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Editor’s Note
Odds are you’ve seen the television show C.S.I.: Crime Scene Investigation or one of its many spin-offs. In this issue we present a unique idea—capitalizing on the popularity of the C.S.I. television shows by promoting and enticing library users with books related to the forensic sciences (page 36). Promoting forensic science books will not only showcase how hip and responsive to cultural fads your library is but may also attract a few reluctant readers and new library users along the way. Also in this issue, you’ll find tips for working with guest presenters to ensure smooth-running, high-interest programs at your library (page 45), and for providing the best possible service to the LGBT community (page 52). On page 48, you’ll find the article “What are the Core Services Offered by Public Libraries?” We’re asking that you read this article (it’s pretty short!) and then head over to www.plablog.org/plaserviceresponses to participate in conversations that will help define the unique roles of public libraries today and into the future. PLA needs your input!

Finally, PL is seeking a new editor for the “Bringing in the Money” column, as Stephanie Gerding will resign with the March/April issue—if you are interested, please contact me for more information.

Kathleen Hughes
Editor, Public Libraries
khughes@ala.org


Readers Respond
It’s a Matter of Power:
Appearance and Hygiene Policies

James Kelly’s “Barefoot in Columbus” (Public Libraries, May/June 2006) is a useful and well-written contribution to the literature on library risk management. Library directors can now sleep easier at night. But not so the nine million low-income working families who struggle to get by.

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Reinventing the search experience.

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News from PLA

Anderson Cooper Receives Standing Ovation at PLA President’s Program

Author and television news anchor Anderson Cooper received a standing ovation following his June 25 keynote address to the Public Library Association (PLA) President’s Program at the American Library Association (ALA) Annual Conference in New Orleans. The PLA President’s Program and Awards Presentation is a consistent crowd-pleaser at ALA Annual Conference, which hosted more than sixteen hundred conference-goers this year.

Daniel Walters, 2005–2006 PLA president, welcomed an energetic crowd to the Morial Convention Center Auditorium. The program began with the presentation of the 2006 PLA service awards, honoring libraries and library professionals for their distinguished contributions to the profession. The PLA awards are designed to highlight the best in public library service and to honor those providing public library service whose vision and accomplishments are extraordinary and deserve recognition by their peers.

Following the awards presentation, Anderson Cooper addressed the audience with candid reflections on his development as a journalist reporting from some of the most devastated regions of the world and his bewilderment upon witnessing that level of devastation on American soil in the aftermath of Hurricane Katrina. Cooper encouraged his audience not to forget the events that took place in the very convention center where he delivered his address. Drawing on examples from personal interactions, Cooper reminded attendees that while they had done much to help the city to recover by their presence, there is still more work to be done.

An empathetic crowd rose to their feet at the conclusion of Cooper’s remarks. Following the program, a local bookstore sponsored a signing featuring Cooper’s recent bestseller, Dispatches from the Edge: A Memoir of War, Disasters and Survival. HarperCollins supported the 2006 PLA President’s Program.

Registration Open for 2007 PLA Spring Symposium

The Public Library Association’s 2007 Spring Symposium will be held March 1–3, 2007, at the Fairmont San Jose in California. Registration and workshop information is available at www.pla.org. PLA members will receive a registration brochure in the mail; the registration deadline is January 26, 2007. This year’s symposium features the following one-and-a-half-day workshops:

- Demonstrating Results: Using Outcome Measurement in Your Library
- Customer Service in Public Libraries, 21st Century Style
- Right People, Right Time, Right Work: HR Trends and Tools
- Refresh, Recreate, Redesign, Remodel, Retail
- Advocacy @ your library®
- Mining Gold in the 21st Century: Strengthening Your Library with Literacy Services

A $10 early bird discount is available to those registering before November 17, 2006. The 2007 Spring Symposium also will feature continental breakfasts, an opening general session, an author luncheon (speakers to be determined), an Internet café, tours, and more. Please visit www.pla.org or call 1-800-545-2433, ext. 5752, for more information.

New Start Dates for PLA e-Learning Courses

E-Learning @ PLA, the division’s online education program, will offer five new start dates for two of its popular courses. New Planning for Results and Creating Policies for Results will each be offered on the following dates:

- September 11, 2006
- October 9, 2006
In New Planning for Results, participants will learn how to develop a strategic plan for their library through interactive exercises, collaborative work, threaded discussions and online chats with course instructor June Garcia. The course can be completed in an average of six hours of online work and five hours of offline work (assignments, chats, and so forth) during a period of four to six weeks. Participants will have access to the course materials for six months from the start date of the class. This course is based on the best-selling ALA publication, *The New Planning for Results* by Sandra Nelson, who also designed the course.

In Creating Policies for Results, participants will learn to evaluate their library’s existing policies, determine what additional policies are needed, revise and develop policies, and establish a process to implement the new or revised policies. The self-paced curriculum has been revised and streamlined based on the input of dozens of people who have taken the course in the past. The streamlined course can be completed in an average of six hours of online work and three to six hours of offline work (optional assignments, chats, and so on) within six weeks. Participants also will be able to access the course for six months from the class start date. This course is based on the popular ALA publication *Creating Policies for Results: From Chaos to Clarity*.

To register for any of PLA’s e-Learning online courses, visit www.pla.org. Registration closes one week before the class start date. The cost for each of these courses is $195 for PLA members, $250 for ALA members, and $295 for nonmembers. Group discounts are available for state libraries, consortia, systems of regions and registrants from the library.

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**The Women’s National Book Association-Ann Heidbreder Eastman Grant**

The *Women’s National Book Association* is seeking applicants for its new, Ann Heidbreder Eastman Grant, which is designed to support the professional development of women librarians. The grant is available for librarians interested in learning about the relationship between the library and publishing professions.

The WNBA offers a grant of up to $750 for a librarian to take a course or participate in an institute devoted to aspects of publishing as a profession or to provide reimbursement for such study completed within the past year.

**Eligibility:** Librarians holding an MLS or its equivalent and having at least two years of post master’s work experience in a library are eligible to apply. The primary criterion will be the likelihood of career benefit to the person taking the course.

**Deadline:** November 1, 2006

**For More Information:** Guidelines are available at www.ala.org/work/pubs/eastman.html or contact the Grant Administrator, American Library Association, 50 East Huron Street, Chicago, IL 60611; fax: 312-280-4380; rtoler@ala.org.
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A Call to Action

Although you are reading this in the fall, I am preparing it soon after our successful Annual Conference in New Orleans. I was very proud that ALA chose to have the conference in New Orleans and was glad that I was able to contribute, even in a very small way, to the local economy. But I believe that all the attendees would agree that New Orleans and its surrounding neighbors are still in dire need of assistance. Anyone who heard Anderson Cooper’s talk at the Public Library Association (PLA) President’s Program knew that the devastation of the hurricane and its aftermath were still very fresh in his mind. I would encourage all PLA members to assist the people and libraries of this region by continuing to offer your time, expertise, materials, and any other resources you have so that the minimal services currently available can be improved.

While at the conference, I participated in a panel discussion on the National Assessment of Adult Literacy (NAAL) and spoke about its impact on libraries. NAAL is a nationally representative assessment of literacy among adults (age sixteen and older) residing in households and prisons in the United States, conducted in 2003 on behalf of the National Center for Education Statistics (NCES). The NAAL report was issued in December 2005. In-depth information on the assessment can be found at http://nces.ed.gov/naal. A similar assessment was conducted in 1992.

