html>

This website was originally intended for historical romance readers, but it has been gradually expanding its scope to include even paranormal and African-American romances. To browse the various subgenres, click on "Book Database," and then click on the desired subgenre. From there, click on the "Books" tab at the top of the page, and a list of the "best" books from each genre will appear alphabetical by author. Fans can also search for books by author or character, or they can also read interviews with popular authors, with links to their individual websites and feature profiles on all the authors whose books have been reviewed. New book reviews are added at least twice a week, and readers can search the review archive for less recent titles.

Anonymous. (2007). *Science Fiction and Fantasy Book List*. Retrieved Apr. 27, 2007, from Booklist. Web site: <http://www.sfbooklist.co.uk/>

Science fiction and fantasy authors are notorious for their series, and the sequence of the series is not always clearly evident from the book covers. This site solves that dilemma. To find a particular series, click on the letter of the author's last name, and scroll down until you find the author. The series books will be listed alphabetical by series, and then chronologically within the series. Books not in a series are listed alphabetically, and the site indicates whether the books are science fiction, high fantasy, or fantasy. Also, if available, readers can click to the author's (un)official website.

Behler, A. (2007). Getting started with graphic novels: A guide for the beginner. *Reference and User Services Quarterly*, 46(2), 16-21. Retrieved April 27, 2007 from: http://www.rusq.org/wp-content/uploads/2007/winter06/alert_collector.pdf

As graphic novels and comic books have become more acceptable as literature in the book world, they have also become a higher priority for public librarians and their patrons. This article is intended for public and academic librarians who are in the beginning phases of a graphic novel collection. Behler offers some titles that give background information on graphic novels and comic books, and the article points to resources public librarians can use to stay abreast of what titles are currently popular in the world of graphic novels. Finally, Behler offers a list of what she considers to be the standard titles that should appear in any graphic novel collection.

Derie, K. (2007). *ClueLass*. Retrieved Apr. 27, 2007. Web site: <http://www.clueclass.com/>

A cursory glance over this website's homepage, with its simple design and ample white space, might suggest that the rest of the website is similarly sparse. Clicking on the "Site Guide," however, reveals that the website is an excellent source for mystery readers and writers. Katie Derie, an active member of many mystery readers/writers communities and editor of various mystery publications is the founder of the site. The website does an excellent job of compiling and archiving book reviews for new and future releases. For those who are searching for anything related to the world of mystery readers and writers, "The Mysterious Home Page" is a gateway to author websites, sites designated for conventions and conferences, publisher websites, and web resources for mystery writers.

Guran, P. & Berry, R. *DarkEcho*. Retrieved Apr. 27, 2007. Web site: <http://www.darkecho.com>.

Much of the horror genre has now been absorbed into science fiction and fantasy. This site, however, is exclusively devoted to horror books and authors. The site was updated last year to follow more of a blog format, but the old site is still available for browsing. In addition to horror book reviews, Dark Echo also includes interviews with horror authors, recommended reading lists, author interviews, and an official blog that follows the genre in the book world. One of the most interesting parts of this site is its "Thoughts Index." This forum is a sounding board for readers to reflect on developing trends within the genre and how they relate to the rest of the literary world.

Rambraut, D. & Wassner, G. (2007). *Science Fiction and Fantasy World*. Retrieved Apr. 27, 2007, from SFFWorld. Web site: <http://www.sffworld.com/>

This website is one of the largest and most comprehensive science fiction and fantasy websites on the web. Its content is created and moderated by a select group of avid science fiction/fantasy readers and fans. In addition to covering books, the website also has a section designated for movies, and readers can discuss the genre in the site's forums, add their own reviews, or read the site-contributed interviews and reviews. The site also tracks authors and lists events, conferences, and book signings where authors will be present. Additionally, this site also covers horror books and comics and graphic novels.

Serbur, L. & Ulrich, S. (2007) *Stop, You're Killing Me*. Retrieved Apr. 27, 2007. Web site: <http://www.stopyourekillingme.com/index.html>

This website was launched and is maintained by aficionados of the mystery genre. In addition to aggregating information about the latest award winners in the field and new and upcoming releases, the site has a wide array of supplementary resources for mystery fans. One of its most prominent tools is the series index, where readers can browse for books in a series by author or by the series character. Additionally, readers can also browse for books set in certain locations, for main characters who hold particular occupations, or for characters of a particular ethnic background. The site also contains a list of read-alikes, organized by author and category. Also, readers can further explore the genre by clicking through some of the links to online mystery magazines.

Turner, R. (2007). *The SF Site*. Retrieved Apr. 27, 2007, from SF Site, Ottawa, Ontario. Web site: <http://www.sfsite.com/home.htm>

While the graphics on this site are not especially flashy, and the layout might not be all too modern, this website is still an excellent resource for working with science fiction/fantasy fans. The topical booklists are great inspiration for readers who do not know what to read next, and readers can read reviews of all of an author's books by clicking on the site index, and then clicking on the author's name.

INNOVATIONS IN READERS' ADVISORY

Alpert, A. (2007). Incorporating nonfiction into readers' advisory services. *Reference and User Services Quarterly*, 46(1), 25-32. Retrieved April 27, 2007 from: <http://www.rusq.org/wp-content/uploads/2006/10/Readers%20Advisory.pdf>

Over the past few years, narrative nonfiction has become an increasingly important part of readers' advisory services, as nonfiction writers have directed their writing for a broader audience, and their books are being more widely reviewed. In turn, public libraries have begun to feature nonfiction titles more prominently in their readers' services. This article discusses the history of narrative nonfiction, examines useful resources for promoting nonfiction in the public library, and Alpert also suggests the long-range consequences of incorporating nonfiction into readers' services.

Anonymous. (2005). *Narrative Nonfiction Appeal Factors*. Retrieved Apr. 27, 2007, from Reference and User Services Association, Chicago, IL. Web site: http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/code_sreadadv/readersadvisory.htm

The Reference and User Services Association of the ALA has compiled an excellent list of appeal factors for the main narrative nonfiction genres. By better understanding what elements draw readers to one nonfiction genre or another, readers' advisors are better able to recommend other titles across fiction and nonfiction genres. The bullet-point format of this document makes it easy to consult and an ideal ready reference source for readers' advisors.

Anonymous. (2007). *StoryCode: Structured Book Recommendations*. Retrieved Apr. 27, 2007, from StoryCode. Web site: <http://www.storycode.com/index.php>

StoryCode is a unique web2.0 tool that relies on the reactions of the site's users to various books. After reading a book, a reader can simply type in the title of the book and answer a standard set of questions, moving a dial from one extreme to another. After about 20 questions, the site generates a list of books, ranked by the similarity of their codes. The inherent problem of the site is that it depends on a supposedly large number of users to code an even larger number of books. Some books have been coded 60+ times, while others have only been coded once, meaning each book's relevance is potentially skewed, depending on the number of people who have coded it. BUT the standard set of questions includes great examples of the types of questions librarians should be asking during a formal readers' advisory interview, or they are important starting points when writing an annotation.

Leininger, M. (2006). *Creating a Readers' Advisory Service: Connecting Books and Readers*. Retrieved Apr. 27, 2007, from State Library of Iowa, Des Moines, IA. Web site: <http://www.statelibraryofiowa.org/ld/continuing-ed/ra>

The State Library of Iowa has conducted a continuing education seminar online for its public librarians. Access the entire content of the class would require online enrollment and registration, but the library posted a number of resources, presentations, and handouts that accompanied the class freely available on the web. The most innovative part of the seminar was "Class 2," where class facilitators discussed a number of web 2.0 tools that are popular with readers and encourage class participants to consider how these tools might be incorporated into readers' services. Additionally, the facilitators provide a number of links as examples of libraries that have

implemented these tools, and other freeware links that might facilitate the implementation of these new ideas.

COLLECTION DEVELOPMENT AND CONTROVERSIAL MATERIALS IN PUBLIC LIBRARIES

Alison Shields

In many ways, a public library is defined by its collection. Collections reflect the purposes, goals, and values of the library. Collections should be built carefully so that library materials, and consequently libraries themselves, are important, unique, and indispensable to communities.

Building a collection which meets the current and anticipated information needs of individuals in a diverse community is a complex endeavor and a delicate balancing act. A librarian's choice of materials will often offend or anger some users. Therefore, collection development must be a well-informed process: librarians need to demonstrate solid reasoning and firm purposes behind their collection-development choices and also be flexible enough to understand whether their choices have been harmful or helpful.

The following articles address collection development issues such as: making good collecting choices; understanding that it is impossible for any humans, even librarians, to be unbiased; using nonstandard library materials to enhance a collection; and dealing with the conflict that can arise over certain materials. The articles do not address computers and Internet-access issues. Rather, the focus is on print materials, video games, and films.

COLLECTION DEVELOPMENT BIAS

Harmeyer, D. (March 1995). Potential collection development bias: Some evidence on a controversial topic in California. *College & Research Libraries*, 101-111.

According to this investigation of books about abortion in California libraries, academic and public libraries are three times more likely to collect pro-choice books than pro-life books, while religiously-affiliated libraries are only slightly more likely to collect pro-life books. The investigator concludes that religiously-affiliated libraries are doing a better job providing different points of view on this topic than "secular" libraries, but does not offer an explanation as to why this might be. This research sparked a fairly passionate discussion among librarians at the time, and several well-thought out reactions are published on page 112 of the same publication.

Pratt, A. D. (Nov. 1995). Are we really infallible at book selection? *Library Journal*. 120(18), 44.

Allen Pratt, librarian and former ILS professor, points out in this thought-provoking opinion piece that we have no evidence that books cause harmful behavior – but at the same time, we have even less evidence that they do not. Most people believe that messages of all kinds, from media or books, do influence behavior, for better and also for worse. He explores the contradiction that librarians are against censorship and yet necessarily censor with every collecting decision they make. He challenges the notion of the infallible collection developer, that the items selected are best for that library no matter what, and he implores librarians to take responsibility for their collecting choices by taking a stand and making the collection reflect that position.

Simpson, S. H. (Summer 2006). Why have a comprehensive & representative collection? GLBT material selection and service in the public library. *Progressive Librarian*, 27, 44-51.

Simpson argues that libraries are historically biased towards heterosexuality, and that GLBT (gay, lesbian, bisexual, and transgender) materials should be an important part of every public library's collection. Such materials were not found to be very prevalent in some libraries in Minnesota, according to the author's cursory search of some library catalogs. The author also notes that reference librarians do not seem to be equipped to handle reference questions about GLBT materials, and cites the experience of one female who went to different libraries to ask such questions and then observed the largely unhelpful response of the reference librarians.

COLLECTION DEVELOPMENT POLICIES

Hirsh, S. G., et al. (1996). *Collection development policies*. Retrieved May 1, 2007, from Arizona State Library, Archives, and Public Records Web site: <http://www.lib.az.us/cdt/colldev.htm>

A comprehensive guide to collection development regarding the following topics: collection development processes, important elements of the collection development policy, suggestions for how to write a policy, methods for determining the information needs of a community, aspects related to selecting print and electronic library resources, the basic process for acquiring a variety of types of information resources, the challenges related to deselection, intellectual freedom issues, how to handle challenges, assessing a collection's strengths and weaknesses, common preservation problems, and ways to involve the community in collection development. The site also links to useful resources such as examples of collection development policies from other libraries.

NONSTANDARD AND CONTROVERSIAL MATERIALS

Albright, M. (Sept/Oct 2006). The public library's responsibilities to LGBT communities: recognizing, representing, and serving. *Public Libraries*, 45(5), 526.

This article is a literature review and a discussion on the ethical imperative to provide services and materials for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning patrons. Libraries can help to remedy the alienation felt by patrons when society presents heterosexuality as the norm by providing supportive materials for gay patrons. The author especially pleads on behalf of LGBT teens who struggle to understand sexuality and gender while defining their identities, and often feel a sense of isolation. Examples of libraries that already reach out to LGBT patrons by advertising materials on their Web sites include the New York Public Library and the Sacramento Public library.

Anonymous. (2007) *Gaming*. Retrieved May 2, 2007, from the Web site *Library Success, a Best Practices Wiki*: <http://www.libsuccess.org/index.php?title=Gaming>

This section of the Best Practices Wiki has useful information about gaming in libraries including a list of libraries that circulate games, a list of libraries have the Nintendo Wii, a list of libraries that host gaming programs, examples of gaming success stories, and reports of gaming events that have taken place in the past and that are scheduled for the future. It also includes a bibliographic section, citing books, journal articles, Web sites, blogs/Web sites to watch, and specific blog posts/articles. Furthermore, there is advice on what to include in a core collection and tips and tricks, information on digital projector compatibility, and literature on how to relate gaming to literacy.

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

The Harry Potter series is a librarian's dream in some ways – kids and parents alike line up to read the books, and children everywhere are discovering the joy of reading and discovering other authors because of them. But they are also some of the most controversial books that a library could collect. The authors explore the different reasons why the series is so hated. They give practical suggestions on what to do if the books are challenged, including having a policy in place for this type of situation before it ever occurs, talking and listening to the concerned patron, involving the community in creating library policies, and respecting any patron who pays attention to what the library does. These guidelines seem to be broadly applicable to many situations, and useful no matter what the contested material is.

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

220 controversial Young Adult titles were investigated in Canadian libraries to find out why they are challenged, and what happens when they are moved to the adult section of the library. The research shows that librarians are making an effort to provide the materials, but there is much room for improvement, more in some libraries than others. Ultimately the challenges come back to the same theme – the concept of the “family friendly library,” or the notion that all people in the community, including public librarians, should take responsibility for bringing up children. The author argues that making these titles available does make libraries family-friendly because they allow young adults to deal with and think about complex issues in a complex world, from a safe distance.

Freedman, J. (April 2007). *Zine collection – links page*. Retrieved May 1, 2007, from the Barnard Library Web site: <http://www.barnard.edu/library/zines/links.htm>

This comprehensive bibliographic resource, created by the Barnard Library zine librarian, is a wealth of information about zines in libraries. It links to twenty-five articles about zines and librarianship, twelve Web sites for public library zine collections, nineteen Web sites for zine collections in academic libraries, and fifteen Web sites for zine collections in volunteer libraries. There are also links which lead to a history of the Barnard Library's zine collection, news about zines, events concerning zines including conferences and fairs, and frequently asked questions about zines.

Fredericks, N. (Winter 2005). A Day in the Life.... *Young Adult Library Services*, 3(2), 13-14

This partially biographic source tells of a librarian's experience with gay youth in her public library. She notes that teens of all sorts look to adults besides their parents for friendship and advice – and this sometimes means librarians. Her story is compelling and the Web sites and books seem very helpful for gay youth. She provides a short annotation for each.

