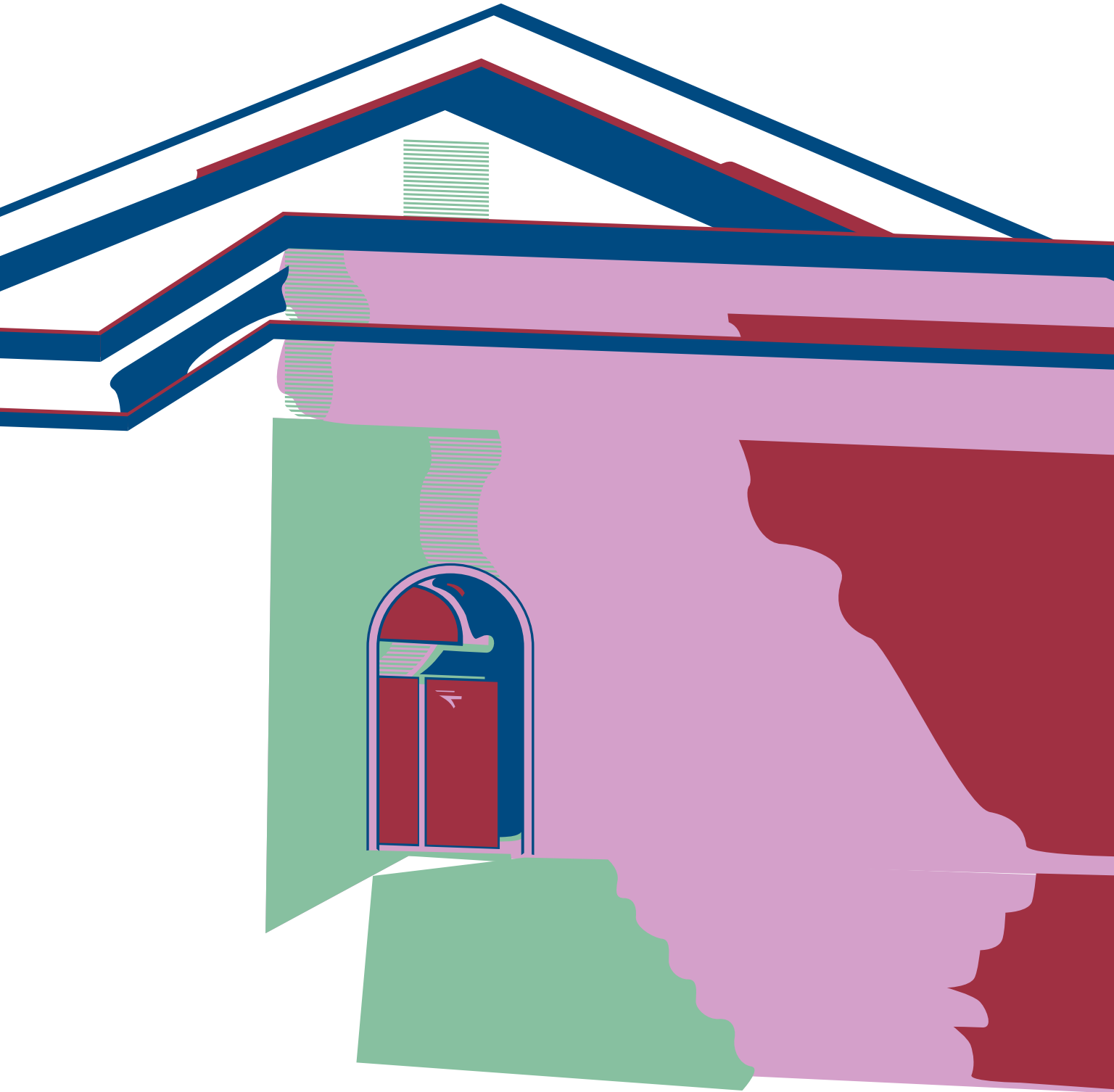


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PUBLIC LIBRARIES

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PLA ?

The Public Library Association created PLAspace to better serve members by giving them an opportunity to share ideas, network, and explore their professional interests with their peers online. All PLA members can join or create Communities of Practice (CoPs), which represent groups that have come together for the purpose of discussing one topic pertaining to public libraries and public librarianship.

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AMBER SLAVEN is

Computer Trainer–Techlab
for the King County (Wash.)
Library System; adslaven@
kcls.org.

Amber is reading *The
Stories of Breece D’J
Pancake* by Breece D’J
Pancake, *The True Patriot* by
Eric Liu and Nick Hanauer,
and

literacy courses to such a broad range of skill levels, especially in busy branches. Techlab is an effective solution because its sole mission is teaching computer skills, and that allows instructors to tailor classes directly to the skill levels of each student.

In recent months Techlab has partnered with local social service organizations, including Jewish Family Services, Catholic Community Services, and the King County Housing Authority. With each group KCLS has organized classes for adults in transitional communities and subsidized housing, and classes for new immigrants to the United States.

Through our connection with Jewish Family Services, basic computer skills classes have been offered simultaneously to native Russian, Farsi, Spanish, Vietnamese, and Somali speaking students. Using existing websites like Spelling City (www.spellingcity.com) and the Government Printing Office's Ben's Guide to U.S. Government for Kids (<http://bensguide.gpo.gov>), English Language Learners (ELLs) practice basic mouse and keyboard skills, and strengthen their new vocabulary.

These students also use class time to practice for citizenship tests.

Christiane Hulet, English as a Second Language instructor for Jewish Family Services, said:

Getting to a library is difficult for some of my students, sometimes because of advanced age and sometimes because they're so new to the country that navigating the bus system is terrifying. It helps a lot to have a class that comes to them. These small classes of peers give them that chance to learn in a low pressure environment.¹

What We Teach

Classes are usually offered in three-session series, with varia-

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Jessica is reading *To Bury Our Fathers: A Novel of Nicaragua* by Sergio Ramirez, *War by Candlelight* by Daniel Alarcon, and *The Miracle at Speedy Motors* by Alexander McCall Smith.

Rock-n-Roll Libraries

element to the concert, reaching many people.

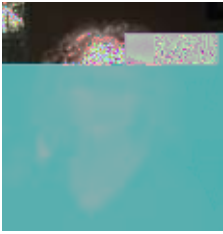
Suburban and more rural libraries could also implement this kind of unorthodox marketing. In May 2008, the town of Woodbridge, Connecticut, held a benefit performance for Darfur.⁴ The Woodbridge Town Library could have set up a booth and displayed books and information about that region and information on various efforts to end the crisis in Darfur.

Libraries around the country are sponsoring the “Wizard Rock Concerts,” which consist of roughly three hundred bands that “play music inspired by the characters and events from the Harry Potter series.”⁵ Libraries could take the opportunity to target parents who are chaperoning their children and demonstrate the library’s resources that are geared toward them.

While this out-of-the-box marketing is very exciting in theory, there are three issues to consider: staff,

“Tales from the Front” is a collection of news items and innovative ideas from libraries nationwide. Send submissions to the contributing editor.

Contributing Editor
JENNIFER T. RIES-TAGG



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Denise is reading *Daniel Deronda* by George Elliot and *Shoe Addicts Anonymous* by Beth Harbison.

This occasional column will focus on topical issues related to public library research and statistics. What do you need to know? Send ideas for topics to Kathleen Hughes, Editor of *Public Libraries*, at khughes@ala.org.

Outreach to Non-English Speakers in U.S. Public Libraries

Summary of a 2007 Study

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Completed in spring 2007, the study identified three themes:

1. Spanish is far and away the most supported non-English language in public libraries.
2. Smaller communities are serving a larger proportion of non-English speakers.
3. Literacy is both a barrier for non-English speakers using library services *and* for libraries providing services and programs.