In comparing the findings of the 1992 and 2003 assessments, literacy scores increased for those who identified as black or Asian/Pacific Islanders but decreased for Hispanics and did not significantly increase or decrease for whites.1 NES uses four literacy levels to report the assessment results:

- below basic—no more than the most simple and concrete literacy skills;
- basic—skills necessary to perform simple and everyday literacy activities;
- intermediate—skills necessary to perform moderately challenging literacy activities; and
- proficient—skills necessary to perform more complex and challenging literacy activities.2

The results show that thirty million adults in America have below-basic literacy levels, including eleven million who are not literate in English. If you include adults functioning only at the basic level, the number jumps to ninety-three million.3

I believe the message for public libraries is clear. Although the decrease in Hispanic scores may be related to the large growth in the Hispanic population in the recent past, and there are many efforts being made to address this issue, the assessment shows that literacy continues to be a significant problem in our twenty-first-century society. It is critical that public libraries be proactive in addressing the literacy needs of both non-English and English-speaking populations.

SUSAN HILDRETH is the State Librarian of California; shildreth@library.ca.gov.

Susan is currently reading The Pilot’s Wife by Anita Shreve.
FROM THE PRESIDENT

speakers. As the state librarian of California (my day job!), I am most familiar with the literacy efforts in our state and wanted to share some information about those efforts. I will also share some ideas about what every library can do to address the literacy needs of its community.

Under the leadership of former state librarian Gary Strong, the California Library Literacy Service (CLLS) was established. We have both state legislation and funding to support this program, although many local and private dollars are also committed. About 60 percent of California’s public libraries participate in this program. Key components of the CLLS model are:

- target audience is English-speaking adults;
- programs are volunteer-based;
- instruction to adults is provided in a one-on-one or small group setting because most participants have already failed in a classroom setting;
- programs are “learner centered,” and adult students set the course for their instruction based upon their personal goals;
- services are free to the participants;
- services are for adults whose skills range from needing to learn the alphabet to General Educational Development (GED) test preparation (passage is equivalent to earning a high school diploma); and
- participating libraries must provide dedicated staff for literacy services in order to receive state funding.

Although we are aware that non-English speakers also need many services, when CLLS was created more than twenty years ago, responsibilities and the attendant funding were clearly staked out. The state Department of Education and community colleges would primarily provide English as a Second Language (ESL) for California; and the California State Library (CSL) would provide basic literacy to English speakers. It is clear that adult schools provide some basic literacy services, but most of these take the form of GED preparation and the majority of the instruction is either in a classroom or a computer lab. Many of our local libraries have sought out other funding sources to meet a particular need for ESL services in their communities, but CSL’s mandate has been to target those “hardest to reach” individuals who are documented in NAAL’s below basic levels, the nineteen million who may claim English as their native language but are not literate in it.

CLLS programs have been successful. In 2004–2005, CLLS instructed more than twenty thousand adults; many of those adults were able to reach goals they set for themselves. Our data shows that:

- 72 percent of those who set the goal to share a book with their child achieved it;
- 60 percent of those who set the goal to vote did so;
- 44 percent were able to complete a job application or write a resume, 48 percent interviewed for a job, and 30 percent actually secured a new job or were promoted at work; and
- 74 percent of those who did not use the library at all prior to getting literacy help began using the library regularly, 87 percent of those who had never had a library card received one, 75 percent of those who had never attended a library event did so, and 70 percent took their children to story time at the library.

These results are based on 10,637 adults reporting during a six-month period in 2004–2005.

Literacy is a priority in California, as is demonstrated by both the state’s commitment to literacy and the local library and community commitment as well. In 2005–2006, with the state providing $5.1 million to local literacy programs, public libraries provided $11.7 million in local funds and $3.9 million in other funds, primarily private. For every $1 that is allocated by the state for literacy programs, the libraries match that by $4 to support their literacy services—a great return on investment for the state’s funds.

But this is the California story. The good news is that, according to the American Library Association, 94 percent of public libraries serving more than five thousand people provide some kind of literacy services. Here are some additional ideas to either enhance that service or to make your library more friendly to customers with low literacy skills.

- Start by doing an “environmental scan.” What’s already available in your community in terms of adult education? What are the features of the community you serve in terms of age, educational level, ethnicity, and languages spoken? What niche can your library fill? What literacy need can be met by your library that isn’t already being met by some other agency?
- Create a brochure (in simple language!) describing the various adult education providers in your community.
- Take a critical look at all your forms. Too much text? Print too tiny? Wording too complicated? If
FROM THE PRESIDENT

43 percent of the U.S. population struggles with their reading skills, how many people are you alienating with a lot of paper work?

- Revisit your signage! In the context of what NAAL shows, less signage is better than more. Library staff should not get frustrated if people say they “didn’t see the sign.” Keep in mind they may not have been able to read it.

- Consider a training session for staff. Some possibilities include:
  - Review the NAAL results and discuss the implications for your community.
  - Brainstorm ways the library could be more user-friendly for someone with basic reading skills.
  - Do a walk-through imagining what the library looks like to someone who has low literacy skills.
  - If there are adult literacy providers in your community, connect with them to see if some adult students will talk about their life experience and the role of the library in their lives.

- Consider acquiring a collection of materials for low-level readers. This collection is only as useful as your commitment to getting the word out about its availability.

- Take advantage of NAAL’s release and be the catalyst to bring together key community groups to create a plan for addressing low levels of adult literacy in your community.

- Address the literacy needs of families by shifting the focus of your story times to include parents. Using the Every Child Ready to Read model, children’s librarians can, during the course of story time, casually train parents to boost their children’s literacy skills.

- Create timely materials and handouts specially tailored for basic readers.

- Serve on a local literacy council. It is likely that there will be an existing organization in your community with which you can affiliate. The library should definitely be at the table when a multiagency group is meeting to discuss literacy!

There are many organizations and online resources regarding literacy. Sources that have been very useful for the California programs include the following:

- **ProLiteracy** (www.proliteracy.org) provides advocacy and technical assistance as well as program and professional development services. Membership benefits in ProLiteracy include an annual conference, regional trainings, professional development opportunities (on-ground and Web-based), and discounts on New Readers Press materials.

- **The Verizon Literacy Campus** (www.literacycampus.org), a joint project of the National Council for Family Literacy and ProLiteracy Worldwide, offers high quality and free resources and online courses for literacy services. Verizon Literacy Campus can be a first stop in designing a literacy program in your library, or can provide continual support to an existing library literacy program.

In June 2006, the Americans for Libraries Council released a fascinating report, *Long Overdue: A Fresh Look at Public and Leadership Attitudes about Libraries in the 21st Century*. This report is available at www.publicagenda.org/research/research_reports_details.cfm?list=99 and contains valuable information all of us in the public library world should consider. In regard to literacy services, when the survey asked respondents for service priorities for their local public libraries, 68 percent chose adult literacy programs. Also, when asked about community priorities, 72 percent of the respondents identified “providing help for people who do not have basic reading skills” as a priority. Libraries should be at the forefront in efforts to improve literacy skills. We can draw from our strengths—our ability to organize and collaborate, our ability to create a learning environment that doesn’t exclude anyone, and our ability to be part of the solution when challenges arise. It’s time to capitalize on these strengths! NAAL’s results are a call to action for all of us.

**References**


2. Ibid., 3.

3. Ibid., 4.


5. Ibid., 33.
Readers Respond

The national discourse on library service to poor people is inordinately dominated by the specter of Richard Kreimer, concern with the “unruly homeless,” and attempts to police odor. Frustration and fear inform the ongoing conversation about homeless patrons, whose presence mortifies us like so many decomposing B-movie monsters.

ALA’s new president, Leslie Burger, maintains that “libraries transform communities.” Yet few librarians quoted in the news mention partnerships with social-service providers, advocate for affordable housing and living wages, or express much interest in people who never come to the library—due to a lack of transportation, the burden of multiple jobs, inadequate child care, language barriers, unreasonable fees and fines, or simply because no one has ever invited them.

This is a far cry from the near-decade British information professionals have invested to study social exclusion, the systems and policy decisions that produce disparities, and the benefits thoughtful remedies deliver to all social classes. For example, see The Network (www.seapn.org.uk). While our colleagues across the pond engage poverty’s causes, we remain fixated on punishing those who display its symptoms.