Galloway, B., et al. (2005). *game on: games in libraries*. Retrieved May 1, 2007, from the Blog *game on: games in libraries*: <http://libgaming.blogspot.com/>

This blog is written by librarians, for librarians. There are three main contributors, but anyone is welcome to contribute. It is dedicated to the topic of games in libraries and is meant to keep librarians informed on all related news items and general information. It is updated regularly and contains an archive of all past posts. Many of the posts are related to games in libraries and give

advice to librarians; others address gaming in general (the educational benefits thereof, etc.) The blog also contains product information as well as links to other useful resources about gaming, such as discussion groups.

Hubbard, C. (Nov/Dec 2005). DIY in the stacks: A study of three public library zine collections. *Public Libraries*, 44(6), 351-4.

“Zines” are non-commercial, magazine-like works, usually written, illustrated, published, and distributed by one person. Some public libraries collect them and find doing so beneficial for many different reasons including their low-cost, their reflection of the local community, their popularity with young adults, and their expression of many alternative viewpoints. In this article, three libraries are evaluated on their zine collections: the San Francisco Public Library, the Salt Lake City Public Library, and the Minneapolis Public Library. The author looks at the history of each collection, the methods of acquisition, the way the materials are accessed, and the way the zines have been used for publicity and outreach. The article closes with a discussion of the similarities and differences between the collections and the implications for other public libraries.

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

David Kohl, editor of the publication, writes in this editor’s note about sex and the collection. Sex, he says, is important and wonderful, but tricky to deal with in libraries, especially when collecting, preserving, and making available sexually explicit materials. These controversial materials always been a difficult issue for librarians, the author says. He cites examples from libraries during the Victorian era, and opines that little has changed since then. He does not offer solutions or advice, but his take on the history of explicit materials in libraries is informative.

Levine, J. (Sep/Oct 2006) Gaming and libraries: Intersection of services. *Library Technology Reports*, 42(5).

This issue of Library Technology Reports is completely devoted to the topic of video games in libraries. It addresses many interesting aspects of the topic: that video games are not traditionally provided by libraries; that gaming is educational and improves literacy skills; that gaming is a social activity and cuts across racial, age, and cultural barriers to bring people together. There are examples of different libraries and the various methods for incorporating games into collections and programs, and there are guides for setting up such collections and programs. The author (Jenny Levine, the *shifted* librarian blog), views gaming in libraries very favorably and says that she has yet to hear negative feedback from any patron concerning video games in libraries.

SafeLibraries.org (2005) *Safelibraries.org – Are children safe in public libraries?* Retrieved May 1, 2007, from the Safe Libraries Web site: <http://www.safelibraries.org/>

This Web site was created by two fathers who are concerned about the types of materials provided in public libraries – mostly pornography, MySpace, and sexually explicit books. They feel that children are not safe in public libraries and they write from the philosophical stance that librarians should take responsibility for raising children in the community just as any citizen should, and therefore libraries need to be “family friendly” (according to their definition thereof). The site contains many pages of information: news from around the country, links to reports and prominent talk shows, critiques of the ALA and libraries everywhere for actions considered unsafe, conspiracy theories, etc. It is an excellent resource for the purpose of gauging the feelings, responses, reasoning, and arguments of those (especially parents) who are sensitive to and often angered by libraries’ collection choices and policies.

Sadowski, M. J., *et al.* (Feb. 1994). Library's age limit on R-rated videos causes legal uproar. *School Library Journal*, 40, 10-11.

There is an argument as to whether libraries should give children unlimited access to video collections, including R-rated videos, or whether ratings should be used to determine age limits for video check out. One city council in Springfield, IL, decided to restrict lending of R-rated movies to patrons who were over 16. Soon thereafter, the ACLU and the MPAA pressured the city council to lift the restriction, calling it censorship, and sending lists of instances when institutions have tried to make the MPAA ratings law, and have been struck down as unconstitutional. Ultimately for Springfield, it was decided that the library would do an extensive review of its policy, but meanwhile, the policy would stand. This is an interesting case study.

Spence, A. (July 2000) Controversial books in the public library: a comparative survey of holdings of gay-related children's picture books. *The Library Quarterly*, 70(3), 335-79.

This researcher created a checklist of thirty picture books with gay characters or gay-related themes and content, and tested the checklist against library catalogs, looking for titles held and number of copies. 101 public libraries, some from each United State, some from each Canadian Province, and some from New Zealand, Australia, and the UK, were examined. The libraries were found to vary widely in their collections. Possible reasons for the differences between libraries suggested by the author: varying degree of access to reviewing journals and, especially, to specialized reviewing journals; different perceptions of community need; past experience with challenges to controversial material; varying levels of interest in and knowledge about the subject area among collection developers and library managers; local availability of financial resources; and available time for collection maintenance to replace copies. The author's checklist could be useful to children's librarians for the purpose of creating more representative collections.

Lindsey Ritter

The following annotated bibliography focuses on how to provide quality customer service in public libraries. Because customer service is such a broad topic, the bibliography is separated into sections dealing with practical tips, application and training, improving service through technology, definitions of customer service, and various ways to assess customer service. Books, articles and studies authored by professional librarians are included.

IMPROVING CUSTOMER SERVICE: PRACTICAL APPLICATION AND TRAINING

Sarling, J. (2005). Denver reengineers – acquisitions' next wave. *Library Journal NetConnect*. Retrieved May 9, 2007, from <http://www.libraryjournal.com/article/CA609685.html?q=sarling+2005>

This article describes a change of focus at the Denver Public Library away from the traditional and towards the goal of a “customer-driven collection in an appealing space that would encourage visits.” Changes include a customer-focused web site that draws patrons in, and improving the efficiency of technical services so that books are in the hands of patrons more quickly. Ideas include ways to consolidate technical services, collection development, circulation and interlibrary loan, using self check-out and making the library a comfortable and friendly place. This article is important because it shows the innovations and successes of librarians in the field and gives others in the field some really good practical ideas.

Melling, M., & Little, J. (Eds.) (2002). *Building a successful customer-service culture: A guide for library and information managers*. London: Facet Publishing.

This book focuses on the importance of not only recognizing the value of customer service, but embedding it in the library culture through management, planning and policy. The contributors are experienced public and academic librarians and each chapter is a practical guide on different ways of creating a customer-first approach in the library setting. Topics include: the users’ perspective on the library and what it means for service provision, how customer service should drive policy making and planning, how leadership and management are important forces in changing and improving customer service, human resource planning, staff training, marketing with a customer focus and quality assurance. This book provides a useful combination of theoretical and practical recommendations that will help create a library with a customer-first focus.

Todaro, J., & Smith, M. L. (2006). *Training library staff and volunteers to provide extraordinary customer service*. New York, NY: Neal-Schuman Publishers, Inc.

This book, written by two library administrators, gives practical recommendations on how to train employees so that the best customer service practices are demonstrated in the library. Ideal communication strategies, behaviors and phrases to avoid and case studies are also included. There are very helpful resource tools at the end of the book that include: a list of print and web sources for customer service managers and trainees, a list of reasonable expectations of adult behavior, a customer service environment assessment (i.e., privacy, lighting, furniture, noise, signage, etc.), more assessment tools, the use of focus groups, and customer service response cards.

Williams, J. F. (2002). Shaping the “experience library”. *American Libraries*, 33(4), 70-72.

This article explains a new service model implemented at the Cerritos Public Library. The library looks at how service is experienced by the user instead of how services are delivered to the user. The goal for the library was to exceed users’ expectations so they will return to the library. User-centric service is achieved through linking the library’s effectiveness to how patrons rate their visit, putting staff normally in a backroom on the floor to assist patrons, and promoting a learning environment while appealing to multiple senses. The library also makes sure that books remain in the forefront as a part of the library mission. This article is helpful because it explains how the entire library staff worked together to plan new ways to provide customer service and how they transformed the space into a user-friendly and popular library.

Dempsey, K. (2001). Quick queries continue. *Information World Review*, (174), 10-12.

This article is about how US Libraries are realizing how important it is to provide good customer service especially in order to compete with “faceless search engines.” Libraries are seeing the importance of customer service and marketing through trends like chat reference and merchandising. Chat reference is able to offer a more personalized instant gratification convenience to library users. Merchandising, or setting up a library like a retail store in order to be on the competitive edge is another trend discussed. The article urges librarians to think about what people are used to today and what they want. One library discussed has baskets at the entrance for carrying books and a convenient self-checkout. This article is creative, useful and timely, touting librarians as the “best search engines of all” in a society that seems to be replacing libraries and librarians with impersonal Google searches.

Sager, D. (Ed.) (2001). Customer service and public libraries. *Public Libraries*, 40 (2), 85-86.

This article, written by library executive directors, offers various examples of successful customer service practices in public libraries. The article reinforces the idea that the public library is “the people’s university where there is equal access to information and continuing education opportunities for people of all ages” and therefore, the customer should come first and the connection between people and information should be done in a friendly, effective and efficient way. After basic customer service expectations are met, librarians have the opportunity to insure that library users feel important, listened to and enriched. Partnering with area community organizations and building relationships with schools and senior centers are also ways to improve customer service. This article is important because it provides good ideas for really striving to put the customer first, and thus insuring a deeper loyalty and appreciation for the public library.

Helman, D. & Horowitz, L.R. (2001). Focusing on the user for improved service quality. *Science and Technology Libraries*, 19 (3/4), 207-219.

This article focuses on the importance of providing excellent personalized service to patrons so that the library does not become extinct due to search engines. Focusing on the customer and how to assess their needs and meet expectations is a skill that librarians must possess. The article discusses what MIT libraries did to improve public services and how they created a new service philosophy. The goal of a user-centered organization was begun through excellent communication with a committee structure and performance measurement. The decided elements of a user-centered library for MIT include: “a written statement of customer service philosophy, training for staff in effective service delivery, measurement of service quality and consequent adjustment of service policy and delivery, and the use of data to change policies or procedures as needed.” A final element allows staff latitude in providing service to library users.

User groups and the creation of a library service philosophy are also described. This article gives important and specific ideas developed by internal staff on how to create a quality user-oriented library.

IMPROVING CUSTOMER SERVICE THROUGH TECHNOLOGY:

Hage, C. L. & Neal, L. Customer service, one technology at a time. *Library Journal* Net Connect Summer 2003.

This article explains how the Clinton-Macomb Public Library adapted to technological changes and enhanced service to customers. The branch uses a self-checkout system and an automated sorting system for book check-in, so employees are free to help patrons. The authors highlight three ways to implement technological change while maintaining quality customer service and these include: having the right organizational culture, hiring the right people, and providing the right education and training. The branch ensures that employees have a voice in technological changes and are involved in investigating new technologies. In order to be hired, staff must show commitment to serving the customer. This article gives important and practical ideas on how to maintain excellent customer service through technological changes.

Jurewicz, L., & Cutler, T. (2003). *High tech, high touch: Library customer service through technology*. Chicago, IL: American Library Association.

This book explains how specific technologies can greatly improve the service ethic of libraries. Some topics covered include how and why libraries should expand technology to satisfy computer-savvy patrons and compete with Internet business, how to make technology relevant and personal for patrons, streamlining service by using a business model, using an automatic e-mail notification system and web-based event calendar with sign-up system. The authors also describe how libraries meet service needs through digital libraries, user-friendly database interfaces to the Web and online catalogs. Other ideas include preserving local history through online photographs and news articles, online summer reading registration and online reference services. The practical ideas and specific, relevant examples are extremely useful for any public library wanting to make technological changes in order to better serve patrons.

McCune, B. (1993) Leading technology by the nose: Denver public's Booktech 2000. *Wilson Library Bulletin*, 68.

Because technology is constantly changing, it is important for library staff to be knowledgeable about the most modern options available so that customers can receive efficient service. The Denver Public Library formed a taskforce in order to streamline and improve their acquisitions and cataloging so materials were available faster for patrons. With customer service and accessibility as the highest priorities, the taskforce investigated new systems that would help in the selection, acquisition and processing of new materials. The new system was able to speed processes with technology and allowed more librarians to be on the floor helping patrons. This article is important because it inspires librarians to think in new and creative ways and use technology to replace librarians who can be on the floor helping patrons.

CUSTOMER SERVICE DEFINED

Bouthillier, F. (2000). The meaning of service: Ambiguities and dilemmas for public library service providers. *Library and Information Science Research*, 22(3), 243-272. Retrieved March 24, 2007, from LISA: Library and Information Science Abstracts database.

This article describes an ethnographic study done in the Quebec Public Library on the ambiguities interpreted by employees involved in the delivery of services, and how this relates to the ideology of the library. The study looks at the relation between social and historical issues and the service practices in the library. The questions posed by the study include: “what symbolic and material resources are used by employees to provide services in the library?, what processes of production, distribution, control and consumption of material and symbolic resources underlie the provision of library services?, and what meanings do library employees attribute to these resources and processes?” The study also looks at the dilemmas of the public library and how the traditional library mission of education conflicts with offering popular materials. This article is important for research in this area because it looks at definitions of service in the library from the perspective of library employees.

McGeath, K. (2006). Library services as commodity. *Texas Library Journal*, 82(2), 62-63.

This article defines library services as a commodity or product that satisfies customers' demands. Urging librarians to think about what we are actually selling helps to more clearly define the library mission and the wide variety of services offered. Libraries must also determine goals and objectives in order to sell the product of various services. Thinking of library services as commodity also provides libraries with something measurable for the assessment of weak spots. This article defines library services in a different and important way and can help redefine the mission of a library in order to improve its services.

CUSTOMER SERVICE ASSESSMENT

Calvert, P. (2005). It's a mystery: Mystery shopping in New Zealand's public libraries. *Library Review*, 54(1), 24-35. Retrieved March 24, 2007, from LISA: Library and Information Science Abstracts database.

This article is an evaluation of the effectiveness of mystery shoppers in assessing customer service practices in public libraries in New Zealand. Mystery shopping is just one form of assessment and can be a diagnostic tool to measure the delivery of services, and it can also be used for staff evaluation. Employees can be made aware of more desirable behavior and work skills when they know how and why they are being evaluated. Measurement methods and ethics are also discussed. This article is an important resource because it shows the positives and negatives of mystery shopping and will help libraries decide if it is an appropriate method of assessment for their purposes.

Hernon, P., & Altman, E. (1998). *Assessing service quality: Satisfying the expectations of library customers*. Chicago: American Library Association.

This book focuses on the concepts of customers, satisfaction, loyalty and reputation and how these are crucial to a well-functioning library. Topics include: new ways to think about library services, what service quality and customer satisfaction mean, strategies for creating a customer service plan that meets the library's mission, how to measure service quality, and how to challenge traditional thinking about library statistical measures. The book includes real life

examples from librarians and library users. Case studies, customer service inventories and surveys are also included for use. This book is a great reference to have because it provides detailed, practical and innovative ways to assess the quality of customer service in libraries.

Clay, E. (2006) Beyond numbers. *Library Journal*, Net Connect. 8-10.

