

PUBLIC LIBRARIES

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PUBLIC LIBRARIES



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brendan dowl ing

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PLA 2008—Don't Miss this Conference

Registration Deadlines

Early Bird Registration Deadline—
January 18, 2008 (date of postmark)

Advance Registration Deadline—
February 29, 2008 (date of postmark)

Register online at www.placonference.org.

Conference at a Glance

Tuesday, March 25

8 A.M.–5 P.M. Registration

8:30 A.M.–5:30 P.M. Preconference Programs*

9 A.M.–5 P.M. Tours*

Noon–1:45 P.M. Preconference Luncheon*

Wednesday, March 26

8 A.M.–6:30 P.M. Registration

8:30 A.M.–Noon Preconferences*

9 A.M.–1 P.M. Tours*

10:30 A.M.–Noon Nancy Pearl Presents “Book Buzz”

2:30–4 P.M. Opening General Session featuring John Wood

4–6:30 P.M. Exhibits Grand Opening
6–7:30 P.M. New Member Reception

Thursday, March 27

7:30 A.M.–5:30 P.M. Registration

8:30–9:45 A.M. Programs/Talk Tables

9:30 A.M.–5 P.M. Exhibits Open

9:45–10:30 A.M. Exhibits Coffee Break

10:30–11:45 A.M. Programs/Talk Tables

Noon–1:45 P.M. Author Luncheons*

2–3:15 P.M. Programs/Talk Tables

3:15–4 P.M. Exhibits Coffee Break

4–5:15 P.M. Programs/Talk Tables

6–8:30 P.M. Audio Publishers Association Dinner*

Friday, March 28

7:30 A.M.–4 P.M. Registration

8:30–9:45 A.M. Programs/Talk Tables

9:30 A.M.–4 P.M. Exhibits Open

9:45–10:30 A.M. Exhibits Coffee Break

10:30–11:45 A.M. Programs/Talk Tables

Noon–1:45 P.M. Author Luncheons*

2–3:15 P.M. Programs/Talk Tables

3:15–4 P.M. Exhibits Coffee Break

4–5:15 P.M. Programs/Talk Tables

7–9 P.M. All Conference Reception

Saturday, March 29

8–10 A.M. Registration

8:30–9:45 A.M. Programs/Talk Tables

10:15–11:30 A.M. Programs/Talk Tables

11:45–1 P.M. Closing Session featuring Kevin Nealon

1–5 P.M. Tours*

**Requires an additional fee.*

When putting together your schedule for conference, remember to include a couple of different program options (you can see scheduled

programming at www.placonference.org) for each time slot. And don't forget to include the exhibits! The

porting presentation materials, and more. Visit www.placonference.org for more information about the event, registration, and other details.

CPLA Courses Offered by PLA

PLA is proud to be an approved provider of Certified Public Library Administrator (CPLA) courses. This series of continuing education programs is designed to meet both the requirements for CPLA certification and the needs of library managers wanting to enhance their skills outside of the CPLA framework.

The basic content of the workshops is of equal interest to librarians pursuing certification and librarians desiring to enhance their professional skills in more informal way. The workshops have been designed to be practical rather than theoretical and include interactive exercises and group work. Librarians pursuing CPLA certification will be required to take both a pre- and a

post-test and will be asked to do outside readings or complete a project.

All of the PLA courses for CPLA are interactive and include a variety of group exercises based on a case study about a medium-sized county library with multiple branches. Using the same case study throughout each training program will give participants an opportunity to apply what they are learning in a practical way in the real library—and to see the effects of the decisions they make throughout each of the two-day programs.

For more information on becoming a Certified Public Library Administrator, visit the CPLA Web site. For information about registration for any of the events listed below (see table 1), visit www.pla.org.

FOLUSA and ALTA Begin Work to Form Partnership

The executive board of the Association of Library Trustees and

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determine a viable dues structure that encourages continued and growing membership, and find ways to engage corporate members to join them in advocacy.

“This is certainly an idea whose time has come,” said Emily Sheketoff, executive director of ALA’s Washington Office. “Our most powerful advocates for libraries are those that support them and use them—in other words, trustees, Friends, and the library’s corporate community.”

As the planning continues, the boards of both organizations are committed to ensuring that the distinctive and important roles both groups play in the library community are preserved and that benefits to trustees and Friends will continue to grow. “I’m thrilled to have the opportunity to work with ALTA as interim director,” said Sally G. Reed, executive director of FOLUSA. “I honestly believe that libraries are strengthened when trustees, Friends, and members of the library corporate community join forces to enhance and preserve our libraries.”

Immediate plans are underway to work with the Public Library Association, the Library Administration and Management Association, and the Association of College and Research Libraries with the goal of bringing all trustee boards and Friends groups into the new partnership.

FOLUSA is a national organization with approximately 3,500

Friends group, trustee, foundation, and individual members representing hundreds of thousands of library supporters. For more than twenty-five years FOLUSA has offered training, support, and idea sharing for library supporters around the country. More information is available at www.ala.org/alta.

Missing Midwinter?— Read All about It on the PLA Blog

Check out the PLA Blog (www.plablog.org) during the upcoming ALA Midwinter Meeting for detailed coverage of programs, social events, exhibits, and more. A team of PLA bloggers (headed by PLA Blog Manager Andrea Mercado) will fan out to bring all of the important details to our readers. If you will be at the Meeting and want to help blog sessions or other events, drop us a line at contact@plablog.org and we’ll give you all the details. ■



JAN ANDE is Director of the Pasadena (Calif.) Public Library; jsanders@cityofpasadena.net.

Jan is reading *Easter Island* by Jennifer Vanderbes, *The Air We Breathe* by Andrea Barrett, *Funny in Farsi* by Firoozeh Dumas, and *Extremely Loud and Incredibly Close* by Jonathon Safran Foer.

Trends in Taiwan's Public Libraries

I have just returned from a fabulous trip to Taipei, Taiwan. As PLA president, I was invited to visit with them to discuss the service trends we are currently experiencing and to reflect on how those trends are affecting our organizational patterns and our services. It was a full, three-day meeting. Other public librarians from the United States included Jane Applying of Seattle Public Library and Bernie Margolis, formerly of Boston Public Library. There were some United States academics there—the University of North Carolina at Chapel Hill—as well as some public librarians from Norway and Japan. It was an interesting and varied conversation.

I want to just briefly give you some observations. I had an opportunity to view some of the branches for the Taipei Public Library. Three were especially noteworthy.

One was a green library, the Beitou Branch (featured in the July/August 2007 issue of *PL*), which featured a solar-paneled room, a rainwater collection apparatus, energy-saving lighting, and a variety of tools and practices built in to ensure an ecologically sound facility. There was lots of task lighting in place of brightly lit (over-lit?) reading areas. The library was featured in a number of publications, notably, *DT: DISCOVER TAIPEI*, a bimonthly tourism magazine. One interesting feature was a huge flat screen panel programmed to show actual energy use versus energy creation in real time.

Moving from sunlight to shadow, I also visited an underground facility placed inside a metro subway station. It is completely unstaffed; twice each week, a page comes in to reshelve materials. Users can enter the secured facility by using either a subway debit card (fare card) or a library card. Collections seemed to be geared toward teens and young adults. Mostly, it was filled with graphic novels and serial titles—all paperback. There was no seating, but it did have two public access terminals for catalog access. Periodicals were there, but not for check-out. I asked about theft, as it's all self-check and honor system. That didn't seem to be an issue; the unit has five or six cameras running around the clock. I also asked about the homeless users and whether or not they proved an issue. No, I was told, it's unlikely anyone would camp out in the library, and it would be okay if they did. The cameras all provide real-time feed to a monitoring station in the main library located in the circulation staging area (off desk). Circulation staff keep an eye on the situation as they do other tasks.

The third branch of interest was one I heard described, but was not able to see in person. It was a facility where the entire collection is comic books.

(We would likely say “graphic novels.”) I’m guessing it received heavy use by teens and young adults. What an interesting concept! It appears that they develop branches around age groups or usages, not necessarily based upon a particular geographic location. The neighborhood branches are more likely to be special use rather than full-service facilities for a specific area of the city.

In all this touring around, I was able to speak with a number of branch staff. When asked about their concerns or issues, they responded with familiar remarks: “We don’t have enough money for an adequate supply of new books.” “Our public wants us to be open more hours.” “We need more staff.” “What can we do about kids coming in after school and tying up all the computers just to play computer games?” Sounds pretty familiar, doesn’t it? One thing I did note about staffing, though, is that they do not hire any pages. Those jobs are all done by volunteers. The staff consists of only paid individuals, so their numbers look much smaller than ours. They also don’t worry so much about FTE, but just record any-

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TAMMY EMPLETON is an Orthopedic Surgeon at the Kansas University Medical Center and Chair of the Public Education Committee; ktemplet@kumc.edu. **AMM L. MA** is an ALA Spectrum doctoral fellow at the School of Library and Information Studies, University of Wisconsin-Madison; tmays@wisc.edu. **KAREN A. GARGAS** is the Consumer Health Outreach Coordinator for the National Network of Libraries of Medicine, South-Central Region, HMTMC Library, Houston, Tex.; karen.vargas@exch.library.tmc.edu.

Malore is reading *Eat, Pray, Love* by Elizabeth Gilbert. Toby is reading *Down Under* by Bill Bryson. Kimberly is reading *The Tempest* edited by Peter Holland. Tammy is reading *Mirror to America: The Autobiography of John Hope Franklin* by John Hope Franklin. Karen is reading *Fantomas* by Marcel Allain and Pierre Souvestre.