We have worked hard over the past five years, using grant money from the Geraldine R. Dodge Foundation and the New Jersey State Library, to upgrade our circulating collection of print and audiovisual ESL materials. Our circulation of these materials has tripled. We work closely with the literacy volunteers of Morris County and currently have six classes taught by their tutors in our building. The

2. Smaller communities are serving a larger proportion of non-English speakers.

- The majority of libraries serving non-English speakers are in communities with fewer than 100,000 residents (484 of all responding libraries).
- The majority (53.6 percent) of residents in these smaller communities traveled between one and three miles to reach a library, and another 21 percent traveled between four and six miles.

Libraries in much smaller communities are meeting the demands of non-English speaking residents. And, the distance traveled to get to the nearest branch reported by a majority of respondents was three miles or less. Although any distance may be a barrier when transportation is an issue, it was the lowest ranked barrier to use reported by libraries.

3. Literacy is both a barrier for non-English speakers using library services *and* for libraries providing services and programs.

- Reading and library habits *negatively* impact use of the library by non-English speakers (76 percent). Knowledge of the services offered by the library was the second most frequent barrier to their participation (74.7 percent).
- Special language collections (68.9 percent) and special programming (39.6 percent) were the most frequently used services by non-English speakers.

Libraries reported the most successful library programs and services developed for non-English speakers were English as a Second Language (ESL), language-specific materials and collections, computer use and classes, storytimes, and special programs.

When considering developing programs and services for non-English speakers, native language literacy is a significant factor. Native language proficiency is very important before learning a second language. It is not surprising that ESL was the most successful service provided by libraries to its non-English speaking community. Following this, it makes sense that use of specialized collections and programs and computer training were highly ranked as successful services and programs.

Findings by Population Range

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Table 1. Languages by Population of Legal Service Area

Population	Spanish Priority			Asian Priority			Indo-European Priority			Multi-Language Priority			Other Priority		
	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3
4,999 or less	27	5	3	0	3	5	1	5	1	0	2	1	1	2	4
5,000 to 9,999	30	5	2	2	6	4	1	6	2	1	4	6	0	2	1
10,000 to 24,999	68	14	11	13	26	15	8	21	11	3	8	10	0	1	5
25,000 to 49,999	86	18	8	11	27	22	11	15	10	1	7	15	2	7	8
50,000 to 99,999	87	23	4	14	33	25	10	26	18	2	9	18	1	4	15
100,000 to 249,999	43	5	3	1	25	4	4	3	14	0	2	11	2	3	4
250,000 to 499,999	11	1	0	0	8	3	1	3	3	1	0	3	0	0	1
500,000 to 999,999	4	1	0	2	2	3	0	2	1	0	0	1	0	0	0
1,000,000 or more	4														

(approximately 3.7 percent) described LI service effectiveness as “dismal.”

Most Successful Activity by Language Group

Table 4 lists materials and services reported and may prove useful to libraries seeking information, or to

those looking to improve or expand services to non-English speakers. The study found an emphasis on family programming, perhaps bridging a barrier for non-English-speaking adults.

Potential Barriers to Use of the Library and its Services Presented by Language and Barrier

There are modest differences in how libraries rated perceived barriers to library use by non-English speakers (table 5). Although literacy skills are more highly rated as a barrier for Spanish speakers, transporta-

Table 3. Effectiveness of Services by Language

Effectiveness	Spanish	Asian	Indo-European	Multi-Language	Other	Total	Percent (%)
Very effective	78	5	9	3	2	97	24
Fair/moderately effective	108	11	13	1	4	137	34
Poor/not effective	54	4	4	0	0	62	15.4

tion and discretionary time were greater barriers for Asian and Indo-European speakers. It is important to note, however, that all the barriers asked about were closely and highly rated.

Conclusion and Recommendations: A Scenario for Using the Study Findings

Operationalizing the findings is critical. Koontz prepared the following scenario for the study report:

Library A, 25,000 square feet and built in 1967, is three miles from its nearest library B, located in upper rural New York State. They are open 30 hours a week, collection of 75,000 materials, and circulation of 110,000 annually. Library A has 3,700 registered borrowers of a town of 12,500. Their visits are quite high (72,600) per year—almost commensurate with circulation. The library has three computers available to the public. They serve a new burgeoning Hispanic speaking population, with pockets of older and longer settled German and Italian immigrants. The staff believes there are few barriers to library service as the community is small. They provide books in Spanish and feel they are effective in reaching the non-English speaking groups through their

book collections and special programming and outreach.

Upon reading this report, or hearing about the results at a recent ALA conference, the library director:

1. Decides to share her survey results with other branches in the system to identify any services or materials her groups might benefit from. She will start with neighboring branch B, since she now understands distance impacts services;
2. Realizes that only 30 percent of her community is registered. She considers the list of barriers to service and wonders if some of these may be affecting potential customers as well. It has been more than eight years since the U.S. Census data was gathered. She decides to go to the local county office to obtain their latest demographic reports from the state, and see what newer non-English-speaking groups may have moved into the area;
3. Reviews the results from question 16 and decides that some new services might attract an even greater portion of the Hispanic market. She decides to hold a focus group with actual

Hispanic customers to have them review and suggest new services or programs;

4. Looks at the array of library-use statistics that she usually only gathers and decides to develop per capita counts, not just for total population, but for the other important use categories; and
5. Reviews the study with staff, who in turn suggest that the director hire a bilingual staff person and begin ESL and computer classes for the senior Hispanics. Staff also suggests pursuing access to the Spanish version of the Internet. The director had not thought this necessary.⁵

Further, Koontz emphasizes that this study provides insight into the demographic variable—linguistically isolated people who are actual users, and can guide libraries not currently offering services to them as *potential* customers. To transform some into actual customers, the barriers reviewed in the study can be eliminated in part by library staff.

Mechanisms might include:

- Increase in targeted communication and intent of services in U.S. public libraries as opposed to other countries, and detailed listings of the impact of library services on individuals;
- Optimizing outreach for effective

Table 4. Most Successful Programs by Language

Most Successful Activity	Spanish	Asian	Indo-European	Multi-Language	Other
ESL	81	7	0	0	1
Special materials /collections	67	11	2	1	2
Computer use /classes	52	6	6	1	1
Storytimes	46	1	0	0	1
Special programs	31	4	0	0	0
Children's programs	22	2	4	0	0
Family storytimes	17	2	0	0	0
Outreach	14	1	0	0	0
Summer reading program	11	0	2	0	0
Literacy	9	3	0	0	0
Staff	9	1	0	0	0
Festivals	7	0	0	0	0
Homework help	6	0	0	0	0
Citizenship	5	1	0	0	0
Crafts	5	1	0	0	0
English conversation groups	5	3	0	2	0
Health screenings	4	0	0	0	0
Multicultural programs	4	3	0	0	0
Social security	3	0	0	0	0
GED	2	0	1	0	0
Tours	2	0	1	0	0
ILL	2	0	0	0	0
Book groups	3	0	1	0	0
1 to 1 teaching	1	3	0	0	0
Driver's license information	1	0	0	0	0
Displays	1	0	0	0	0
Book expo	1	0	0	0	0
Holiday open house	1	0	0	0	0
Voting machines	1	0	0	0	0
Concerts	1	0	0	0	0
Parental tutoring	1	0	0	0	0
Music, dance, theater	0	1	1	0	0
Reference (culturally sensitive)	0	1	0	0	0



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Nann is reading *Who the
Hell is Pansy O'Hara? The
Fascinating Stories Behind
50 of the World's Best-Loved*



incorporated the idea into our strategic plan. We stated a goal to develop and implement marketing to our current and future constituencies, and a commitment that library staff will be highly visible in the community.

In order to accomplish this goal and its objectives, we work to take our message out into the community.