Outcome measurement of library services is the topic of this article. Outcome measurement is user-centric and goes beyond traditional circulation statistics and provides information that can be used for the planning and assessment of services and programs that are tailored to the user. The article offers the idea that combining input, output and outcome measures leads to the best decision making for improving service to customers. The Fairfax County Public Library (VA) is highlighted for its use of a phone-based survey, an Information Services Survey which records the number of information, directional and electronic resource instructional questions, and also posts a User Survey on its website which addresses the user-friendliness of the website and other e-library services. This article discusses important and useful ways to measure the worth of your library and make good service decisions by going beyond just traditional statistics.

Alyssa Checkai

Public access computers (PACs) have been available for patron use in public libraries since the late seventies, but it was access to the internet that really made them the permanent fixture in libraries that they are today. Yet though there have been many studies in the past decade about the quantity and quality of internet connectivity, there have been far fewer examining how patrons use these computers, what they want or expect from them, and the impact on the library and the larger community. This annotated bibliography seeks to gather together sources that study the question of patron use of public access computers. These texts primarily look at the issue from the viewpoint of the library user; however some also incorporate the perceptions of library staff.

Abbas, J., Bishop, K., & D'Elia, G. (2007). Youth and the internet. *Young Adult Library Services*, 5 (2), 44-49. Retrieved May 6, 2007 from Library Literature & Information Science database.

Recognizing that children use computers and technology as much or more so than other segments of the population, this article reports on those aspects of a larger survey that deal with adolescents' use of computers. The report shows that most youth taking part in this study have access to a computer in their home, and demonstrates statistical correlation between this home access and better grades in school. This article also breaks down the students' computer activities by gender and grade (between high school and middle school), showing those that are most popular in each category. Though this study does not deal with public access computers at libraries, it does show the importance of computer and internet access, and it also shows what students like to spend their time on, and so what they might expect from a library terminal.

Agosto, D. E. (2005). The digital divide & public libraries: A first-hand view. *Progressive Librarian*, 25, 23-7. Retrieved May 6, 2007 from Library Literature & Information Science database.

This opinion piece describes the author's view of two public library branches – one a suburban and one an urban library – with very different levels of public computer access. The article raises questions about funding, time limits on computers, and the reality of the digital divide in America.

Barclay, D. A. (2000). Introduction: A public-service approach to public-access computers. In *Managing public-access computers: A how-to-do-it manual for librarians* (pp. xi-xv). New York: Neal-Schuman Publishers, Inc.

We now live in an electronic world where one might not even think to question the place of public access computers in libraries. Yet this introduction does just that, and goes on to question some other "obvious" conclusions that librarians might make about PACs. This short piece certainly does not suggest removing computers from libraries, but it does invite the reader to look at what is best for the patron and what the patron actually wants instead of simply assuming that what is in place now is correct.

Bertot, J. C., Jaeger, P. T., Langa, L. A., & McClure, C. R. (2006). Public access computing and internet access in public libraries: The role of public libraries in e-government and emergency situations. *First Monday*, 11, 9. Retrieved May 6, 2007 from http://www.firstmonday.org/issues/issue11_9/bertot/index.html

This article highlights the importance of public access computers in libraries to provide access to e-government during or after times of crisis or disaster, when a patron has no other access to online government forms or services, and when a patron turns to the library for help and access even if he has a computer available elsewhere. The article concludes that the public library has these three roles to play in creating uniform access to government aid as more and more of its services go online.

Bertot, J. C., McClure, C. R., Jaeger, P. T., & Ryan, J. (2006). *Public libraries and the internet 2006: Study results and findings*. Tallahassee, FL: Information Use Management and Policy Institute, College of Information, Florida State University.

This latest study reports survey data collected from a variety of public libraries across the nation. The report describes the extensiveness of public access internet services, grouping data by metropolitan status, poverty level, and state. In addition, the report details different ways patrons use PACs, describes survey results on the most important impact of PACs on the community, and depicts observations of network services in public libraries based on site visits.

Bill Gates: Why he did it. (2003). *American Libraries*, 34(11), 48-53. Retrieved May 6, 2007 from Library Literature & Information Science database.

In an interview looking back at a five-year library initiative of the Bill & Melinda Gates Foundation, Bill Gates talks about the program that has given so many libraries public access computers, what he hoped would be the benefit for the organizations and the communities they served, and whether he thinks that has been achieved.

Bishop, A. P., Tidline, T. J., Shoemaker, S., & Salela, P. (1999). Public libraries and networked information services in low-income communities. *Library & Information Science Research*, 21(3), 361-390. Retrieved May 6, 2007 from ScienceDirect database.

This study surveyed and interviewed low-income members of one community. Most participants reported spotty computer access, perhaps having limited access at work or school. The study then looked at what information they would like to have access to online. The highest response was for information on community services and activities, followed by resources for children, healthcare, education, and employment. This study shows a clear lack of access and the beneficial impact that access could have for this community.

Flatley, R. (2001). Rural librarians and the internet: A survey of usage, attitudes, and impact. *Rural Libraries*, 21(1), 7-23. Retrieved May 6, 2007 from Library Literature & Information Science database.

This article reports the findings of a survey on the use and impact of the internet in rural libraries from both a librarian's and patron's perspective. Though it is little more than a cursory look, the article finds that the majority of respondents stated that the public library was the only place that offered free internet access, that the internet has brought more patrons into the library, and that the majority of librarians see the internet as improving their organization. However, the article

also brings up the question of whether the internet is changing the library from a place of learning into merely a place to surf the web or check one's email.

Gordon, A. C., Gordon, M. T., & Moore, E. J. (2001). Library patrons heavily use public access computers & other library services, and want more: A report to the Bill & Melinda Gates Foundation U.S. Library Program. Retrieved May 6, 2007 from http://www.gatesfoundation.org/NR/Downloads/libraries/eval_docs/word/Patron_501.doc

This survey reports information like who uses public access computers in libraries, how satisfied patrons are with the services provided, the importance of PACs to patrons and the community as a whole, how computers affect patrons' use of the library, how patrons use the computers, and reasons patrons don't use them. The report concludes that PACs are beneficial to the community, that they draw patrons into the library and keep them there longer, but also that patrons feel frustration due to the limited number of computers and competition over them.

Heuertz, L., Gordon, A. C., Gordon, M. T., & Moore, E. J. (2003). The impact of public access computing on rural and small town libraries. *Rural Libraries*, 23(1), 51-79. Retrieved May 6, 2007 from Library Literature & Information Science database.

Does public access computing help small town and rural libraries, or is it just another burden on a notoriously under-funded and under-staffed organization? Through the use of surveys, site visits, and a review of the literature, this article proves the benefit of public access computers to these libraries. The article outlines the enhancements PACs have created, but also summarizes the challenges they pose.

Library Research Center, Graduate School of Library and Information Science, University of Illinois. (2000). *Survey of internet access management in public libraries: Summary of findings*. Retrieved May 6, 2007 from <http://lrc.lis.uiuc.edu/web/internet.pdf>

This report describes the questionnaire results of a national public library survey. Though the survey reports on the extent of access and the policy regarding public access computers, what is perhaps most interesting is the data describing what librarians think their patrons want. A little less than half of the libraries with PACs offer classes or workshops in internet use. Almost one third of libraries provide pre-selected websites for different age groups to their patrons. Both of these services were more prevalent in larger libraries. Though these services somewhat offer what patrons desire in the form of instruction, these libraries would probably still be lagging behind their patrons' expectations, considering some of the suggestions offered by them in other surveys.

Library Research Service. (2003). *Kids & computers: Selected results from Colorado public libraries & the digital divide, 2002*. Retrieved May 6, 2007 from <http://www.lrs.org/documents/fastfacts/187ageinet.pdf>

This short document highlights survey results about juvenile use of public access computers in the Colorado Public Library. The report indicates that computers draw youth into libraries and that there is a high rate of technological skill development among this group. The article also provides statistics on what activities kids use PACs for and the demographic characteristics of those surveyed.

., Ryan, J., & Bertot, J. C. (2002). *Public library internet services and the digital divide: The role and impacts from selected external funding sources*. Tallahassee, FL: Information Use Management and Policy Institute, School of Information Studies, Florida State University.

This study reports on the role of funding sources for providing technology grants to public libraries, primarily examining Library Services and Technology Act, E-rate, and Bill & Melinda Gates Foundation grants. In order to evaluate the impact and benefit of these programs, the study includes a listing of beneficial services public access computers provide and an evaluation of the digital divide that is often described in American society. The report looks at the quantity and quality of public internet availability in libraries, what role that public access plays in the community, and what should be done in the future to further reduce the digital divide.

Moe, T. (2004). *Bridging the "digital divide" in Colorado libraries: Survey results from the Colorado public libraries & the "digital divide" 2002 study*. Retrieved May 6, 2007 from http://www.lrs.org/documents/DD_2002/moefeature.pdf

This article reports survey data from Colorado public library patrons on their internet experience, frequency of library computer use, other access to the internet, computer skills learned at the library, different ways they learned those skills, internet activities, and effectiveness of computer resources. The study concludes that patrons from all backgrounds use PACs, they learn skills from library staff, library courses, on their own, and from friends and family, and that trained library employees are integral in marketing useful online resources and teaching new skills.

Patron use of computers in public libraries. (1986). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, Center for Statistics.

This is an early survey of patron use of public access computers. Information is reported on the size of the population served, number of computers available, characteristics of patron use of computers, and types of software used. Though this survey is obviously dated, it serves to show how attitudes toward computer and software use have changed or remained.

Public Access Computing Project, Daniel J. Evans School of Public Affairs, University of Washington. (2003). *Public access computing & sustainability: A preliminary report*. Retrieved May 6, 2007 from http://www.gatesfoundation.org/NR/Downloads/libraries/eval_docs/word/SustainShrtToronto0306.doc

At the end of a program of grants from the Bill & Melinda Gates Foundation, this report looks back on what it has accomplished and how to sustain public access for the future. The report states that many patrons use the computers who have no other access or who didn't use the library before. It also reports that both community and librarians alike support and see the need for libraries to maintain these resources. Though it raises concerns as to the challenges of sustainability, it concludes confidently that public support and expectation will keep these technologies running and accessible.

Roberts, R. & Geraint, E. (2006). Users' experiences of the People's Network workstations in Conwy Public Libraries. *Aslib Proceedings: New Information Perspectives*, 58(6), 537-552. Retrieved May 6, 2007 from Emerald database.

This article reports on a survey of patrons of Conwy Public Libraries in Wales. The report details information on what patrons use the computers for, frequency of use, why they use the

library computers, views on the experience, and suggestions for improvement. Though this survey concerns the UK, many of the conclusions are similar to those conducted in the US, suggesting a universality of library computer users. Because of this similarity, librarians in the US can also heed the suggestions from patrons in this survey.

Slone, D. J. (2007). The impact of time constraints on internet and web use. *Journal of the American Society for Information Science and Technology*, 58(4), 508-517. Retrieved May 6, 2007 from Library Literature & Information Science database.

Because of limited resources, many libraries are now only allowing patrons thirty minutes or an hour on public access computers. This study attempts to discover if time constraints change a patron's behavior on the internet. The article reports that if a patron knows he has a shorter time on the computer, he is more likely to pursue activities that require less time to complete, like paying bills or checking email, however if he knows his time is not restricted he will be more likely to engage in longer activities, like searching for a job. The author concludes that with more time available to them, patrons are more likely to pursue educational searches, but when they are restricted, they will often only perform superficial ones.

Waxter, S. G. (2006). Baltimore County Public Library computer users' survey. *Public Libraries*, 45(6), 28-39. Retrieved May 6, 2007 from Library Literature & Information Science database.

This article reports the results of a survey of computer users at the Baltimore County Public Library. The survey reports on information like how often, how long, and when patrons use public access computers, their access outside the library, the most popular uses of PACs, the primary reason for use of a library computer, and what other library services they use. Though some of the findings are to be expected, they do show that the library provides access to computers or other technology that many patrons wouldn't have elsewhere and may be used to improve the service in the future. Though this survey only reports on one county, many of the results seem indicative of the larger population.

Westin, A. F. & Finger, A. L. (1991). *Using the public library in the computer age: Present patterns, future possibilities*. Chicago: American Library Association.

This study reports a national public opinion survey intended to compare library users and non-users. Though this report also includes information on other aspects of the public library, it describes the use of public access computers in comparison to other library services, patrons' access to computers and the internet outside of the library (with statistics broken down by patrons' characteristics such as sex, age, education, etc.), and the likelihood of civic leaders to use technology to increase their community involvement. The relative age of this survey needs to be taken into account, but may also show advancements in technology and access in the past decades.

LIBRARY 2.0

Libby Gorman

“Library 2.0” is both a buzzword and a serious consideration in today’s library circles. It is a term derived from the term “Web 2.0,” which refers to tools that allow users not just to access content on the Internet, but also to create and post their own content. Some examples of Web 2.0 tools include social networking venues (MySpace and Facebook), photograph sharing sites (Flickr), tagging sites (del.icio.us), and wikis (the most notorious being Wikipedia). Library 2.0 does not yet have one agreed-upon definition: many think of it as using Web 2.0 tools in the context of library service, while others define it as library service that applies the principles of Web 2.0, which include user participation above all.

BOOKS

Anderson, C. (2006). *The long tail: Why the future of business is selling less of more*. New York: Hyperion.

Anderson’s “long tail” concept applies more directly to business than to libraries, but is mentioned in the Casey and Savastinuk article below. The name derives from a statistical curve of sales, where top selling items make up the “head” of the curve, and the millions of items that are not hits, yet which still have a market make up this “long tail.” The key idea Anderson puts forth is that, with the advent of the Internet and businesses that can provide nearly an infinite number of titles, most sales derive from customers who buy items in the long tail. While libraries still face space and money dilemmas that businesses such as Amazon and Netflix do not, finding the right book (or information source) for every user is not new to libraries, so the ideas presented are worth consideration.

Casey, M.E. & Savastinuk, L. C. (2007). *Library 2.0: A Guide to Participatory Library Service*. Medford, NJ: Information Today, Inc.

Since this book is not set to be released until May 21, it is difficult to predict with assurance whether or not it will prove to be a useful tool. Its upcoming appearance, however, along with several other recommendations that Amazon provides when this book is selected, indicates that the ideas surrounding Library 2.0 are beginning to enter the realm of accepted library discourse. An overview resource that claims to offer practical advice, this may become a good conversation starter within libraries.

ARTICLES

Blowers, H., & Reed, L. (2007). The C's of our sea-change: Plans for training staff, from core competencies to learning 2.0. *Computers in Libraries*, 27(2), 10-15. Retrieved February 14, 2007, from Academic Search Premier database.