Sociologists Dale Parent and Bonnie Lewis observe:

Social exclusion is not simply a result of “bad luck” or personal inadequacies, but rather a product of flaws in the system that create disadvantages for certain segments of the population. Therefore, the unequal distribution of power in society from which social exclusion is derived should be the primary focus of attention for researchers and policy makers. Everybody does not start the race at the same place.

Libraries may be operating within the law when wielding appearance and hygiene policies. But without a simultaneous effort to engage poverty—to reach out to men, women, and (increasingly) children who suffer it daily—librarians deliberately perpetuate inequality by withholding the knowledge, resources, and power they possess.—John Gehner, Coordinator, Hunger, Homelessness, and Poverty Task Force of the American Library Association’s Social Responsibilities Round Table

More on “Barefoot”

James Kelly’s article “Barefoot in Columbus” (May/June 2006) was well done and greatly appreciated. All public libraries—whether they are urban, suburban, or rural—will encounter customers who are less fastidious or sedate than the majority of library users. The trick is to have policies and train staff to handle these disruptive encounters in a fair, safe, and business-like manner. No matter how good your policy or how much training you have had, it is difficult to go up to customers or staff members and ask them to leave the library due to offensive odor. I think that staff generally grin and bear these situations until there is a complaint from the public. At that point, the smelly customer is infringing on the rights of others to use the library and its resources, and staff should intervene.

I’ve often thought that as public librarians we want and encourage people to loiter in the library. The problem is not everyone loiters the way we would like.—Christine Lind Hage, Director, Rochester Hills (Mich.) Public Library

On the Agenda

2006

PLA Results Boot Camp II
Nov. 13–21
Nashville, Tenn.

2007

ALA Midwinter Meeting
Jan. 19–24
Seattle, Wash.

PLA Spring Symposium
March 1–3
San Jose, Calif.

ALA Annual Conference
June 21–27
Washington, D.C.
Negotiating With Vendors

If you like a good deal, you may enjoy going to flea markets and haggling over prices. For most people, however, negotiating is neither easy nor enjoyable. Negotiating with vendors for electronic resources is a lot like shopping for a new car. You want a nice vehicle that is free of problems, under warranty, with more bells and whistles than you had in your previous car without emptying your wallet. It is the same with electronic resources. You want something online that is easy to use with solid product support. You would like the product to have something more than what the book offers, such as increased patron accessibility and searchable text, and you want to walk away feeling that you have spent taxpayers’ money on a useful service. Finding and negotiating for the right resources may not be so intimidating if you use the following steps:

1. Develop collection development criteria for electronic resources.
2. Research companies and products.
3. Discuss pricing and options.
4. Investigate ways to increase your purchasing power.
5. Look for incentives.
6. Be prepared to walk away from the table.

Purchasing Policy

Before starting the negotiating process with a vendor, create a policy or at least some guidelines for the development of the electronic resources collection. Include selection criteria, such as subject, scope, and format. Monthly usage statistics for books and databases will determine what subject areas are more heavily used or are lacking in the collection and what format is best suited for your patrons and your library. Provide selection procedures including how new products are chosen and reviewed. Let vendors know that cost will be a factor in the decision-making process. Include product evaluations to support a purchasing decision. In your evaluations, be sure the online product will:

- meet the users’ needs;
- be cost-effective;
- provide quality of information;
- add value over other formats; and
- provide technical ease and accessibility.

Let salespeople know that you need time to evaluate a product fully and that there may be other librarians involved in the decision-making process. A policy or set of guidelines will assist you if the sales representative asks,
“When can I expect an answer?” It also allows you to be consistent in your purchasing decisions. Once you have guidelines set in place, start reviewing products to add to your collection.

**Researching the Companies and Products**

When purchasing a car, a test drive is the best way to see how a car performs, how it handles, and the overall structure. When researching a purchase, peruse vendors’ Web sites and request a free trial. Most vendors will offer a free trial, which can be invaluable in deciding whether to subscribe to their product. It is also useful in negotiating. The free trial usually lasts about thirty days. Vendors are often happy to extend this time if a library is sincerely interested. They usually also allow other staff and sometimes patrons to use the trial. Some vendors will set up the trial via IP access; others will send a link and supply a user name and password. During the trial period, allow other librarians or even patrons to review potential databases selected for purchase. This is also the time to ascertain the quality of customer service. If the vendor is not communicative or supportive at this stage, they probably will not be in the future.

Does the vendor offer online or in-house training? Is there twenty-four-hour customer support if the database goes down in the evenings or on weekends? Are you able to talk directly to a technical services department or does everything go through a voicemail system? Using the trial will allow you to find positive attributes of the product and vendor, as well as negative, and these can be used in negotiating. Is some of the information in the database available in another product that you already own? How were the usage statistics when you offered the trial to staff or patrons? Compare similar products while in the trial phase. Request a free trial to two similar databases and get pricing on both. If one will give you a better price, you can use this information to negotiate with the other vendor. By utilizing a free trial, libraries can make an educated decision by comparing databases and the service the vendors offer.

As with a new car, the easiest way to achieve a lower price when negotiating is to ask for it. In its simplest form, you would express to the vendor that the price is too high, that the library cannot afford the database, and ask the vendor to come down on price. In this case, the representative will give a new price and see if you agree with it. The price reduction can be minimal and will often be a cursory first step in the negotiations, but it will send a clear signal to the seller that negotiations have begun.

A better plan is to ask for a percentage off the list price or actually give the salesperson a number you will pay. This means knowing what you are willing to pay and planning for that number. Perhaps you are willing to pay $3,000 but the vendor quotes a database for $3,185; try asking for 10 percent off the price for a total of $2,867. If the vendor agrees, great, you’ve just negotiated a little extra money for your budget. If the vendor passes, you still have room to negotiate. By naming a price or a percentage, you have more control and are providing a realistic number to the sales representative with which to work.

Many factors affect negotiating a purchase. Is the product new or established? Does the vendor do significant business in the region or are they looking to establish themselves there? Would your library make a good sales reference? How strong are their sales this year? Does your library represent a future source of additional sales to them? How close to the end of the vendor’s fiscal year is it? Depending on the vendor and cost of the database, 10 to 20 percent is not an unrealistic discount.

**Discuss Pricing and Options**

When buying a new car, you look at the options package. Do you really need the heated seats? With electronic resources, many vendors offer different packages. If you don’t need the add-ons, don’t pay for them. If you want all the options,
Whether you come to a good deal or a great deal, by working with your sales representative to find an acceptable price, everyone will be satisfied.

you may be able to swing a better deal. For example, one vendor offers information on collectibles. The pricing on this database is flexible and is not based on population but rather the number of branches. You can choose how many branches will be included in the price, which will decide the ultimate amount to pay. Other databases offer an in-library use only alternative with an option to add remote access. Many of these databases are offered to schools as well as libraries. If you don’t need the remote access, the price will be lower. Another option is the number of concurrent users. Do you really need ten or fifteen people using a product at one time? The price is usually proportionate to the number of users. If you need half the number of concurrent users, the price may reduce in half, and now you can afford the database. Ask your representative what pricing options are available.

Investigate Ways to Increase Your Purchasing Power
Consider the benefits of grouping your purchases. Instead of negotiating for a specific product, try negotiating a package price. Much like the example of the new car, there are many options available and now you are going for the fully loaded model. The more databases a library subscribes to from one vendor, the more willing they are to make a deal. Having the ability to buy multiple products at one package price is purchasing power for a library. There are a few large aggregators known for package pricing. The benefits include working with a reputable company with excellent customer service and product support, access to valuable online products that are updated regularly, and knowing that these vendors are aware of current technology trends. Of course, there are disadvantages. The pricing is high when buying multiple databases but not as high if bought independently. An itemized price list is usually not available. When discontinuing a product, the vendor may offer a new product in its place rather than reduce the package price. Leaving a packaged vendor means finding substitutes for the entire package as well as retraining staff and patrons. When purchasing a package, ask for a trial from similar vendors, compare like products, and, with your purchasing power, negotiate for the best price.