One way we have spread the word is by having different staff from different departments take turns displaying our tabletop backboard and fliers at community events. For example, one Saturday last spring the local Wal-Mart held a health fair. We took our display board and information about library resources and the upcoming summer reading program.

We also take our booth to the farmer's market once a month and participate in the annual downtown sidewalk sale. This past year, we also had a booth during the Taste of Glen Ellyn and the chamber of commerce technology fair.

Each time we go out to one of these events we highlight a particular message dependent upon upcoming events and activities at the library.

Giving presentations regarding library materials, programs, and services to any group or service organization that will listen is yet another way we have been spreading the word.

We actively approach these groups and request a time and date to tell them about the great things that are happening at the library. Currently, we have two different PowerPoint presentations with handouts: one for a general overview of the library and one that goes into detail about senior-friendly services and formats. Both presentations cover the computerized catalog, online holds and renewals, the Statewide Illinois Library Catalog, WorldCat, and interlibrary loan. Then we discuss the services and resources that are available online 24/7, including remote wireless printing.

Next we touch on programs of interest to the group to whom we are speaking followed by new things that are coming soon. Then we end the presentation with the variety of ways that individuals can get involved at the library such as volunteering, joining the Friends group, or joining the foundation. Finally, we answer questions for the group.

At this point, these presentations are given by the adult outreach librarian, the school outreach associate, the marketing associate, and the library director.

We know the combination of the outings and the presentations are really working to raise the level of awareness of library materials, programs, and services with both users and nonusers. We saw the largest

number of individuals registered for summer reading at the youth, teen, and adult levels this past year in our recorded history of summer reading statistics. More than once we have finished giving a presentation and had someone in the audience say, "My family has used the library for years and I thought I knew everything there was to know about it, but I just learned so many new things!"

It is said that the average person must read, see, and hear the same information over and over several times before it is retained. Therefore, we will continue to present and participate in local fairs and festivals in order to spread the word about the wonderful materials, programs, and services we have to offer.

Electronic Outreach and Our Internet Patrons

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The Pawtucket Public Library (PPL) serves an urban community of about seventy-five thousand people. The average Pawtucket median household income is well below the State of Rhode Island's average median household income. Many of our patrons make good use of our Internet accessibility, because many of them do not have access from their homes. Last fiscal year (ending June 2008) there were 80,961 sign-ins for our public Internet terminals and 2,709 log-ins to our wireless network.

Since our patrons were already going to the Internet for their information needs and community networking, we wanted them to use the library's Web presence for social networking, outreach, marketing, instruction, and improved reference services.

PPL's website (www.pawtucketlibrary.org) is more than capable of helping with our patron's information needs. We also wanted to have an active social presence in the Internet community. Public libraries have not historically just been information distributors. They are also community meeting centers. How could we set up this time-honored library tenet on the Internet? The answer was obvious to anyone observing our patrons in the computer room: MySpace. Our MySpace profile went live in August of 2006. Through our profile we allow patrons to become our "friends." In turn, their other friends can see the library profile and can become the library's friend as well, and thus the library became an Internet social presence to our patrons.

By using the MySpace bulletin and blog services, we make announcements and advertise our materials and services. By providing informational links in our profile, we direct our patrons back to our website without the need for patron website navigation. Because our patrons are already on MySpace and are familiar with the basic setup of profiles, the library's MySpace profile (www.myspace.com/pawtucketlibrary) becomes, in effect, a CliffNotes version of the larger library website. We also made use of the MySpace calendar (which can be used in any profile), added our instant messaging screen names, and incorporated a chat box for instantaneous communication with a librarian.

To promote our MySpace profile, we used many standard advertising techniques, including a large banner in our computer room.

The URL www.myspace.com/pawtucketlibrary was added to our pencils, pens, e-signatures, and business cards. The MySpace address was added to fliers and newspaper program announcements.

Our patrons not only enjoy PPL's MySpace profile's accessibility, but also appreciate the anonymity. I have received many questions through the MySpace profile, such as "Can you tell me if I have fines?" or "If my friend can't find a DVD that she borrowed, can she still take out books?" Because most people don't put their full names on their MySpace profiles, this gives our patrons an opportunity to see if they're still welcome at their library despite their misplaced

books or DVDs. It becomes far more personal when a circulation staff member is telling them face-to-face what they owe. Along with answering their individual questions, I also often provide library instruction related to their questions, like how they could get all that information by logging into the online catalog and typing in their patron number. It also affords me the outreach opportunity to inform them that even if they do have fines on their card, they can still use our library online resources.

Probably the most interesting effect that our MySpace profile has had as an outreach tool is on our Tutor.com Live Homework Help program. This is a Web-based program that matches students (including adult learners) with qualified tutors

When we initially started offering Live Homework Help, we had many more patrons using the program within the library than patrons using the program from home via our website (remote linking). The percent of remote users took a startling jump after the MySpace profile went live in August 2006.

The chart (see figure 1) shows that pre-MySpace remote linking to our website averaged 15.67 percent. Post-MySpace it averages 67.22 percent. This demonstrates a direct relationship between the library's MySpace profile and Live Homework Help remote users. The connection is obvious: electronic outreach is perfect for electronic resources. Social networks (MySpace is still the most used here in Pawtucket, but other networks like Facebook or Hi5 may be more effective in your community) are an excellent way to build an online interactive presence that you can use for outreach purposes.

Our patrons are sitting at home using their computers anyway— isn't it time to let them know how they can be using our fantastic online resources at the same time?

Outreach as Virtual Branch

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nation. The most imaginative writing is the most accurate.

PL: Do Israel's struggles in adapting to the Northern Irish way of life reflect your own experiences?

IS: Gosh. No. Not really. And then again, yes. But I'm a guest in Northern Ireland, so it would be impolite for me to explain how or why! Israel does all my complaining for me.

PL: What made you interested in writing a mystery series?

IS: I've always loved mystery novels—not crime so much as mystery, in its full sense. Ellery Queen. Charles Williams. J. G. Ballard. Edgar Allan Poe. Charles Willeford.

But to be honest, I didn't really choose to write a mystery series, it just sort of happened. I always thought I'd write brow-furrowing highbrow literary fiction. Maybe someday I will.

PL: Your books always contain pretty exhaustive acknowledgments that list a wide range of people (friends, writers, musicians, filmmakers, and so on). Can you talk a little about why you include so many people (especially people whom you don't personally know), and how they have influenced you in your writing?

IS: Oh, how wonderful! I'm so glad you asked! No one ever asks about the acknowledgments.

Sometimes—Do you ever think this?—I think I'm just an echo chamber, or a container—even in my most private moments, the very recesses of the intimate, really deep down where my “me” is most me. I seem to be a composite of everything I've

“Internet Spotlight” explores Internet and Web topics relevant to librarians in the public library sector. Your input is welcome.

subscribers (called “followers” in Twitter-speak). Since many Twitter users tend to be connected to and reading Twitter updates throughout the day, it can be faster than e-mail. This type of status update is also different than an instant message, since the status update is delivered to a person’s subscribers.

Why Should I Care?

- Orange County (Fla.) Library System: oclslibrary
- Pierce County (Wash.) Library System: teenPCLS
- University of Alabama at Birmingham: UABLHL
- Casa Grande (Ariz.) Library: cglibrary

If you check out the above accounts, you'll see that most libraries using Twitter seem to be doing a lot of linking—to events, new titles added to a collection, webpages, or blog posts. This is a very practical, direct, and commendable use of Twitter.

We would love to see a few more general tweets reminding people about the value of the library—even the mission of the library! How about sending a quick statistic or two that might knock some socks off about


library usage in your community?

How about updating followers with a quote from an appropriate library patron praising a library service?

Don't be afraid to share how valuable you library services are with a larger audience!