This article describes a learning initiative that the Public Library of Charlotte and Mecklenburg County launched in August 2006, “Learning 2.0.” Growing from an existing program that develops core technology competencies among staff, Learning 2.0 allowed staff to increase their knowledge of Web 2.0 tools without attending scheduled class sessions. The basic idea of the program is for staff to spend 15 minutes a day “playing” with different Web 2.0 tools, allowing them to build skills at their own speed and in a way that is interesting and motivating. Reed and

Blowers emphasize that both the core competencies and Learning 2.0 are essential parts of creating a tech-savvy library staff.

Casey, M. E. , & Savastinuk, L. C. (2006). Library 2.0. *Library Journal*, 131(14), 40-42.

According to Casey and Savastinuk, “the heart of Library 2.0 is user-centered change.” This article presents their vision of Library 2.0, which includes but is not focused on technology. Casey and Savastinuk emphasize that technology alone does not make library service “2.0,” and that the 2.0 ideal can be achieved with services that do not use technology. Their major points include considering “the long tail” of users who have favorites that are not necessarily best-sellers, soliciting customer feedback when considering new and revised services, making use of technology (especially free technology) that allows you to reach more customers, and aiming for constant improvement in services.

Casey, M. & Stephens, M. (2007). The transparent library: Introducing the Michaels. *Library Journal*, 132(6), 30.

These two Library 2.0 thinkers begin an ongoing collaboration with the introduction of the Transparent Library column in *Library Journal*. Many of the ideas expressed in this first column simply echo ideas expressed on both librarians’ blogs and in other published articles, but give the reader a good picture of what they hope to discuss in future columns. The idea of a “transparent” library provides an image for picturing Library 2.0 principles: continual communication among librarians and with users, examination of service quality, and constant change with a goal of improvement. The column may be another way that Library 2.0 becomes part of the more general discussion among librarians.

Evans, W. (2007). NextGen: My MySpace comment. *Library Journal*, 132(3), 44.

In this column, Evans points out an irony of the current “2.0” hype, namely that many librarians who are discussing and even using MySpace and other 2.0 tools are not using them to help patrons. He criticizes librarians who are using blogs and MySpace to talk about how “hip” they are without putting the tools to good use. The article escapes becoming another instance of “taking the speck out of someone else’s eye with a log in your own” when Evans suggests some practical ways to reach users through MySpace, such as providing links to online library sources and making people who have profiles full of helpful information “top friends.”

Farkas, M. (2007). Balancing the online life. *American Libraries*, 38(1), 42-45.

Farkas, M. (2007). Technology in practice: A roadmap to Learning 2.0. *American Libraries*, 38(2), 26.

The year’s first issue of *American Libraries* highlights the impact that Web 2.0 tools currently have on the library profession with an article discussing these tools. Farkas enumerates the many technologies that have become prevalent in the last 10 years, but also explains how some Library 2.0 principles (though not mentioned by name) come into play with the tools: using the Internet, and the library, as a “third place” between home and work or school; seasoned and new librarians teaching each other; and the importance of continual learning and refinement. This article finishes by introducing a new monthly column that Farkas will author, focusing on the successful use of technology in actual library practice. The citation for the February column highlights Charlotte-Mecklenburg’s “Learning 2.0” program.

Gordon, R. S. (2006). Next generation librarianship. *American Libraries*, 37(3), 36-38.

Although this article does not directly deal with Library 2.0, it discusses an issue that most likely affects 2.0 adoption – different generations of librarians working together. This short article outlines the four defined “generations” that currently make up library professionals, as well as stereotypes that accompany them. It also explains the difference between librarians from the “NextGen” birth years (1982-2000) and older new graduates who are following librarianship as a second career and so share some of the knowledge and characteristics of “Nexters.” Finally, Gordon emphasizes the need for librarians to not draw generational lines, but rather recognize their backgrounds and use them to work together collaboratively and successfully.

Grossman, L. (2006). Time person of the year: You. *Time*, 168(26), 38-41.

Time’s decision to name “You” (the everyday people collectively) as its Person of the Year for 2006 underlined the growing prevalence of Web 2.0. While acknowledging the typical view of history being shaped by “great men” and pointing out that many “historical” events of 2006 are less than inspiring, Grossman argued that the growth of community through the Web is a notable and optimistic development of 2006. The short article summarizes many tools that are collectively called “Web 2.0” and emphasizes that all the new content would not have appeared had not thousands of ordinary people been creating it and posting it. Grossman salutes this boom of creativity and collaboration while conceding the problems inherent to the tools, and simultaneously provides the reader with a snapshot in time of the development of these tools.

Hanly, B. (2007). Public library geeks take Web 2.0 to the stacks. *Wired*. Retrieved April 21, 2007 from http://www.wired.com/culture/education/news/2007/03/learning2_0

Another article singing the praises of the Charlotte-Mecklenburg Learning 2.0 program, this offering from *Wired* brings public library use of Web 2.0 into the circle of the larger Web 2.0 community. Hanly focused on the low-key, free method of training a large number of staff quickly and on the use of free, web-based 2.0 tools, but otherwise simply echoes previous positive sentiments about the program.

Hastings, R. (2007). Journey to Library 2.0. *Library Journal*, 132(7). Retrieved April 25, 2007 from <http://www.libraryjournal.com/article/CA6431957.html>

This article provides an interesting perspective as the first report of a library that has adapted the Charlotte-Mecklenburg Learning 2.0 program for its own staff. The Missouri River Regional Library in Jefferson City, Missouri, started their Library Learning 2.0 program in December 2006. They had to add some information from the Charlotte-Mecklenburg Program, such as a section on Second Life, but relied heavily on information provided on the *Learning 2.0* blog. The staff response was overwhelmingly positive, showing that the Charlotte-Mecklenburg model can be successful elsewhere.

Janes, J. (2006). Internet librarian: The next 2.0. *American Libraries*, 37(6), 88.

Janes’ “Internet Librarian” column has many articles from the past couple years that relate to the Library 2.0 discussion, but this one addresses it most directly. Janes first sums up the ideas that make up Web 2.0 and Library 2.0 and provides some links for further information. He then reflects on our lack of ability to plan for the many changes that have affected the library and information profession recently, and wisely cautions that the 2.0 buzz may be another quaint antiquity in a few years’ time. However, he ends by suggesting that library schools take advantage

of the mixture of skills and technology to foster both exploration and discussion as they try to best prepare librarians for future careers.

Levy, S., & Stone, B. (2006). The new wisdom of the web. *Newsweek*, 147(14), 46-53.

Capturing the point at which Web 2.0 tools started migrating from discussion only among technophiles to the new wave for everyone, this article explains the history of two major sites: MySpace and Flickr. Both were created by only a couple of people with the idea that the sites' users would bring most of the content to the site. Both sites have now been bought by major corporations and are making headlines in both business and technology news. Levy and Stone explore this phenomenon and the principles that make Web 2.0 tools both popular and successful.

Library Journal. (2007). Movers and shakers 2007: The people shaping the future of libraries. *Library Journal*, 132(5).

The sixth year that Library Journal has published a list of 50 "movers and shakers" in the library world proves particularly relevant to Library 2.0. Most notably, one of the sections is titled "2.0 Gurus," however, the entire list makes worthwhile reading. Other sections tie in well with the digital aspects of Library 2.0 (Social Networkers, Digital Wizards), and most of the chosen librarians exhibit some form of 2.0 thinking, regardless of the category in which they were placed. The projects and services that this group of forward-thinkers has supplied are inspiring and display philosophies that may reflect how librarianship changes in the next 5-10 years.

Oder, N. (2007). NC system blocks MySpace. *Library Journal*, 132(6), 18.

This short news article describes the recent banning of MySpace at Wake County Public Libraries. It explains that the site will be blocked for at least three-six months, when a review will be conducted, as well as the legal meaning of "attractive nuisance," which is the reason given for banning the site. The library cites gang recruitment and drug purchases done through MySpace as examples of its possible danger to young people.

Umbach, J. M. (2006). Web 2.0 - the new commons. *Felicitier*, 52(5), 192.

A short summary of the ideas behind Web 2.0 tools: "ubiquitous access to data, an architecture of participation, and distributed independent developers 'playing well together.'" While this does not present many new ideas about Web 2.0, the emphasis on products being "in beta" (always open to revision) is notable, and it provides a great, quick summary of the ideas behind Web 2.0.

Wikipedia. (2007). Library 2.0. Retrieved March 19, 2007 from http://en.wikipedia.org/wiki/Library_2.0

What would a bibliography about Library 2.0 be without a Wikipedia article? Giving an overview of what Library 2.0 means and how its brief development has progressed, this article itself displays active use of 2.0 tools. Like other Wikipedia articles, this one has a page devoted to discussion about the article, and it was even nominated for deletion in November, 2006. Wikipedia users decided to keep the article, but the debate over whether to do so provides an interesting look at one way that 2.0 tools and ideas play out in the transmission of information.

BLOGS

Blogs are a prime example of Web 2.0 technology, as well as a wealth of information about both Web 2.0 and Library 2.0 concepts. Librarians from all backgrounds are now taking up blogging: the examples here include a special librarian, two public librarians, a distance learning academic librarian, a school librarian, and a library school instructor. These particular blogs are selected because they all discuss Library 2.0 extensively, provide access to other 2.0 resources, and are written by people who are deeply interested in helping libraries continue the evolution necessary for staying relevant. An interesting note is that, when monitoring many different blogs, one begins to notice the true conversation that exists between the authors – they often discuss the same topic or news item and they respond to one another’s posts.

Abram, S. (2007). *Stephen’s Lighthouse*. Retrieved March 13, 2007, from <http://stephenslighthouse.sirsidynix.com/>

Written by the Vice President of Innovation for SirsiDynix, this blog offers updates from cutting edge library work around North America. Mr. Abram started his blog in July of 2005 and often provides links to articles and projects dealing with 2.0 concepts. *Stephen’s Lighthouse* (so named because Mr. Abram believes libraries provide the same help to the public that lighthouses do for ships) is a great place to find interesting lists, links to new articles, and information tidbits. A post on this blog led to awareness of Charlotte-Mecklenburg’s “Learning 2.0” program. Some recent post titles (in March, 2007) include “Gaming in the Library and Jenny Levine,” “Top 25 Web 2.0 Search Engines,” and “Social Spam.”

Blowers, H. (2007). *Learning 2.0*. Retrieved April 2, 2007, from <http://plcmclearning.blogspot.com/>

This blog differs slightly from the others in that it was created for a specific event (the Learning 2.0 program at the Public Library of Charlotte and Mecklenburg County), and so will likely not be continually updated. However, it has been left online, with a message to the general public, and provides great resources and links for those who want to explore the “23 things” on their own. Each of the “things” provides a podcast and written blog explanation, as well as links to the online tools to be used, making the process very user-friendly. Additionally, the site provides links to the blogs created by each participant, a rich resource in its own right.

Casey, M. (2007). *LibraryCrunch*. Retrieved March 15, 2007, from <http://www.librarycrunch.com/>

From one of the first librarians to start formulating the concept of Library 2.0, LibraryCrunch is a blog entirely devoted to this topic: the blog’s description states, “Service for the Next Generation Library: A Library 2.0 Perspective.” Casey, one of *Library Journal’s* 2007 “Movers and Shakers,” is currently the technology division director at Gwinnett County Public Library, so many of his discussions have a technological bent and deal with public library topics. However, the goal of his blog is to discuss all sorts of topics relating to Library 2.0, so he provides updates on many library current events. One recent example is the banning of MySpace in Wake County Public Libraries here in North Carolina.

Farkas, M. (2007). *Information Wants to be Free*. Retrieved March 15, 2007, from <http://meredith.wolfwater.com/wordpress/index.php>

Farkas provides yet another unique perspective on Library 2.0. As a distance learning academic librarian, she freely admits that she is still figuring out what her job entails, a process that fits

hand in hand with the library community figuring out what Library 2.0 entails. The “About Me” section of her blog page describes some of the real difficulties that librarians may encounter when trying to implement new technology: for example, Farkas is technically in charge of her university library’s web presence, but is not currently allowed physical access to the web pages. Her blog not only discusses and implements such 2.0 concepts as user participation, but also models several 2.0 tools, including Flickr, BlinkList (a link-storing service similar to del.icio.us), and RSS.

Stephens, M. (2007). *Tame the Web: Libraries and Technology*. Retrieved March 15, 2007, from <http://tametheweb.com/>

Currently a library school instructor at Dominican University, Stephens also has a public library background, from St. Joseph County Public Library in South Bend, IN. Stephens has also been involved in the Library 2.0 conversation from the beginning. *Tame the Web* dates back to 2004, so it’s a great source if you want to examine Library 2.0 from a historical perspective (relatively speaking!). Stephens’ combination of public and academic experience, as well as his far-ranging interests lead him to cover a wide array of topics about librarianship. Some examples of recent posts (in March 2007) include “On Academic Libraries” (with praise for NCSU’s collaboratory and website), “WSJ [Wall Street Journal] on Libraries,” and “Library Journal Movers and Shakers 2007.”

Valenza, J. (2007). *Joyce Valenza’s NeverEndingSearch Blog*. Retrieved March 15, 2007, from <http://joycevalenza.edublogs.org/>

Joyce Valenza’s blog alone makes me tired. Valenza is a full-time school librarian who also advocates widely for innovation within school libraries and pursues a doctorate in her spare time. She is particularly vocal about using the tools that kids are already using to reach them, and is one school librarian who is fighting passionately for the inclusion of social networking in schools. Her blog has an unquestionable focus on school libraries, but addresses issues common to librarians across the board. She is particularly interested in trying out new tools and ideas in the classroom, and describes her experiences, providing useful information for any librarian curious about these tools.

VIDEO SOURCES

Wesch, M. (2007). *Web 2.0. The Machine is Us/ing Us* [Motion picture]. United States: Digital Ethnography@ KSU. Retrieved February 14, 2007, from YouTube, Inc. Web site: <http://www.youtube.com/watch?v=6gmp4nk0EOE&eurl=>

This is an interesting video that, in its own words, gives a description of “Web 2.0 in just under 5 minutes.” Michael Wesch is an Assistant Professor of Cultural Anthropology at Kansas State University. Although he undoubtedly has a different perspective from librarians in considering Web 2.0, he makes many points that are relevant to the library community, such as the organization of information, the different ways of accessing information with new tools, and the impact these tools will have on issues such as copyright and privacy. Additionally, Wesch explains some basic history about Web 2.0 tools, including the problems HTML encountered when tags for content and form were mixed and how the new hypertext coding standards have paved the way for Web 2.0 tools. This is a great starting point for initiating a conversation with someone who is not familiar with Web 2.0.

