PUBLIC LIBRARIES

Beautiful software.

TLC

PUBLIC LIBRARIES

Public Libraries,

Dear readers:

I hope you are finding time to enjoy your summer. It often seems that the library world kicks into high gear during the summertime, with reading programs, activities, and other projects to engage vacationing patrons who have increased time on their hands. Check out "Not Just for the Kids" on page 7 to read about one library's innovative summer program. We'd love to hear about any particularly successful summer event (or even a dismal failure) your library might have hosted this year. Query me at khughes@ala.org for more information about writing for *PL*. This issue also provides some food for thought on other library matters—is your self-service-holds area open to the public? Stacey Bowers presents a case for why maybe it shouldn't be, in "Self-Service Holds: A Violation of Library Patrons' Privacy." Curious about how new Americans might be using your library? Check out Susan Burke's "Public Library Resources Used by Immigrant Households" on page 32, and for a consideration of the use of competencies, check out Connie Van Fleet and June Lester's "Is Anyone Listening?" on page 42.

Finally, as you may have heard, PLA is developing a new website to support the transition of committees to Communities of Practice (CoPs), read more about it on page 4. I hope you'll join us in PLAspace! We'd love to have your input on this exciting new project.

Kathleen M. Hughes
Editor
khughes@ala.org

Kathleen is reading *The Heretic's Daughter* by Kathleen Kent and *Beautiful Boy: A Father's Journey through His Son's Addiction* by David Sheff.

PLAspace is the new website designed to support the transition of PLA committees to Communities of Practice (CoPs) and will be a fundamental part of how the association supports them. Development work on PLAspace.org proceeds on schedule. PLAspace communities will allow for better collaboration between members, without requiring face-to-face meetings, and allow for greater participation among our members and nonmembers. PLAspace is expected to become a tool which supports a more nimble and responsive organization.

Users will notice many common social networking and interactive tools including blogs, forums, chat, an events calendar, a custom projects module (which will allow CoP members to coordinate project management), and file storage and archives. PLAspace is being developed so that future technologies and functions can be incorporated as they become available. PLA is also exploring methods of synchronous communication, such as videoconferencing.

PLAspace is part of an integrated Web plan for PLA, which includes revitalizing PLA.org to complement the new ALA.org site design launching on September 1; a new initiative to make all PLA forms and registrations Web-based and paperless by the end of the year; and participation in the ALAConnect site later this fall.

PLAspace.org is scheduled to have a mini-launch August 18 with three CoPs: Technology, Readers Advisory,

and Cataloging. Within a month we will begin rolling out other CoPs.

We have already received notices of intent to transition from the following committees: Branch Libraries, Small and Medium Libraries, and Advocacy. If you would like to transition an existing committee, join a CoP, or form a new CoP, contact Doug Dawson, PLA Web manager, at ddawson@ala.org.

More information on PLAspace development can be found at http://pla.org/ala/pla/cop.cfm. A notice will be sent to all PLA members when the site has launched and is open for participation.

The PLA Spring Symposium will be held April 2–4, 2009 in Nashville, Tennessee, at the Renaissance Nashville Hotel, 611 Commerce Street. The symposium features an opening session on Thursday evening and concurrent one-and-a-half day workshops on Friday and Saturday. Programs include:

Pat Wagner, management consultant, Denver

Library ethics is how you make and execute decisions, and treat

people, every day. Learn how ethics impacts customer service , make alluTJ9.261 e

*is Deputy
Director, Queens Library,
Jamaica, New York;
csheffer@queenslibrary.org.*

Carol is reading … *D*   ◄
D

⸗⸗ (hhibner@
ssldl.info) and⸗ ⸗⸗
(mkelly@ssldl.info) are the
Adult Services Department
at the Salem-South Lyon
(Mich.) District library.

Mary is reading ⸗ ⸗ *N⸗
O⸗ A ⸗ ⸗⸗* by Elizabeth
George, *P⸗ ⸗ ⸗ ⸗⸗ B⸗⸗*
by Geraldine Brooks, and
H⸗ ⸗ ⸗ by Harlan Coben.

Holly is reading ⸗⸗⸗
C⸗⸗ ⸗⸗ O⸗⸗ by Crissa-
Jean Chappell and
M⸗ ⸗⸗ by Joshua
Henkin.

Not Just for the Kids

Promoting Library Services through Adult Summer Reading Programs

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or over-verification of completion takes the fun out of the program and makes it feel like homework. If the program requires adults to read too many books, write full book reviews, log in every time they complete a portion to record it, or get a special stamp from a special desk each time, they just won't participate. The SSLDL Book Bingo game requires players to draw an "X" on the square when they complete the criteria of that square. That's it. When they get a bingo, they turn in the game sheet to any slts feel their

Above all else, the rules of the game should be as minimal and flexible as possible. Adults are often resistant to having "another thing to do." Flexible rules allow patrons to succeed and feel positive about their library's services and collections as well as their own success and participation in the program. Overly complicated rules

("read a bestseller" or "read a fantasy book"). They can concentrate on the items that take more time and effort, but still enjoy the library all summer with the less difficult tasks. If they are not typically fantasy readers, that one option in a row of four easier tasks is the one that will make them stretch.

A 741.5 travel through time...

930.14   948.022

623.441

355.0128   919.904

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

is Chief
Librarian and Public Class
Manager at the Morris
County Library in Whippany,
N.J.; lolver@co.morris.nj.us.

Lynne is reading *F*
F .: A C
D   A
F   by Raymond
Sokolov.

Successful Library Computer Classes

Tips for the New Program Manager

Morris County (N.J.) Library (MCL) has been offering computer classes to the public since the early '90s. Early classes were conducted at stand-up computers situated in our lobby. When our new building opened in 2000, we offered patrons a state-of-the-art computer lab. It was a hit from the beginning.

In a world where most folks assume *everyone* has a computer at home and is generally proficient, it's amazing how many people we frontline librarians encounter everyday who have never used a mouse, don't understand the difference between the Internet and America Online, or cannot complete online job applications.

When MCL Director Joanne Kares asked me to manage computer classes in the summer of 2006, I was thrilled. Since then, I have learned much, on many levels. For all of you who are now in charge (or may soon be) of public classes in your library, here goes . . .

Encourage all staff interested in teaching public classes to explore this opportunity for professional and personal growth. Limiting your teaching crew to professional librarians means you may be excluding some of your most talented employees. Work closely with staff members who are not comfortable with public speaking. Some may (eventually) shine.