Make No Bones about It—Creative Partnerships Work

United States Bone and Joint Decade and the National Network of Libraries of Medicine

The executive summary of *Bone Health and Osteoporosis: A Report of the Surgeon General* id]TJ/-fis Bhe Sman oke ostke holerBhea oaea

bone health and cause bone disease
and fractures, the report explains
that this enhanced level of knowl-
edge has led to significant advances

- Another 34 million Americans have osteopenia (low bone mass).
- One in two women, and one in four men, will have an osteoporosis-related fracture in their lifetime.
- It is estimated that in 2020, one in two Americans older than age fifty will have, or be at high risk for developing, osteoporosis.
- Each year, an estimated 1.5 million individuals suffer a fracture due to bone disease.
- Direct-care expenditures for osteoporotic fractures alone range from \$12.2 to \$17.9 billion each year.⁹
- The risk of a fracture increases with age and is greatest in women. Roughly four in ten white women aged fifty or older in the United States will experience a hip, spine, or wrist fracture over the course of their lives.
- The prevalence of osteoporosis in Hispanic and Asian women is similar to that found in white women.
- African-American women have higher bone mineral density than white women, but African-American women ages nineteen to forty-nine are ten times less likely to get enough vitamin D than white women.
- Although children and men are at a lower risk, it is important to remember that osteoporosis is a real risk for any aging man or woman.

Educational Program on Bone Health—The Goals of the Program

What Is the United States Bone and Joint Decade (2002–2011)?

The United States Bone and Joint Decade (USBJD) is an organization

whose mission is “to provide national leadership and coordination of activities in the United States in the worldwide movement to improve patient care, to promote research and to advance understanding and treatment of musculoskeletal conditions during the International Bone and Joint Decade.”¹⁰ The worldwide Bone and Joint Decade is an international collaborative movement sanctioned by the United Nations and World Health Organization and focused on improving the quality of life for people affected by musculoskeletal disorders.

President Bush officially proclaimed the Bone and Joint Decade in the United States. All fifty states have endorsed the Decade. About one hundred patient, healthcare professional, and other organizations have signed a declaration supporting the Decade and forming the USBJD network. All United States medical schools and many colleges of medicine have declared their support.

USBJD has four goals designed to advance the Decade’s objectives, which are to:

- raise the awareness of the American people of the growing burden of musculoskeletal disorders on society;
- promote prevention of musculoskeletal disorders and empower patients through educational programs;
- advance research in prevention, diagnosis, and treatment of musculoskeletal disorders; and
- improve diagnosis and treatment of musculoskeletal disorders.

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these individuals before they have a fracture so they can take necessary steps to prevent bone disease and make changes in their lives to alter the course of the condition. Since its inception, the program has been requested to educate other age groups, and versions for teenagers, healthcare professionals, and medical and nurse students have been developed.

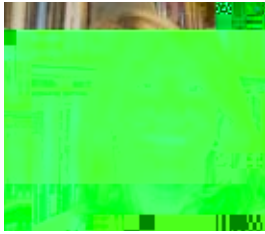
Program

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on MedlinePlus, the authoritative consumer health database of the National Library of Medicine. In addition, a PowerPoint overview of MedlinePlus is provided to offer strategies on how to effectively search for bone health information. Participants are encouraged to use MedlinePlus to find answers to their health needs and to make informed healthcare decisions. MedlinePlus not only will assist in finding bone health information, but features such as the interactive health tutorials and drug and herbal information also are emphasized during the PowerPoint presentation.

Conclusion

Bone health is a neglected subject. This article defines bone health, discusses the status of bone health in America, and explores creative ideas on how public, hospital, and medical librarians can partner with community-based organizations to promote bone health in their own communities. "Fit to a T @ your library[®]" is a free educational program focusing on bone health and osteoporosis.



Contributing Editor

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is Executive Director,
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Jennifer is reading *Empire of Blue Water: Captain Morgan's Great Pirate Army, the Epic Battle for the Americas, and the Catastrophe that Ended the Outlaws' Bloody Reign* by Stephan Talty, *The Alexandria Link: A Novel* by Steve Berry, and *Dead Water* by Barbara Hambly.

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

Give Our Library a Face Avatar Design Contest

Young adults grades six through twelve who live in Contra Costa County or have a Contra Costa County library card have been invited to create an original avatar—a virtual face that depicts what they think the Contra Costa County Library (CCCL) in Pleasant Hill, California, looks like. The winning avatar is prominently featured in **OurLibrary** (www.myspace.com/ourlibrary), the library's new MySpace profile. The contest allows teens to showcase their creativity while interacting with peers and library professionals in a way they never could before.

Participants were invited to submit designs of their own creation, integrating characters or images inspired by reading and literature or by library buildings and people from the local community. A group of ten finalists were chosen from the entries received and posted on OurLibrary throughout September. Visitors cast their vote on the site for the avatar that they would like to see representing the library. The winner, who received an iPod shuffle, was announced at a countywide Teen Read Week event, October 14–October 20.

The library will utilize MySpace's network and tools to reach out to the Contra Costa County's online community of students, artists, and readers. "We're placing library services on the Web because that's where teens are, and where they get much of their information," said Cathy

Sanford, CCCL deputy county librarian. "Teens can get help with their homework, contact a librarian or online tutor, and find a book, movie, or music CD in the library's catalog from this site." Designed especially with young adults in mind, the profile has already been critiqued by young library users from throughout the county. Their suggestions, feedback, and original content are incorporated into the site, giving it undeniable teen appeal.

For more information about the avatar design contest, contact Lorrie Butler, information systems, at (925) 646-6461, or e-mail lbutler@ccclib.org.

Wi-Fi, we're providing computer access to far more people, without incurring the high cost of purchasing and maintaining additional equipment. Best of all, when people use their own laptops, more of our computers are available to patrons who must rely on library equipment for Internet access."

Outfitting all seventy-two libraries citywide with Wi-Fi was accomplished without using city money, noted Holmes. Instead, the Library Foundation of Los Angeles, a non-profit organization that supports the library, raised the necessary funds.

The program began in March 2004 as a pilot project in the Central Library's computer center, and was a success with the public. The library then began an ambitious expansion of the service to all facilities.

For more information, contact Peter Persic, public information director, at (213) 228-7555, or visit www.lapl.org.

Newspapers from Around the World Free @ Skokie PL

One small part of the Skokie (Ill.) Public Library (SPL) virtual library is NewspaperDirect PressDisplay, which provides free access to more than 250 newspapers from all over the world in many languages. Using their library card number, SPL users can access the newspapers in full-page format, complete with photographs, headlines, tables, and charts; the papers keep the same formatting as their print versions.

This new service is great for users with personal or business interests out of town, or for those interested in many different perspectives on the news of the day. There also is a translation feature for some newspapers. The papers usually are avail-

able on the day they're published, and remain available for sixty days.

The virtual library is always open and available. For more information call (847) 673-3733, or visit www.skokielibrary.info.

Harry Potter's Knight Bus

The Knight Bus visited the New Carrollton and Oxon Hill branches of the Prince George's County Memorial Library System in Hyattsville, Maryland, to promote the publication of the seventh and final Harry Potter book, *Harry Potter and the Deathly Hallows*. The Knight Bus is an enchanted, very purple, double-decker bus that serves as public transportation for wizards and witches on the go. Muggles and other nonmagical Harry Potter fans also were invited to tour the Knight Bus and record a thirty-second video about why they love J. K. Rowling's books. Safe and comfortable costumes were welcomed. Select video clips were uploaded for viewing and sharing on www.scholastic.com/harrypotter.

For more information, visit www.pgcmpls.info.

Senior Spaces Designed for Older Library Patrons

A pilot program at the Old Bridge (N.J.) Public Library (OBPL) called "Senior Spaces" has been designed to accommodate the interests, needs, and concerns of baby boomers, their parents, and elderly customers.

The changes move the area "from a passive to an interactive environment," said OBPL assistant library director Allan M. Kleiman, who is coordinating the new Senior Spaces project.

The new area includes a comfortable seating area called "the living room" as well as a "bookshop" with books and other materials of interest to older age g0(teM-123elect)-22(a)10()280(a)

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Library Cooperative INFOLINK and the OBPL to fund a center for life-long learning. “Serving the needs of older residents as the population of New Jersey ages is one of the ways in which we can help libraries to



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Nann is reading *If You Lived
Here, I'd Know Your Name:
News from Small-Town
Alaska* by Heather Lende
and *Well-Behaved Women
Seldom Make History* by
Laurel Thatcher Ulrich.
She is listening to *Twinkle
Deconstructed* by Steve
Ettlinger.

"Perspectives" offers varied viewpoints on subjects of interest to the public library profession.

Magic @ your library®

Contemporary literature has a new line of demarcation: pre- and post-Harry Potter. The first book was published in the United States in 1997. Our vocabulary has been enriched by "muggle" and "quidditch," and our geography by "Diagon Alley" and "Hogwarts." We know how and why the sorting hat and owl mail are used. We know that comparing someone to Snape doesn't say well of him, but comparing someone to Dumbledore does.

Harry Potter is a publishing phenomenon, with more than 300 million copies of the seven books in the series published in dozens of languages. Harry Potter also is a reading phenomenon. "Children in many countries have rediscovered the power of reading—or discovered it for the first time," writes Judith Saltman. "Even before the global onslaught of massive advertising and merchandising campaigns, the books had caught fire with readers. . . . Publishers, booksellers, and libraries have witnessed a resurgence of interest in the fantasy genre. . . . It is remarkable that at the beginning of this new millennium, the most well-known cultural figure may be a . . . wizard-in-training."¹

The seventh volume in the beloved series was published in July 2007. Libraries across the country made the most of the event, with special programs and community connections.