FREE WEB 2.0 TOOLS

These are just a *very* small sampling of some free tools available for play and work, as the case may be.

del.icio.us (<http://del.icio.us/>)

This is a tool that allows you to save a group of links in one place. The interface and setup are very spartan, but to work properly, you must add two del.icio.us bookmarks to your web browser. The uses of del.icio.us include the ability to access your favorite sites (without having to remember the URLs) from any computer, the ability to share these bookmarks with others, and the possibility of finding other websites that might interest you through matching your list of links with other similar lists.

e-Blogger (<http://www.blogger.com>)

This is one of many tools providing a free way to set up your own blog. It currently allows access using a Google account (also free to obtain), and makes setting up a blog very easy. Basic posting is also quite simple, as is adding pictures to a post. While the paragraph formatting is largely “What You See Is What You Get,” it helps to have a basic knowledge of HTML (such as the <a> anchor tag to put a link in a post). The help pages are extensive, but difficult to understand if you don’t already know a little about HTML tags. It’s also helpful to know that the “Dashboard” is the command center or homepage on your account from which you can make changes to your blog.

Facebook (<http://www.facebook.com>)

Facebook is a social networking site that tends to be used by the college-aged crowd and up. Although originally available only to college students, Facebook opened membership to anyone with a valid e-mail address in the fall of 2006. The site is organized by “networks,” with each network centered on a school, company, or regional area, and users must have organization-provided e-mails to join a school or company network. Each user can create a profile with information about themselves and invite other users to be their “friends.” In addition to sharing access to a profile, a user can share photos, websites, and invitations to upcoming events. An interesting note for those wishing to use Facebook at their library: Facebook does not allow organizations to create pages (although, as the Davis Library profile indicates, their policing of this rule is inconsistent).

Flickr (<http://www.flickr.com>)

Flickr is a photo-sharing website that allows users to upload, organize, and share digital photos. Because it’s now owned by Yahoo, users sign in with a Yahoo account, although long-time users can still access Flickr with their old account information and merge these accounts with a Yahoo ID. The basic membership is free, but paid memberships are available. There are several different ways to upload photos, and Flickr does provide resizing help, which has always been one of my difficulties when uploading photos to the web. Additionally, the organization functions are very user-friendly. Overall, Flickr provides an easy way to post photographs online.

LibraryThing (<http://www.librarything.com>)

LibraryThing is a very fun tool for librarians, but it appeals to other book lovers as well. This site allows you to create your own personal library catalog (no cataloging class required!), search for books using Amazon or other library catalogs, tag your books in whatever way you want, and share your library with others. While the site is used more for individual cataloging than interaction, it provides 2.0 features such as changing a catalog record, tagging records, and joining a group. While the service is free for up to 200 books, users can pay yearly subscriptions of \$10 or a lifetime subscription of \$25 to catalog as many books as they want.

MySpace (<http://www.myspace.com>)

Another social networking site, MySpace has probably garnered the most press, both positive and negative, among Web 2.0 tools. It tends to be favored by teenagers, whereas college students and other older 2.0 users prefer Facebook's less cluttered look. There are noticeably more ads on MySpace, and some knowledge of HTML code is necessary to make a MySpace page more than bare bones. Some may find the site more visually confusing. However, if librarians are trying to reach a younger target audience, it may behoove them to become more comfortable using MySpace.

Ning (<http://www.ning.com>)

Ning is a social networking site like MySpace and Facebook, but works differently in that it allows users to create their own networks. Some examples of networks that people have created on Ning include the Open Coffee Club, Classroom 2.0, and Whales, and there seem to be a good number of networks related to libraries and information science. To start working with Ning, you first sign up to get an individual ID, then choose networks to join, or create your own network. Within each network, you can share information about yourself with the group. This tool may be especially useful in allowing groups to create online space for group interaction.

PBwiki (<http://pbwiki.com>)

For those who want to start a wiki, this site provides a free possibility that is relatively simple. It's not *quite* as easy as their motto claims ("Make a free wiki as easily as a peanut butter sandwich.") unless making a peanut butter sandwich requires some knowledge of basic tagging, similar to HTML. Many browsers do allow "What You See is What You Get" editing, but some basic knowledge of "wiki language" is helpful – this can be found on the site, but takes some searching or experimentation. PBwiki is a good starting point for wiki use and allows creation of a simple but accessible wiki.

Second Life (<http://secondlife.com>)

Second Life has become something of a sensation recently, even making the cover of *School Library Journal*. The basic premise is that Second Life is a virtual world where users can become residents, make avatars, attend events, buy land, and create virtual objects. Second Life users interact in real time. While a basic account is free and allows a person to create an avatar, most of the higher-level activities, such as buying land and building objects, require a paid membership.

Twitter (<http://twitter.com>)

Twitter is a fairly new 2.0 tool that is built around the question, “What are you doing?” It is similar to a blog in that you post updates, but posts tend to be short, one-phrase or one-sentence mini-posts. Like other 2.0 tools, Twitter allows you to invite friends and create a network of sorts. Joyce Valenza has noted that it could be a very useful conference tool, for attendees to keep up with goings-on in different sections of the conference.

PROBLEM PATRONS

Nick Mall

Anderson, A.J. (1993). Case study: the phantom of the OPAC. *Library Journal*, 15, 50-52.

This article provides a reality-based account of a severely disabled and homeless veteran monopolizing the library's computer, and the staff's subsequent reaction. Although they are initially sympathetic to the patron, they must also address the needs and complaints of other patrons, and call an impromptu meeting to reach a decision about the best way to handle the issue. After a protocol is agreed upon, two reference librarians react in opposite ways – creating chaos and demoralization in the library. Two librarians voice their disparate opinions regarding the matter, but both agree that sound leadership and consistent policies are necessary in order for libraries to achieve their mission while preserving the honor of the profession. The article serves well in making explicit several gray-area ethical issues involved with problem patrons, and offers thoughtful insight into their treatment.

Canal, B. A. (1998). Libraries attract more than readers: investing in library safety. *Indiana Libraries*, 17(1), 15-17.

Written by a security consultant, this article highlights several ways libraries may protect themselves from increasing criminal behaviors in their midst. The author recommends electronic surveillance and alarm systems – two protective measures that have recently become relatively inexpensive – in addition to extensive outdoor lighting and trimmed trees and bushes. Next, the author elucidates the benefits of staff training in the recognition and verbal diffusion of threatening situations. Finally, the author recommends that libraries host meetings, parties, and informal activities for local police officers, which would deter criminal activity while encouraging patrons to feel safe. The pragmatic, practical approach, as presented by a security official, makes this a helpful tool for any librarian looking to improve security.

Heap, J. (1990). Tackling workplace violence and aggression in Bradford's libraries. *Public Library Journal*, 5(3), 81-82.

A review of the problem patron training methods of the Bradford Libraries and Information Service, this article includes a discussion of their necessity in establishing consistency. Since mandatory training courses were deemed implausible, Bradford decided to offer a comprehensive “pack” to each employee. This package included ways of dealing with complaints and unacceptable behavior, the proper reporting and monitoring of incidents, and personal safety. The implementation of these packages is also discussed – and it is of the author's opinion that managers must encourage the use of the packages in order for them to be effective. The article is helpful in providing practical suggestions for staff training and library policy.

Lincoln, A. J. (1989). Vandalism: causes, consequences, and prevention. *Library and Archival Security*, 9(3/4) 37-61.

This article reviews types of vandalism and the tradeoffs involved in their various methods of prevention. The author looks at the psychology behind different motives for vandalism (“acquisitive”, “vindictive”) and discusses how they can be dealt with, emphasizing the need for group support. Statistical breakdowns for library vandalism are presented along with a review of

risk factors and possible prevention. The general discussions of vandalism and its causes are quite abstract, but the article also provides practical methods and tips for prevention when dealing with libraries specifically.

Lyon, N. & Graham, W. (1991) Library security: one solution. *North Carolina Libraries*, 49, 21-22.

The authors provide a brief overview of contemporary library problems, then describe the method established by the Public Library of Charlotte and Mecklenburg County (PLCMC) to improve the safety of patrons and staff. These measures include the improvement of the Main Library's neighborhood, safe-guarding the children's area, and the drafting of *Rules and Regulations for Conduct in Libraries*. In addition, the library added a new position – Library Safety and Security Coordinator – in order to facilitate the cooperation of staff, and “floor monitors” to ensure the safety of users and employees of the library. The article can serve well as a springboard of ideas for any library looking to redefine their policy on the same issues.

McCabe, C. (1992). Open doors, smelly patrons, and politically correct speech. *PNLA Quarterly*, 57, 28.

McCabe presents a library director's position on two court cases and their implications for the future of the library. First *Kreimer vs. Morristown*, which receives support as a landmark case that has provided libraries with new definition and the ability to serve all patrons regardless of class. Then *Rust vs. Sullivan*, which is presented as a terrifying step towards Big Brotherdom, with an envisioned future of government-placed gags on library acquisitions. Finally there is a brief discussion on the library's role concerning intellectual property in the modern age. The article does not provide a very thorough or factual overview of these topics, but could instead serve as introduction to rather dramatic opinions on them that may not be found in more formal works.

Murphy, J. (1999). When the rights of the many outweigh the rights of the few: the “legitimate” versus the homeless patron in the public library. *Current Studies in Librarianship*, 23(1/2), 50-60.

Murphy gives a limited historical review of homelessness in the library, covering the development of policy and landmark legal cases. She overviews social causes for homelessness, the typical dynamic between homeless and “regular” patrons, and past interviews with librarians on the subject, before delving into the *Kreimer* case and the Americans with Disabilities Act. The article is written in very clear support of better care for the homeless. Murphy takes a largely negative view of their treatment by librarians, presenting the anti-homeless position as outdated and prejudiced, and provides several shallow solutions to resolving the issue.

Owens, S. (1994). Proactive problem patron preparedness. *Library and Archival Security*, 12(2), 11-23.

This article focuses on the prevention of disruptive behavior in the library. Beginning with a review of the different types of problem patrons, Owens offers explanations as to why they choose libraries to display their unsettling behavior. Owens sites lack of admission, poor lighting, high shelving, and the general absence of security as potential reasons. To solve these problems, better lighting, the reorganization of inactive areas to include more open spaces and work-related stations, shelves that do not exceed four feet in height, and the consistent prosecution of those violating laws in libraries are recommended. In addition, the author focuses on user education and the importance of communicating standards of dress, conduct, and expectations for the benefit of the public and the prevention of unsavory and unsafe elements within the library. Finally, the author encourages librarians to investigate local statutes and coordinate with local

authorities in order to form an enforceable and consistent code of conduct for their institutions. The article's approach is hard-nosed all the way.

Rockman, I. F. (1995). Coping with library incidents. *College and Research Libraries News*, 56(7), 456-457.

Rockman discusses the importance of formal staff training in handling problem patrons, placing an emphasis on real-world simulations. Most of the article is devoted to the procedure utilized by California Polytechnic State University where six simulations are presented to staff for discussion in an open forum. Rockman summarizes each of the six situations before backing their usefulness in teaching staff to think quickly and respond to problems on the fly. The scenarios all revolve around standard problem patron issues such as theft, verbal abuse, and sexual harassment.

Sarkodie-Mensah, K. (2000). The difficult patron situation: a window of opportunity to improve library service. *Catholic Library World*, 70(3), 159-167.

This is a thorough, general overview of problem patron types and behavior. The author briefly addresses the librarian's social responsibility in helping problem patrons before breaking them down into different personality types to suggest methods of response. Much of the article revolves around strategies for dealing with problem patrons on both the individual and administrative level. The article contains characteristics of a scholarly work, with statistics and legitimate citations aplenty, and also offers useful tips for prevention; however it also promotes a sickeningly positive, can-do attitude that fails to reflect the realities of many problem patron situations.

Shuman, B. (1995). Cheaper than the holiday inn: sex in the public library. *Library and Archival Security*, 13(1), 47-60.

Shuman tackles the issue of sex in the library by first examining the who/what/where/when and then detailing a number of countermeasures. His discussion thoroughly examines both the legal and ethical issues involved with entrapment, surveillance, filing charges, and what constitutes arrestable behavior. Though the article is limited to sexual behavior, many of the scenarios and analysis have a broader applicability to problem patrons in general. Shuman provides a list of caught-in-the-act excuses that past patrons have given, as well as a list of gray area arrestable behaviors, both of which could stimulate thoughtful discussion on the subject.

Smith, N.M. (1994). Staff harassment by patrons: why administrators flinch. *American Libraries*, 25, 316.

Smith examines the problem patron issue from an administrative perspective. She argues that managerial positions tend not to properly recognize the issues front-line staff are having with patrons and discusses several possible explanations. The article calls to attention the emergence of problem patrons as a danger instead of just a nuisance, and touches on the possible ramifications for future library service. The author moves beyond the usual cut-and-dry subject matter in library journals and does not hesitate to make far-reaching claims about the library's place in society.

Smith, N. M. , & Adams, I. (1991). Using active listening to deal with problem patrons. *Public Libraries, 30*, 236-239.

This article takes an instructional tone as it discusses a psychological approach in dealing with problem patrons. The introduction describes the use of “active listening,” studied and used at the Brigham Young School of Library and Information Sciences, which advocates the need to identify and relate with the emotional state behind the complaint or issue before addressing the factual information. Several examples are provided, with the recurring point being that librarians should help the patron resolve the problem on their own rather than intervene directly. The article holds interest for its unorthodox method of prevention, though it does take a rather limited view of what constitutes a problem patron.

Uhler, S., & Weiss, P. (1995). Behave yourself – this is a library!. *Illinois Libraries, 77*, 189-191.

In a formal analysis of the *Kreimer* court case regarding problem patrons in the public library and its importance to current library policy, the authors discuss why the challenged rules of the involved library were put in place, why they were upheld in court, and finally how the decision solidified a legal definition for the institution’s purpose. There is also a brief discussion of the case’s relevance to Illinois public library policy. The article is constructed purely as an historical paper, but also briefly touches on the philosophical principles behind library service and provides limited legal instruction for the development of problem patron policy.

Wellinger, P. (1997). Workplace violence: is your library at risk? *Colorado Libraries, 23*(1), 16.

This article takes a look at the causes and general trends in workplace violence and how they manifest themselves in a library setting. The author gives a brief history of violence in the library and discusses why it is prone to such occurrences. The article is distinct in that it deals primarily with violence as committed by current or former employees, or by the family of employees, rather than by strangers. Numbered lists of employee warning signs and crisis prevention tips are presented, as well as a series of questions to consider when formulating policy and procedural manuals. The article is useful as a practically-oriented approach to identifying problem behavior in the library, applicable to both random problem patrons and employees.

PUBLIC LIBRARY RECRUITMENT PRACTICES

Marian Fragola

This topic explores how libraries recruit, hire, and retain employees. Are libraries actively trying to recruit the best and the brightest? Does the corporate sector have lessons to teach libraries vis-à-vis recruitment, hiring, and retention? Towards that end, this annotated bibliography concerns issues of employee recruitment, hiring, retention, and how librarianship is “marketed” to those considering entering the library field. While there are certainly differences in public librarianship and academic librarianship, the search for resources was not limited only to sources regarding public libraries since many librarians hold jobs in a variety of types of libraries throughout their careers.