Select your teachers carefully and trust them to do a great job. This can be quite the challenge for those of us who are certifiable control freaks. Keep everything in perspective. Program managers are charged with nurturing and growing a service, not teaching all of the classes. Encourage your teachers to use the tools your facility provides and let them experiment. Patrons with different learning styles appreciate a variety of approaches. If a class isn't

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Jennifer is reading
E   C   C
by Janisse Ray,   L
G   A   : C
  A   A   by Edward
Beauclerk Maurice and
Lawrence Millman, and
F   M   by Arturo
Perez-Reverte.

k

Bay Area (Calif.) libraries have launched a marketing campaign to reintroduce communities to their local libraries. Taking its cue from "Got Milk?" and similar industry image-raising efforts, the Free2 Campaign is designed to raise awareness of the central role libraries play in people's lives and how libraries are meeting increased demand for a new host of services.

The Free2 Campaign is an eighteen month effort involving interactive and traditional advertising, sponsored initiatives, special events, and promotional activities at 165 library locations in San Francisco, San Mateo, Santa Clara, Alameda, and Contra Costa counties. According to Luis Herrera, city librarian in San Francisco, the campaign will help dispel clichés about libraries while promoting how such vital institutions keep adapting in the digital age.

"Thanks to libraries, we are free to do so much," he said. "We surf the Web. We compete with friends in video games. We discover new worlds. We laugh and cry our way through good reads. We research new business ideas. We learn English as a second language. We attend lectures. We do yoga. We connect with friends and family. The library is an amazingly empowering place to connect, learn, and play."

Implicit in the campaign's core concept, Free2, is a question for library patrons and supporters: What are you free to do—or be—thanks to your local library? A writing contest, launched simultaneously with the Free2 Campaign, invites audiences to describe, in twenty-five words or less, how they are Free2. There will be ten grand prize winners whose responses may be featured in future campaign ads.

For more information, visit www.wearefree2.org.

k   k.

The National Library Service for the Blind and Physically Handicapped (NLSBPH) of the Library of Congress has begun the move to digital audio technology as the backbone of its recorded talking book system.

The domestic spending bill recently signed into law included an increase of $12.5 million each year for six years to be used for the nationwide transition away from audio cassette books and players to digital format.

The digital system will be based on flash memory technology, using flash drives. Advantages include: flash memory provides better audio quality; storage capacity is larger and will require fewer cartridges per book and eliminate the need to turn the cassette over; playback machines will be smaller and lighter; and machines will last longer and be more robust. The move to digital will mean an overall cost savings that will be redirected to other facets of the talking book program.

The program will continue to pro-

vide audio cassette machines to customers during the transition. During FY2008, 12,000 digital players will be produced per month for nationwide distribution.

For more information, visit www .loc.gov/nls.

Jennie Taylor and her children haven't touched or played with their husband and father, Utah National Guard Lt. Brent Taylor, in nearly a year. But they have at least seen him. Brent Taylor is stationed in northern Iraq with the National Guard.

Now, the greatest thing to happen to military families, as Taylor calls it, is coming to libraries throughout Utah Valley, specifically for the use of
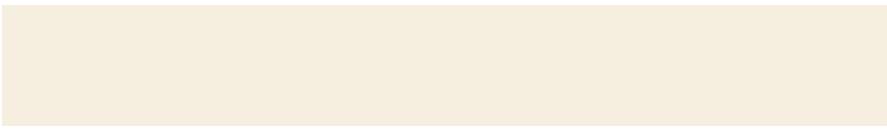
is Contributing Editor and
Director of the Zion Benton
Public Library, 2400 Gabriel
Dr., Zion, IL 60099;
nbhilyard@zblibrary.org.

Nann is reading *The Candy
Bombers* by Andrei Cherny
and *Come On Shore and
We Will Kill and Eat You All* by
Christina Thompson.

the children's storyteller is stuck in traffic, the computer tech called in and a full class starts in ten minutes, or the book drop is overflowing, our mission remains the same: to bring "value to the residents . . . through collections, staff, services, and facilities" and to connect "our changing community to the evolving world of ideas, information, and technology." Some days are more challenging than others, but through it all, our fourteen branches embrace system-wide fundamentals to maintain continuity while being considerate of the uniqueness of our communities.

As a system, there are several bfundamentmishe rmatioicesthrrmatiofees-22(r)ste: system, there ace system

pace. Two branches recently began offering English Chatter, a pro>]TJ.lI that encou]TJ.lges patrons to come by and prtheir English speaking skills while enjoying refreshments. Future pro>]TJ.lIs are being developed to include other langulges. We are seeking further opportunities through >]TJ.lnts and partnerships to increase this resource at other locations. OCLS Intere Virtual Experience (OLIVE) resides at four locations and allows patrons to speak to one of our call center representatives virtually face to face. If onsite staff is assisting other patrons or a patron prefers to seek assistance independently, OLIVE is available to help locate materials at that location, place a hold, and obtain information regarding their library account and more.

The OCLS is continuously seeking to develop partnerships in the business community. Through awarded >]TJ.lntsTJ., we have created Job Start, Job Smart; Grow Your Business Know Your Business; and Smart Investing. These pro>]TJ.lIs and products are hosted at branches throughout the system and on our website.

All branches have goals unique to their location, yet connected to the system's goals. For example, an OCLS goal is to "increase utilization." From this goal, one location created a branch goal to "increase pro>]TJ.lI and class attendance by 10 percent." To support the branch goal, staff >oals range from creating a gaming pro>]TJ.lI series to developing a computer class to instruct patrons how to convert their personal photos into coloring sheets for children. ThusTJ., staff has a vested role in the library's overall achievement. Our >oals allow us to tap into the creative and original ab0 perTkerTkerTkeg[(a(2(busi)]TJ(8oals)]TJ0 -c)-22(patpits)-22(foer)10(allnc02d2(a)-22(gamingD[([(to)-22(y<G3-2

(this summer's theme is "Catch the Reading Bug") are systemwide. If a particularly good entertainer or speaker is discovered, he or she may be scheduled to appear at several library locations. East offers similar programming to Main, but East offers more programs in proportion to its number of staff members than Main does.