And now, back to our real-time example of status updates in action! Remember that status update I mentioned at the beginning of this article, asking if status updates are a form of library outreach? I received three replies:

- “Definitely can be.”
- “Definitely. If I don't get comments on my FB status, I regard it as a failed update.”
- “Yes! Outreach promotes lib services + access to info. Tweets/FB status/FF updates characterize the individual + share knowledge.”

So there you have it—an example of status update success! Still, a larger sign of success would be *you* getting on Twitter, FB, FF, or your favorite online status tool and letting your community know what your library is doing. You can even practice on us if you like. Our Twitter usernames are *@davidleeking* and *@libraryman*—drop us a message on Twitter and we'll be pleased as punch to read and share status updates with you! 

Reference

1. Twitter.com, “About Twitter,” [http://Twitter.com/about#about\(acic/BT/Scom/about0.291/Sury2C\).PL](http://Twitter.com/about#about(acic/BT/Scom/about0.291/Sury2C).PL)

“Bringing in the Money” presents fund-raising strategies for public libraries. Many librarians are turning to alternative funding sources to supplement shrinking budgets. Fund-raising efforts not only boost finances, but

Homeless people come to the library for shelter, to rest, use the restrooms, and to clean themselves. They come to visit with others in a



Contributing Editor

MICHAEL GARRETT

FARRELLY is a Youth Services Librarian and graphic novelist living in Chicago; mgfarrelly@gmail.com.

Michael is reading *Wastelands: Stories of the Apocalypse* edited by John Joseph Adams, *Batman & Dracula: Red Rain* by Doug Moench, Kelley Jones, Malcolm Jones, and Eric Van Lustbader, *The Ages of Gaia: A Biography of Our Living Earth* by James Lovelock, and *Homicide: A Year on the Killing Streets* by David Simon.

“Passing Notes” focuses on young adult service issues, including programming, collection development, and creating stronger connections with young adult patrons. The column will address these topics with a humorous bent and an awareness that the key to working with young adults is constant reinvention.

Tweet, Tweet

Do you ever think about Thomas Jefferson? I do, frequently. Of course I also think about spider webs, singularities, Velvet Underground lyrics, and glaciations, but Jefferson comes up quite often in my mental miasma.

Beyond being the principal author of the Declaration of Independence, the second vice president, and third president, he was a fiend for gadgets. In 1804 he began using a device which was, at the time, called a polygraph. It was not a lie detector, but rather a simp4tkkbac22(e22(a)-2ttcalled)-30(wite)-w(also)(nds2(

All you need is Web access to reach out to a whole world of people.

Fliers and postcards are fine, but compare those costs to promoting your library using Web applications like Twitter and Facebook. Of course there's the question of the digital divide—patrons who can't access the library from home or don't make use of mobile phones. But the beauty of

using emerging Web technologies as a platform for outreach is that they don't add a significant cost to traditional methods. You're doubling your outreach without doubling your budget.

Reaching young adults with technology seems almost cliché at this point, and it can be if the efforts are focused on the technology and not

the content being delivered. Twitter will be replaced by some new service all too quickly (instant audio and video messaging perhaps) but getting young people's attention and making them aware of everything possible at their library (and @ your library®) is what good outreach is all about. ■

After-School Chicago Website Unveiled

AIMING HIGH

LINDA TASHBOOK is Librarian at Barco Law Library,
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Linda is reading *Housekeeping* by Marilynne Robinson.



The disenfranchisement that is central to homeless identity is also central to many of the legal issues that apply to homeless life. The lack of an address alone raises law-related questions: Where can a person get mail? How can you even apply for federal benefits if you don't have an address to put on the application?¹⁰ If you store your possessions in someone else's house and that person ruins or destroys your stuff, do you have any rights?¹¹ If a homeless person is found dead without identification in a public place, does any government authority have a legal obligation to try to identify that person?¹²

several others. It might be a tirade against the government. It might just be an unformed expression of confusion. All versions of the neverending question are hard to sit through. But it is then that librarians have to grab control of the reference interview with good, old-fashioned active listening skills. This too is a way of guiding the patron to talk about what he wants to know.

The details of legal troubles are usually so irrational that people experiencing them need to talk about them in order to make sense of their problems. For decades, fundamental reference skills have incorporated techniques that encourage patrons to talk about themselves so that librarians have a full context within which to recommend fitting resources.²² These methods are absolutely vital to interactions with homeless patrons researching legal questions.

Only through active listening will you learn whether the patron truly wants to fight for justice rather than simply reading something to feel better. And only through active listening will you get a sense of the kind of reading that is likely to make a patron feel better. There comes a point when you know patrons very well and you understand their plight and you've pointed them to some material and they still want all of your attention. It is at this point that you are no longer providing reference service if you simply sit and listen to the patron's stories and opinions. You might be doing something perfectly nice, but it isn't reference work and you might also be victimizing yourself or compromising your work on other projects or with other patrons.

To end the neverending conversation, I tend to say something like, "I have to get back to other things right now. Let me know how you make out with this stuff I've given you" or "I'm going to set you up on a computer [or at a reading table] over there so you can start looking through these sources." If you have heard and recognized patrons' information needs and you have pointed them to resources likely to satisfy those needs, there is no reason to think that the factors of homelessness and legal research should influence the way you close a reference interview. Even if the librarian went outside and enticed a homeless person into the library with promises of a warm chair and a waiting ear, endless chatting with the reference librarian is not acceptable library behavior.

Sadly, you may discover at the end of a long conversation—which you thought was a reference interview and which the patron thought was a pleasant opportunity for social contact—that the patron truly does not want to read anything. He or she is not

asking for help, leads, or answers, but simply wants to talk. I believe that listening to that patron is still a library service. In those circumstances the purpose of the information exchange is interpersonal and life affirming.

If patrons talk about themselves, then the librarian will learn more about the neighborhood and homelessness and with that knowledge will be better equipped for all kinds of work. And if the conversation is not about homeless life, say the patron simply likes to visit every day, the librarian can be prepared to convey the same interesting news or facts that anyone would enjoy hearing and which we always use with patrons (although I still think it would be potentially helpful to sprinkle in occasional material about homeless people's legal rights). Library service is often about creating opportunities for future reading and information finding. Recall that casual conversation with homeless patrons not only helps you appreciate them as individuals, it also teaches them to trust and appreciate you and your services. Someday, that patron *will* have an information need.

For the fifteen minutes or so that Chad was listening in from the next table at the donut shop, I was telling my companions about charges of lewdness and public indecency being used against homeless people who change clothes and bathe outside. I was setting forth my argument that homeless people should assert peeping tom laws against those who spy on them when they're trying to dress or wash behind trees and bushes. I wasn't answering anybody's reference question; I was merely having a casual conversation when my topic happened to touch on an issue that Chad had been thinking about. So it may be that you will create a reference opportunity by chatting with patrons who are not yet interested in research.

Answering Legal Questions

Let's get back to the substance of homeless people's legal reference questions. There is hardly ever a handy reference book to fall back on for law questions. There is, however, a pattern of analysis that can guide your reference interview and remind you where to look. First, think about the level of government associated with the question: federal, state, or local. Then consider who made the law: Legislatures make statutes declaring what the law is. Executive agencies (such as the U.S. Department of Education and the Environmental Protection Agency) tell how to follow the law. Courts analyze how the law applies to particular situations. Within each of these divi-

sions are predictable questions and standard types of resources available.

If you are beginning to get nervous at this point, remember that you have probably handled lots of income tax questions over the years. You know to show your patron the IRS website and to navigate to forms, instructions, regulations, or frequently asked questions. Responding to homeless law questions will be functionally comparable to dealing with the tax questions and much of the research can similarly be done through government agency websites. Homeless day laborers who have been cheated or abused can read about their rights on the U.S. Department of Labor's site. People seeking disability benefits can see forms and claim requirements on the Social Security Administration's site.