RECRUITMENT

Ard, A., *et al.* (2006). Why library and information science? The results of a career survey of MLIS students along with implications for reference librarians and recruitment. *Reference & User Services Quarterly*, 45(3), 236-248. Retrieved April 25, 2007 from Academic Search Premier Publications.

This article presents the results of a survey of ninety six students at Alabama’s School of Library and Information Studies. The authors, convinced by a variety of sources that there will be a shortage of librarians to fill available jobs in the future, strive to discover what compels people to get a MLS degree. Their findings largely mirror the findings of previous studies: prior work in a library significantly elevates the chances of entering the LIS profession. Interestingly, the group of library students surveyed by Ard and her colleagues expect their starting salaries to be somewhat lower than the actual starting salaries of librarians. The article contains an easy-to-follow literature review and some recommendations, perhaps oversimplified, about how librarians should recruit others into the profession. For example, when giving presentations, the authors suggest that reference librarians “rave about how much fun they have in their jobs.”

Berry, J. N. (2003). But don’t call ‘em “librarians”. *Library Journal*, 128(18), 34-36. Retrieved April 23, 2007 from Health Source Publications.

Berry, who retired in 2006 as the Editor-in-Chief of *Library Journal*, explores the trend of academic libraries that hire Ph.D.s who do not have MLS degrees to serve in academic libraries. Libraries have been forced to do this, some argue, because there are not enough qualified MLS candidates to meet the rigorous academic needs of specialized positions like those in special collections or rare books. This practice is controversial: some librarians feel it undermines the value of an MLS degree and makes libraries repositories for humanities Ph.D.s who cannot find work elsewhere. Proponents like Alice Prochaska, the University Librarian at Yale, beg to differ. She believes that once Ph.D.s and graduate students work in academic libraries they will be “hooked” and will want to earn their MLS degrees. The article points out implications for schools of library science and suggests ways to recruit students into academic librarianship.

Carrington, L. (2004). Laws of attraction. *People Management*, 10(12), 27-30. Retrieved April 23, 2007 from Business Source Premier Publications.

This article in *People Management*, a UK publication, discusses what companies can do to recruit and retain quality employees. For example, Cambridge City Council, which is limited in how much it can pay potential employees, has decided to tout its flexible pension plan to those it

wants to recruit. The article points out that while it is HR's job to recruit talented employees, senior managers often do not understand or value HR. Few businesses have any idea of the effect of turnover on the bottom line and that, according to one study, 55% of organizations do not measure the direct costs of recruitment. While not focused on libraries in any way, this article could be used by library managers as evidence that recruitment and turnover have a significant impact on an organization's budget. This evidence could help library managers make a case for both retention and professional development programs.

Chmelir, L. (2003). Got a secret? Pass it on ... recruiting new librarians. *College and Research Libraries News*, 64(6), 395-397. Retrieved April 23, 2007 from WilsonWeb.

The author, a librarian at the Washington State University Libraries, suggests that undergraduates, who use the resources of and work in academic libraries, should be actively recruited to consider academic librarianship as a career. Chmelir gives a list of suggestions of how current librarians can recruit a new generation of workers, including introducing themselves with university career centers, serving as advisors for undergraduates, giving meaningful and substantive work to undergraduate students who work in university libraries, and encouraging talented paraprofessionals to pursue MLS degrees. These suggestions sound promising, but since the article does not provide research-based proof, it is difficult to know if these strategies actually result in an increased number of undergraduates who consider academic librarianship as a career.

Lavigna, B. (2006). Attracting the "best and brightest" from our nation's college campuses. *PA Times*, 29(9), 6-11, 2p. Retrieved April 26, 2007 from Business Source Premier.

Lavigna discusses the need for the government to participate in the "war for talent" on college campuses. If the government does not do a better job of attracting the top candidates, he says, then the government will only be able to hire the "best of the desperate." Libraries could use Lavigna's recommendations, including cutting down on red tape in the hiring process and capitalizing on recent college graduates' stated interest in "doing good" as a career goal.

Public Library Association. (2007). *Public Librarian Recruitment*. Retrieved Apr. 30, 2007, from <http://www.pla.org/ala/pla/plaissues/publiclibrarianrecruitment/plrecruitment.cfm>

This site, like other sources in this bibliography, presents research that there will be a shortage of librarians in upcoming years and that, "evidence is mounting that suggests that low salaries ... are causing many librarians to seek employment outside of the public library sector." The PLA recruitment page offers links to help public libraries with recruitment efforts, including a portal to order buttons for staff that say, "Ask Me Why I Love My Job," pdf templates of recruiting brochures, and testimonials (many quite moving) from public librarians describing the fulfillment they get from their jobs.

HIRING

Leonhardt, T.W. (2006). Hiring for success. *Technicalities*, 26.4, 4-6. Retrieved April 25, 2007 on WilsonWeb.

In this succinct but inspiring article, Leonhardt discusses ways to spot talent and then ensure that a new library hire will be successful in an organization. The first thing an organization must do, he says, is to consider the entirety of a candidate's background. For example, even if a candidate does not have direct managerial experience, he or she may have life experience that shows managerial promise. Leonhardt cites specific examples of hires that did not seem like a perfect fit

on paper, but who turned out to be great employees. Towards that end, he suggests that employers not be overly specific in their job descriptions, but think carefully about what skills and experience are essential, and then be willing to train new hires on specific competencies like computer programs or budget processes.

Pergander, M. (2006). Seeking the land of plenty (of jobs). *American Libraries*, 37(3), 78.

Mary Pergander feels conflicted. As the Director of the Lake Bluff Library in Illinois, she wants to hire degreed librarians, but struggles with whether it is unethical to hire them for the paraprofessional jobs that are the only jobs she has available. The article recounts a personal anecdote of a newly degreed librarian who, despite doing everything the career counselors suggest, could not find a job at graduation. Pergander worries that if she encourages others to get an MLS degree there will be no jobs for them when they graduate.

Richter, L. (2007). Great expectations: An interview with Jim Collins. *Public Libraries*, 46(1), 23-27.

In this interview, Jim Collins (author of the bestselling business staples *Built to Last* and *Good to Great*) says that the most important thing organizations can do to be successful is hire the right people. This concept, which he calls "First Who ... Then What," prescribes that organizational leaders must hire people who have a "DNA fit" with the core values of the organization. Because hiring the right people is so vital, he advocates that leaders should spend the majority of their time "obsessing on the question of finding and getting and hanging onto and developing the right people." While Collins' jargon and rah-rah attitude may be off-putting to some, his theories have a basis in research and are wildly popular among businesses today.

RETENTION

Matarazzo, J. M. & Mika, J. J. (2006). How to be popular. *American Libraries*, 37(8), 38-40. Retrieved February 28, 2007 from WilsonWeb.

The authors, one a dean at Simmons' library school and the other a director of the Wayne State library school, try to ferret out the real truth behind the conflicting reports about whether there will be a shortage of librarians in the near future. Using statistics from a variety of sources, they conclude that there will indeed be a shortage of librarians and that, "if anything, we have understated the challenges facing librarianship." The article closes with a variety of suggestions about how to resolve the problem through retention: mentor existing staff, promote from within and, interestingly, to speak less disparagingly of the profession. The authors admonish, "We must begin to recognize that our actions and our attitudes toward the profession and those we serve every day influence others."

Millet, M.S. (2005). Is this the ninth circle of Hell? *Library Journal*, 130(5), 54. Retrieved April 10, 2007 from Wilson Web.

Millet and a colleague posted a web-based survey to find out how new academic librarians felt about their professions and what skills they believed they needed in order to become library leaders. Of the 378 librarians who responded, most said they enjoy their jobs but feel woefully unprepared to become the leaders of tomorrow. Only 57% of respondents said they would consider becoming administrators, feeling they lack skills in fundraising, planning, and publishing. To prevent new librarians from leaving for other careers, Millet entreats current administrators to include recently hired or newer employees in decision-making and planning so that they can gain the skills they need to remain in the profession.

Ream, R. (2001). Holding on to the best and brightest. *Information Today*, 18(4), 16-17. Retrieved February 26, 2007 from WilsonWeb.

In this article, Ream reminds employers that there is always a job market for a company's best and brightest employees, and that companies save a lot of money in turnover costs if they can retain their top people. He notes that when potential employees compare two job offers with similar salary and benefits, the best people will gravitate towards work environments that are friendly and allow employees to be mobile and creative. While Ream's advice is fairly common-sense, the article provides a jargon free reminder of why managers should pay attention to the culture of their organizations.

MARKETING THE PROFESSION

American Library Association. (n.d.). *Library careers*. Retrieved Apr. 26, 2007, from <http://www.librarycareers.org>

This website acts as a one-stop portal for anyone wanting to learn about the library profession. The main page features a group photo of attractive and multi-cultural people, with user-friendly tabs that help the user find information about different types of libraries, what qualifications are needed to work in libraries, and where to find scholarships for school. The main page also has pathways for kids and for recruiters and career centers. Unfortunately, the kids link to "Me? A Librarian?" which is described as a "cool 10-minute video about becoming an information professional," takes the user to the Cuyahoga County Public Library site where the video is nowhere to be found.

Association of College and Research Libraries (Producer). Faces of a profession [video]. (Available for download or in streaming video at <http://www.ala.org/ala/acrl/acrlissues/acrlrecruiting/recruitingvideo.htm>).

This seven-minute ACRL/ARL recruitment video includes interviews with academic librarians who discuss why they enjoy their jobs. The video does not try to be overly hip or cool. In fact, several of the librarians interviewed fit the intellectual, slightly nerdy stereotype of the librarian and classical music serves as the video's soundtrack. At the same time, the librarians featured are diverse, and each seems highly enthusiastic about his or her job. Reasons they give for enjoying academic librarianship include: freedom, status (one librarian said he was a tenure-track faculty member), the ability to meet wonderful people who become lifelong friends, and that being a librarian is "fun."

Spear, M.J. The top 10 reasons to be a librarian (with apologies to David Letterman). [Electronic version]. Retrieved from the ALA website April 25, 2007, <http://www.ala.org/ala/hrdr/careersinlibraries/top10reasons.htm>.

After hearing a former student say she would never want to be a librarian, library media specialist Spear decided that "[librarians] can do better in promoting our profession." Spear then gives her top 10 list of reasons why people should consider becoming a librarian. Some tongue-in-cheek, some practical, these ten reasons would make a good flyer to distribute at college job fairs. Spear's reasons include: good job conditions, cool co-workers, and great conferences, but also higher ideals like the fact that librarians "support the freedom to read." This piece is amusing and light, but inspiring.

US Department of Labor, Bureau of Labor Statistics. (2006). *Librarians*. Retrieved Apr. 26, 2007, from <http://www.bls.gov/oco/ocos068.htm>

This site gives a helpful overview of the profession including concise information on topics including: working conditions, training, qualifications, and advancement. The site does a good job at providing a balanced view of the profession. For example, under working conditions, the site notes that, “assisting users in obtaining information or books for their jobs, homework, or recreational reading can be challenging and satisfying, but working with users under deadlines can be demanding and stressful.” Also contains links to other library-related sites like ALA and SLA.

CAREER ISSUES, MISCELLANEOUS

Gordon, R. S. (2006). *NextGen librarian's survival guide*. Medford, New Jersey: Information Today, Inc.

This charming book is a must for anyone in library school or who has recently entered the job market. Containing both scholarly and anecdotal evidence, the book covers a wide range of topics including “surviving library school,” “surviving the job hunt,” and “surviving entry-level positions.” One of the author’s main tenants is that, for libraries of the future to be successful, they will need to harness the amazing vitality and creativity of the “NextGen” librarian. At the same time, younger or newly-minted librarians need to have respect for prior generations of librarians and the perspective and experience they have to offer. This source is included in this bibliography because it provides a thoughtful and balanced view of the joys and frustrations of becoming a librarian in today’s rapidly changing environment.

PERCEPTIONS OF LIBRARIANS AND LIBRARIES

Sarah Gransee

This bibliography has a strong focus on librarians and their perceived habits, behaviors and personalities. Though many articles include perceptions of libraries, these resources will be most beneficial for examining the people who support the institutions. Glen Holt's analysis of the Benton Study is included because *Buildings, Books and Bytes* is referenced quite often in recent literature on perceptions of librarians and libraries. Unfortunately, even with all these articles and studies, we are no closer to determining concrete ways to break stereotypes. Perhaps librarians should conduct their own self-evaluations and focus on doing a good job with their work.

HOW THE PUBLIC VIEWS LIBRARIES AND LIBRARIANS

Bales, S. (1998). Technology and Tradition: The Future's in the Balance. *American Libraries*, 29(6) (June/July 1998): 82-86.

In response to the Benton Study that indicated a need for libraries to push themselves into the digital aid, Bales argues that by focusing on technology, libraries are losing the foundation of books. She offers several suggestions on how to change the public perception of libraries while maintaining the base of libraries – books. Bales suggests increasing customer service, creating connections with the community, and focusing on collaboration to aid the image of the library instead of pushing technology all the time. Bales makes no reference to current public perceptions, but alludes to the importance of books and tradition throughout her article.

Holt, G. (1997). Balancing buildings, books, bytes, and bucks: Steps to secure the public library future in the internet age. *Library Trends*, 46(1), 92-117.

This analysis (requested by the researchers) of the Benton Foundation's Buildings, Books, and Bytes: Libraries and Communities in the Digital Age critiques the Benton Foundation's methodology, but it supports the goal of creating a strong marketing campaign for public libraries. Holt argues that the campaign needs to be driven by a single mission to balance books and computers, as well as recognize communities' cultural values. He also calls for more extensive research to help improve library practice and effectiveness.

St. Lifer, E. & Rogers, M. (1996). Benton study: Libraries need to work on message to public. *Library Journal*, 121(14), 112.

In a preliminary response to the Benton Study's findings that Americans love their libraries but are unaware of the skills and resources of librarians, St. Lifer and Rogers prepare the public for some bad news: director of the study, Susan Bales reports that she is "not sure they [(the public)] understand what goes on in the library other than talking about books." The authors speculate that the behind-the-scenes work of librarians may contribute to this misconception, and the study suggests that librarians and the public have very different ideas about what a library should be.

Tennant, R. (2006). The library brand. *Library Journal*, 131(1), 38-39.

OCLC's report "Perceptions of Libraries and Information Resources" offers an analysis of a survey designed to gauge the public's opinion of libraries. Findings indicate that "'books' is the library brand. There is no runner up." Respondents do not know what their library offers.

DEFINITIONS AND IMPLICATIONS OF TRADITIONAL STEREOTYPES

Church, G. M. (2002). In the eye of the beholder: How librarians have been viewed over time. In W. Arant & C. R. Benefiel (Eds.), *The image and role of the librarian* (pp. 5-24). New York: Hawthorn.