An individual library’s purchasing power is further increased when it joins with other libraries to create a consortium, or a cooperative. The Illinois State Library has been able to negotiate discount prices with several vendors. The idea is to promote one product to a multitude of libraries, thereby “selling in bulk.” Not only does this benefit the libraries because the pricing is reduced, but it also benefits the vendors to better promote their product and maybe even increase their regional sales. Products that were available for the 2005 fiscal year included Naxos Music Library, CQ Researcher by CQ Press, Learning Express Library, and Daily Life through History by Greenwood Press as well as many other products. The Missouri Library Network Corporation (MLNC; www.mlnc.org/Products/ElectRef/electref.html) provides a similar service, and libraries can become affiliate members for $40 per year. Affiliate members are not allowed to vote in MLNC elections but can reap the benefits in the electronic resources arena.

If your state doesn’t have a consortium and you would prefer not to purchase an affiliate membership, try a more localized approach. The Schaumburg Township (Ill.) District Library is a member of the North Suburban Library System (NSLS). NSLS also works to negotiate discounts for volume pricing. The more that subscribe, the lower the cost. Purchasing through NSLS is generally less than the individual library price. If you are unable to participate in a group pricing, try to establish a local group of your own. You may be able to work together with vendors and local libraries to purchase products.

To build more purchasing power, bring other libraries together to create a discussion group. When working with vendors, libraries need to empower themselves. To do this, libraries shouldn’t be afraid to talk with one another and share information about pricing, vendors, sales representatives, product advantages, disadvantages, or anything else that can be an issue. In northern Illinois, librarians can join the Electronic Subscription Managers (ELSUM) group. With ELSUM, area libraries get together to openly discuss electronic resources. We share
experiences, discuss problems, study pricing structures, and evaluate changes that are occurring in the industry. ELSUM also invites vendor representatives to promote their products; for example, it had Serial Solutions arrange a demonstration of their ArticleLinker product, and Gale came out to present their OneSearch interface. One area library hosted a training of ProQuest’s Heritage Quest, which allowed a multitude of librarians and researchers to get an overview and learn to use the program. ELSUM allows vendors to promote their products without individual libraries feeling obligated or hassled.

**Product Incentives**

You want the mug, the baseball cap, and the keychain. When all else fails, try for the little enticements. When you go to buy that car, make sure you get the car mats before signing the paperwork. They’re expensive if itemized and chances are the dealer will hand them over if he thinks he’ll lose the deal. What are the little extras you can try to get? With electronic resources, these extras can include such things as posters and bookmarks, but try for something with a little more value, such as additional free months and administration modules. Additional months are a good way to get an agreement for longer than twelve months while still paying the twelve-month price. If the vendor will not negotiate, or their price is reasonable but the library just doesn’t have the money in the budget, you can ask for these additional months. (If you want to purchase something in March, and the new budget doesn’t begin until July, negotiate to start the product in March but for the one-year price.) Sales representatives usually will work with you and your library to create a mutually beneficial agreement. Administrative modules are online and allow subscribers to view statistics, customize screens, and request e-mail updates. In some cases, modules are nonexistent. To retrieve statistics you have to contact the vendor directly. Other modules can be elaborate and worth a little extra. Ask your sales representative if the subscription you’re interested in comes with an administrative module and how you can use it to your benefit.

Always keep in mind that the vendor needs to sell their product. Sales representatives are willing to work with you to get their services to your patrons. Be patient. Purchase resources only when you are comfortable that the deal meets all your library’s needs and means. Step away from the negotiations whenever you feel uncomfortable, but keep the lines of communication open. If you feel negotiations are at a standstill, ask for opinions from colleagues or ask a supervisor to step in. You do not have to negotiate alone.

Whether you are buying a new car or an electronic resource, the process of negotiating can be stressful. By creating guidelines, researching the product and being prepared, you will find that the negotiations will go smoother. Create formal guidelines for purchasing electronic resources. Identify products that match the needs of your patrons and staff. Research the product by reading reviews and vendor Web sites. Analyze library usage statistics during free trials, continuing through the length of the subscription to determine usage and need. Discuss pricing options and possible discounts with your sales representatives, as they want to sell their product as much as you want to purchase it. Find an approach to strengthen your purchasing power, whether working with other libraries or putting together a large package with one vendor. Remember: you can walk away. The product will be available next month when you may be in a better position to purchase. Whether you come to a good deal or a great deal, by working with your sales representative to find an acceptable price, everyone will be satisfied.
Code for a Cause

The North Texas Regional Library System (NTRLS) in Fort Worth is proud to announce the launch of Code for a Cause (http://codeforacause.ning.com), a Web site where organizations with a worthy cause can post projects requiring the assistance of Web and software developers (also known as coders). Coders can create profiles detailing their skills and time availability, and respond to posted projects.

“We created Code for a Cause because we saw a real need for an online tool for organizations, like ourselves, who need help from experienced developers to create digital tools to help move the cause forward.” said Adam Wright, NTRLS assistant director and creator of the Web site. “We only hope developers can find time in their busy schedules to help out these organizations.”

The Web site uses the ning.com platform, a free Web 2.0 service.

For more information, contact Wright at 1-800-856-3050, awright@ntrls.org, or visit Code for a Cause at http://codeforacause.ning.com.

Teens Take Book from “Page to Stage”

High school students will get a chance to create a theater production from a popular book as participants in “Page to Stage,” a summer break program offered by the Actor’s Guild of Lexington and the Lexington Public Library in Kentucky.

The program will begin with students reading the book Sledding Hill by Chris Crutcher, then working with library staff and the Actor’s Guild to put together a stage production. Participating teenagers will assist with the writing, costumes, and set design, as well as acting in the production. They will present their production to the public in two performances at the end of summer, one at the Central Library and the other at the Downtown Arts Center.

“Page to Stage” is funded by a grant from Toyota Motor Manufacturing Kentucky. For more information, contact Doug Tattershall, marketing department, at (859) 231-5515.

Wyoming Legislature Approves $2.9 Million for Public Libraries

In its recent budget session, the Wyoming State Legislature approved a budget amendment appropriating $2.9 million for the state’s twenty-three county library systems. This one-time appropriation will boost collections beyond what local library budgets ordinarily provide.

In introducing the amendment, state Senator Mike Massie (D-Laramie) said, “This is by far the most underfunded area of the state where
we get the most bang for the buck. Everybody knows the importance of libraries in their communities.”

The funds are to be used exclusively for library materials, including electronic materials and subscriptions. Each county will receive a base amount of $87,880, with the remaining $880,760 distributed according to county population. Total funding per county ranges from $92,164 for Niobrara County to $233,112 for Laramie County.

The $2.9 million appropriation will be distributed through each county’s board of commissioners. The funds are intended to enhance, not replace, local budgets; counties may not use the money to reduce existing library funding.

Governor Dave Freudenthal commended the appropriation. “A state investment in our public libraries is an investment in the building blocks of Wyoming communities. Libraries have become both a means to further our children’s education and to bring people together, and I am delighted the state can aid in those efforts.”

For more information, contact Lesley Boughton at (307) 777-6333 or lbough@state.wy.us; or Jerry Krois at (307) 777-6496 or jkrois@state.wy.us.

Games on Demand at Pasco County Library System

The Pasco County (Fla.) Library System now offers “edutainment” to its patrons with Games on Demand, a free online database available on library computers in the county’s seven branch libraries. Games on Demand supports the library system’s goal of lifelong learning by offering a variety of educational media for all ages including Scrabble, Sudoku Quest, Type to Learn, KidSpeak Spanish, Math Missions, Where in the World is Carmen Sandiego?, Clifford Musical Memory Games, and Reader Rabbit. At time of publication, there are more than 140 games with new games being added regularly.

For more information, contact Linda Bragg at lindab@pascolibraries.org or call (727) 861-3020.