If you do not know which federal agency is connected with a legal issue either contact your county law library, browse through the MiFher congency ecurity nk12(410(s)-22(site(law)-22-22(is)-22(latie(law7n/T10.106n/



13. Resource leads for police and homeless issues are on my blog at <http://homelesslaw.wordpress.com/category/police> (accessed Dec. 30, 2008).
14. Look up adverse possession, civil trespass, criminal trespass, and abandoned property in your state code, www.law.cornell.edu/states/listing.html (accessed Dec. 30, 2008).
15. The standard pattern for accessing state governments on the Web is [www.state.\[insert two-letter state abbreviation\].us](http://www.state.[insert two-letter state abbreviation].us). Official state

- .ncsconline.org/wc/CourTopics/statelinks.asp?id=64&topic=ProSe). Both sites accessed Dec. 30, 2008. Refer patrons to your county law library for access to sets of form books and to practitioner treatises that include model documents.
29. A good place to begin due process research is an annotated constitution. See <http://supreme.justia.com/constitution/amendment-14/index.html> (accessed Dec. 30, 2008)
 30. The Cornell Law School's Legal Information Institute provides introductions to most U.S. law topics, <http://topics.law.cornell.edu/wex/category/overview> (accessed Dec. 30, 2008). Nolo Press, which publishes authoritative, inexpensive, self-help law books, provides introductions to numerous consumer law issues. See www.nolo.com (accessed Dec. 30, 2008).
 31. A reliable online lawyer directory is at www.martindale.com (accessed Dec. 30, 2008). Of course, the yellow pages can also help with this kind of inquiry. Homeless people typically do not have phone access, but they can e-mail a lawyer from a library computer or else go in person and request an appointment for a free consultation.
 32. The National Law Center on Homelessness and Poverty, www.nlchp.org; National Coalition for the Homeless, www.nationalhomeless.org; The American Civil Liberties Union, www.aclu.org (all accessed Dec. 30, 2008).
 33. Use your program planning ideas to help your individual homeless patrons. When one asks a law question that you don't know how to answer, think about who you would bring in for a panel discussion if that person's problem were community-wide. Then contact those prospective panel participants and ask what information they might have for your lone patron. When you're dealing with homeless law, you might have to reach out to information sources as much as you reach out to prospective patrons.

Public Librarians—What's Next? Certification!

If you have:

- an MSLS degree (ALA-accredited, NCATE-accredited, or accredited by the national body of another country)
- at least 3 years supervisory experience

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Enrolling in the **Certified Public Library Administrator Program** will help you acquire the knowledge and skills you are looking for in:

- Budget and Finance
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Applications will be reviewed quarterly by the American Library Association-Allied Professional Association (ALA-APA). For more information, visit www.ala-apa.org/certification/cplaapplication.html or call 1-800-545-2433, ext. 2424.

Archives

IN PUBLIC LIBRARIES

ERIC LINDERMAN is Adult Services Manager at Euclid (Ohio) Public Library; elinderman@euclidlibrary.org.

Eric is reading *Edward Steichen: In High Fashion* by Todd Brandow and William A. Ewing and (to his sons, Brody and Brennan) *Mummy* by James Putnam.

Public librarians typically do not understand the value of archival resources as an asset to the local community. This has to do with a lack of knowledge about handling certain non-book materials, possibly combined with an assumption that handling archives is an academic practice that is not generally relevant to the functions of a public library. Archives and related special collections are seen as arcane, while public librarians of this century are more in touch with the real human needs of the library customer. The idea that is usually neglected, if not entirely forgotten, is that archival sources have real, everyday usefulness. Libraries—big and small, public and academic—can improve services to their patrons by integrating a records collection and retention procedure into their core collection development practices.

Public libraries possess an intrinsic wealth of useful information resources that are given limited attention because librarians often lack exposure to the practices of the archival profession. For example, public librarians are often not fully aware of the scope of archival materials, which are not necessarily limited to organizational records and personal papers, although these types of materials comprise many of the larger research libraries. In fact, ephemera, such as pamphlets and privately published newsletters, are commonly found in archival repositories and are often suitable for collection development in public libraries.

Why Archives Are Not Fully Understood in Libraries

A core problem behind the common misunderstanding of archives in libraries is a fundamental difference in the way that archivists and librarians organize information. Intellectual organization of content is the philosophy that motivates the librarian, while physical organization drives the archivist. This rift has grown deeper in the past century as mass publishing has diminished the physical value of the book.

To put it another way, it is usually problematic to try to organize archives by *subject*, as you would a book. So, archivists prefer to use *provenance*, whereby materials are organized around a single person or an organization. An archivist might work with the papers of Abraham Lincoln, while a librarian would work better with a book about Abraham Lincoln. The challenge for libraries is to understand this difference and to include archival practices in collection maintenance procedure. Sometimes this idea requires modifying archives terminology to make it more understandable to the public. Although technically improper, a librarian might use the term “collection” instead of “record group.”

Archives take many forms. Traditional archivists work with *records*, materials that chronicle the organizational functions of an agency, and *papers*, roughly the letters and other original works related to a person. Photographs, ephemera (pamphlets), manuscripts, and artifacts can be subsets of either of the two categories. The typical public-service librarian works frequently with archives without recognizing the potential values of them as an aspect of the core collection.

Increased Awareness and Use of Archives in Public Libraries

The key to helping public library staff to understand and utilize archival resources is to underscore the real-life applications of archives for public needs. A link between archives and literacy is not often made, but it should be. The usefulness of archival resources for school reports is important and will be discussed further in this article. Also, building archival collections that document the activities of local organizations is an effective way of building a stronger base of community support that benefits the library, its users, and also other institutions within the service area.

The thought of archives is often associated with pack-ratting obscure records, or else with manuscript collecting, a related practice associated with historical papers. Archives have more pedestrian application however; for example, most public libraries have a microfilm reader with local newspapers, and some hold high school yearbooks and school board minutes. The main difference between these resources and the book collections is that they are not as easily subject-classified according to the conventional numbering systems. Consequently, while most employees have some idea where to find a book about pregnancy, it requires someone with more special knowledge to retrieve an article about a local festival in 1978.

There are other potentially useful reasons for archives in public libraries, which often reflect a form of literacy support. This is to say that archival resources possess a unique way of working for people in need of literacy support that books and many online sources do not. By literacy here, we are not speaking so much of basic literacy, but other forms including information literacy, functional literacy and cultural literacy. Here are a few useful reasons:

1. Archives can promote cultural literacy. For example, collections of pamphlets, letters, or photographs can be used by people of various ages to learn about the history of an ethnic or racial group.
2. Archives are good for your health. Public libraries can arrange to become a deposit center for newsletters, pamphlets, and materials circulated primarily to hospital or office patients.
3. Archives provide a broader spectrum of

however, such sources are unreliable for the permanent placement of the resources.

books, which would translate into greater and more frequent weeding of the contents. It would be of considerable importance to make a donor aware of these terms. The two books cited earlier in this article give examples of accession agreements that can be adapted to the needs of public library archives.

Appraisal

Appraisal is the determination made by the archivist or librarian as to the research value of the contents of the archives. As with books, multiple copies are often discarded. Traditionally, the primary consideration in appraising content of archives lies in the relationship of the materials to the donor or donating agency. F

similar to MARC that allows libraries to make finding aids accessible using an online database search. In many cases, and perhaps ideally, the online book catalog and the finding aid library may be searched simultaneously. The best overview of how EAD is currently employed is found in Hunter's book, noted earlier.⁵

The EAD initiative began in the early 1990s, and was slow to build momentum due to early problems with Web compatibility. More recently, EAD has become a more effective tool since it adopted the XML (extensible markup language) tagging structure as a standard for marking up digital finding aids. EAD has made a solid impression in academic libraries and has also begun to impact public libraries. At this time, any library considering a serious archives project will need to give thought to the future importance of digitization using the EAD standard. A good example of a public library that has employed EAD is the Denver Public Library. In this example, you can access the library's EAD records directly through the homepage by selecting the online catalog and limiting the search to manuscripts.⁶

Virtual Archives

An unnecessary rift between the physical libraries and electronic services through these libraries is complicated by the disconnection of the library website from the practices within the library building. As we approach an age in which digital literacy is as common as the spoken word, the public library treats the computer as a special feature that is maintained by specialized staff for specialized patrons. A digital preservation program that involves image scanning is a good way to help correct this problem because it presents a logical link between a physical object and a virtual presence. Although the digital posting

and organization of images has fallen greatly within the domain of academic libraries, such work can also serve the general public in significant ways. Local history photography is perhaps an obvious example.