When I think about the relationship between Main and the East, I think about the Main as the hub of the wheel and the East as one of the spokes. Main is the mothership and the East is the landing craft. Main is where much of the paperwork, technical support, and other administrative duties and behind the scenes tasks are handled, which frees us at East to do the day-to-day, frontlines work of the library system. That is not to say that frontlines work does not happen at the Main Library—it certainly does happen everyday. However, it is more efficient and saves a lot of time and redundancy to have certain functions of the library system centralized in one location. East is a partner, an extension, a satellite, an ally, and an arm of Main. As I mentioned before, we share collections and sometimes even staff. East, the other six branches, the bookmobile, and Older Adult & Shut-In Service (OASIS) are symbols that the city of Durham and its library system are growing. I think that synergy is the best word to describe this relationship because together East and Main can do more than either could do alone.

"Do you have any of these books that are on my summer reading list?" I was asked just the other day. I am proud to say that we did have many of the books on the list here at East, and the rest we were able to request from the Main Library and other libraries. Together, Main and all the branches are able to achieve the 4 Cs: collaboration, community, convenience, and contentment.

MIMI MORRIS, ASSISTANT DIRECTOR

definitely has shown the way we work together!"

As important as it is for staff to communicate within a branch, it is also vital that we talk to one another across the branches. Each branch is unique and takes pride in its own constituency, but as a system we need to be consistent in our procedures so that all of our patrons receive equitable service. DML accomplishes this through group meetings that give staff with similar responsibilities the chance to share experiences and ideas, and develop group responses to challenges. Managers, children's and teen staff meet regularly, as in most other library systems. In Dayton, we have added branch circulation and IT groups to our meeting schedules.

The circulation round table gives our frontline people the opportunity for real problem solving. What is the best way to communicate the status of damaged items in a com-

nity libraries. The community librar-
ies provide popular materials and
public computers, but have limited
reference collections and limited
programming because of lower staff-
ing levels and space constraints.

Alford Branch serves as a regional
library in the southwest part of the
city. It is located near the Interstate
highway loop on the west side of
the city providing easy access for
patrons coming from the north and
the west. Since it is near the city lim-
its, it attracts patrons from nearby
suburbs and rural areas. The clien-
tele are generally blue-collar, low-
and middle-income families. The
demographic is changing slightly
with a slow influx of Latino and
Asian families and an aging popula-
tion who have lived in the area for
many years.

As the newest library in the city,
the Alford Branch was designed with
a few up-to-date features such

owned part of a couple of really small TV stations. But my true life's ambition has always been to leave something behind, to communicate with future generations as well as my contemporaries. I get immense pleasure thinking of someone one hundred years from now pulling one of my books off the shelf in a library somewhere, blowing off the dust, and seeing what I had to say.

In the interest of full disclosure, you are a trustee for the WLS, where I am executive director. How did you get involved and what's serving on the board about?

It's about a lot of very rewarding work! A few years ago, not long after I began writing full time, I felt the need to give something back to my community. I also had a skill set from my years in business that I felt might be useful to some worthwhile organization. Since I've always been a big library patron, volunteering to help out was a natural. Coincidentally, my library's seat on the WLS board was coming open, so they asked me to step in. It's been a lot of fun. It's also been a heck of a learning experience. I've been privileged to see how WLS and our member libraries—and other libraries around the country—serve their communities, often in ways the public at large doesn't realize. Then there's the whole advocacy side of things. As an old salesman, I love visiting legislators and other public officials as well as potential donors, and telling them about the great things we accomplish in library land. Besides, I've made a whole new set of friends who love books! By the way, one of the acknowledgements I make in *Heart of Diamonds* is a "thank you" to the Westchester Library System and our member

libraries. That wasn't just being nice, either; I pored through our collections for a year as I was researching the book.

Before we get to *Heart of Diamonds*, let me ask you about your writing career. Your first two books, *Creative Selling* and
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and I went to Zambia and Uganda as tourists—the DRC wasn't exactly a vacation destination at the time—and I took thousands of pictures, hundreds of pages of notes, even hours of audio recordings. I also watched every VHS tape and DVD I could find in our libraries' collections that [were] shot on location. I looked for details that would make the scenes come alive. Things like what a Hamerkop's nest looks like or how a fisherman paddles a makoro (a dugout canoe) while standing in the back. Nora and I spent a lot of time walking through the bush, but also in the markets and villages. One of the friends we made in Zambia took us into his home, which was a mud hut with a thatched roof, fed us some nsima (a thick porridge made with cornmeal), and introduced us to the headman of the village. All those things made it into the book.

How long did it take you to write this book?

From concept to completion was a five-year process, although certainly not nonstop. *Heart of Diamonds* went through five complete drafts, including two major revisions.

Tell us about your writing process and habits. How do you work?

In general, I research before I write. I compile boxes of notes in longhand, long lists of bookmarked webpages, and kind of let everything wash over me for awhile. Then I work up several plot outlines to see if I can find one that moves at a good pace and makes sense.

While I'm doing that, I create the characters, write bios for them, try to give them individual tics and habits, speech patterns—sort of get to know them. Many times, I'll find that a given character dictates a plot change. Maybe in my imagination they wouldn't do something I wanted them to do in the plot. The character almost always wins those battles. Once the story and its characters exist, I start putting words on paper. Then it really gets interesting because the story never goes where I thought it would at first.

How much time do you spend promoting your book? Does that take away time from your writing?

Promotion, I'm sorry to say, takes up a huge amount of time. Don't get me wrong; my publisher is great. They're aces with national publicity, distribution, and marketing, not to mention having a great editorial and design team. But

it's still up to me to arrange readings, book signings, and other local events. I also spend at least two hours a day building an online presence. I have over a dozen blogs—not just one. I'm active on Facebook, MySpace, LibraryThing—everywhere I can paste my name. It takes a lot of time.

Let's learn a little about you as a person. Who is your favorite author?

That's an extremely difficult question. I like different authors for different reasons. Ernest Hemingway was undoubtedly my first inspiration and *For Whom the Bell Tolls* is probably my all-time favorite novel. When I visited his home in Key West a few years ago, I actually got quite misty-eyed peering into the loft where he worked. I'm also a big fan of John Steinbeck's. I admire the many different kinds of books he wrote. But then there are Margaret Atwood, Jane Smiley, Cormac McCarthy, Peter Matthiessen, Wallace Stegner, Lee Smith . . . the list is truly endless.

What is your next project?