Gary Mason Church's article provides a concise history of perceptions of librarians, beginning with the 18th century. Though he does document public images and self-images of librarians, most of the information is focused on academic librarians.

Grimes, D. (1994). Marian the librarian – the truth behind the image. In M. J. Scherdin (Ed.), *Discovering librarians: Profiles of a profession* (pp. 1-11). Chicago, IL: ALA.

Grimes offers a comprehensive survey of the historical perceptions of the librarian, detailing how and why librarians came to be perceived as grim, grouchy spinsters. The pattern that has emerged since the 1990s, according to the Strong Interest Inventory, is of an updated librarian who is intelligent, introverted, self-sufficient and interested in a life and mind of the arts. Librarians are also seen as "expedient, rule-evading nonconformists." (9)

Heintzelman, M. Z. (2000). *Children's Picture Books: An Annotated Bibliography*. Retrieved May 3, 2007, from University of Iowa, Iowa. Web site: <http://mingo.info-science.uiowa.edu/~heintzelman/foundations/mainpage.htm>

Heintzelman identifies several stereotypes of librarians, including the perception that librarians are "aloof, shy, bookish, authoritarian and fragile." Heintzelman offers myriad examples of children's books that support these stereotypes, and argues that the images of librarians in children's books are reinforcing traditional stereotypes. Though the books he offers do contain negative images, he leaves off any mention of children's books that promote librarians and their careers.

Matarazzo, J. M. & Mika, J. J. (2006). How to be popular. *American Libraries*, 37(8), 38-40.

Between machinist and truck driver, librarian ranks number three on a list of most unpopular jobs. Based on a statistical report conducted by the Association for Library and Information Science Education and the U.S. Bureau of Labor Statistics, it is "virtually impossible for the 56 ALA-accredited graduate programs in North America to replace the number of retirees" (39). The authors argue that librarians are unpopular for several reasons, including the fact that the field offers less than competitive salaries, it lacks a good bachelor's-degree feeder program and it has a negative professional image. According to the article, recruiting and retaining librarians are the only ways to ensure that libraries will be staffed. In order to increase the professional image, librarians should focus on the good side of library science.

Prins, H., & De Gier, W. (1995). *The image of the library and information profession: How we see ourselves – a report of an empirical study undertaken on behalf of IFLA's round table for the Management of Library Associations*. Munich: IFLA.

This study reveals that there is no one opinion of librarianship in any country, or even in any county or city. While a majority of respondents believe that librarians are faced with problems of status and image, the public's view of this fact differs. Some respondents consider the image problem to be of utmost importance, while others contest that as long as the service is provided, the status of librarians is irrelevant.

PERSONALITIES OF LIBRARIANS

David, I. & Scherdin, M. J. (1994). Librarians in transition: Profiles on the strong interest inventory. In M. J. Scherdin (Ed.), *Discovering librarians: Profiles of a profession* (pp. 102-124). Chicago, IL: ALA.

A study in 1992 using the Strong Interest Inventory (SII) measured the vocational interests of librarians to determine whether current profiles of librarians were accurate. The study indicates that librarians are dominantly interested in the Artistic Theme, and that included in librarians' interests are writing, art, music, science, foreign services, social service, religious activities and merchandising and public speaking. David and Scherdin hope that "this awareness" in the diversity of librarians "will help librarians to consciously take pride in their profession and take responsibility for promoting it to others" (121).

Scherdin, M. J. & Beaubien, A. K. (1995). Shattering our stereotype: Librarians' new image. *Library Journal*, 120(12), 35-38.

This analysis of a 1992 study developed by Scherdin offers new evidence of librarians' personality types based on the Myers Briggs Type Indicator (MBTI) survey. The most prevalent personality types for librarians are ISTJ and INTJ. Information professionals demonstrated the following preferences: 63 percent Introverted, 60 percent Intuitive, 61 percent Thinking, and 66 percent Judging. The traditional belief before the Scherdin study was that librarians were more likely to display ISFJ preferences. There are also personality differences displayed in differing library jobs. According to the authors of the study, the survival of the library field depends on diversity in personalities.

REJECTING THE STEREOTYPE

Berry, J. N. (1996, September 1). It's time to advocate librarians. *Library Journal*, 121(14), 106.

While libraries are highly valued, librarians are not being promoted or defined. Berry offers several reasons for "our inexplicable professional reluctance to develop and promote the people who work in libraries," including the lack of recruitment in schools and libraries as well as the promotion of generalizing the profession's roles. Berry calls for librarians to "demand that our leaders and our organizations make the definition and public promotion" of the librarian.

Berry, J. N. (2001, October 15). Tell 'em what librarians do each day. *Library Journal*, 126(17), 6.

The new stereotype of the librarian is just as bad as the old one: "Let's not trade the old lady with the bun for a bar-hopping airhead," asserts Berry. Instead of wasting time on examining

stereotypes, ALA needs to tell the world the “true value of the service and agency librarians provide.”

Burger, L. (2006, September). Who are you and what do you do? *American Libraries*, 27(8), 3.

Burger’s attempt to “highlight the ways in which we can transform the way people perceive libraries and librarians” leaves much to be desired. After offering two or three vignettes, Burger suggests changing the perception of librarians by telling anyone they meet who they are and what they do.

Credaro, A. B. (2006). *Warrior Librarians: For Librarians That Refuse to Be Classified*. Retrieved May 3, 2007, from Warrior Librarian. Web site: <http://www.warriorlibrarian.com/IMHO/stereo.html>

The web site offers many amusing distractions for anyone with a librarian fetish. The site disclaimer proclaims that “this librarian will not tolerate abuse of books, bullying, resistance to learning, or unnecessary noise. Enter the library at your own risk, and prepare for battle. You WILL study, you WILL read, you WILL enjoy it.” Despite grammar errors throughout and the self-proclamation for librarians who refuse to be classified, most would jump to identify the warrior librarian Credaro as a militant one.

Gordon, R. S. (2004). Find your image between the extremes. *Library Journal*, 129(5), 52.

Rejecting the old stereotype for a new one is less than satisfactory, and Gordon suggests tweaking the librarian image based on the person and the job. The article presents brief explanations behind the two extremes of images for librarians, as well as calling for a balance between the individual’s and the organizations’ image.

Myers, M. (1994). Recruitment implications, issues, and future actions. In M. J. Scherdin (Ed.), *Discovering librarians: Profiles of a profession* (pp. 197-204). Chicago, IL: ALA.

Myers offers recruitment ideas that are to be expected: brochures, bookmarks, ad campaigns by ALA, but she also highlights the fact that it is difficult to recruit professionals for a profession that many cannot define. Discussions with career counselors are demanded, as well as further studies on librarians and their roles. Myers also claims that “the individual librarian as a role model in providing outstanding service to users is perhaps the most powerful recruitment tool” (199).

Ojala, M. (2006). Perspectives, perceptions, and periscopes. *Online*, 30(6), 5-7.

Self-identified librarians offer different perspectives of what a library is according to their own perspectives. Most agree that librarians should “coexist for optimal information access and comprehensive research capabilities.” Just as librarians’ perspectives differ, the public’s opinion of libraries is malleable. In order to change the public opinions, librarians must understand others’ perceptions and perspectives by developing “virtual periscopes.” Little support is offered for any of Ojala’s assumptions and declarations.

Posner, B. (2002). Know-it-all librarians. In W. Arant & C. R. Benefiel (Eds.), *The image and role of the librarian* (pp. 111-129). New York: Hawthorn.

Posner's article examines the know-it-all stereotype of librarians, as well as the contrasting know-nothing librarians. Other images are explored, including the "shelvers-with-attitude" and "dragon librarians." Posner offers explanations for the stereotypes and defines a more realistic librarian as one who has access to an abundance of information who usually knows how to find it. She warns against feigning ignorance on difficult queries as well as acting like a preternatural, all powerful know-it-all.

Brian Higginbotham

Funding for libraries has always been a sore topic for public librarians because, professionally speaking, librarians like to believe their talents and interest lie in providing information and services to the public, not in securing the funds to supply the information and services. However, in the fickle political climate of our federal, state, and local governments, seeking non-tax revenue sources of funding is not only the responsible way of securing current and future funds, but it is also essential. Public libraries and librarians increasingly turn to development offices and outside funding sources to finance any and/or all library services and programs. Even libraries that have sufficient tax revenues turn to development and funding in order to increase their services and reputations with their constituents and communities. Once, funding and development were considered necessary on a per-project basis, but in current times, if a library wishes to succeed and prosper, development and funding have become full-time operations.

The following resources cover an array of funding options available to public libraries and how to go about securing those funds. It is intended as an introduction to the expansive topic of public library funding and development and covers such topics as federal, state, and local funding, grants and grant-writing, development offices and personnel, and issues that are at the center of the public library funding debates.

Allen, B. (2003). Public opinion and the funding of public libraries. *Library Trends*, 51(3), 414-423.

Bryce Allen uses somewhat limited and scattered data from a telephone survey originally conducted by Opinion Research Corporation for a separate report, *Buildings, Books, and Bytes*, to test the Theory of Public Choice and how it relates to public library funding. Although Allen admits to the limitations of his inquest, he concludes that the Theory of Public Choice does not hold up in the realm of public library funding and suggests further investigations into the public perceptions of, and willingness to support, public libraries.

Alternatives for Financing the Public Library. (1974). *A Study Prepared for the National Commission on Libraries and Information Science*. Washington, D.C.: U.S. Government Printing Office.

This study, submitted by Government Studies and Systems, Inc., attempts to define and provide alternative funding options that will provide adequate financial support for public library services. The focus of the study was to determine the problems of public library financing and what changes or alternative methods would solve these problems. Although the study is over 30 years old, certain funding issues it discusses are still relevant, such as intergovernmental financing patterns. It places the current public library funding “crisis” in a historical perspective (i.e., public libraries are always under-funded) as well as shedding light on past failures and successes of proposed funding solutions.

Anderson, D.L. (2003). Selling a public good: The case of rechartering public libraries by referendum in New York State. *Public Libraries Quarterly*, 22(4), 5-23.

Most public libraries are apprehensive about asking the taxpayer for increased support, because their worst fear is that the taxpayer will question any or all support for the library. In her article, D.L. Anderson gives a number of successful reasons why library-based referendums may be a

good idea. Anderson analyzes 13 interviews with different library directors throughout the state of New York to determine why they chose to fund their libraries through special public tax jurisdictions rather than through municipal budgets, and documents the success of these initiatives. Anderson also discusses the methods the directors used in order to gain public support for votes; she then generalizes these methods into lessons that all librarians who wish to create constituent support for increased resources should study.

Corry, E. (1985). *Grants for Libraries: A Guide to Public and Private Funding Programs and Proposal Writing Techniques*. Littleton, CO: Libraries Unlimited, Inc.

Although this resource is over 20 years old, it does offer valuable insight in obtaining funding for libraries at the federal level. Intended as an all-inclusive library grant book, this resource extensively covers funding issues and strategies for public libraries. These issues and strategies include ways by which librarians and library patrons can persuade legislators to adequately support and finance public libraries, as well as a list of foundations that support grants for public libraries and techniques for obtaining foundation funding. Two extensive chapters on effective grant writing and on planning a development campaign are also very informative, and would be just as useful in today's public library funding environment.

Craft, M. A. (1999). *The Funding Game: Rules for Public Library Advocacy*. New York: Neal-Schuman Publishers.

In 1999, 78% of funds for public libraries were derived from local entities such as cities, counties, or special tax districts. This percentage is the basis of M.A. Craft's book, in which the author postulates that if public libraries are to maximize local funding potential, a close relationship between the library and its funders must be developed and maintained. The chapters of the book are organized as "rules" that should be implemented both externally (relationships with voters and elected officials, community organizations, etc.) and internally (planning and implementation of goals, library staff involvement, etc.) in order to maximize the efforts of the library to "win" funds. Field accounts are added to illustrate both successes and failures of public library advocacy.

Financial Choices for Public Libraries. (1980). *Proceedings of the Public Library Association Program*. American Library Association Annual Conference, New York.

These proceedings of the Public Library Association Program offer five different perspectives on the financial choices faced by public libraries. An economist, public administrator, social scientist, politician, and professional librarian offer their professional opinion on the future of public library funding and alternatives to traditional funding sources. It is important to note how much the appearance and types of information have changed since the 1980 conference. The funding issues addressed by these five individuals, however, have remained constant over the same period of time. Issues such as "fee for service," re-evaluating funding sources, and resistance to and effect of change in people's perceptions of the public library are still discussed today. This resource would be valuable in understanding and evaluating the history of public library funding issues and may offer a perspective that has been overlooked in current literature.

Hage, C. L. (2004). *The Public Library Start-up Guide*. Chicago: American Library Association.

C.L. Hage gives a succinct overview of the framework needed to build a public library in a community where no library has existed before. Included in her overview is a chapter titled "Securing Library Funds." Hage weighs the pros and cons of tax revenue sources (secure, stable,

and limited) to those of grants, gifts, and fund-raising (which are not secure, but which provide needed supplements to tax revenues). Hage also provides a brief overview to some common sources of supplemental funding such as foundations, endowments, grants, and real estate. The chapter on cooperative arrangements offers some funding solutions that may prove essential to a start-up public library.

Lee, H. & Hunt, G. A. (1992). *Fundraising for the 1990s: The Challenge Ahead*. Canfield, OH: Genaway & Associates.

Annual fundraising activities and major capital campaigns have become an integral part of non-profit programs. Because of this, development professionals have accumulated a body of knowledge that is constantly in high demand. The basis for this book is to impart this fundraising knowledge to novices who wish to undertake their own library fundraising campaigns. The co-authors, Lee and Hunt, gained their experience writing grant proposals worth over 6 million dollars in a public-university-library setting, and they include their techniques, methods, and approaches – either as a resource for the novice begin a fundraising campaign, or as a reference point for the expert.

McClure, C. R. (2002). *Public Library Internet Services and the Digital Divide: The Role and Impacts from Selected External Funding Sources*. Chief Officers of State Library Agencies.

This report evaluates the external funding sources (Library Services and Technology Act, Gates Fund, E-Rates) available for public libraries to establish and maintain their technology infrastructure, and assesses how these programs have contributed to the public library's ability to address the digital divide issue. Although the specific external funds only provide between 1% and 3% of the library's budget, the report offers insights in evaluating the effectiveness of all external funding sources and in determining the need for future funding.

McDermott, I. E. (2006). "Get out of here and get me some money, too": Web resources for public library fundraising. *Searcher: The Magazine for Database Professionals*, July/August, 13-17.

Many public librarians become frustrated with the evident lack of support and respect they receive from their communities. McDermott proposes that fundraising efforts may help build a bridge between the libraries and their constituents, and may help develop the respect and support from the community that many librarians feel is lacking. McDermott offers her own bibliography of web-based resources to help assist the librarians, the community, and library developers in obtaining funding for the public library. Web resources include information on how to set up a non-profit; online fundraising tools for non-profits; grants; smaller sources for non-grant funding; library-specific sources; and fundraising advice.