The uneasy marriage of print and electronic information sources is perhaps faced with more anxiety in the library than in any other institution, and the introduction of archives into this situation further complicates the matter; however, the inclusion of archives in the public library collection can help to add a component that strengthens library effectiveness for both in-house patrons and those who access the library electronically. Building community collaborations, integrating archival resources into the collection practices of the library, and using these collections to enhance the library's online presence are steps to building a public resource that is of unique usefulness to its public. ■

References

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3. Judith Ellis, ed., *Keeping Archives*, 2nd ed. (Port Melbourne, Victoria, Australia: Thorpe Bowker, 2004).
4. East Cleveland Public Library, Icabod Flewelling Collection.
5. Hunter, *Developing and Maintaining Practical Archives*, 145–52.
6. Website for the Denver Public Library, www.denverlibrary.org (accessed Jan. 5, 2009).

Save the Date for PLA's 13th National Conference

PLA's 13th National Conference will be held March 23–27, 2010, in Portland, Oregon. Offered biennially, the conference has a reputation for excellence. PLA 2010 will include more than 150 top-quality continuing education programs, talk tables, social events, networking opportunities, and a bustling exhibits hall. Information about program topics, registration fees, housing, special events, and more will be updated regularly at www.placonference.org, the official PLA National Conference website. Registration will open in early fall 2009.

For more information about the PLA National Conference, contact the PLA office at (800) 545-2433, ext. 5PLA, e-mail pla@ala.org, or visit www.placonference.org. ■

THE LIBRARY Link Sites

SUCCESS STORY

ALIVE AND THRIVING MORE THAN FOUR YEARS LATER

CHARLOTTE COX is an independent consultant based in Laconia, New Hampshire. She was the volunteer coordinator who helped develop and launch the Library Link Sites program; charlottecox@metrocast.net. Charlotte is reading *Away* by Amy Bloom *The Year of Fog* by Michelle Richmond, and *Dreams from My Father* by Barack Obama.

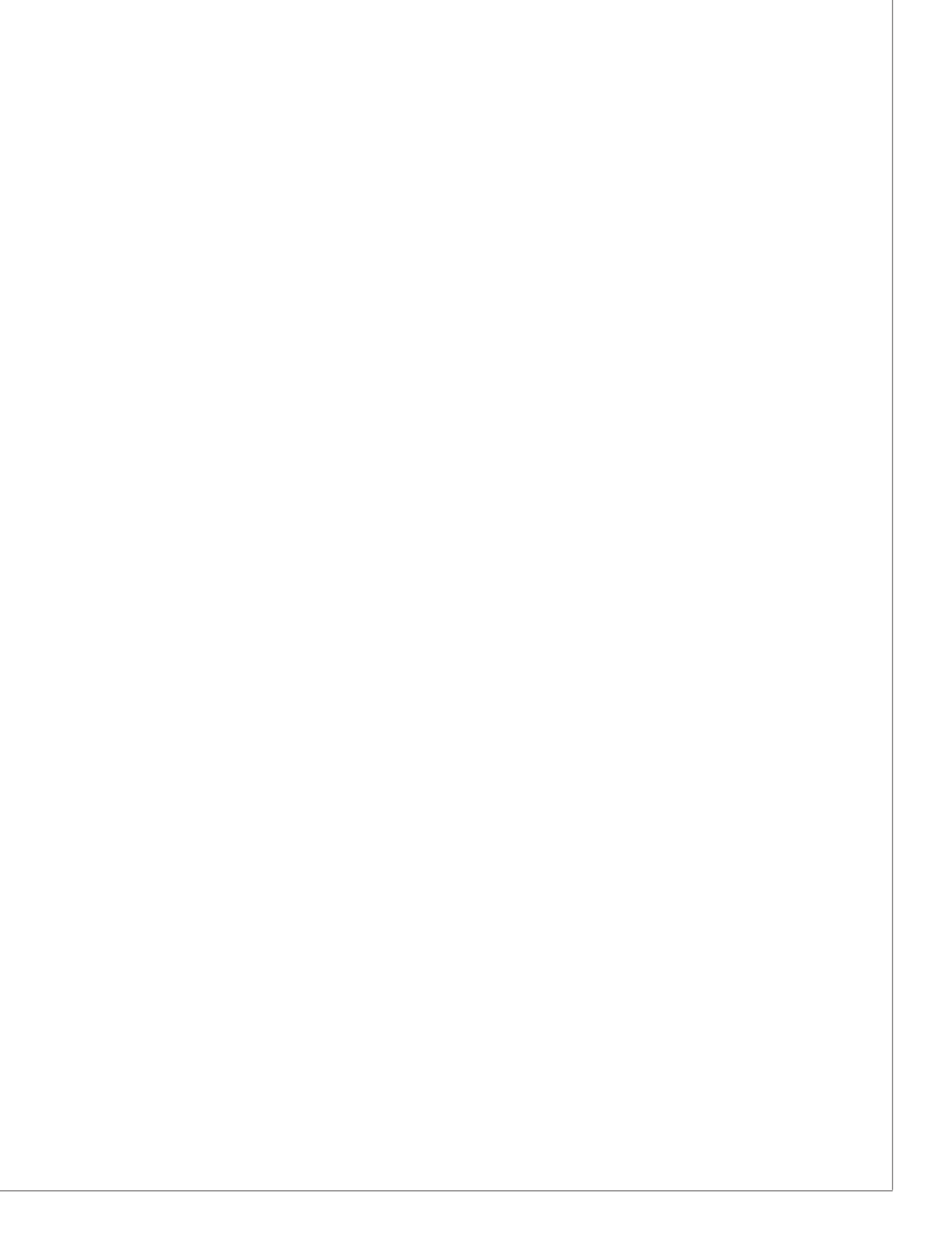
Can public libraries increase their outreach efforts enough to fulfill their mission of public access, in these days of tight budgets and lean staffs? Is it really possible to reach more underserved groups like the elderly, rural, or disabled, while also competing for customers with big-city bookstores that offer comfortable chairs, wireless services, and unlimited reading choices? It's not easy to come up with a viable plan, and harder still to sustain one over time.

When an enterprising regional library in the Midwest decided to take on these tough questions four years ago, the challenges looked large and complex, and the pilot concept—something called Library Link Sites—seemed interesting but idealistic. Today, after a year of planning, more than four years in continuous operation, and growing the original three sites to ten, the Library Link Sites program of the Lake Agassiz Regional Library (LARL) system in Moorhead, Minnesota, has clearly found some answers—enough to merit winning PLA's 2008 Highsmith Library Innovation Award. How did they do it?

Improving Remote Access

Because LARL's thirteen existing branches serve 135,000 people in a seven-county region roughly the size of New Jersey, the impetus for the Library Link Sites program grew out of the need to improve access, particularly for the far-flung rural population, when the bookmobile service dwindled and became no longer cost-effective. The initial idea was to form innovative community-library partnerships that could use existing facilities and personnel to provide a small browsing collection for interested local customers, while also linking them through new technology to all the resources LARL has to offer.