There is a sequel to *Heart of Diamonds* in the works. Valerie Grey is the perfect character to take anywhere in the world to find new adventures. I'm also working on a multi-voiced novel that takes place during the Great Depression. It's based on some of my family's history in the days of live radio in the Midwest. Then there's the next episode in the adventures of Elf, my little dog friend. My plate is very full but I'm having a blast. ⊡

24

"Internet Spotlight" explores Internet and Web topics relevant to librar-
ians in the public library sector. Your input is welcome.

is
Community Product
Manager at Webjunction

have some things in place, like the opening day collection, who's staffing the branch, and who's cleaning the toilets, for starters. How do each of those concepts apply in a digital setting? (And is there really such a thing as a digital toilet?).

So I was lucky to have a library and an administration already focused on building websites. But that doesn't mean I can rest on my digital laurels! I frequently hold manager training sessions during our weekly management meetings, introducing our managers to new things (for example, I'm teaching them Twitter tomorrow). If we don't grow, we get stale.

I have had to do MUCH explaining. Sometimes, more than is necessary. Sometimes, I have to re-explain something. Maybe more than once. And that's ok. The goal with explanations is familiarity with new concepts, and the site redesign, so that on "opening day," your staff members understand their roles.

When possible, give concrete examples. Our new site is blog-based. I was able to point to similar sites, like Ann Arbor (Mich.) District Library's website, as an already successful example.

During your migration from the old site to the new, you will need to communicate to staff in a variety of ways. The best way is person-to-person communication. This provides a great opportunity for staff to ask questions, share concerns, and so on. Person-to-person can take many forms, including:

- One-on-one
- Departmental meetings
- Larger library meetings

- E-mail—for communicating changes, procedures, and asking questions.
- 2.0 tools like wikis and blogs—We shared meeting minutes, updates, and mock-ups using these tools.

When you ask for staff opinions, don't spend lots of time on specifics. Another way to say that is "don't squabble over the carpet color." When asking for opinions in meetings, directly state what you want: instead of design help, you are looking for overall reactions to ideas and mock-ups.

You will still get specifics. Here's what you do with them: thank the person for those thoughts, and then tuck it away. One person's opinion is just that—an opinion. But if twenty people tell you the same thing, that's more than an opinion—it's something you should strongly consider.

When building a new house, your builder (hopefully) makes sure to use the right materials for the job—even the right types of wood. Otherwise, if he reaches the final stages and *then* realizes the wrong type of wood was used, he has to start all over again . . . costing time and money for both the builder and the (now highly irritated) homeowner-to-be.

Websites are the same way. You'll want to give some serious, heavy-duty thought to a few things up front, including:

- CMS—What type of CMS (content management system) are you going to use for the site? This decision affects all other decisions.
- Navigation—Are you going to use horizontal menus, tabs, or vertical

menus? What will those menus represent? How will they stand out?
- Naming schemes—Are you going to call it "interlibrary loan" or "stuff I can get for free from somewhere else?" Naming and labeling need to be consistent *and* make sense to your customers.

Even the best-laid plans can end up being poor ones down the road—it might just be a change in technology.

No one has cornered the market on building websites yet! If you build something that ends up not meeting your needs, that's ok. You learned something, first and foremost, and you can simply scrap that idea and start over. In fact, many websites regularly do this—they update constantly, to remove things that didn't work, and to try out new ideas (hence the "always beta" moniker found around the Web).

When building a new website, you need feedback from your customers! How do you get this? There are quite a few ways. Here are some ideas:

- Focus groups: I held five customer focus groups, and introduced the redesigned website to real patrons (and fed them cookies). You know what? People came, and they had some great opinions.
- Web surveys: We created a Web-based survey asking about website needs and wants.
- Usability testing: Want to find out how customers use your site? Watch them do it.
- Watch customers work: Yes, it sounds slightly evil. But glance at those public computers as you walk through the reference room

and see what your customers are doing. Then keep those observations in mind during the redesign.

No matter how hard and detailed you plan out your site, timeline, and goals, something unplanned will happen. Things take longer than planned (or, I'm just an optimist). At my library, we had great plans—but getting people together in a meeting to decide on those plans took much longer than I had anticipated!

Sometimes, great ideas on paper don't work out in reality, or they only work for a while. Our Meebo IM widget, for example, started out great. But now, we're looking into more customizable IM tools.

Everyone needs to realize this: Website visitors aren't satisfied surfing the "Information S223s4[(E)24(v)5(er4(Thenuhway0(Ip3)b1su9322(er4gss)-22(ini18(")20(I)1t)-22(gr)20(eat.)]Tthe)1stead,

"Bringing in the Money" presents fund-raising strategies for public librar-ies. Many librarians are turning to alternative funding sources to supple-ment shrinking budgets. Fund-raising efforts not only boost finances, but also leverage community support and build collaborative strategies.

Contributing Editor, _____ is the Director of Development at the Conservation Center for Art and Historic Artifacts in Philadelphia. In that position, and in his previ-ous work as a fund-raising consultant, he has helped to raise millions of dollars for a wide variety of cultural organizations, including many libraries and archives. Please direct all correspon-dence about the column to him at leeaprice@comcast.net.

Lee is reading *F_____ : A L_____ . N_____ M_____ A_____* by John L. Ruth and *_____ . J_____ B_____, F_____ B_____* by Deborah Lipp.

Letter to a Newly Appointed Library Trustee

Dear friend,
Congratulations on your new appointment as a trustee at our old hometown library! When I recall the various institutions of our town, there are none that I remember as fondly as the library. The school—in retro-spect at least—was prett(the)-in none Tan Botuin nochet(the)se Bdo

trustee first, and your position as a dues-paying member of the Friends is necessarily secondary.

Encourage your fellow trustees to embrace planning. Some boards become discouraged about the seemingly endless process of planning. They shouldn't. Planning is essential, and the trustees are responsible for seeing that good plans are developed and implemented.

But before planning begins, the trustees should find consensus on a vision for the library and then be willing to invest in research. The vision may be a broad optimistic picture of the library in ten years or it may simply be a conviction that a new program should be developed to meet an emerging community need. The important thing is that the planning should proceed from a shared vision that is fully accepted by both the trustees and the library director.

The task of research often falls to the library director and the staff. Larger libraries and library systems may invest in a consultant to facilitate the process of research and gathering information. Strategic planning initiatives may begin with user surveys, interviews with key stakeholders, and focus groups.

Planning for the development of programs may involve research into the successful work of other libraries. As a trustee, you should encourage this process of gathering information. It is invaluable.