Written in legalese, the gist of the release was this: “Don’t let this book out of your sight one second before midnight on release day, or we’ll seize your first-born child and never send you another book pre-release ever again.”

Needless to say, I took those threats seriously. I was the guardian. The gatekeeper. The one person standing between the hordes of Harry Potter fanatics and the most eagerly anticipated book of the year.

It was a big responsibility, but, as I always say, that’s why they pay me the big bucks.

The calls started in early July. A reporter from the local newspaper, wanting to talk to me about the new Harry Potter.

“Are you sure I’m the person you want to talk to? Wouldn’t you rather talk to the children’s department?”

She wants to talk to me. She’s already talked to children’s, and they told her all about the crazy forms I had to sign. It’s an angle; something different. She wants to know if she can bring a photographer to take a picture of me holding the contracts.

The article is a good one, and the picture is huge. I cut it out from the newspaper and give it to my mother, who passes it along to my grandmother, who thinks it’s a really good picture. It is a picture of the top half of my face—my eyes, mostly—and the contracts. The evil contracts.

At this point, I am sick of Harry Potter. We’ve got a battle plan for the processing—basically, a “drop everything and deal with these books, then seal them back up in the original boxes and lock them up” plan—but I have now had to send the release forms to the vendor three times. Each time, I include a note: “please call to confirm that you’ve

received these.” No response. I am faxing into the ether. Because I’m not sure that the vendor has the release forms, I’m not sure that we’ll get the books on time. I ask my children’s materials cataloger to please confirm that the vendor has the forms. She calls and gets confirmation.

Two days later, I get yet another call from the vendor. They don’t have the forms. I fax them yet again, this time directly to our salesperson, who says he’ll take care of it. I breathe a sigh of relief when the books show up the Tuesday before release.

Everyone in the department is hard at work, adding theft detection strips, Mylar book jackets, barcodes, and ownership labels. We are efficient. We are processing machines! As the processing is completed, the books are sealed back into their original boxes.

Somehow, the books managed to show up without anybody noticing. Information usually spreads like wildfire around our library, and I was expecting a parade through the department the second word got out. People didn’t stword 5T*[(says)-22(h(ar)6(ound)-nW)65(e)-22(0)-22(and)-22(get

Harry Potter has been a part of my life since I was in college. He came into my world nine years ago, on a quiet day when I was working alone at Waldenbooks. I was looking for a book to read and stumbled across *Harry Potter and the Sorcerer's Stone*. I devoured it in a few hours, and then went to check and see when the next one would be out. I was dismayed to find that I would have to wait two whole weeks to read *Harry Potter and the Chamber of Secrets*. (If I only knew then what a short wait that was.) But wait I did, as I, and eventually the rest of the nation, anxiously awaited the next six books.

But it wasn't enough to just read the books. I loved them too much for that. Harry hooked me right from the first. I knew that I needed to spread the word about Harry

to adults and children alike. I told friends and family. I recommended it as often as possible to kids when I still worked at the bookstore, and then later, when I became a librarian. Still, it wasn't quite enough, and so began the programs. I held Harry Potter parties, where we had trivia contests, made potions, did wand work, dressed as characters, played Quidditch, wrote birthday cards, and participated in all sorts of other Harry Potter activities. Children loved coming and getting revved up for the release of the next book. But something was missing.

Everything I had ever done for Harry had been focused entirely on children or, to some extent, teens. But what about the adults? How could we do something that would stretch across the generations to really capture the love that Harry inspired in all ages? My idea: host a Harry Potter Extravaganza in uptown Park Ridge, Illinois, and draw in all ages to the most exciting event Park Ridge had ever seen (or so I hoped).

As soon as the release date for book seven came out, the planning started. The first step was meeting with local businesses to see if they would be willing to participate. Despite my enthusiasm, there were only a few businesses who came forward. They were hesitant to stay open until midnight as I suggested. Slowly, as word spread and interest was sparked in the community, more and more businesses signed on. Eventually we had twenty-five businesses participating, of whom twelve (including the library) stayed open until midnight; most of the others staying open until 10 P.M. Each business picked a name (or had help picking one if they were not familiar with Harry Potter) and an activity or event they would have at their store. We made sure to have events for all

ages, from little children through adults. The library staff planned the marketing, put up posters, and handed out flyers, and before we knew it, the day had arrived.

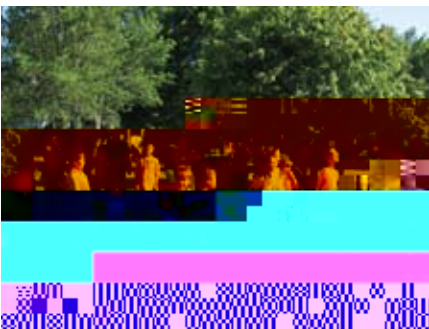
The anticipation had been humming in town for the past few weeks, and everywhere you went you could hear murmurs of "Harry Potter, Harry Potter," quite similar to how wizards acted in chapter one of *Harry Potter and the Sorcerer's Stone*. The town had been transformed with banners and decorations. The library—I mean Hogwarts School of Witchcraft and Wizardry—was a wonderland of Harry Potter decorations and costumed staff. We were ready for the masses.

The event started at 5 P.M. By 4:45 P.M., the library was filled with people in wizard dress waiting to be sorted into houses and ready to watch or take part in the trivia contest for children, which kicked off the event at the library. All across town, people were wandering about, taking part in all the activities, including the potions class; wand-making class; charms class; Quidditch; Bertie Bott's Every Flavour Bean Tasting Contest; dramatic readings; costume contests for children, teens, adults and families; Harry Potter Bingo; Azkaban Prison visits; herbology class; Harry Potter food sampling at various locations; Tri-Wizard Tournaments; Harry Potter face painting; and more. Children, teens, and adults were welcomed and took part in all the events. The night was magical, and for those seven hours you only heard sounds of laughter and fun being had. It was as if the magic of Harry had infused the town and turned it into a true Harry Potter Wonderland.

How many people do you expect for an event like this? The library had never had an event of this mag-



P P P L A P



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nitude, so we didn't really know. We planned for the masses and were not far off. There were more than three thousand people that trooped through the library during the event, and we estimated about another thousand that may not have made it in. Not bad for a town of about 38,000. But, of course, it is not really about the numbers, but about creating a memory of the library, a boy named Harry Potter, and an event that will live on in history.

Did Harry Potter change the role of the library in Park Ridge? The businesses now are excited to work with us, and have already started talking about other events we can host together. Even almost two months since the release of the seventh book, we were still receiving comments from patrons that it was a wonderful, amazing event. The newspaper raved about it, and showed the library as a vital force in the community. And though our circulation hasn't shot up 20 percent, our Harry Potter Extravaganza very definitely showed the community the value of the library . . . and of a good book.

The Party-That-Must-Not-Be-Named

KELL CARPENTER, REFERENCE LIBRARIAN, TWIN LAKES LIBRARY SYSTEM, MARY VINSON MEMORIAL LIBRARY, MILLEDGEVILLE, GA.; KELLCARPENTER@TLLSGA.ORG

Harry Potter.

The name receives instant recognition in today's society. The response is often polarized: one extreme is displeasure and disapproval; the other is enjoyment and excitement. I'm afraid I can't be objective on this hotly debated topic. You see, I'm definitely a fan of the boy wizard and the magical world in which he lives.

Some find this odd; in fact, it's a bit of a joke among my colleagues and co-workers in our library. You see, I have somewhat of an elevated interest when it comes to the series of Harry Potter novels. I tend to revisit them every so often, when I'm in between reading material, you see. Of course, that comes around rather more often than not.

As I write this, I'm just starting *Harry Potter and the Half-Blood P*

world into being for the benefit of our patrons, young and old alike.

In late spring, we began the process of converting the lower level of our building into Hogwarts School of Witchcraft and Wizardry. Day after day, we put up stone walls, hung our hand-made house banners, set up the Owlery, mixed new potions for the Potion Master's shelf, and tested the alarm on the "restricted section" of the Hogwarts library (which we knew from experience would evoke squeals from our young charges once some Slytherin violated the rules and triggered it). All this had been done to accommodate the many Harry Potter programs we already had on the docket. During the summer we ran a Harry Potter movie marathon; two book discussions, one for adults, another for the kids; and two "Harry Potter Days," at which would-be wizards and witches do banking at Gringotts, purchase supplies in Diagon Alley, make their own wands, get sorted into houses, attend classes in potions, divination, and herbology, get refreshed at the Leaky Cauldron, and have a rousing game of East Coast Quidditch on the lawn.

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- held four different programs to celebrate Harry Potter books, including two midnight book release parties (something we had never done before or since!);
- had volunteers create a spectacular, handmade Harry Potter quilt giveaway that was used as an incentive for tween and teen readers to participate in a reading program (and it worked!);
- received requests from young men at the Camp Nokomis Challenge Center, an at-risk youth facility, for the final book, library staff personally donated two copies of *Harry Potter and the Deathly Hallows* for the center's library;
- chose a children's book, *Harry Potter and the Sorcerer's Stone*, for Page-Turners, an adult reading discussion club; and
- checked out sooooo many copies of Harry Potter in every format—books (hardcover, paperback, and large print), audio books, and DVDs.

Thank you, J. K. Rowling for Harry, and for reigniting the passion for reading!