Library Services for Seniors Go Mobile

More than one hundred people filled the meeting room of the Bel Air Branch of Harford County (Md.) Public Library (HCPL) in February to celebrate the official ribbon cutting for the library’s new senior outreach vehicle, the Silver Reader.

Acquired with the support of the Harford County government, this “mini library on wheels” takes library services directly to older adults. The Silver Reader vehicle houses fiction and nonfiction books (standard and large print), DVDs, CDs, magazines, talking books, and a small reference collection. On board are two computer stations for customer use that offer full access to the Internet and the library’s catalog of materials and databases. The thirty-foot, fully handicap-accessible bookmobile visits assisted living facilities, nursing homes, senior housing, and senior centers throughout Harford County.

“While many seniors are active and mobile, there are also those who cannot easily get to a library branch and will benefit from having services delivered to their senior housing facility or nursing home,” said Audra Caplan, HCPL director.

The library communicated closely with the Harford County Department of Community Services and the Office on Aging and interviewed and surveyed senior sites across the county. As a result of the collected information, the library and two agencies proposed a mobile library service to reach out to the age sixty and older residents in the county.

Welcomed by the administrators and service coordinators at the various sites, the Silver Reader began service in early February 2006.

“We look forward to strengthening our partnerships with senior facilities and working with onsite staff members to encourage use of the library by residents,” said Caplan.

The Silver Reader staff plans to develop programs, activities, and
Los Angeles PL Awarded Grant to Improve Computers and Internet Access

The Los Angeles Public Library (LAPL) has received a $477,000 grant from the Bill and Melinda Gates Foundation to upgrade computers purchased through a previous grant. The new grant will help the library sustain free, high-quality access to computers and the Internet for library patrons. The grant was secured through the Library Foundation of Los Angeles, a nonprofit organization that provides support to enhance library services and collections.

“Computer and Internet access have become two of the services that our patrons demand most,” said City Librarian Fontayne Holmes. “Last year, the library’s computers were reserved nearly 2.5 million times, and our Web services were accessed 108 million times. It is critical that we have the resources necessary to sustain these high-demand, technology-based services.”

The grant is part of the Gates Foundation’s U.S. Library Program, which supports the efforts of public libraries to offer free access to computers, the Internet, and digital information in communities throughout the United States. In 2000, the foundation gave more than $800,000 for computers to the Los Angeles Public Library.

Rapid advances in technology make upgrades to software and hardware essential to ensure that all libraries are able to sustain the initial investment in computers and connectivity for patrons.

“Libraries deserve to have the necessary resources to provide library patrons with efficient technology,” said Martha Choe, director of the Bill and Melinda Gates Foundation’s Global Libraries program. “It is now important for libraries to receive continued support from the community—government, businesses, foundations and citizens—to maintain this technology and provide upgrades in the future.”

For more information, contact Peter Persic, LAPL’s public information director, at (213) 228-7555.

Combined Library and Community Center Serves San Jose

Basketballs and books? Hundreds of Almaden Valley residents in San Jose, California, turned out on May 13, 2006, to see how a combined library and community center would mix.

Nearly five times larger than the two separate facilities it replaced, the new Almaden Library and Community Center was designed to meet the needs and preferences of the local community. In the process, existing redwood trees and pastoral vistas were preserved while adding a regulation-size gymnasium, cooking classroom, fitness center, community room with kitchen, thirty-six additional computers, a dance and aerobics studio, Tiny Town preschool activity center with three classrooms, tech center, teen room, group and quiet study areas, and considerably more room for library collections.

The $26 million facility, which measures 65,000 square feet, is coming in under budget and will be comanaged by the San Jose Public Library and the City of San Jose Department of Parks, Recreation, and Neighborhood Services. Generous contributions were received from a score of organizations and more than 440 individuals.

The new facility replaces a library and community center that date back to 1971 and 1976, respectively. The new facility is the sixth library and fifth community center to be completed using funds from local bond measures approved in 2000 by San Jose voters. The branch library bond measure provides $212 million during a period of ten years dedicated to the construction of six new and fourteen expanded facilities. The parks bond measure provides $228 million dedicated to the construction of nearly one hundred projects including nine new or remodeled community centers.

For Almaden Library and Community Center information, call (408) 268-1133.
What kind of a response would you get if you asked a patron in line at your circulation desk what she thinks about the state library? Most likely you’d get a blank look. What if you asked a coworker or a trustee the same question? There are state libraries that provide legislative reference service and others that maintain the state archives. Some are independent agencies, and others are units of larger departments. Each state library is responsible for “library development,” though that may be interpreted (and funded) differently from one state to another.

Serving California State Library’s Customers in 2006

Those of us who work for the California State Library (CSL) know the average Californian has fuzzy notions of what CSL does. Our fellow Californians, parents at our children’s schools, people on neighboring treadmills, the folks in the “ten items or less” line—they think this distinguished 156-year-old institution is the Big Library Boss in Sacramento. They know we’re a state agency across the street from that gleaming symbol of power, the State Capitol. They know we have “library” in our title. Putting two and two together, they assume we have official influence over California’s libraries. We smile. We listen. Then we set our neighbors straight.

What we do at this public research institution is not manage, but serve a group of customers as diverse and delightful as California itself. It’s a job that keeps everyone at CSL busy. Very busy.

By producing policy-shaping research and detailed data reports, we minister to elected officials and state employees, as well as California’s quixotic constituencies. By collecting historic materials on California and the West, we work for residents, but also for everyone who loves California. By assisting public libraries through financial aid and consulting services, we support people who work in California libraries and everyone who depends on those libraries. And, by offering special services to physically and visually challenged clients through our Braille and Talking Book Library, we open communicative doors to anyone shut out from conventional information services.

To pigeonhole CSL’s “primary” customer would limit our effectiveness. Yes, on the surface, the elected official who calls our California Research Bureau.
(CRB) for a report on dropout rates or indoor mold, and the library director who seeks support for her adult literacy program, seem to have dissonant information needs, but they don’t. What both of these CSL customers seek are ways to improve the daily lives of the people who live in California—that’s what we help our customers do.

Compared to other California agencies, CSL is relatively small. We have 179 full-time staff members and four bureaus that help Californians: the California Research Bureau, Library Development Services, the Office of Library Construction, and State Library Services. The State Librarian of California, Susan Hildreth, who Governor Arnold Schwarzenegger appointed in August 2004, oversees the bureaus.

Our largely behind-the-scenes work gives CSL customers—from library directors and legislators to government staff members and history buffs—the resources and information they need to invigorate their California communities. CSL touches the lives of countless people in every corner of the most economically, culturally, and geographically diverse state in the nation.

Here is a sampling of what just two CSL bureaus do to make California a better place to live.

**Research and California Kids**

CSL’s California Research Bureau (CRB), home to researchers who are experts in the fields of economics and government, education and human services, environment and natural resources, and general law and government, is the “think tank” for the state’s elected leaders. When members of the California legislature want accurate data on frequently controversial issues, they call our team at CRB.

One group of Californians who will benefit from CSL research is children of incarcerated parents. CRB researchers have shown that without help from lawmakers, these children, so suddenly separated from their caregivers, are in serious danger of failing in school, becoming delinquents, or worse, becoming incarcerated themselves. Because of our CRB team, these California kids have a shot at productive, happier lives.

What began as a research request from California State Assembly member Kelly Mazzoni in 2000 on this heartwrenching issue has evolved into five reports: *California Law and the Children of Prisoners* (February 2003), *Children of Incarcerated Parents* (March 2000), *In Danger of Falling through the Cracks: Children of Arrested Parents* (April 2002), *California State Prisoners with Children: Findings from the 1997 Survey of Inmates in State and Federal Correctional Facilities* (November 2003), and *Children of Arrested Parents: Strategies to Improve Their Safety and Well-Being* (July 2003).

CRB reports have prompted state Senator Sheila Kuehl and California State Assembly members Wilma Chan and Pedro Nava to carry legislation that will defend and support these marginalized children as they adjust to the state’s childcare system. Further, CRB researchers have presented their findings at the national Child Welfare League of America’s annual convention, and other states are replicating CSL’s work.