The five-year strategic plan should be designed to move your library toward the trustees' vision of the future. arAs a searies of library director Td[(should)-19(wor)6in with

of when the Carolingian dynasty reigned (seventh century) or the Latin name for a Bur Oak (Quercus macrocarpa) it's a fine tool. The editing logs give provenance to any questionable data and solidly written articles are often well-sourced with external links for further reading.

The bad is pretty much what you'd expect. Vandalism isn't an issue as much as you might think (usually it's something silly like claiming some celebrity is dead when they are very much alive or someone typing "RYAN SEACREST SUX") but it happens. External links and sources are sometimes vague or simply inaccurate. There are cases where I've seen historical works cited that have long since passed out of use by scholars or are, to put it mildly, offensively biased.

Then there's the ephemera issue. While it's all well and good that there are detailed (and I mean *detailed*) synopses of every *Star Trek* episode ever (and I mean *ever*), there's a sense of slanting scale towards trivia.

As an example, the article on Richard III, King of England and figure in Shakespeare's historical play, is about 1,400 words long. The article concerning the fictional character of "The Doctor" from *Doctor Who* is just a bit over 14,000 words.

Of course one can argue, "Well, what more can be said about Richard? He's dead and *Doctor Who* is still on the air!" Which is valid and terrifying all at the same time.

Where I made peace with Wikipedia as a reference tool to service teens was in remembering my eighth-grade English teacher, Mrs. Daley's, sage-like advice: "Encyclopedias are very nice to start with, but don't stop there."

For all its success and positives, Wikipedia is not able to provide the depth of a monograph or add to knowledge with new research. It's a good first step, a way to perhaps settle on an idea or sharpen up an amorphous one, but it's not the be-all end-all.

Young adults are often dismissed as looking for easy answers, for short cuts and cheats. This is nonsense that comes from a broken era of librarianship. I remember having a librarian drop a huge pile of books on my study carrel in high school and saying "have at it." I felt adrift and frustrated.

It may not be a rousing crowd-pleaser of a topic but what about good old-fashioned bibliographic instruction? Understanding how references can provide clues for further study, or how indexes and bibliographies can tell you more about a book than the back cover ever will, are just a263S1.263ile hintT‡(Mrs)20PJTℓTJfdi22(up)–clueming (pi(cheats))-22(er)cnn tell yall end-

PUBLIC LIBRARY RESOURCES USED BY

Immigrant

HOUSEHOLDS

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Public libraries across the United States are implementing strategies to serve immigrant patrons with collections, programs, information, and services targeted to immigrant groups. The immigrants being served by libraries are from a vast array of backgrounds. According to the Urban Libraries Council, one in nine U.S. residents is foreign born, and in their survey of seventy-three public libraries, responding libraries estimated that their libraries served patrons from five to two hundred nationalities. More than three-fourths claimed thirty or more countries of origin among their patrons.[1]

Diversity is not only defined by nationality or native language. Immigrants within any given nationality might have different levels of literacy, different legal status in the United States, may come from rural or urban settings, and vary in their economic situations.[2] With so much diversity, how are public libraries serving their patrons?

There is a vast body of literature on library service to immigrants over the past century. Renee Pokorny, in surveying the literature, stated that in more than one hundred years of service to immigrants, recurrent motifs in grants, ttarmm(om)]TJthe litere countre acy,ars g50ddifdiccult e .ms-22(thr)20(ee-fz2t50(e)-22)en service(earsr s9Sp

The dataset used for this study was composed
of households that claimed public library use in

not included in the table. From the literature, it was expected that "to attend a lecture, meeting, or discussion group" would have much higher rates of use among immigrant households than non-immigrant households, but less than 10 percent of any groups replied yes to this category of library use. Perhaps while library programs for immigrants are widely discussed in the literature, these programs are models but not widespread among public libraries. It is not possible to determine from these data whether libraries were not offering programs or whether programs were being offered but not attended by the majority of library users.

Table 5 details other general types of library use. Almost all households (82.9 to 90.4 percent) that used the public library reported that they did so to borrow materials. Since table 1 showed that only 7.6 to 31.0 percent of immigrant households were checking out non-English language materials, that suggests these immigrant households were borrowing materials in English. Up to two-thirds of households also reported using the public library "for enjoyment or hobbies," with non-immigrant households leading this use at 65.8 percent. Half or more of all households except Central America/Mexico (46.5 percent) and Caribbean (45.0 percent) used the library for enjoyment or hobbies. Non-immigrant households were also most likely to use the library for information for personal use, at 28.9 percent compared to Central American/Mexican households at 14.1 percent, the least likely to use the library for information. This supports the assertion in the literature that Latino and Asian immigrants were more likely to get information from friends and family networks than from sources such as the library.[17]

In summary of the tables, the largest differences were among households on the following uses: "to use a computer or the Internet" (range of use 38.9 percentage points), "for a school or class assignment" (range of use 33.6 percentage points), and "to borrow materials in a language other than English" (range of use 27.4 percentage points).

An alternate way of looking at the data is to examine household use by region. For immigrant households from Central America/Mexico, South America, and the Caribbean, library use for school or class assignments was high, as was use for hobbies, and for borrowing materials. Many of these households used a computer or the Internet. Households from Central America/Mexico and South America were likely to borrow materials in languages other than English, but those from the Caribbean were much less likely

4. Use of Programs by Households That Used the Library in the Past Month

Middle East N=52	28.8%
Central America/Mexico N=411	27.3%
South America N=108	20.4%
Caribbean N=140	18.6%
South Asia N=119	16.8%
Africa N=42	14.3%
East Europe N=94	13.8%
Southeast Asia N=158	13.3%
East Asia N=152	12.5%
U.S. native N=15,375	12.3%
Europe N=104	10.6%

Central America/Mexico N=411	13.9%
Southeast Asia N=158	12.7%
Africa N=42	11.9%
South Asia N=119	8.4%
South America N=108	8.3%
Caribbean N=140	7.9%
East Asia N=152	6.6%
East Europe N=94	6.4%
Europe N=104	3.8%
Middle East N=52	3.8%
U.S. native N=15,375	3.6%

Europe N=104	9.6%
Africa N=42	9.5%
Caribbean N=140	8.6%
Middle East N=52	7.7%
U.S. native N=15,375	7.5%
Central America/Mexico N=411	5.8%
South America N=108	5.6%
East Europe N=94	5.3%
Southeast Asia N=158	5.1%
South Asia N=119	3.4%
East Asia N=152	2.0%

to do so. Since English is the official language in many Caribbean countries many immigrants from

this region are less likely to need non-English language materials. More than one-quarter of households from Central America/Mexico also used programs for children under the age of thirteen.