We're Just Wild about Harry! Darhithe passionlibrDVD2assionse!DVDlishefor passionsampassiontimetr

the Girl Scout Silver Award, the highest Girl Scout award for her age level. Other scout leaders and troop members included Char Olson, Gabriela McCubbrey, Carol Collins, Rebecca Donnelly, Lydia Basinger, Sophia Bell-Streety, Tila Havlik, and DeAnna Crout. Fort Belknap College Library was represented by Brenda Hopkins, Steve Gives, and Eva English.

The scouts' financial contribution was supplemented by funding from the Institute of Museum and Library Services (IMLS) Enhancement Grant. Community programming is one activity funded by the grant, and will help us improve and expand library services.

As the Girl Scouts left, they said they are already planning things they can do when they come back next year!

One Library's Response to Harry Potter Fans

MARNA ELLIOTT, HEAD OF YOUTH SERVICES,
BRIDGEWATER (N.J.) LIBRARY; MELLIOTT@SCLSNJ.ORG

Harry Potter fans have always looked to July for another thrilling installment from their favorite author, and this year the seventh month brought forth the long-awaited seventh book, *Harry Potter and the Deathly Hallows*. The Bridgewater Library looked at how it could respond to the excitement as we considered the library's role in the Harry Potter phenomena.

It was clear that bookstores, toy

With all the previous Harry Potter titles flying off the shelf as fans rushed to reread their favorite book or finish book six, the one book that remained in the library was their own *Book of Magical Creatures* based on J. K. Rowling's *Fantastic Beasts and Where to Find Them*. Children who could not attend the party were able to add their own fantastical creatures.

The teen lock-in was held on the Friday night of the midnight release. We arranged to have copies of the book available at midnight for those teens who wanted to spend the rest of the evening reading about Harry with friends, but we also provided alternate activities (duct-tape crafts, library scavenger hunt, and Guitar Hero and Dance Dance Revolution) for those teens who wanted to ignore Harry Potter.

Although I am listing it last, one of the most important things heard from the fans was that they had library access to the book. Even before the publication date was released, fans wanted to know when and how they could place a hold on

their favorite format for the book, and as soon we had a release date we added the record to the catalog so holds could be placed. As we watched the holds request grow, it helped us to determine how many volumes we would need to purchase to satisfy the demand. The technical services and circulation departments took special care that the library would honor the publisher's release date requirement and made sure the books were processed and on the holds shelf for fans to pick up when the library opened on Saturday morning.

As we look back over the summer of Potter, we feel we were successful in filling the gaps left by the commercial market, by providing the venue, activities, and, more importantly, the freedom for the reader to fully express the thoughts and ideas brought about by Rowling's work. We feel we were able to satisfy all age groups associated with reading the Potter books, and that the access and atmosphere provided by our library did nothing but enhance the reading experience.

Conclusion

MA' MEN EL is

Director of the California Center for the Book, Los Angeles, www.calbook.org; mmenzel@ucla.edu.

Mary is reading *Every Night Is Ladies' Night* by Michael Jaime-Becerra.

"Book Talk" provides authors' perspectives on libraries, books, technology, and information. If you have any suggestions of authors you would like to see featured in Book Talk, or if you are interested in volunteering to be an author-interviewer, contact Kathleen Hughes, Editor of *Public Libraries*, at the Public Library Association, 50 E. Huron St., Chicago, IL 60611; khughes@ala.org.

Huckleberry Moments

An Interview with Susan Vreeland

After a long career teaching English in San Diego high schools, Susan Vreeland achieved major success with *Girl in Hyacinth Blue* (1999), which traced the ownership of an alleged Vermeer painting through the centuries. The book became a *New York Times* bestseller and was made into a Hallmark Hall of Fame production that aired in 2003. A succession of beautifully written, highly evocative bestsellers followed, many of them based on the lives and work of real-life artists. Another *New York Times* bestseller, *The Passion of Artemisia* (2002), relates the life of Italian Baroque painter Artemisia Gentileschi. *The Forest Lover* (2004) follows the rebel Canadian landscape painter Emily Carr. *Los Angeles Times* bestseller *Life Studies* (2005) collects eighteen stories about Impressionist and Post-Impressionist painters from the points of view of people who knew them. Her most recent *New York Times* bestseller, *Luncheon of the Boating Party* (2007), depicts the vibrant Parisian art scene surrounding Pierre-Auguste Renoir as he created his masterwork. Vreeland's books have been translated into twenty-five languages.

Public Libraries: The San Diego Public Library played a crucial role in the creation of *Girl in Hyacinth Blue*; can you tell us something about that?

Susan Vreeland: Where else but at a library could my books be developed? Books give birth to books. Research is an integral part of my process, but when I wrote the book, my first historical fiction, I was undergoing treatment for lymphoma. After a bone marrow transplant, I had to spend one hundred days in quarantine, which kept me from driving to the library downtown. You can imagine how grateful I was for the branch library book transfer system in San Diego, whereby I could telephone the central library and ask for obscure books to be sent to my branch library a short walk from my house. In addi-

tion to the wonderful support of library director Anna Tatar, it took the efforts of six people to provide me with each book: the librarian who answered my call, the clerk who checked the stacks or went to the basement storage to bring up the book and process it, the person who loaded the truck, the driver, the receiving library staff who telephoned me, and, finally, the circulation desk attendant who checked the book out to me, a stranger wearing a medical mask who slipped into and out of the library quickly. These dear people performed these tasks as a matter of course, not knowing that they were creating a lifeline for me, because my creative work was my road to survival. The more I imagined my way into my characters' lives, the less self-absorbed I was. There is no healing down the road of self-pity. One must reach out from the sick-room to the wide world for health.

My own experience made me conscious that these daily library service tasks, performed throughout the nation, no doubt were supporting others who had equally vital needs for library materials. We don't know what important research is being done using library resources, what creative projects are underway in the arts, the humanities, the sciences. In this regard, all intellectual labor is collaborative. Unfortunately, the research providers are seldom acknowledged.

PL: How do you make such carefully researched books so alive with emotion? Do you have to end your research very firmly and get your brain into a more creative place, or does the research continue as you write the novel?

SV: My research continues throughout the writing process. Before I



MICHAEL PO is Community Associate at Webjunction.org; michael.libraryman@gmail.com. Michael is reading *Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory* edited by Diane Nahl and Dania Bilal.

DAVID LEE KING is Digital Branch and Services Manager, Topeka & Shawnee County (Kans.) Public Library; davidleeking@gmail.com. David is reading *Library 2.0: A Guide to Participatory Library Service* by Michael E. Casey and Laura C. Savastinuk.

If you have feedback about this article, would like to suggest a topic for future Internet Spotlight articles, have an interesting Internet resource to share, or if you just want to say hello, please feel free to e-mail the editors.

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

Inviting Participation

Web 2.0 is transforming our Internet world in many ways. It has certainly transformed David’s and Michael’s worlds—our jobs wouldn’t exist without Web 2.0! Web 2.0 has been defined many different ways; check out the **Web 2.0 Wikipedia entry** (http://en.wikipedia.org/wiki/Web_2.0), for a good run-down. Most of those definitions and descriptions include this concept—participation. If nothing else, Web 2.0 is all about participation. The ability to add your own thoughts to something found on the Web—a photo, a YouTube video, or any number of blog posts—without having to be buddies with the owner of the Web site and without having advanced knowledge of HTML is HUGE. Huge enough that *Time Magazine* even noticed this phenomenon, and named YOU as the person of the year for 2006—all because you (that is, we; that is, me) are choosing not to sit back and watch the Web go by. Instead, we are choosing to engage with each other via this emerging Web.

But just because your library has started a blog, does that mean that patrons will automatically discover it and immediately start to participate with you and with each other? Not necessarily. Sure, you might get lucky, but most likely, you will have to do two things. You will have to offer the ability to participate on your Web site, and you will have to go one step further and actually invite your customers to participate.

What do I mean by that? Here are two examples to illustrate:

1. A couple months ago, Michael created a Flickr group, **365 Library Days Project** (<http://flickr.com/groups/365libs>, described at <http://tinyurl.com/yufyta>). For the project, he asked people to “commit to downloading at least 365 pictures from in, around, or about the library you work in, for, or with.” So far, he has received 20 comments on his blog post, 324 people have signed up for the group, and more than 4,300 photos have been added. A marketing toolkit and press kit that helps libraries mine and use the images collected here to their fullest potential is the next phase of this group’s work.
2. Last year, David created a song and video about Web 2.0 titled “**Are You Blogging This**” (www.davidleeking.com/2006/08/01/celebrating-my-second-blogging-anniversary-with-a-song). David didn’t realize it at the time, but the title of his song and video invited people to participate.

Active Invitations

Michael's Flickr group (example 1 above) is a good example of an active invitation to participate. Instead of creating the Flickr group and then hoping people would discover it, Michael actively asked people to do something—in this case, he asked people to add pictures of libraries to a project-specific Flickr group. Active invitations, just as with Michael's invitation to add photos to Flickr, are direct.

Active invitations come in one basic form, which sounds rather easy at first glance, and only involve one word. That word is (drumroll please): ASK. You have to actually ask people to do something. It's a real, live, direct type of invitation.

We just said there is one basic form to active invitations (actually asking). However, there are many ways to implement the asking. Asking can be done in a number of ways, depending on the tool you use. For example, active invitations in blogs can involve asking readers to:

- respond to a question (such as, "Who's your favorite author?");
-



“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 also leverage community support and build collaborative strategies.