**Supporting Libraries—The Hearts of California**

CSL’s Library Development Services (LDS) bureau largely performs outreach. LDS consultants work with urban and rural library leaders to implement Library Services and Technology Act (LSTA) and state-funded grant programs that help Californians connect to their local libraries and experience the life-enhancing programs they offer.

Some of our 2006 grant projects boosting the quality of California life through its libraries include: Live Homework Help, “live” online tutoring for students; the California Center for the Book, programming that promotes the joy of reading to California families; and California Cultural Crossroads, a program that pairs local libraries with cultural groups to boost diversity among—and intercultural literacy awareness in—library customers.

Literate citizens are vital to California’s socioeconomic health. Through California Library Literacy Services (CLLS), California libraries launch and maintain tutoring services for adult learners. This program, which recently celebrated its twentieth anniversary, truly has changed the lives of its participants.

**A Great State Means a Great Library**

California defies an all-encompassing spin. And so does the typical CSL customer. CSLs “primary” customer is the person who, on any given day, benefits from our assistance, information, and experience. Every day, as we work from our Sacramento vantage point, we remember our customers have many magnificent faces, just like California.

**Illinois State Library**

**ANNE CRAIG, DIRECTOR, ILLINOIS STATE LIBRARY; acraig@ilsos.net**

The Illinois State Library (ISL) is the official library and information resource for state government officials and employees. Additionally,
to meet the statutory charge to support, implement, and maintain library services for the cultural, educational, and economic development of the State of Illinois, ISL is a leader in providing training, programmatic development, and technological innovation to the libraries of the state. We provide specialized services, programs, and resources for the people of Illinois and the network of more than four thousand libraries in Illinois.

Training, Programmatic Development, and Technological Innovation

Training remains an important part of ISL’s statutory mandate. Ongoing training enhances the professional capabilities of librarians to deliver information to patrons. We currently have more than thirty-three hundred librarians and library technicians who use our Continuous Learning Online (CLEO) workshop registration site. Nearly two thousand library staff have attended a training session through CLEO, with topics including automation, collection development, maintenance and preservation, grant preparation, interlibrary loan, and new technologies.

Each year we conduct two highly acclaimed week-long institutes for fifty library directors and school and public librarians: the Small Public Library Management Institute (now in its thirteenth year) and the Institute for School and Public Librarians (entering its twelfth year). This year marks the fifth year of our Synergy Library Leadership Initiative, a series of three three-day seminars where thirty participants gain the skills necessary to become future library leaders. We also host a conference for government document librarians. Each year, ISL awards $7,500 scholarships to fifteen Illinois residents who wish to pursue a master of library and information science degree. We offer librarians access to educational satellite teleconferences and webcasts. Using grants awarded to us by the Bill and Melinda Gates Foundation, ISL oversaw a major upgrade of LibraryU, a highly praised, Web-based training initiative offering an ever-growing variety of courses to librarians and patrons.

Together with the Mortenson Center for International Library Leadership at the University of Illinois, we are overseeing a three-year International Library Leadership Institute bringing together Illinois librarians and librarians from other nations to promote greater understanding of issues affecting all librarians. We recently conducted seventy workshops training seventeen hundred librarians on current library delivery and interlibrary loan practices. We offer a yearly education program for library trustees. The ISL will continue to look at innovative new ways to provide training opportunities and professional development for librarians.

The Library Development Group at ISL has fostered a strong partnership with our regional library systems and academic, public, school, and special libraries to enhance service to librarians and their patrons. Each year we award approximately $60 million in state and federal grants—to school libraries, public libraries, literacy providers, library systems, and others. Our LSTA grant offerings have been recognized as some of the nation’s most creative and effective by the Institute of Museum and Library Services. We coordinate a variety of statewide electronic resources, including FirstSearch, NovelList, and Physicians Desk Reference.

Together with our regional library systems, the State Library delivers more than twenty million items a year through a statewide delivery system. Construction and disaster grants assist libraries with critical capital improvement needs.

ISL is one of the few state libraries that provides direct literacy grants. In 2005 we awarded $6.7 million in funding that impacts the lives of more than thirty-five thousand people in Illinois, including new immigrants, workers eager to learn, and families who want a better life. The literacy program brings new learners into libraries every day:

- Adult Volunteer Literacy Grant funds enabled 24,143 adult learners to work with 12,336 volunteer literacy tutors to increase their educational skills.
- Workplace Skills Enhancement Grant funds enabled 2,647 workers to increase their educational skills while on paid time at their work place.
- Family Literacy Grant funds enabled 1,361 parents to work with 2,223 of their children to advance their learning.
- Penny Severns Summer Family Literacy Grant funds enabled 1,764 parents and 2,891 children to participate in educational activities during the summer months.

ISL is a leader in adapting and utilizing technology for the purpose of enhancing library services. During the eight-year tenure of Secretary of State and State Librarian Jesse White, we have created Find-it! Illinois, a statewide digital library Web site bringing Illinois information into one convenient location for Internet users. Illinois Government Information is an Internet search
Publishing and book sales in Illinois make up a multibillion-dollar industry. To spur this segment of the economy and to encourage budding authors, ISL hosts the annual Illinois Authors Book Fair.

Specialized Services
ISL's Talking Book and Braille Service (TBBS) is a nationally recognized program. TBBS, housed in a separate facility near the main library, offers an array of programs benefiting twenty-seven thousand sight-impaired patrons. These individuals may choose from a collection of more than 400,000 items, ranging from audiobooks and Braille materials to descriptive videos and magazines. The materials greatly enrich the lives of citizens who cannot read standard printed materials. Recently, TBBS and our network of four Talking Book Centers in Chicago, Geneva, East Peoria, and Carterville, were named National Library of the Year by the National Library Service for the Blind and Physically Handicapped.

ISL's seven million items include geographical books and journals, gazetteers and atlases, and more than 185,000 maps, making ISL one of the largest map libraries in the nation and an international map resource. ISL's Patent and Trademark Library is one of only two such libraries in the state. These resources are used by government agencies and private businesses for the economic development of Illinois.

Project Next Generation is a specialized program aimed at junior high students. The program operates in twenty-five public libraries throughout Illinois. The purpose is to motivate and assist those students in need of additional mentoring to help them achieve academic success. The program focuses on enhancing computer and technology skills.

Economic and Cultural Enhancement
Publishing and book sales in Illinois make up a multibillion-dollar industry. To spur this segment of the economy and to encourage budding authors, ISL hosts the annual Illinois Authors Book Fair. This unique event is the only one of its kind that exclusively recognizes the talents of Illinois authors. Writers representing a variety of genres take part, and all of the participating authors autograph their books and personally meet with book lovers. The authors present numerous workshops and panel discussions, and patrons browse and buy books at an onsite bookstore. There are a host of free activities for children.

Read for a Lifetime was the first statewide reading program to target high school students. The goal of the program is to promote the enjoyment of reading by encouraging students to read both classic and contemporary literature. To date more than six thousand students have participated in the program.

Strategic Planning
ISL has recently embarked on a long-range strategic plan with the intent to focus our endeavors more clearly on critical needs. To initiate that process, ISL conducted a statewide survey of the library community and received more than twelve hundred responses. The suggestions were thoughtful, and we look forward to incorporating these suggestions into a new blueprint that will guide us as we work to strengthen Illinois libraries and help librarians better serve their patrons.

The North Dakota State Library Leads the Way
DORIS OTT, NORTH DAKOTA STATE LIBRARIAN, dott@state.nd.us

The North Dakota State Library (NDSL) serves the information needs of North Dakota's citizens and libraries by advocating for all of the state's...
libraries and by providing accessible, quality library services to all.

NDSL plays an advisory role to libraries and local government by facilitating and coordinating statewide services and new ideas, and by being a catalyst for the use of new technology in the delivery of information. NDSL's vision is to lead the way in information opportunities by serving as a leader in the library and information field, developing access to information, promoting and advocating library awareness, and providing library and information services statewide.