Immigrant households from Asia, divided in this study into East Asia, South Asia, and Southeast Asia, were likely to borrow materials and to use the library for enjoyment or hobbies. Households from Southeast Asia East Asia, Asia, and S<o(to)-22(borr)6(o)30(w)-22(matelibr)10(ar)-18(y)3C004A00480049mono 0 0 m(y)3C(less

IS ANYONE

Listening?

USE OF LIBRARY COMPETENCIES STATEMENTS
IN STATE AND PUBLIC LIBRARIES

(cvanfleet@ou.edu) and

its structure. For each area of competence, respon-
sibilities are assigned to the individual, the school,
and the employing library. The statement was never
formally adopted by PLA and has not been revised or
updated since its creation.

The competencies project explored the nature and
use of competencies documents in education and
in practice, with particular attention to the last pub-
lic library competencies developed for entry-level
professionals by PLA. Specifically, this study was
designed to determine whether the public library
competencies document promulgated in 1994 is cur-
rently used in initial and continuing education activi-
ties conducted by various institutions concerned
with the training and education of public librarians;
to determine use of other national library association
competencies documents; to develop recommenda-
tions regarding revision of existing competencies
documents for public librarians; and to facilitate
planning of education, certification, and continuing
education activities of public librarians. This article
reports on the aspects of the study related to extent
and type of use of competencies documents.

The study employed several methods to study use
of and attitudes about professional competencies
developed and distributed by national organizations

516 public libraries was drawn utilizing data from the National Center for Education Statistics (NCES).[15] The distribution of public libraries in the population and sample, as well as response rate, is shown in table 1. The public library survey was developed to determine the extent to which competency statements are used in hiring, evaluation, or in planning for professional development.

Public librarians provided comments that shed light on their usage of competencies documents, often explaining obstacles that prevented use. The comments most frequently appearing cited a lack of awareness or limited exposure to competencies documents: "I was unaware of the existence of Public Library Competencies statements"; "I have been a public library director for more than fifteen years and I am sorry to say that I was unaware that these competency and educational policy statements exist. Participating in this survey has been very helpful to me and I will examine these statements." Of those who cited lack of awareness, several indicated that they hoped or expected that such statements were used by library schools or state libraries.

Several librarians explained that they did not use competencies statements due to the limited independence inherent in municipal or state governance. One noted,

> As part of a local government our evaluation forms are exactly the same as for all other departments (like "Roads and Bridges," "County Auditor's Office," and "Sheriff's Department") too broad and too useless . . . Our job descriptions must conform to those of the other County Departments also.

Another said,

> I do think there's value in professional competency statements. However . . . public libraries are subject to the position descriptions for librarians that are developed by the [State] Civil Service Department . . . As of now, public library directors have very little input on the way those position descriptions are developed by Civil Service.

Some library directors cited time or cost issues. Only one respondent from a municipal library commented negatively on competencies statements themselves, and this was combined with financial restraints. She asserted that

> Most of the time, professional competency statements are out of touch with real-world public librarianship. They tend toward the pie-in-the-sky competencies that can only be achieved with substantial budgets. I use them only to help me create new job descriptions, and then I only use them to help me make the description sound important enough for the city council to fund. However, in ten years of directing a library, I have discovered the librarians who meet the

core competencies think that a starting pay under $40,000 is beneath them. So we hire the enthusiastic applicants and train them for the jobs. It's all we can afford to do.

A number of the public library directors explained that they developed their own local competencies; of these, several noted that they used national or state level documents as background. One public librarian from a larger library commented on a problem with using competencies statements: "Competency statements that set out what is required of a worker are most effective the lower down the list you go, for the obvious reason that there is less ambiguity in the position. (I mean Library Clerks versus professional Librarians.)"

The U.S. Department of Commerce, Bureau of the Census (Census Bureau) includes nine (18 percent) states in the Northeast region, twelve (24 percent) in the Midwest, twenty (34 percent) in the South, and thirteen (26 percent) in the West.[16] Of the fifty state library development officers contacted for the survey, twenty-three (46 percent) responded. Three (13 percent) were from libraries in the Northeast, seven (30.4 percent) in the Midwest, six (26 percent) in the South, and seven (30.4 percent) in the West. These figures suggest a fairly balanced distribution, although libraries in the Northeast and South are slightly underrepresented and those in the Midwest and Western region are slightly overrepresented.

The surveys included a list of competencies statements identical to that in the public libraries survey. Respondents were asked to select as many responses as applicable from these choices of function: do not use; to write certification standards; to assist libraries in developing position descriptions; to identify areas for continuing education and training; and other (please explain).

No competencies statement was used by a majority of the state library respondents. Use figures reported here were calculated by subtracting the "do not use" responses from total number of respondents. Actual responses are included in table 3. The most frequently used of the listed national competencies statement was the ALSC *Competencies for Librarians Serving Children in Public Libraries* (47.8 percent),

3. Use of Statements Reported by State Libraries

N = 23

Asked generally about the use of competencies state-
ments in certification and continuing education
activities, 86.9 percent of the state library respon-
dents indicated that they found such statements of
at least some use, with only one respondent (4.3 per-
cent) finding them "absolutely essential." Ten (43.5
percent) indicated that educational policy statements
were "very useful" and another nine (39.1 percent)
found them "somewhat useful." Two (8.7 percent)
found that competencies statements were "not at all
useful" in their work in the areas of certification and
continuing education. One (4.3 percent) of the state
library consultants did not respond to the question.

Of thirteen state consultants who responded with
general comments, five mentioned the WSCL compe-
tencies for non-MLIS librarians. The repetition of this
set of competencies suggests the primary focus on
certification and educational opportunities to enable
non-degreed directors and staff (library practitioners)
to manage their libraries in an effective manner.
Four of the respondents are based in states without
LIS schools; of these, two specifically mentioned
the rural nature of the state and the lack of MLIS-
credentialed personnel. One state library consultant
who cited the WSCL competencies reinforced the
importance of basic practical management skills:

> The rural public library practitioner needs a real-
> world set of skills to run the local library. They
> are typically not skills currently taught at the
> MLS degree level, like outcome-based evaluation
> or strategic planning . . . Rural library directors
> need to know how to develop a budget and
> handle personnel, including evaluation, hiring,
> and firing. They also need a
> sophisticated set of political
> skills. I don't see those skills
> explicitly listed in the public
> library competencies. They
> need to be, not theoretical,
> rather, real world, in order
> for the competencies to truly
> work and aid the rural library
> directors in doing their jobs.