"When we first started this project," said LARL Director Kathy Fredette, "our goal was simply to answer a practical need for more library access among the small outlying communities in our own region. We found almost no models for this idea anywhere in the country, but we realized that many regions like ours with widespread populations have the same need." Fredette was excited about pioneering the endeavor and, at the same time, about fulfilling LARL's mission "to link people and communities to resources and experiences for learning and enrichment."



ship agreement, and some of the planning committees turned into permanent local advisory groups. The regional staff was gratified to find that while the volunteers were initially anxious about their computer skills, most were conscientious, reliable, and eager to learn. Hiring a paid site coordinator from the local community provided professional stability, and appointing a library staff liaison from each hub ensured training and support as well as guidance for growth. Some of the more enterprising sites are now experimenting with senior programs, homebound deliveries, and storytimes for young children.

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In return, LARL supplied each site with three to five hundred items for the shelves, including bestsellers, large-print books, children's books, audiotapes, videos, DVDs, magazines, and newspapers. The most important benefit to the communities was that each site received a computer hookup that connected them to LARL's entire regional collection of more than 350,000 items. (The sites have all gained wireless access since then.) Customers are now able to request specific items from any library in the region, as well as interlibrary loan titles, to be delivered to them at their own site. They can even make the requests from their own homes.

Most important, the process of planning a site, setting up the actual space, and training the volunteers to be self-sufficient turned into a rewarding learning experience for all concerned, including the regional library staff. Typically, community leaders such as the mayor, city council members, or business heads participated in working out a formal partner-

be willing to make mistakes, to change something if it isn't working, and at the same time, to keep going when it might seem easier to quit. Part of the challenge is to hold onto the volunteers you have and to find new ones when necessary. It's also key to keep evaluating how we're doing, to see if we can work smarter or more efficiently."

To ensure the evaluation effort, informal surveys were distributed periodically to administration, staff, site coordinators, volunteers, and customers throughout the pilot period in 2004, and some details such as hours open and computer procedures were tweaked as a result. Then during 2007, the sites' third year of operation, a formal survey was undertaken by the team of Hall & Willms, consultants from Library Strategies, to evaluate overall progress. Their report concluded that "LARL is in an enviable position where new models of delivering customer service for the most part are working extremely well. Our research indicated that there are no major red flags in how the system works." To enhance the Library Link Sites program's effectiveness, they recommended "clear definition and understanding of processes and responsibilities" among staff and volunteers, plus "enhanced communication within and across the various agencies in the system around specific issues."

Meeting Management Challenges

These comments seem to be in line with what staff and volunteers have said. LARL's three hub supervisors, 2(super)-18(vi)]TJ_3 1 Tf0 T gs/T1_3 (said.)-s 2(supep698(vi)]TJ_3 1 Tf0 Tss-22(r)d)]ft2(with)-a.T[st

serving have paid for library service through their taxes. Without the Link Sites, they would have to drive much farther for it, and some would not have any access at all. By partnering with the small communities, we've been able to bring library service into their backyards, so to speak." Fredette said that the planning has gotten much easier with experience, and that by the time LARL added the most recent sites, they could do in two or three months what initially took nine months to implement.

What about the stress on the regional system's workload, to deliver these additional services with a very small increase in staff and equipment and virtually none for capital expenses? Fredette said emphatically, "Our hubs, our branches, and our region as a whole are stronger for having implemented the Link Sites. No one even knew what Link Sites were when we started out. Without a doubt, they've surpassed our expectations. And I believe that they've spurred all of us on to find new ways—of marketing materials, of reaching out, of using our resources—to continue that success."

Not Just Innovative But Unique

According to Fredette, almost no other program like this exists, either in this country or abroad. Extensive research during the formative phases in 2004, as well

feature

FROM CLASSROOM TO Courtroom

OUR ROLE IN THE COMMUNITY

KATHY McCLELLAN is Youth Outreach Librarian at Johnson County (Kans.) Library; mclellank@jocolibrary.org.

Kathy is reading *Mockingbird: A Portrait of Harper Lee* by Charles J. Shields.

It's not unusual for outreach librarians to find themselves in remarkable places. In November 2007, on National Adoption Day, I found myself on the steps of the Johnson County Courthouse in the company of parents, politicians, judges, lawyers, caseworkers, and families, all with eyes lifted, watching as white balloons were released and sailed upwards into the bright blue sky. We looked skyward with hope for the nine children and one adult participating in adoption ceremonies this day. It was a day of celebration and ritual, and you might wonder: What does any of this have to do with libraries? To answer that question I look back nearly twenty years, to about the time that the adult adoptee was born and shortly after the beginning of my work as an outreach librarian for the Johnson County (Kans.) Library (JCL).

Outreach Fundamental—Developing Partnerships

Like all communities in the 1980s, our library saw a shift from stay-at-home moms to families using child care centers and preschool classrooms to care for their children. The youth library staff realized that developing partnerships and collaborations with care providers would be vital to the future of public library service to children and could be the foundation for youth outreach services. As a result, an advisory committee made up of representatives from Head Start, Parents as Teachers, the Parks and Recreation District, the YMCA, resource and referral agencies, child care directors, and classroom teachers was formed. Based on their recommendation, JCL began outreach visits to the places providing early care and education.

The idea that libraries can play a critical role in the lives of children began with a simple request for a visit by a home-based child care provider in Gardner, a small Kansas community. The problem was that she only had five children in her care. How could I justify the time and resources for such a small group? With hesitation I added her site onto a scheduled visit to a larger center in her area.

Entering her home, I was greeted by four children; the fifth was sick at home. I sat down on the floor with the children and began my program. As I read from and showed *Bear on a Bike* by Stella Blackstone, one of the children, a small boy of no more than four years old, got very excited about the pictures. He could hardly

grateful and a little dazed as I began to understand and appreciate the impact literature can have on people of all ages. I became as excited as that little boy. If stories and books could influence a child in that way, what power could they also bring to others in difficult times?

Strategic Plan Gives Direction

The opportunity to explore that question came in 2001 when JCL adopted a new strategic plan, appropriately called Connections, which included a focus on at-risk youth. Several years later, as the youth outreach librarian, I find myself in a position to be able to offer books, reading groups, and sentencing alternatives for children that find themselves in the legal system for a variety of reasons. Prior to that, the State of Kansas had adopted a juvenile justice reform that states “youth are more effectively rehabilitated and served in their own community.”¹ In other words, the community was being called upon to become involved in prevention, intervention, and rehabilitation of youth offenders.

History of a Partnership

In 1997, JCL's youth services coordinator read an article in the local paper about a judge who was sentencing teens to read and report on a work of classic literature. The idea intrigued her, but she had some concerns. At the time, the library was lucky enough to have an attorney on the library board who was a strong advocate for young people and represented teens in court. During his visit with a client at the juvenile detention center, he saw the residents watching TV, playing pool, and generally just hanging out—nothing very productive happening. The convergence of these incidents resulted in an invitation for JCL to “be at the table” and involved with an ad hoc group of community partners assembled by that judge to investigate ways that literature and reading could be encouraged among the incarcerated population. Two programs emerged from that group: Read to Succeed (for juveniles in detention) and Changing Lives through Literature (CLTL), an alternate sentencing program in which offenders are referred by a judge or probation officer to participate in book discussion groups.²

Building on Partnerships

As a result of being involved in these programs, a third opportunity presented itself in 2004 when

Kansas Governor Kathleen Sebelius appointed Kathleen Sloan to the 10th District Court, Division 10. Judge Sloan would handle all Child in Need of Care (CINC) cases and our collaboration would provide me with 10 hours to me with 10 hours

would be strong advocate of the CLTL program. She served on the court for two years, and requested court participation in that group (video) and (advice) [TJ] -1.263 TD [(g) (r) 20 (ged) -22] to me involved in the book discussion group with 10 hours of offenders. a (incident) [TJ] -1.263 TD [(when) -22] the CLTL reading

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and purchases books with the library's vendor discount and organizes and inventories the books on a monthly basis.