Promoting libraries across the state is a NDSL priority. Each staff member plays a role in making this happen. The main focus is to promote NDSL and all other libraries across North Dakota to our citizens. NDSL strives to provide support and information to librarians and libraries about funding, technology, grants, and available services.

NDSL serves as the library for North Dakota residents who do not have a local public library and functions as a backup reference center for North Dakota libraries. NDSL places service to state government as a priority by offering state employee reference service, interlibrary loan service, and training. NDSL is committed to providing training for librarians, teachers, state employees, and citizens in using the online library resources and the statewide online library catalog.

NDSL's role is ever-changing. More and more patrons are taking advantage of the advent of remote access. One priority is to connect public, school, academic, and special libraries to the state's library catalog. This project provides an automated catalog, circulation, and interlibrary loan capability to participating libraries. Library Vision 2010 grants are being used to add the records of individual libraries to the statewide library catalog. This means thousands of additional informational items are made available to every citizen, either at the library or through their computer.

The Statewide Catalog Development Department provides cataloging services to libraries across North Dakota. Grant money from Library Vision 2010 (state general funds) and LSTA (federal funds) is used to fund the first-year costs for libraries that want to add their catalogs to the Online Dakota Information Network (ODIN). The overall goal is to automate the librarians and make their collections available to the citizens of North Dakota through interlibrary loan.

NDSL is technologically up-to-date, but finds a constant demand for more and more online information. Presently, participating North Dakota libraries are purchasing and financing three online packages, including: Gale Group (resources for children), EBSCOhost (magazines, journals, business resources, and reference sources), and ProQuest (newspaper database).

NDSL also secured funding from the state legislature in the last legislative session for three additional online library resources databases. These include: Opposing Viewpoints (information on social issues), Health and Wellness Resource Center (medical information and health news), and Ancestry Library Edition (genealogical history collection).

NDSL provides workshops and continuing education opportunities for librarians, library board members, teachers, and educators in online access, planning, marketing, and library skills. These are delivered in multiple locations throughout the state. The professional library staff provides technical assistance to librarians in all areas of librarianship, including becoming automated, reference, cataloging, marketing, funding, personnel, and information technology.

Coordinating the sharing of books and other library materials is an important and well-used NDSL service. The provision of library materials has been, and continues to be, a vital service in resource-poor libraries and towns across North Dakota. In addition to providing material, the NDSL's critical role is to ensure that materials, whether located in or out of state, are accessible to every North Dakotan.

NDSL's Disability Services Program provides talking books and a radio reading service to thousands of visually and learning impaired citizens. The Talking Book Program is administered by the National Library Service for the Blind and Physically Handicapped (NLS). In addition to talking books provided by NLS, volunteers at NDSL record books and magazines that are not available through the national collection. These are made available to talking-book patrons nationwide.

The Dakota Radio Information Service provides local news, senior center activities, lunch menus, as well as obituaries and grocery ads, which are broadcast daily and allow citizens with disabilities to remain a part of daily life. These services provide an invaluable service to the visually impaired by acting as a life-line to the community. This program is run with the assistance of volunteers providing more than five thousand hours of service per year.

NDSL's State Document Depository Program ensures that publications intended for the citizens of the state are collected and cataloged, and that catalog is made available throughout the state. NDSL also serves as the library for members of the state's General Assembly and the state judiciary. It also provides law libraries for the state's government agencies, including the courts. NDSL is responsible for maintaining the state's legislative record.

The Statewide Catalog provides access to state and federal government publications, including legislative documents, state and federal regulations, case law, and other materials. The statewide catalog is a single searchable database that includes records from all participating libraries. The statewide catalog also includes records of state government publications, including legislative documents, state and federal regulations, case law, and other materials. The statewide catalog is a single searchable database that includes records from all participating libraries.
accessible on ODIN. In this role, NDSL also increases awareness of the usefulness and historic value of the state's documents. Because many state documents are now being published only in electronic form, NDSL is retrieving, storing, and cataloging pertinent electronic documents. NDSL also works with state agencies to have their internal collections cataloged and maintained. This keeps their information and materials accessible to all North Dakota citizens.

State aid to public libraries continues to be a critical program for North Dakota public libraries and an important part of NDSL’s budget. State aid provides funding for staffing and materials for public libraries. State aid funds are distributed through an application process as directed by state statute.

During the last legislative session, public libraries were given an increase in state aid. All public libraries that receive state aid agree to loan their materials to other libraries and citizens throughout the state. The increased dollars are assisting public libraries with increased technological capabilities and the purchase of additional informational materials.

Conclusion
For more than a century, state libraries have promoted citizens’ access to information. The early traveling book boxes and bookmobiles have led to cooperative cataloging and brokered databases. Identifying unserved communities and regions led to establishing new libraries. State library workshops have provided valuable continuing education to keep practicing and professional librarians current.

State libraries have established networks to facilitate interlibrary resource sharing.

State libraries complement and coordinate the services of public, school, and academic libraries across the country. They are vital to the health of all libraries in our states.
“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.

The Book Calls You and You’ve Got to Be There
An Interview with Elie Wiesel

The author of more than forty books, Elie Wiesel is the winner of the 1986 Nobel Prize for Literature. In 1978, President Jimmy Carter appointed him chairman of the President's Commission on the Holocaust, and in 1980, he became the founding chairman of the United States Holocaust Memorial Council. Wiesel, who was born in Transylvania, was fifteen years old when he and his family were deported by the Nazis to Auschwitz. His mother and younger sister perished while his two older sisters survived. Elie and his father were transferred to Buchenwald, where his father died shortly before the camp was liberated in April 1945. After the war he studied in Paris and later became a journalist. During an interview with the French writer Francois Mauriac, he was persuaded to write about his experiences. The result was La Nuit or Night, which despite initial difficulty getting published, has since been translated into more than thirty languages and had sold more than six million copies. With his wife, Marion, he established The Elie Wiesel Foundation for Humanity; the foundation's mission is to combat indifference, intolerance, and injustice through international dialogue and youth-focused programs that promote acceptance, understanding, and equality. Visit www.eliewieselfoundation.org for more information.

Public Libraries: I was wondering if you would like to begin by talking about your relationship with language: how you choose which language to write in and what are the benefits of different languages?
Elie Wiesel: Well, I am a writer as well as a reader, a professor as well as a student, which means I believe in language, I believe in words. And even what separates one word from the other is still a word. My mother’s tongue was Yiddish, and my first book actually, Night, was first written in Yiddish. But since that book, all of my other works have been written in French. It has become actually almost a native tongue, although I learned it when I was seventeen or eighteen or so, when I came to France. I like English, but because of my commitment to French, my other languages are suffering. I also wrote articles in Hebrew and I continue writing articles in Yiddish and occasionally in English, but my English is still not perfect. I teach in English—which means the oral tradition, which is part of teaching—my oral tradition is something else. But for writing, I express myself best in French.

PL: What is it about French that allows you to do this?

EW: At a certain point after the war, when I needed it, it became a kind of home for me, a refuge. And in it, the French language is a Cartesian language; it is totally intellectual and rational. And I have written a lot about mystical experiences and mystical studies, and I liked the challenge of writing about mysticism in a Cartesian, a rational, way.

PL: You write in your preface to the new edition of Night that every book has a destiny. Can you elaborate on that and talk about the relationship between a book and a reader?

EW: Both. There must be a relationship—a very intimate relationship—between the book itself and the person who reads it. The grace, the charm, the magic of reading is that you create that intimacy. When you speak, you have many people—or some people—listen to you. When you write, you write for one person, who is at that moment the most important person in the world. And therefore that intimacy occasionally is accentuated and cultivated, and on other occasions it is not.

PL: So how does an author create that intimacy?

EW: Do you think I know? (laughs) When I write, I don’t think about intimacy. I don’t think about anything; I just think about the writing.