> It should be noted that the
> PLA document is more than ten
> years old and is geared to entry-
> level library professionals, not
> directors. The focus is on core

knowledge of librarianship and library services,
not management. In recognition of the need for
advanced-level management skills, PLA has devel-
oped a es22(on)--leveoea I do cini22(PL)-12(PL2-22ob-18(y)-n)]TJ0

findings that competencies documents may be reflective *of* practice, but are not extensively embraced *by* practice. Public library respondents often expressed lack of awareness of national competencies statements in general and the PLA document in particular. Although none of the respondents suggested it, it seems plausible that the emphasis on community-based planning and attention to local needs that is integral to the PLA planning documents, together with organizational structures, reinforces development of these local competencies statements in lieu of reliance on national level documents.

Public librarians also often explained that they were constrained by local circumstances, including hiring and evaluation practices dictated by local governments or preexisting job descriptions. Constraints, particularly the lack of resources in small and rural libraries, were mentioned by public librarians and by state library consultants.
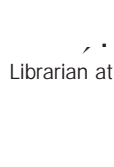
The difference in perceptions of utility of core competencies documents among schools, state libraries, and public libraries is striking, but consistent with indications of use. LIS educators in MLIS programs find competencies statements most useful while public library directors most frequently found that they were only somewhat useful or not useful at all.

While 16.7 percent of school respondents indicated that national competencies statements were "essential" in curriculum planning, only 4.3 percent of state library consultants found them "essential" in

SELF-SERVICE

Holds

A VIOLATION OF LIBRARY PATRONS' PRIVACY

is the Outreach and Access Services Librarian at the University of Denver Sturm College of Law,

A fundamental concept in a democratic society is privacy.[1] "Privacy is the right of an individual to keep information about personal and professional life from disclosure, especially to government and commercial enterprises, and to remain free from surveillance except as authorized under provisions of law."[2] The idea of privacy is that each individual controls what information they are willing to share with or release to others. Kranich stated that, "for democracy to flourish, citizens need free and open access to information."[3] As libraries are an important part of a democracy and are built on the concepts of freedom of information and freedom to read, it is imperative that libraries do everything within their power to protect the privacy of a patron's library records.

Libraries offer a wealth of services to their patrons. One particular service is the ability for patrons to place holds and request that materials be delivered to a specific branch or library. In recent years, some libraries have moved to the concept of a self-service hold area. The self-service hold area is accessible by the public so that library patrons may enter the area on their own, locate the materials they have requested, and proceed to the circulation counter to check out those materials to their own accounts. This shift to the self-service hold model versus maintaining the hold materials in a location not accessible by the public has occurred for a variety of reasons including lack of space, lack of staff or funding, and believing it is an added convenience for library patrons. In a self-service hold area, the patron is no longer required to approach the circulation desk, present a library card, and ask the staff member to retrieve hold items from a secure, private area. The patron can simply retrieve the item and check it out at the circulation desk or at a self-service checkout station. While the self-service hold area may be arranged in a number of ways, generally the materials are placed on shelves in alphabetical order by the name of the patron requesting the item. In addition, the materials often bear a label or receipt that displays the name of the patron who has requested the item so that patrons can more easily locate their hold items.

As a result of this practice, any person—a library patron, a curiosity seeker, or a government official—can enter the library, go directly to the self-service hold area, and search through the items to see what others are requesting and reading. This means your nosy neighbor could scan through your hold items to determine

they are requesting from the library on any given day, the fundamental concepts of our democratic society—freedom of information and an expectation of privacy—are further eroded.

The federal government has already allowed

If you are interested in reviewing or submitting materials for "By the Book," contact the contributing editor, , Assistant Librarian, Reference/Coordinator of Public Relations and Outreach, Indiana University South Bend, 1700 Mishawaka Ave., P. O. Box 7111, South Bend, IN 46634-7111; jmfelli@iusb .edu.

Julie is reading *. . . B   .   .* by Ta-Nehisi Coates.
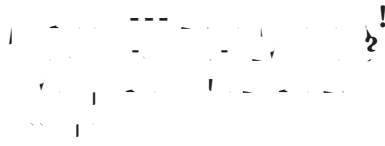
By Eli Neiburger. Chicago: ALA, 2007. 232p- $42 (ISBN-10: 0-83890-944-2; ISBN-13: 978-0-83890-944-7) LC 2007010512.

According to the OCLC Perceptions of Library and Information Resources (2005) report, libraries are tantamount to books in the minds of their users, customers, patrons, and so on. Eli Neiburger's book may foment a paradigm shift. In *Gamers . . . in the Library?!* Neiburger shares his passion of gaming technology and his mission to bring it to the masses, and proves that gaming actually supports and enhances the library's mission of serving as an educational, social, and entertainment center. Contrary to stereotypes, gaming attracts a diverse crowd—young and old alike. Children, parents, and grandparents can be seen singing, dancing, bowling, and golfing with their consoles.

Readers will learn about the different gaming consoles on the market (for example, Nintendo Wii, Nintendo GameCube, Microsoft Xbox, and Sony PlayStation). Also, the author discusses the myriad genres of games and provides advice on how to organize and market (think blogs and word-of-mouth) a gaming tournament. Note: pizza is a requirement!

This book includes diagrams as well as a helpful bibliography. Perhaps the best feature of this work is its comprehensive planning checklist that covers all bases from technical details to furniture and promotion. Required reading for all public libraries—especially for those libraries interested in Web 2.0 and Library 2.0, which includes dialoging with customers and diversifying services in the information landscape of the twenty-first century. —*C. Brian Smith, Reference/ eResources Librarian, Arlington Heights (Ill.) Memorial Library*

By Shannon Mattern. Minneapolis, Minn.: University of Minnesota Press, 2007. 179p. $39.95 (ISBN-10: 0-81664-896-4; ISBN-13: 978-0-81664-896-2) LC 2006-36510.