Contributing Editor **LEE**

P ICE is the Director


of Alternative Sources of Funding for Public Libraries. He is also the Director of the National Center for Public Library Administration.

The first Preservation Assistance Grant that we were awarded in December 2003 was the very first grant I had ever written. It was a challenge because it was a new experience. When it was all written and submitted, however, I realized that it was not that difficult. The monies from the first grant enabled us to hire a preservation consultant to provide us with suggestions and guidance on how better to secure, organize, and preserve our collection. She also advised us on the materials we would need.

Our second Preservation Assistance Grant, which we just received this year, has allowed us to follow through with many of those suggestions by enabling us to purchase proper storage furniture and preservation supplies.¹⁰

Kathy recommends these grants heartily: "Public libraries are under

such strict budget constraints that special collections often land at the bottom of the priority list. These grants were a wonderful gift that gave us the funds we needed to properly care for a crucial part of our collection. We still have work to do, but our local history room is in much better shape now than I would have thought possible."¹¹

With thoughtfulness and a commitment to getting the job done, a \$5,000 grant can accomplish much. The NEH Preservation Assistance Grant program offers real opportunities for public libraries with special collections to meet their responsibility to provide the best possible care for the treasures under their stewardship. 

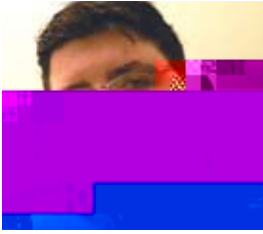
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Nancy Pearl Presents "Book Buzz" at PLA 2008

Literary taste-maker and librarian action figure model Nancy Pearl will present "Book Buzz" at PLA 2008, the 12th National Conference of the Public Library Association (PLA), on Wednesday, March 26, 2008, from 10:30 A.M. to noon. Nancy will be joined by representatives from top publishers, including Virginia Stanley from HarperCollins, Talia Ross from Holtzbrinck, Nora Rawlinson from Hachette, and Marcia Purcell from Random House; all of who will discuss some of the best upcoming books. The event is open to all conference attendees and requires no advance registration. She also will deliver the keynote address to the Young Adult Luncheon, to be held Friday, March 28, 2008, from noon to 1:45 P.M. To register for the Young Adult Luncheon, visit www.placonference.org. Early registration is advised, as meal events tend to sell out quickly.

Pearl speaks about the pleasures of reading to library and community groups across the country and regularly recommends books on NPR's Morning Edition as well as on local public radio stations in Milwaukee, Seattle, and Tulsa, Oklahoma. She's the author of *Book Crush: For Kids and Teens: Recommended Reading for Every Mood, Moment, and Interest*, *Book Lust: Recommended Reading for Every Mood, Moment, and Reason*, and *More Book Lust: 1,000 New Reading Recommendations for Every Mood, Moment, and Reason*, all published by Sasquatch Books. In 2004 she was awarded the Women's National Book Association Award, given to "a living American woman who has done meritorious work in the world of books beyond the duties or responsibilities of her profession or occupation." Visit www.placonference.org for more information about the PLA conference or for registration information.



Contributing Editor

MICHAEL GARRETT

is a Youth Services Librarian and graphic novelist living in Chicago; michaelgarrett@hotmail.com.

Michael is reading *Silver Surfer: Requiem* by J. Michael Straczynski, *The Big Brass Ring* by Orson Welles, *Crooked Little Vein* by Warren Ellis, *Singularity Sky* by Charlie Stross, *Oryx and Crake* by Margaret Atwood, and *The Nightly News* by Jonathan Hickman.

“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.

Right Book, Wrong Time?

I suppose I blame my mother. The Freudians in the audience just shook their heads a little, but it’s true—my mother was clearly the guilty party when it came to my early reading habits.

At six years old I was a voracious consumer of books. I loved anything on dinosaurs, Egypt, and Ireland. I could sit with a book chock full of paleontological photos and be still for hours. There are a plethora of stories in my family about how Michael-Garrett was the only child to behave on a plane, a boat, or a noisy function because “he had his books and he was happy.”

But I never liked fiction.

I turned up my nose at Dr. Seuss, had no use for Eric Carle, and most picture books were just something given to me by aunts and uncles who didn’t know my tastes.

It left my mother more than perplexed. Years later she told me how frustrating it was for her to try and share books she loved with me when all I wanted was some photo book about pyramids or a picture book showing size comparisons between different Saurians.

So she pulled out the big guns.

Dracula.

For nearly a week she read me Bram Stoker’s original novel for bed each night. There was some creative editing, particularly in the bits concerning succubae, but for the most part it was all there. Peasants racing the sun, dark demonic carriage rides in the “land beyond the forest,” and the prince of darkness himself, in all his finery. And so began a lifelong obsession with two things: a good scare and adult fiction.

This isn’t a case of “my brain’s bigger than yours,” bragging; I just never could read books written “for kids.” I’d bury myself in biographies of Lincoln for the summer when other kids were tearing into the Choose Your Own Adventure series. I’d get lost in Lovecraft’s squamous cyclopean horrors when my classmates were getting into Judy Blume. At the time I felt a certain degree of pride. I was a grown-up reader, they just read “kid stuff.” I was the kid who the librarians at my local branch knew on sight as the one who

Nostalgia is a very dangerous thing for young adult librarians to indulge in, as nothing pushes us further away from teens than yearning for our own misspent youth.

“couldn’t be reading all those books on his own.” Of course, as usual, pride goeth before . . . well let’s not get cliché.

Skip to library school, where I’d decided that my passion for programming and love of graphic novels would make YA librarianship a fantastic choice. Sitting in my first young adult services class, I was all ready to dig in.

“So, we’ll go around and introduce ourselves and name our favorite books from when we were thirteen.”

Everyone laughs. The first neo-librarian starts with *The Chocolate War*. And there is clapping.

I draw a blank.

The next, “*Willy Wonka and the Chocolate Factory* or anything by Roald Dahl, really.”

My stomach sinks

“Oh, I’d say *Annie on my Mind* by Nancy Garden.”

And now it’s my turn.

“Um. My name is Michael Garrett Farrelly and my favorite book when I was thirteen was *Borstal Boy*.”

Blank looks. A long, uncomfort-

able pause. The instructor asks, “Isn’t that a little . . . advanced?”

She smiled and said, “Maybe you’re remembering it from later, in high school.”

I wanted to say, “No, actually I saw the play when I was twelve and read the book that same year. Maybe my favorite book was *Outer Dark* by Cormac McCarthy, which I got for my thirteenth birthday.” But I just smiled and nodded.

And there I was, falling behind my pride.

So it was that as an adult I came to young adult literature. Looking back, I felt like a fool for not embracing Francesca Lia Block or Madeleine L’Engle, and for looking down my nose at S. E. Hinton. For all my literary pretensions were just that—pretentious—and had left a YA-shaped hole in my library.

But there are benefits to playing catch-up. My high-brow tastes left me bereft of nostalgia for the books of my youth. Nostalgia is a very dangerous thing for young adult librarians to indulge in, as nothing pushes us further away from

teens than yearning for our own misspent youth.

For instance, while I think Brian Jacques’ Redwall books are clever fantasy fiction and recommend the heartily, I’m not put off when a teenager looks at them and mutters something about “mice with swords . . . whatever” and tosses it on the book cart. It’s ok if they don’t buy into my passion for the book. They’re not assaulting my childhood tastes.

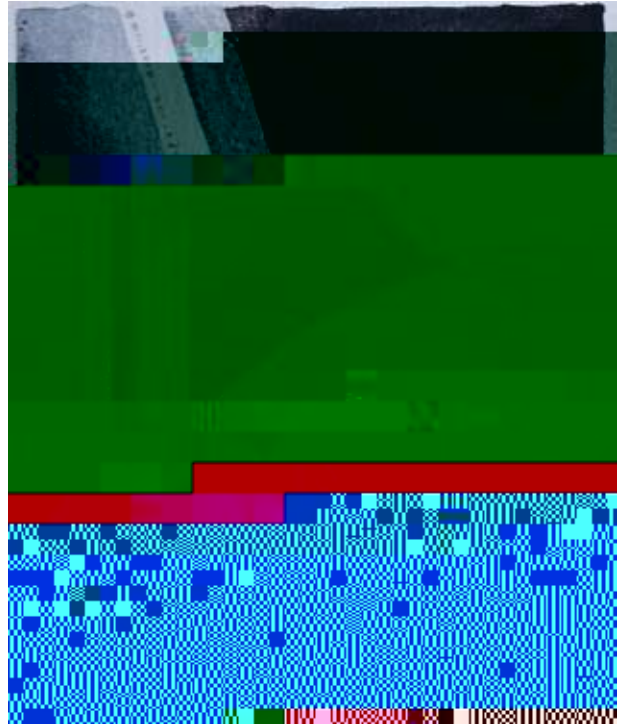
I sometimes see librarians trying to press their favorites into the mold of today’s YA readers, and that way madness lies. While many teenagers are interested in what you read “back then,” just as many are looking for books that speak to them in the now. *Monster*, *Cut*, and *Speak* might not be books that give us a dose of longing for childhood, but often they are the right book connecting to the right reader at the right time. Whether it’s chilling tales of the Carpathian landscape, or an instructional on the proper consumption of fried worms, librarianship is all about making that connection. P

that “we build stronger communities when everyone has the opportunities and a shot at the good things that life has to offer: education, job, an active partnership in the education of your children . . . and those [opportunities] are the kinds of things that a public library can provide.”⁸ Merribeth Advocate, outreach and education coordinator of the Mid-Hudson (N.Y.) Library System (MHLS), sees similar community strengthening benefits by serving ex-offenders, stating that “every service leads to a better and more productive community as a whole.”⁹