Miller, R. (2004). If we build it, will they fund it? Public library funding alternatives. *Nebraska Library Association Quarterly*, 35(1), 11-14.

In this brief article, R. Miller addresses the general and all-too-familiar grievance of public libraries: the general fund, which supports the daily operations of libraries, has not grown as fast as the need for services requested and required by the public. Miller then lays out a number of key strategies, of which all those interested in library funding should become aware: building a broad, representative constituency of users, advocates, and educators; identifying possible opponents; and remaining flexible. Miller stresses public funds as the foundation for maintaining library funding and then offers 16 suggestions for library funding alternatives. The

suggestions are meant to encourage libraries to think more flexibly and expansively about funding alternatives.

Moyer, L. S. (2005). Library funding in a budget-cut world. *The Bottom Line: Managing Library Finances*, 18(3), 112-115.

In February of 2005, the Haines Borough Public Library in Haines, Alaska received *Library Journal's* award for "Best Small Library in America." Moyer investigates how this small library, located in an economically depressed community with a population of 2,600, not only survives in a "budget-cut" world, but prospers and receives funding from community and state resources. Moyer discovers several methods used by the Haines Borough Public Library to secure funds. These methods include, but are not limited to, partnerships with organizations and grant institutions, a schedule of programs and events for specific community groups and the involvement of the entire community in the process, and a willingness to try new and different approaches that may redefine the library as an organization within the community.

Pearson, P. D. (2006). Libraries are from Venus, Fund-raising is from Mars: Development at the public library. *Library Administration and Management*, 20(1), 19-25.

Professional development offices are not only common, but are expected in certain realms of the public sphere. Public hospitals, museums, and colleges usually have extensive development resources used to secure additional and expected funding for these otherwise public institutions. Yet, as P.D Pearson points out, public libraries have little to no development resources when compared to their public brethren. This is the basis for Pearson's article, in which he outlines the three most common development programs, how successful programs build strong constituencies and community support, how to align the strategic goals of the library with development work, and how to develop an effective staff structure that meets the needs of both fund-raising efforts and library services.

Plosker, G. (2005). Revisiting library funding: What really works. *Online*, 29(2), 48-53.

In light of the public library funding crisis in California (resulting in the closure of the Salinas Public Library), G. Plosker takes a closer look at two other California public libraries who have successfully obtained funding by thinking outside the traditional library-funding box, and encourages future fund-raising efforts to be just as meticulous and creative. The King Library project in San Jose offers a new perspective on the old divisions between academic and public libraries, and Plosker examines how this combination of public and academic library (the King Library is home to both the San Jose Public Library and the San Jose State University Library) has benefited both the community and the school. Plosker then examines the successful efforts of the City of San Mateo to build a new main library and refurbish two branches, efforts that began with careful planning by the city and library management team members who collected input from numerous community and business groups.

Trezza, A. F., Ed. (1992). *The Funding of Public and Academic Libraries*. New York: G.K. Hall & Co.

This resource contains the proceedings of a 1991 conference sponsored by the Florida State University School of Library and Information Science. The theme of the conference was the varying levels of government funding for both public and academic libraries. Although the conference was held over 15 years ago, and since then there have been various changes in government funding legislation, this resource still offers critical insight into our modern, federalist system of government and how this system affects library funding. The resource is

divided according to the ten separate presentations of the conference. Of particular interest to public library funding are “Federal Funding of Academic and Public Libraries,” “State Aid to Libraries: A National Perspective,” “Local Funding of Public Libraries,” and “Local Funding of Public Libraries: Critical Issues for the '90s.” These presentations offer more insight into the basic structural levels of our governments and how these structures negatively and positively affect funding than on traditional methods of obtaining funding.

Turner, A. M. (2000). *Vote Yes for Libraries: A Guide to Winning Ballot Measure Campaigns for Library Funding*. Jefferson, N.C.: McFarland & Company.

This “How-to” book is intended to help library directors, staff, and board members win a ballot measure election. Most public libraries prefer to present themselves as fiscally responsible, budget-minded trustees of their communities' tax revenues (even if this image does not reflect operational reality). Such an image often manifests itself in a shoestring or grassroots approach to campaigning which, Turner quickly points out, is often the reason public libraries lose ballot measure elections. Turner proposes that if crucial funding measures are to be won at the polls, then libraries must begin with structured campaigns that target Yes voters based on professional polling and with strategy and tactics developed with the help of campaign consultants. The first six chapters deal with pre-campaign issues such as campaign committees; ballot language; opinion polls; and development of a plan, budget, and calendar. Two middle chapters deal with funding the funding campaign (now it starts to feel like politics). The final chapters deal with the issues faced during the campaign itself, such as tactics, media, and opposition.

OUTSOURCING IN PUBLIC LIBRARIES

Kate Murphy

As public libraries seek innovative methods of adapting to budget cuts, some institutions have turned to outsourcing. Most recently, a handful of libraries have gone beyond contracting out cataloging and technical services to outsourcing management operations to companies like LSSI. Some observers have called this a step towards privatization, and many believe that the public library cannot maintain its mission if a profit-driven enterprise has control. A researcher in this topic should look at brief articles from *Library Journal* and *American Libraries*, as well as general news sources to find out about current trends. Too numerous to include here, such clippings offer an interesting picture of outsourcing in California, Hawaii, Tennessee, New Jersey, etc. This topic appears to have been heavily debated in the mid to late 1990s, hence the copyright date of many of the following books and articles. When searching for articles and books on this topic, be aware that in the UK they use the term “contracting out” more than outsourcing.

American Library Association. (2007). *Outsourcing and Privatization in Libraries*. Retrieved Apr. 27, 2007, from American Library Association, Chicago, IL. Web site:
<http://www.ala.org/ala/oif/iftoolkits/outsourcing/outsourcingprivatization.htm>

A must for anyone interested in the topic, this site includes reports from the ALA's Outsourcing Task Force, and resources for libraries considering outsourcing (such as the PLA's Checklist). This site can be used to research the ALA's position on the issue, as it currently includes relevant statements from 1999, 2000, and 2001. Although more current debate on the topic would be useful, it appears that current organizational opinion is covered most explicitly by the Recommendation on Privatization of Publicly Funded Libraries, although this again raises questions of where outsourcing ends and privatization begins. Many of the links under Additional Resources are broken, but the bibliography is useful. The Impact of Outsourcing and Privatization is a study prepared for the ALA in 2000 and is over 100 pages, providing an excellent literature review, bibliography, and a listing of contractors. It appears to offer a relatively balanced approach to the subject, and includes interesting findings from the Riverside County system.

Appleby, B. (2000). *Public Libraries: Outsourcing Technical Services*. Retrieved April 27, 2007 from, University of North Texas, School of Library and Information Sciences Web site:
<http://www.unt.edu/slis/students/projects/5320/appleby.htm>

This paper was written by a library science student and offers a good overview of the topic, and is slightly biased for outsourcing in certain cases. The bibliography is excellent for those wishing to research outsourcing in more depth. Appleby covers typically outsourced activities and the reasons for doing so, expectations from outsourcing, the process of selecting a contractor, and outsourcing consequences. Readers should remember, however, that outsourcing of technical services is relatively uncontroversial today.

Benaud, C., & Bordeianu, S. (1998). *Outsourcing library operations in academic libraries*. Englewood, CO: Libraries Unlimited, Inc.

Ideally, a book with the same style and format will soon be published focusing on public libraries. In the meantime, page 21-22 focus on public library outsourcing developments, and the

rest of the text includes some information relevant to any library considering this issue. This work is somewhat outdated, as the authors seem to conclude that no one would ever dare outsource reference or management responsibilities. The authors imply that outsourcing is a useful strategy, allowing libraries to focus on core services.

Carr, M. (1998, December). To the lowest bidder: Libraries for sale. *Alki*, 14(3), 24-26.

The author expresses her support of Patricia Glass Schuman's article, backing up her position with facts and rhetoric. She goes too far in her comparison of privatization and Nazi Germany, but this article is still worth reading for its background information and appeal to ALA to take a stronger stance. The author, a community college administrator, seeks to remind librarians of the importance of protecting intellectual freedom.

Dubberly, R. (1998, January). Why outsourcing is our friend. *American Libraries*, 72-74.

Written by a member of LSSI's Advisory Council, this is one of the few articles to make the case in favor of outsourcing. In spite of the obvious bias, the author makes some interesting points, calling the outsourcing of management (but not policy-making) "another paradigm for the organizational environment of public library work." Like other articles in this bibliography, Riverside County is used as an example of what may work for some communities. Further, he seems to assert that private companies are more accountable, since inefficiency would lead to non-renewal of contracts.

Eddison, B. (1997, January/February). Our profession is changing: Whether we like it or not. *Online*, 72-4.

This article discusses the arrival of outsourcing in 1995 in the form of management of special libraries. It gives a good background of non-library outsourcing in the United States. Most relevantly, there is a brief section on outsourcing in public libraries. Also included is information on the companies that libraries outsource to and realistic recommendations for information professionals.

Freedman, M. (2000). Privatization, outsourcing and Amazon. *The U*N*A*B*A*S*H*E*D Librarian*, 3.

Published in a 'zine format, this brief article discusses, in a blunt and opinionated style, the dangers of privatizing public libraries. The author uses an Amazon decision to sell/distribute customer information as an example of how business priorities differ from that of non-profit and public institutions.

Helfer, D. (1997, September). Insourced or outsourced: A tale of two libraries. *Searcher*, 68-71.

Important because of its coverage of the background surrounding Riverside County, CA's outsourcing decision, this article also includes, for comparison purposes, the choices of a private/corporate library-Sun Microsystems. Details of Riverside's contract and new organizational structure are included. Sun Microsystems switched from contracting out library services to hiring librarians onto their staff. The author makes the important point that many companies such as LSSI either have librarians in essential roles or are owned by librarians. She encourages readers to "consider outsourcing as an opportunity for librarians to run a library efficiently."

Library Systems & Services, LLC. (2006). *LSSI*. Retrieved Apr. 27, 2007, from Library Systems & Services, LLC, Germantown, MD. Web site: <http://www.lssi.com/>

This is by no means the only such company out there, and researchers may be interested in looking at other enterprises. However, since it is mentioned in many articles and case studies, it is worth seeing what they have to say for themselves. Especially recommended is the information available under Library Management, Contract Services and Careers.

Oder, N. (2004, October). When LSSI comes to town. *Library Journal*, 129(16), 36-40.

One of the few good articles on this topic published recently, this article was written by Library Journal's News Editor. It focuses on the highest-profile company involved in library outsourcing, and discusses recent cases and controversy. Interesting topics are library employee benefits (or lack thereof) under LSSI management and the problematic nature of contracting public services out to private companies. An excellent, if biased, overview of the current debates on the issue of outsourcing.

Reason Foundation. (2006). *Privatization.org-Policy Issue-Local Services-Libraries*. Retrieved Apr. 27, 2007, from Reason Foundation, Los Angeles, CA. Web site: http://www.privatization.org/database/policyissues/libraries_local.html

Reason Foundation "advances a free society by developing, applying, and promoting libertarian principles, including individual liberty, free markets, and the rule of law." Privatization.org "provides practical research and analysis, how-to guides, case studies, and reports designed to inform elected officials on how to streamline government." Currently very low on content, with just a few case studies and summary of trends, this pro-outsourcing resource may be worth checking out, especially if they develop the Legislation section.

Schuman, P. (1998, August). The selling of the public library. *Library Journal*, 123(13), 50-52.

An essential article for anyone interested in the topic, the author is making an outcry for librarians not to passively accept outsourcing. Main arguments and assumptions in favor of contracting out are deliberately dismantled. Definitely one-sided, but a passionate and interesting reading from a former ALA president and member of the ALA's Outsourcing Task Force.

Urban Libraries Council. (1998). *Outsourcing metropolitan public libraries*. Evanston, IL: Urban Libraries Council.

This booklet contains survey responses collected and organized by the Urban Libraries Council (a membership organization of public library systems and related corporations that serves as a forum for sharing best practices). A good resource for the researcher trying to understand more about what type of outsourcing is really going on in urban libraries. The introduction and anecdotal comments from responders are interesting, but the reader must recognize that the actual data is now outdated.

Walker, T. (1996). Outsourcing: A customer's perspective on the process and the potential. *The Bottom Line*, 9(2), 14-17.

Walker's discussion of technical services (materials processing and cataloging) outsourcing focuses on the experiences of the Charleston County Library in South Carolina. Points out that

one should not talk about outsourcing without also addressing issues like cataloging quality, database integrity, costs, and professional declination. It includes a discussion of considerations for libraries considering outsourcing, such as budget account adjusting. This article has a somewhat outdated section on the Internet's influence on certain library trends, but has overall value since the author, as systems manager of the library discussed, has first-hand experience.

INTERNATIONAL

Ball, D. & Earl, C. (2002). Outsourcing and externalisation: current practice in UK libraries, museums and archives. *Journal of Librarianship and Information Science*, 34(4), 197-206.

From this research, it appears that libraries in the UK and Australia may have a different perspective on privatization and outsourcing. Many articles were written in the early and mid 1990s, but this bibliography is restricted to post-1995 publications to avoid outdated thinking and situations. In 1995, the Department of National Heritage released a study on contracting-out in public libraries. This article reports on a study designed to update the DNH report. Pages 198-200 focus on public libraries, and the authors appear very supportive of outsourcing. Good for its more up-to-date information and interesting for its British perspective and discussion of other types of institutions.

Grimwood-Jones, D. (1996). Contracting out in the public sector – issues and implications. *Library Management*, 17(1), 11-17.

This article does a good job of considering the topic with a broad view; although it has a library slant, it would be relevant to other public institutions and services considering outsourcing. Practical and financial considerations are taken into account in an authoritative style. Some laws and regulations are only relevant to the EU and the UK, but it is such an intelligently written paper that it must still be recommended.

Kester, N. (March, 1997). Restructuring: the other side. *Felicitier*, 43(3), 8.

Similar to the Freedman article in its brevity and passion, this column by a convener of the Canadian Library Association's intellectual freedom committee discusses the lack of job security in libraries undergoing "streamlining." The second half of the article discusses the downside to the outsourcing of selection and the potential consequences of fee-for-service trends. An excellent focus on labor issues related to outsourcing in public libraries.

Mackenzie, C. (2000, June). Outsourcing: The Brisbane experience. *Aplis*, 13(2), 59-62.

This article was written by a Manager of Library Services on the Brisbane City Council, and includes a listing of issues libraries considering the introduction of outsourcing should address. The Brisbane experience is one of outsourcing technical services, specifically implementing supplier-aided selection, cataloging, and processing. This article would be greatly improved and balanced by a section of disadvantages or problems they encountered.

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