Increasing attention to the uncertain fate of libraries in recent years has spawned a literature aimed at an audience beyond the library profession itself. This is probably a salutary development, except to the

extent that many new works purvey stale misrepresentations, such as the notions that libraries are slow technology adopters or that they maintain an undemocratic, paternalistic disdain for the public. This contribution by a professor of media studies and film is justly skeptical of the stereotypical pitfalls and, moreover, presents an instructive study of fifteen major urban public libraries projects during the last two decades, including both new construction (for example, Phoenix, Salt Lake City, and Seattle) and renovations of existing structures (such as Chicago, Los Angeles, and New York's Rose Reading Room).

Shannon Mattern is careful to acknowledge that much of what characterizes the "new" large public library has in fact proven perennial, and that public libraries have always struggled to resolve competing demands, not merely settled to fit a static mold of cultural custodian of knowledge. But she also shows how new technologies, innovative visions of civic design, and shifting relations of work, home, and commerce in urban areas prompt designers to adapt and alter their conceptions of the traditional public library spaces and functions. Rather than narrate the story of each project seriatim, Mattern compares multiple locations in terms of pertinent themes: the divergent expectations of library staff, the public, local government, and the architectural team during the design and construction process; the reciprocity of large projects and their downtown contexts; crafting public and private spaces; the symbolic value of libraries; and the practical demands of a large library operation, among others.

Ample black-and-white photographs and other illustrations clarify Mattern's account, as do excerpts of interviews she conducted with participants in the various projects. Library staff and administration will find this work inherently engaging, but so should library users, architects and designers, and scholars of material culture, new media, and technology trends. —*Dean C. Rowan, Reference Librarian, University of California, Berkeley, School of Law*

Compiled by the Office of Intellectual Freedom of the American Library Association. Chicago: ALA, 2006. 544p. $52, $46.80 for ALA members (ISBN-10: 0-83893-561-3; ISBN-13: 978-0-83893-561-3) LC 2005022409.

The *Intellectual Freedom Manual* is a must-have for all librarians. The manual provides up-to-date information on policies, guidelines, and interpretations of the Library Bill of Rights. There is also a variety of informative articles on topics like intellectual freedom and the law, an overview of current issues, protecting intellectual freedom, and lobbying.

The purpose of this manual is twofold: to provide librarians with the tools needed to (1) uphold the right to the freedom of information and (2) to deal with issues and challenges relating to intellectual freedom.

While following these policies and guidelines won't insure that a librarian will never face a challenge, Judith F. Krug, director of the Office of Intellectual Freedom (OIF) and contributor to the manual writes that "adhering to these principles in every library is absolutely essential if librarians and users are to enjoy the full benefit of freedom of expression under the First Amendment" (preface xii).

This updated edition provides amendments and revisions to policies. Additions include a section on confidentiality and law enforcement inquiries as well as an appendix on navigating the OIF website. —*Christine Kujawa, Head of Circulation/Reference Librarian, Bismarck (N.Dak.) Veterans Memorial Public Library*

By Carolyn M. Cullum. New York: Neal-Schuman, 2007. 489p. $75 (ISBN-10: 1-55570-589-8; ISBN-13: 978-1-55570-589-3) LC 200635096.

Ever need to plan a storytime at the last minute? This book is a priceless resource for anyone who conducts storytime and needs a quick reference guide for stories, crafts, music, and DVDs.

The Storytime Sourcebook II was created as a reference source for creating fantastic storytime programs using the total of 3,790 items mentioned in the book. This updated edition since 1999 contains music selections, DVDs, and a more recent selection of picture books. This book

for videos, DVDs, and CDs. Part III contains 146 recommended A to Z themed programs, and Part IV has finding aids for storytellers, such as an index to picture book authors and titles, and a music, craft, activities, and song title index. Carolyn Cullum has worked as a systems coordinator for children's services in a New Jersey Public Library for twenty-five years.

This book is highly recommended for public libraries, educators, and anyone who conducts storytimes for children.—*Susan McClellan, Community Outreach Coordinator, Shaler North Hills Library, Glenshaw, Pa.*

By Anne M. Turner, Jefferson, N.C.: McFarland & Company, 2007. 191p. $45 (ISBN-10: 0-78643-052-4; ISBN-13: 978-0-78643-052-9) LC 2007022408.

Anne M. Turner, director of the Santa Cruz City-County (Calif.) Library System, provides a lifeline for librarians who need a crash course in fiscal management: not just for operating or programming budgets, but for the gritty details of accounting, including a basic knowledge of the terminology. No worries for the reader, because the author uses layman's terms and a conversational tone throughout the book.

Chapter topics include developing a budget, revenue sources, procurement (buying stuff), bidding major projects, contracting out, building branches, audits, cutting the budget, who are these guys (finance department), concepts and definitions, and afterward (turning the other cheek).

Additional information is listed in several appendixes: "Coding a Line-Item Budget," "Excerpts from the

Bid Document for Janitorial Services for the Woody Memorial Library," "Palos Verdes Library District Gift Policy," and "Bene((ISBN-10:)30( )-22(0-78.s)-22Elerogrammin(er)1v7t0(ame3)-22g(m

OverDrive also plans to release OverDrive Media Console for Mac in conjunction with the launch of OverDrive MP3 Audiobooks.

www.census.gov/population/www/ cen2000/censusatlas

The U.S. Census Bureau has released its new *Census Atlas of the United States.* The atlas illustrates how the nation's population and housing characteristics have changed over the years. With more than seven hundred full-color maps, it is the first general population and housing statistical atlas published by the Census Bureau since 1925.

Featuring more than three hundred pages, the atlas presents data from 1790 through 2000. It is arranged by topic and grouped into three general themes—who we are, where we come from, and what we do. Most maps feature county-level detail for the United States and Puerto Rico.

www.freewayguides.com

Frustrated by wasting time on Southern California freeways and realizing that, like them, most people want more out of life, The Freeway Guides were created in 2006 by motivational speaker/trainer Susan Leahy and film director/producer Jared Patrick.

Leahy and Patrick blended their talents and expertise to create affordable and practical training materials designed especially for busy people on the go.

Featuring a team of expert speakers and authors, The Freeway Guides launched with a series of business/ work-related titles and are expanding to include new titles focusing on a variety of personal skills and lifestyle subjects. Topics include "Effective Networking," "Confident Public Speaking," "N(N)p(e)0(C)a9life, /(the)22(m-y)50(7t(t89330((N)p(e)0(C)a9li29life ma V-22(M)bD((N)-s)s. bials worcrand igif(lifesco(/(of)s)20(.)1 0 Td(0 pltTj-1nsdes.li22(li