Libraries also serve as a natural place for ex-offenders to transition back into their communities. Many ex-offenders cite their time in the prison library as the one positive aspect of their experience in prison, so the library already has a positive connotation for them. Libraries are public buildings that are not threatening to them, unlike other government institutions the ex-offender might ultimately have to deal with (such as the IRS). Perhaps most importantly, as Lisa Harris, program director of Alameda County (Calif.) Public Library’s (ACPL) Reading for Life/Jail Tutoring Program, points out, “The library is a clearinghouse for all the information that an inmate needs to reintegrate into the community, if [the inmate] knows how to access the information.”¹⁰ At the library, ex-offenders find a neutral and anonymous atmosphere in which to go about the business of restructuring their lives. They can find the services they require but probably cannot afford: computer access, training programs, and literacy programs, not to mention access to books and magazines. Donna Walden notes that the socialization aspects of the library also are invaluable to ex-offenders, providing the “daily dose of reality” that they will need in order to learn to live in the outside world.¹¹

The Needs of this Population

For ex-offenders, the transition process back into society is overwhelming. They have myriad needs, and are often in a crisis state as to how to meet them. Anecdotal evidence indicates that many need housing information, including where to find affordable housing or homeless shelters. Jobless, they need to find a source of income, and thus need to learn how to fill out a job application, create a résumé, conduct a successful job interview, and contact agencies that might provide them with professional clothing for their interview and job. Seventy-five percent of ex-offenders have a history of substance abuse, and rehabilitation may not have been available to them while in prison.¹² Therefore, they need information



about local Alcoholics Anonymous and Narcotics Anonymous meetings. Many need to acquire state identification, including birth certificates, driver’s licenses, and state identification cards. They also often are looking to improve their education and require information about General Educational Development (GED) tests, community colleges, literacy classes, and English as a Second Language courses. Many need legal information, especially in the field of family law, and need to find out more about custody and child support.

Ex-offenders who have been incarcerated for a long period of time find themselves entering a world that has profoundly changed and become increasingly reliant on technology. They often find themselves in desperate need of Internet skills and computer training. In prison, Internet access is routinely banned or strictly limited to downloaded legal databases, thus ex-offenders often find themselves woefully unequipped upon entering a world that is so reliant on Internet technology. Meg Maurer, who works with ex-offenders through Albany (N.Y.) Public Library’s First Stop, Next Step program, points out that many of the service jobs that ex-offenders apply for have applications primarily available online, regardless of whether the job entails regular computer use. For someone freshly out of prison, this task can be nearly insurmountable.¹³ Ex-offenders need information on how to set up an e-mail

example of a successful collaboration between prison and public librarians. When Fishkill staff began developing their first job fair, they contacted MHLS for their input. With MHLS staff working in conjunction with Fishkill's librarian, they created an information booth that emphasized how both the facility library and public libraries could play an important role in the inmate's job search. They detailed the different services available at both libraries and handed out job-search information from the Department of Labor. The facility librarian also brought along job-

brain development in young children and how reading aloud and conversation can stimulate that development. The Choose Freedom—Read program finds Arapahoe librarians leading monthly book talks on a variety of genres with inmates.

Through its Job and Career Information Center, Baltimore's Enoch Pratt Free Library/State Library Resource Center has offered programs to ex-offenders on gaining employment. The Breaking Down Barriers to Employment: Job and Career Resources for Ex-Offenders program assembled the different organizations that provide employment services to ex-offenders. Immich, who served as the library's representative at the workshop, discussed how the library could aid ex-offenders in their job searches and informed them about some of the library's services, including the job and career workshops she regularly conducts. In yet another example of forming a partnership with other community-based organizations, Immich also presents employment workshops at the Christopher Place Employment Academy, a Catholic Charities program that offers homeless men (some of whom are ex-offenders) with independent living assistance and employment skills.

The Colorado State Library is currently in the midst of a grant program titled "Out for Life: Library Resources for Successful Transition from Prison to Society," targeting reentry that would partner prison and public libraries in their service to ex-offenders. Part of the grant involves the production of a ten-minute DVD (which will eventually be part of a much larger DVD series) that serves as an overview of libraries and showcases the resources available at the public libraries in the communities the inmates will be reentering. The DVD begins by reviewing the services currently available to inmates at their prison library, and then shows how the same services will be available at their public library, but on a larger scale. For inmates who might never have visited a public library before, the DVD will transform the public library from an intimidating place into a welcoming one. Ultimately, the DVD will show inmates how using the library is an integral part of rejoining the community. The DVDs will be available for inmates at their prison library and career resource center as well as at their parole offices after their release. The last part of the grant, to be conducted in fiscal year 2008/2009, will concentrate on educating public libraries on the services inmates receive from their correctional libraries, and how public libraries can best serve this population when ex-offenders visit them.

While libraries will not single-handedly reduce recidivism rates, they can play an important role in reintegrating ex-offenders into their new communi-

ties. Ex-offenders are a growing part of our population, and they will be visiting libraries whether librarians are prepared for them or not. By understanding their basic needs and how the public library can meet those needs, librarians can go a long way toward making ostracized members of society feel more included. Libraries can forge partnerships with community agencies and adapt extant services to address the needs of ex-offenders. Only time will tell whether or not this will halt the return of ex-offenders to prison. But at the very least, it will be making an underserved portion of the population feel more a part of their new communities. ■

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3. Ibid.
4. Bureau of Justice Statistics Special Report, State

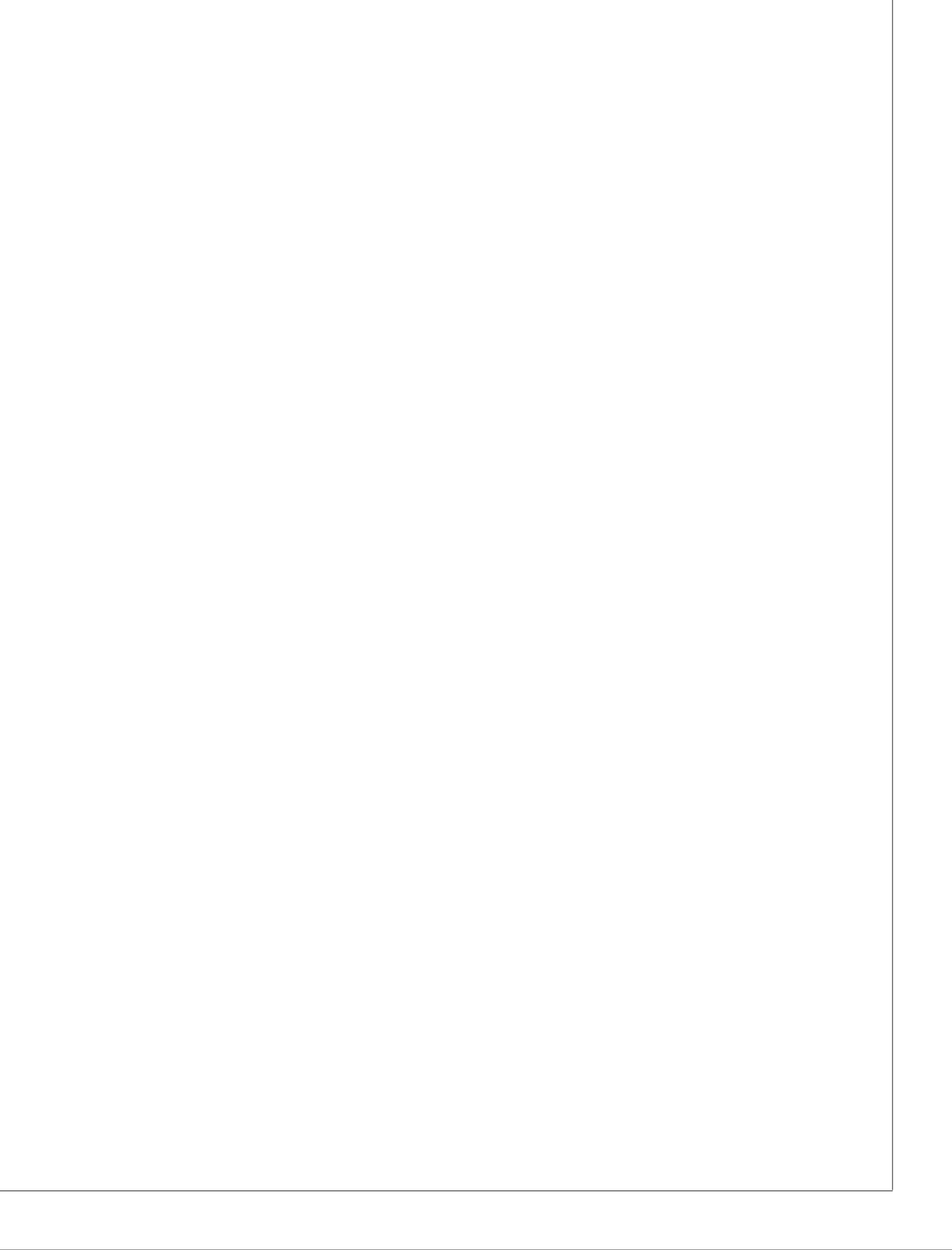
KA H' N P O L E is Youth Services Supervisor at Marshall Public Library in Pocatello, Idaho; kpoulter@marshallpl.org. She is reading *The Fountain Overflows*

system, and other features. We use the Book Wagon to go throughout the community, providing library outreach services for children and adults alike.