To date, more than 1,500 books have found homes with children visiting the courtroom. And the program has expanded into the courtroom of District

it unwittingly.”⁵ After discussing this book, each of the children shared



mendous amount of information. The author notes in the preface that the book is “intended [as] a basic guide for those interested in and committed to exploring the concept of universal librarianship” and that the “book’s goal is to provide basic background information for those seeking to study libraries and librarianship in the global arena” (ix). *International Librarianship* meets both of these goals and blends practical and concrete information with more theoretical explorations of the subject matter. Highlighting the importance of international developments for the future of the profession, Stueart lays out the challenges facing and opportunities available for those interested in both international and comparative librarianship.

The text is very readable. The central chapters focus on major libraries and associations throughout the world. Chapters include contact information (including Web addresses when available), information about the founding and mission of each institution and organization, and, when possible, the primary publications and responsibilities of institutions and organizations. Though Stueart points out that the lists are not exhaustive, they are nonetheless extraordinary collections of major libraries and associations throughout the world. His lists of national libraries and associations are particularly comprehensive and include libraries from countries on almost every continent.

This book would be an excellent addition to a class on international librarianship and is likewise a fine addition to the reference shelf of most libraries.—*Julie Biando Edwards, Ethnic Studies Librarian and Multicultural Coordinator, University of Montana–Missoula*

Babies in the Library

appendixes that cover story structure, importance of storytelling, copyright, definitions of traditional tales, and a detailed bibliography.

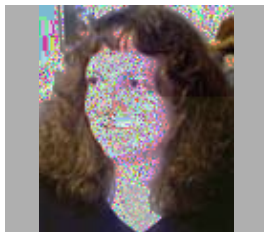
Crash Course in Storytelling is a very concise, easy-to-read, and positive work for anyone who has an interest in storytelling. A must-read for all librarians in children services.—*Jen Dawson, Coordinator of Academic Support Services, Citrus Research and Education Center, Lake Alfred, Fla.*

Nonfiction Readers Theatre for Beginning Readers

By Anthony D. Fredericks. Westport, Conn.: Teacher Ideas Pr., 2007. 193p. \$25 paper (ISBN-13: 978-1-59158-499-5). LC 2006037631.

Readers theatre is an “oral interpretation of a piece of literature read

in a dramatic style that provides opportunities for sharing and creative interaction with others” (xiii). Fredericks, a former elementary school teacher and reading specialist, is no stranger to readers theatre having written a teacher resource book titled *Tadpole Tales and Other Totally Terrific Treats for Readers Theatre* (Teacher Ideas Pr., 1997) geared for first through third grade teachers and containing readers theatre scripts dealing with adaptations of Mother Goose rhymes and fairy tales (xii). This time around the author provides scripts dealing with nonfiction so that children will become “active participants in certain science and social studies concepts” (ix). The scripts provided in this book are on a first- to third-grade readability level based on content star.0 -1.263 TD[(ing)-22(social)-22(sx.)14(The)-22talesi(The)-22t 0 -lirst0 -1.263a thricks0 -/Ty1.263 (pooT (n) 3(0)24 (teacher)-2lw26gd (-22(st)-time)-2



The contributing editor of this column is **VICKI NESTING**, Assistant Director at the St. Charles Parish Library, Louisiana. Submissions may be sent to her at 21 River Park Dr., Hahnville, LA 70057; vnesting@bellsouth.net.

Vicki is reading *Gale Force* by Rachel Caine, *The Patron Saint of Liars* by Ann Patchett, *The Virgin of Small Plains* by Nancy Pickard, and *Bess of Hardwick* by Mary Lovell.

The following are extracted from press releases and vendor announcements and are intended for reader information only. The appearance of such notices herein does not constitute an evaluation or an endorsement of the products or services by the Public Library Association or the editors of this magazine.

Books for Babies

www.folusa.org/outreach/books-for-babies.php (Note: This URL will soon change to www.ala.org/altaff)

Books for Babies is a national literacy program that acquaints parents of newborns with the important role they play in their child's development. Parents are presented with a Books for Babies kit containing a board book, baby's first library card, and a variety of brochures with reading tips and early literacy information from nationally recognized educational organizations.

Libraries partner with Friends groups, women's clubs, and Junior Leagues to purchase Books for Babies packets. Groups often supplement the packets with information about local resources, including library locations and contact information as well as details about lap-sit and preschool story hours.

Books for Babies kits are available from Friends of Libraries U.S.A. (FOLUSA) in English or Spanish.

E-Card Online Patron Registration Extends Library Services Beyond the Physical Library

www.quipugroup.com

The Quipu Group's e-card online

Youniquely 4 U: The Next Frontier in Library Marketing

www.checkpointsystems.com

Youniquely 4 U is a customer-oriented, Web-based, interactive marketing program that's branded for each participating library. It acknowledges the customer's unique needs and interests and, with that information, enables the library to engage customers with personalized experiences.

Youniquely 4 U recognizes the subjects of the materials that customers are checking out, while protecting their privacy, and produces a colorful newsletter receipt that provides an invitation to join the program, along with a "category code" that matches with the customers' interests.

The invitation to join, along with the category code, drives customers to the library's website, where they register for the Youniquely 4 U program. After opting in, customers enter their unique code (matching with the subject of their resources) and are taken immediately to events, expertise, information, and rewards relevant to their unique needs and interests.

P G L b a : U
P C C W
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www.infotoday.com

You loved the blog—now read the book! *Pop Goes the Library* (Information Today, 2008) will help librarians connect with users and energize staff. Pop culture blogger-librarians Sophie Brookover and

Elizabeth Burns define what pop culture is (and isn't) and share insights, tips, techniques, and success stories from all types of libraries.

Librarians will discover practical strategies and ideas for incorporating the pop culture passions of users into collections, programs, and services, plus a range of marketing and outreach ideas, technology tools, and ready-to-go programs they can start using today. This is an eye-opening book that may be as much fun to read as it is to apply.

Altarama Introduces RefChatter for IM Reference Services

www.altarama.com

Altarama Information Systems announced availability of RefChatter, a new module that joins RefTracker, DeskStats, VRLplus, and SMSreference in the Altarama suite of integrated products for managing online and personal reference services in libraries. RefChatter is a totally Web-based system for delivering online reference services to the increasingly large number of patrons who use instant messaging (IM) as their preferred electronic communication method.

Designed by librarians and library automation experts specifically for the library industry, RefChatter addresses the issues that have prevented many libraries from offering IM-based online reference until now. First, while patrons can use a wide variety of standard IM software, RefChatter's breakthrough IM aggregator and routing technology allows one or more reference staffers to chat with multiple patrons from

multiple queues simultaneously. Second, RefChatter requires only a standard browser on the library side, so concerns about loading IM software disappear. Third, transcripts are available for statistical and quality analysis. And finally, a library-customizable widget can be inserted in the library's webpages so patrons without IM software can be served equally well.

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www.researchandmarkets.com

This Research and Markets System report presents data from more than 120 academic, special, and public libraries about how they use and relate to the mega-Internet sites such as Google, Yahoo!, Facebook, MySpace, eBay, Amazon, and others.

In many ways the mega-sites have transformed library management, fostering change in information literacy education, library marketing and public relations, cataloging, digitization, collection management, and other aspects of librarianship. Library patrons often learn their initial information searching skills from the Internet, as well as their formative information gathering experiences, creating a set of experiences and expectations that they bring to the library.

This report provides hard data on exactly how libraries are dealing with the emerging Internet giants, how they are adopting, negotiating, repelling, embracing, and in every way developing strategies to provide the best possible information services to their clientele. ■