Why Is There a Need for a Book Wagon?

Every summer in Pocatello, the city parks teem with children. Many of these children use the library and participate in the summer reading program, but there are many more children who, for one reason or another, do not make it to the library. We have found that one way to reach these children is to take a traveling Book Wagon trailer to various city parks during the summer to provide library service to people who may not find opportunity to visit the library.

This article is the third in a series of four that report the findings of a survey conducted in 2003



feature

- J Borrow books to read for fun ($r = .39$)
- I Borrow videos, CDs, tapes ($r = .36$)
- L Attend library programs and exhibits ($r = .26$)
- K Hang out, sit and read ($r = .25$)
- E Get information about hobbies ($r = .22$)
- G Use reference materials, such as dictionaries or encyclopedias ($r = .21$).

The results showed that for youth who did not have Internet access at home (or if they did, did not use it), the activities that were significantly related to frequency of library visits were:

- I Borrow videos, CDs, tapes ($r = .47$)
- J Borrow books to read for fun ($r = .31$)
- A Look for information about things to buy ($r = .22$)
- K Hang out, sit and read ($r = .21$)
- D Get news or current events information ($r = .20$).

In each analysis, the two activities most highly related to frequency of visits to the library were those activities involving borrowing of materials.

Discussion

An analysis of the data shows that a majority of youth who visit the public library do so only a few times a year. Demographic data cross-tabulated with youth's reported visits to the library show that more girls than boys visit the public library, that library use was highest among Asian youth, followed by white and Native American youth, and that those youth whose

parents' educational level went beyond high school used the public library more than those whose parents' educational level was high school or less. Comparisons of the frequency of library use with the various demographic groups show that girls use the public library more frequently than boys, that Asian youth use the library more frequently than beyond demographic. so public library (visits) 40(-) -22Lo -226 and Native American youth

the public library. The second-ranked activities related to recreational activities, such as borrowing videos or pleasure reading materials. The least-ranked activities were those related to looking for personal information. A comparison of youth who had Internet access at home and used it to youth who did not have Internet access at home showed that those without Internet access at home engaged in library activities related to looking for personal information far more frequently than did those students with Internet access at home. Thus students who have Internet access at home probably use the Internet at home more than the library for personal kinds of information. However, having Internet access at home did not appear to affect use of the public library for school-related work or recreational activities. Finally, for all youth, regardless of access to the Internet at home, the two activities most highly related to frequency of library visits were borrowing books and borrowing nonbook materials, such as videos, CDs, or audio tapes.

Conclusion

At present, it appears that the library is chiefly used to support students' needs with regard to their school

not included in the calculation of either of these factor scores. Because activity M, computer use, loaded moderately or weakly onto all three factors, it was not included in the calculation of any of the factor scores.

7. The data were submitted to correlation analysis. Correlation analysis is a procedure that tests whether two variables are related. The correlation analysis produces a correlation coefficient that is an index of the strength of the relationship between the two variables. The coefficient can take a value from -1.00 (indicating a perfect negative relationship) to 0.00 (indicating the absence of any relationship) to +1.00 (indicating a perfect positive relationship). Typically, correlation coefficients appear either as a negative decimal value (indicating that as one variable increases in value the other variable decreases in value) or as a positive decimal value (indicating that as one variable increases in value the other variable also increases in value); the higher the decimal

value, the stronger the relationship. A statistically significant relationship is defined as one whose probability of occurrence by chance is so low (five chances out of a hundred, or fewer) that we choose to conclude that it did not occur by chance but because the two variables are related. However, because correlation coefficients are affected by sample size (the larger the sample, the easier it is to obtain a significant correlation coefficient), statistically significant correlation coefficients also are evaluated in terms of the strength or magnitude of the relationship. A non-trivial relationship is defined as a statistically significant relationship of sufficient strength that it warrants attention. A trivial relationship is defined as a statistically significant relationship of such low magnitude that it does not warrant attention. In general, correlation coefficients equal to or greater than $\pm .20$ are considered to be non-trivial; correlation coefficients less than $\pm .20$ are considered to be trivial.

ASCLA Offers Course for Librarians Serving Spanish Speakers

The Association of Specialized and Cooperative Library Agencies (ASCLA) offers an Internet-based course, "Selecting Spanish-Language Materials for Adults," designed to teach attendees how to develop a Spanish-language materials collection. The course runs from April 7–May 2.

"According to the 2000 census, 28.1 million people over five years of age who live in the U.S. speak a Spanish-lpubl Seha((who)-22((offers impact2(Associv)5(e e-22(in)s")2.1)-22(m-8(unc)s(02ela12(ay)-22(2.)]TJ

PROMOTING Arts Education IN LIBRARIES

LA EN MANDEL is a doctoral student at the Florida State University College of Information, Tallahassee, and the former Reference and Children's Services Supervisor at the Hialeah (Fla.) Public Library; lhmandel@gmail.com. She is reading *Ambient Findability: What We Find Changes Who We Become* by Peter Morville.

My mother instilled in me a passion for visual art—creating it and appreciating it. My family frequented museums, and I was always encouraged to express myself artistically. This understanding and appreciation of art enriches my daily life, allowing me to find beauty in the ordinary and to experience cultures other than my own with an open mind.

I am dismayed by today's decreasing emphasis on arts education in public schools, as I believe knowledge and appreciation of the arts are vital to developing well-rounded citizens. I have always believed libraries are valuable resources for supplementing children's educations. With art-rich collections and the increasing emphasis on programming for children and teens, libraries are uniquely positioned to expand children's exposure to art, both in appreciating it and creating it.

As a public librarian responsible for YA programming, I was always pushing for more art-related events. Perhaps that explains why, when I heard my library, Hialeah Public Libraries (HPL), would be repainting the book carts, my first thought was that kids could paint the carts. I knew this would result in beautiful carts that would be enjoyed by library staff and patrons for years to come as well as offer a fun and rewarding experience for the children involved.

Supporting Research

Research shows that arts education is fundamental to educating the whole child. In a 1997 study, James S. Catterall finds that students with higher exposure to the arts are likely to succeed in school and to be civic-minded individuals.¹ Morgan P. Appel agrees that arts are fundamental to all academic disciplines and necessary for raising well-rounded children, as does Aviva Ebner, who suggests librarians may work to promote whole child education.² Despite these assertions, evaluation of the Education Commission of the States' (ECS) State Notes shows a surprising lack of emphasis on arts education in the United States.

feature | `feature`

related to Children's Book Week. The event lasted about two hours, and fifteen to twenty kids participated. At the end, Alex and I divided the posters into two groups by the children's ages, and we judged the posters to find two winners, who each received an art supply set purchased by the library.

We also incorporated art with our Teen Tech Week activities in March 2007. One of our events was making art using recycled computer parts. Due to short notice and limited marketing, only a few teens showed up for the event, but those who came enjoyed working on their art pieces immensely. I had found some project ideas on the Internet, such as books made from floppy disks and disco balls made from cut-up CDs and Styrofoam balls, but most of the teens created their own sculptures using old keyboard keys, floppy disks, CDs, and computer mice.

With these modest yet successful events under our belts, Alex and I planned Cart Art 2007. Our first decision was to have the carts painted white instead of black. The black carts are beautiful and the art on them really pops, but painting on black was not easy. White backgrounds are traditional for artists, and they turned out to be much easier for the kids to manage. We used mostly leftover supplies from last year, only having to purchase additional sandpaper and plastic sheeting for the floor.

Because we began the planning earlier this year, we were able to promote the event during our outreach visits to local schools. During Career Day at Hialeah Middle School, I was sent to an art classroom, where I described Cart Art in detail. The teacher (Susan Feliciano) was very excited about the



If you are interested in reviewing or submitting materials for "By the Book," contact the contributing editor, **J LIE ELLIO**, 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 *Take a Girl Like You* by Kingsley Amis.

"By the Book" reviews professional development materials of potential interest to public librarians, trustees, and others involved in library service. Public Library Association policy dictates that PLA publications not be reviewed in this column. Notice of new publications from PLA will generally be found in the "News from PLA" section of *Public Libraries*.

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for public, academic, and special libraries with large professional development budgets.—*Libby Feil, Manager and Reference Librarian, Local and Family History Services, St. Joseph County Public Library, South Bend, Ind.*

Perspectives, Insights, and Priorities: Seventeen Leaders Speak Freely of Librarianship

Edited by Norman Horrocks. Lanham, Md.: Scarecrow, 2005. 141 p. \$26.95 (ISBN 0-8108-5355-8) LC 2005925760

This collection of essays edited by Horrocks of the School of Library and Information Studies at Dalhousie University, Nova Scotia, has a decidedly academic bent. Of the seventeen contributors to the collection, twelve held academic librarian positions at the time of publication, while only two contributors held public librarian positions. The writers were encouraged to write “personal thoughts, personal insights, evaluating their life’s work” (v). Some of the essays read like curriculum vitae. Others, such as the essay written by Ken Haycock of the University of British Columbia, bring up such issues as the American Library Association’s failure to adopt a code of ethics, that, while important, do not affect the average public librarian every day. However, there are some worthwhile essays for public librarians. Young adult advocate Patrick Jones’ contribution “Meet the New Boss, Same As the Old Boss” discusses why public libraries should not view teenagers as future taxpayers, but as a present segment of our population who have their own needs. Just as we collect board books for toddlers and large print books for older patrons, we should

view our young adult collections not as “special,” but as necessary to completing our mission. Gillian McCombs of Southern Methodist University shares lessons applicable to all librarians in her essay “The Fog of My Career.” In lesson number four, she tells the reader “Never be afraid of what the job seems to entail. It is often both more and less of what you envision” (83). She also reminds all unemployed, underemployed, or unhappily employed librarians not to underestimate the role chance and circumstance play in a career path, and to remember to use all connections to your advantage. Barbara Ford, director of the University of Illinois’ Mortenson Center for International Library Programs, suggests inexpensive ways to promote global librarianship, such as inviting former Peace Corps volunteers to talk about their experiences, bookmarking international library and newspaper Web sites on library Web browsers, and creating book discussion groups with an international focus. Although this is not a mandatory read for most public libraries, it is easy enough to skim through essays to find ones that are most relevant to the reader.—*Jessica Jacko, Circulation Services Manager, Lake County Public Library, Merrillville, Ind.*

Teen Programs with Punch: A Month-by-Month Guide

By Valerie A. Ott. Westport, Conn: Libraries Unlimited, 2006. 278 p. \$40 (ISBN 1-59158-293-8) LC 2006012775

Any librarian who has had to plan young adult programming knows how difficult it is to think of fresh, creative events that teens want to attend and that center around books and reading. Ott, a former teen

librarian at Wadsworth (Ohio) Public Library, provides two or three programs per month that can work on any library’s budget and can attract teens to books in the library’s collection. Programming ideas range from Veg Out, an informational workshop of vegetarianism complete with food samples, to In Your Dreams, a dream interpretation program. Ott also includes several programs that would appeal to guys, including Library Fear Factor, a March Madness party during the NCAA men’s basketball tournament, and a Battle of the Sexes at the Library. Ott is very conscious of saving librarians’ time when planning these programs. Each program is accompanied by the estimated time and cost along with supplies needed, including a shopping list. Extensive bibliographies, including fiction and nonfiction titles, for each program also are provided, making it easy to create book displays. In addition, Ott supplies marketing ideas, and handouts for many of the programs are included in the appendixes. There also is a section at the end of each chapter called “When Time Is Short and Money Is Tight.” These program ideas can be put together quickly.

It would have been nice if the book included more programming and marketing ideas using the Internet, social networking sites, or gaming outlets, although an HTML workshop is one of the programming ideas in the book. One noticeable concern in the book had to do with the National Mental Health Month program in May. Ott discusses an informational program on cutting or self-mutilation. Although she suggests having a mental health professional at the program, she does not provide information or requirements that a librarian may have if a teen admits to self-mutilation or other

potentially harmful behavior during or after the program. Despite the criticism, this book should be a go-to guide for all teen and YA librarians.—*Jessica Jacko, Circulation Services Manager, Lake County Public Library, Merrillville, Ind.*

Online Resources for Senior Citizens

By Charles C. Sharpe. Jefferson, N.C.: McFarland, 2006. \$39.95 (ISBN 0-78642-803-1) LC 200621203

Slowly, more and more seniors are looking to become more tech savvy. According to the preface of *Online Resources for Senior Citizens*, fifteen million Americans older than age sixty-five use the Internet. Seniors just starting out as well as veteran Web surfers will find some useful information in this book. It was designed not only for seniors, but also for family members, caregivers, healthcare providers, and librarians. There are more than 475 Web sites covered, although there are some duplicates. Brief annotations are provided, but many are quotes taken directly from the Web site discussed. The index is a name index, so readers will have to browse the table of contents to find Web sites on a particular subject. Sections covering portals, directories, and general interest, as well as a chapter of useful government sites, guide users to some of the better jumping-off points. The largest section, "Specific Topics," discusses a range of subjects, including active retirement, genealogy, healthcare, finance, and grandparenting. Of particular interest for those who are worried about Internet fraud is the "Scams, Schemes, and Cons" section. The appendix contains a glossary and a very basic guide for

getting started on the Web. Although it could have been more substantial, and may leave some with more questions, the guide is meant to be a book of resources, not a how-to guide for beginning computer users. Luckily the "Seniors in Cyberspace" section has some helpful Web sites and tutorials that will be equally useful for those who are instructing seniors. Overall this is a useful, if barebones, resource.—*Tricia Arrington, Reference Librarian, Peabody Institute Library, Danvers, Mass.*

Libraries and Librarianship: Sixty Years of Challenge and Change, 1945–2005

By George Bobinski, Lanham, Md.: Scarecrow, 2007. 218p. \$40 (ISBN 0-8108-5899-1) LC 200603350

The career of Bobinski, dean and professor emeritus at the State University at Buffalo, spans nearly thirty years, making him uniquely



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Vicki is reading *Run* by Ann Patchett, *The Double Bind* by Chris Bohjalian, and *The Painted Kiss* by Elizabeth Hickey.

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.

One More Story

www.onemorestory.com

One More Story is an online library of children's classic and contemporary literature. For both pre-readers and early readers, One More Story allows a child to explore literature at his or her own pace, independent of adults.

A child can easily choose a book by clicking on the green button under that book. As the narrator reads, words are individually highlighted in the text box at the bottom of the screen. Each story is professionally narrated, and original music has been written for each book.

One More Story also offers the I Can Read It mode for beginning readers. Clicking on the "I" button (in the upper right hand corner) mutes the sound, allowing the child to read the book. If a word is unfamiliar, the child can click on it and hear that word spoken by the narrator.

The One More Story library features high-quality children's books, including Caldecott Medal winners from ten publishers. Current titles include *Owl Babies* by Martin Waddell, illustrated by Patrick Benson; *Crow Boy* by Taro Yashima; *What Ever Happened to Dinosaurs?* by Bernard Most; *The Snowy Day* by Ezra Jack Keats; *Mouse Paint* by Ellen Stoll Walsh; and *Stellaluna* by Janell Cannon.

include nonfiction titles. According to Duncan Smith, NoveList creator and product manager, NoveList Plus represents the company's most significant development effort in this product line since NoveList was first introduced in 1994.

NoveList Plus is intended to meet the need for expanded bibliographic data on nonfiction titles along

Launch Pad is accepting children's writing and works of art as well as book reviews on any topic, but the editors are especially interested in submissions related to animals, the ocean, mysteries, fairy tales and fantasy, sports, and heroes. Submissions may be mailed to Launch Pad, P.O. Box 80578, Baton Rouge, LA 70898, or e-mailed to editor@launchpadmag.com.

Early Literacy Station

www.awe-net.com

The Early Literacy Station (ELS) is the first in a series of educational solutions designed for toddlers through second graders.

ELS is a self-contained system that is ready to use right out of the box. It includes thirty-four educational software packages across seven curricular areas. The programs included are top rated by *Children's Technology Review*. ELS includes an imaginative interface that encourages exploration. It comes with a colorful keyboard and a tiny mouse designed to fit children's small hands.

ELS requires no technical support and includes a three-year warranty.

New Digital Resource Sharing Service Lets Libraries Add Free Download Media

www.overdrive.com

A new Web 2.0 program that allows public libraries to publish and share digital video, audio books, eBooks, and music with other libraries was unveiled recently. The first of its kind, OverDrive Community Reserve is a shared collection of locally pro-

duced digital content available to thousands of libraries worldwide that are part of the OverDrive network.

Libraries with permissions to digital book, audio, or video content can upload titles for download lending to their local patrons, and also now can share the materials with library users worldwide. For example, the Rochester (Minn.) Public Library received a grant to produce a video to orient and educate Somali immigrants to the features and services of a public library. Now the video has been added to Community Reserve and is available for download as part of their local OverDrive catalog, and also is available for free for lending by more than five thousand libraries around the world.

Desk Tracker

www.CompendiumLib.com

Desk Tracker is a hosted Web service that provides customizable data entry forms and graphical reporting for central tracking of public service activity at all library service points.

Desk Tracker lets public service desk staff record activity simply and reliably. The friendly interface allows fast, one-click entries, with the flexibility to enter an unlimited amount of additional data. The administrator can set up Desk Tracker to collect data that suits the library and to ask any desired follow-up questions based on input. In addition, Desk Tracker makes it easy to record patrons' comments and material suggestions.

Desk Tracker brings real data to librarians in graphical, print-friendly reports that are easy-to-understand, attractive, and informative. Its reporting features offer endless flex-

ibility. Browse the summary view of library traffic, then drill down into powerful day-of-week and hour-of-day reporting, or get the statistics for any period with the quick date filter.

The service includes regular data backup and emergency restores.

Checkpoint Patron Services Launches "Youniquely 4 U" Service

www.checkpointsystems.com

Checkpoint Systems Patron Services Division recently launched its breakthrough "Youniquely 4 U" (Y4U) service. Y4U is an innovative new service that enables libraries to proactively offer highly relevant programs and information to patrons based on their unique interests and needs. This is the first patron communications service, branded under each library's own name, ever to be introduced to the public library market in North America.

Y4U already has been deployed at a number of public libraries in various markets nationwide, generating extraordinary response from patrons. Michael Jermyn, general manager of Checkpoint Patron Services, said, "Interested patrons opt-in to this free service and, once enrolled in Y4U, patrons have information and resources that reflect their interests sent to them for their review and response. For example, someone who checks out a book about parenting may have information about local parenting classes emailed to them, might be sent a list of local pediatricians, or might receive a coupon from the local family fun center. The goal is for patrons to find everything they need to support their individual interests from one source at the library."

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Issue abbreviations are as follows:

- 46(J/F): Jan./Feb. 2007
- 46(M/A): Mar./Apr. 2007
- 46(M/J): May/June. 2007
- 46(J/A): Jul./Aug. 2007
- 46(S/O): Sept./Oct. 2007
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