PL: How did you come to writing as a profession?

EW: I was always writing, even as a young person, as a teenager. I loved writing. When I was thirteen, I began writing a commentary on the Bible. After the war I found it again, and it was bad.

PL: So how did you start writing fiction?

EW: I like stories. I like fiction and nonfiction at the same time, but I like stories. I like nonfiction because I like study, to discover in the text—especially in an ancient text—layers and layers of meaning of questions and the questions of the questions. That means something to me. Centuries disappear when you read an ancient text and the commentaries of the texts. You feel that you are not the age you are but the age of the book. And as for fiction, I love stories, imagination, fantasy.

PL: You go between writing fiction and nonfiction so frequently, how do you decide which themes to explore in the different genres?

EW: I don’t decide. The book decides it for me. If it tells you this is not the time to write this topic, you don’t resist. You follow it.
PL: You’ve also written two plays, *Zalmen or the Madness of God* and *The Trial of God*. What made you decide to tell those stories as plays instead of novels?

EW: I really don’t know. It’s not a decision I made. The experience is different, of course. Every topic deserves a special treatment. Some stories I wrote could only have been written as stories, others only as nonfiction. Some subjects could only be visited as a play, and therefore I wrote a play.

PL: In other interviews you’ve said that even though you’ve written more than forty books, you feel in a lot of ways you’re just getting started. What do you have left that you want to accomplish?

EW: To write a good book! Absolutely! To write a good book.

PL: You don’t feel as if you’ve already done that?

EW: Not yet. No, I still feel I have so much to do in this world.

PL: What in your mind would constitute a good book?

EW: A book that contains truth and beauty at the same time and urgency.

PL: I think a lot of people would say you’ve already accomplished that several times.

EW: (laughs) I try. I try. Believe me. I tried.

PL: Can you talk about the challenges you encountered when you first started writing?

EW: The practical challenge was that the first book couldn’t find a publisher. It was rejected by every major publisher in France and every major publisher in America. But, in this case, of course the challenge was how does one write about something that cannot be told, that cannot be comprehended. Which I think I said in the new preface to *Night*, how can you write about what is unspeakable, incomprehensible, unattainable? You cannot grasp it, yet I had to do it.

PL: You talk about the challenges of finding the right words to use . . .

EW: There are no words, that’s the problem.

PL: So how did you overcome that obstacle?

EW: I didn’t. To use the same language? I was worried. There was nothing there.

PL: So fifty years later, what are the challenges you face when writing?

EW: The same. Each time that I write a book, it’s the same as writing the first book. As if I’ve written nothing else before. I try to make it as if I will never write another thing again.

PL: So it hasn’t gotten any easier?

EW: No, on the contrary, it’s more difficult.

PL: In what ways?

EW: I don’t know. Maybe I’m more demanding.

PL: What role have libraries played in your life?

EW: I love libraries. Because they respect quiet—you don’t talk, you whisper! And we live in a generation that is so noisy, the noisiest generation ever since Adam and Eve. They were arguing, and Paradise must have been as noisy. You don’t find that in a library. You go in and the very experience that you can read in that library, people who have lived two thousand years ago and there they are. It is enough to open a page and you meet Socrates, and you open another page and you hear Jeremiah. I love libraries. I love books in general. When I travel, half of my bags are filled with books!

PL: What kind of books are you reading now?

EW: I read more for my work. I have to prepare my courses and my lectures. My courses are always going through from antiquity to modern times.

PL: You’ve talked in other interviews about the importance of memory.

EW: Libraries are memory. It is mem-
ory surrounded by four walls. Every book, even fiction, is part of memory. We remember the person who wrote it, and the persons who read it, and the persons who have commented on it. To me, [the library] is a temple. You go in there, and you are aware that you are not alone. And yet when you open a book, you are alone with the author of the book.

PL: There’s an immediacy with books?

EW: An urgency, you can’t turn away! The book calls you; you’ve got to be there.

PL: You’ve also talked about how you want to sensitize the reader. How do you go about doing that?

EW: My writing, I want the reader to be more sensitive to pain, to somebody else’s pain, actually. If I write about a play by Shakespeare, or an essay by Kant, it is to be sensitive to the other. What is a book? The book is given by the other to the person who reads it. And then that person decides if the person who wrote that book is a teacher or a friend, an ally or a companion or an enemy.

PL: What would you want the reader’s response or the reader’s action to be after they read one of your books?

EW: Really to become more sensitive. Just to become more sensitive to what I have tried to say about whom, and to whom and for whom and for what.

PL: You had mentioned before about a reader deciding if an author is the enemy. How can an author be an enemy?

EW: Some writers are writing and want to spread hate. The intention of hate, after all, that is the enemy.

PL: What are you working on now?

EW: I just published another novel in Paris, which came out two months ago, called An Insane Desire to Dance. It’s about madness. I have a rule: I never give up the manuscript before I begin another one so I’m working on something else.
Research Is Hard

I have this theory about research. It's not easy, it needs critical thinking skills to be performed well, and it is never perfected. However, in the current “one box” search mechanisms available on the Web, those doing research are led to believe that not only can a full research project be performed using one publicly available engine, but can be completed in the time it takes to fry an egg.

Recently on my weblog, I listed ten ideas librarians could use to restrain themselves from teaching students and patrons to “Google” something, even in passing (www.librarystuff.net/2006/03/back-to-boolean-call-togoodness-sake.html). The premise is not to make research feel easy. A few ideas from the post include:

- Make online searching mandatory in library school. Make it a core course.
- Keep up with search engine news and how to use these tools to their maximum capabilities.
- Do not make Google the default page at reference workstations. If a library is going to do this, at least use the advanced page.
- Understand the invisible Web and how it exists. Know about subject-specific engines and directories. Know the best ways to find people, addresses, and e-mail addresses.
- Use the reference book collection. Not all answers are found in the glorified results of a word or phrase search on any engine.
- Don't enable. Not only should librarians teach better searching skills to colleagues and users, they should practice what they preach. Don't put a Google search box on the library Web page or blog.

In essence, I complained that librarians are implying that research can be performed without any involved thought process or knowledge of how any of these engines work. Students sometimes do not know how to distinguish easy “look-it-up” research from “read-fifteen-articles-before-you-start-typing” research.

Don't get me wrong. I love Google. When I forget a URL for a Web site that I’ve visited many times before, it’s a lifesaver. If I need to do quick factual research—“Honey, can you find out the phone number for the Lowe’s in Port Jefferson,” my wife screams from the bedroom—a Googlin’ I will go, even before going to the store Web site; it’s that good. But if I have to do
Research is supposed to make us think about the topic; the more we delve into the process of finding new information that assists in leading to logical conclusions, the better the outcome.

Heavy research, one that requires me to use my brain for longer than five seconds, that warrants a review of the literature, or that will be printed in a peer-reviewed journal, I’ll steer clear of Google and go directly to the fee-based databases that my county library pays good money for me to use.

My preference for fee-based databases could also relate to how I perform hardcore research. I use the subject classification schema within these tools all of the time. They assist in collecting articles on the same subject. For example, I’m in the midst of coauthoring a book on community building for libraries and the subject heading “Libraries—Community Relations” has been a godsend. It’s not that easy to get subject-based scholarly articles on general search engines. Also, I am a “truncator” (or “stemmer,” if you prefer), and none of the major search engines have built-in truncation schema. Why? Probably because 99 percent of search engine users wouldn’t use it. A wise librarian once reminded me that search engine companies don’t build their engines around the needs of librarians, and I happen to agree. Does that negate the importance of truncation? On the contrary. In my opinion, truncation is one of the most important aspects of performing research.

Research Is Difficult and Not User-Focused

I’m part of the cheering squad that believes that libraries should be more user-focused and user-friendly. I don’t think cell phones should be abolished from library buildings, I don’t believe in quiet rooms, I think quiet rooms are a good idea, and online catalogs should be focused on user participation. That said, I don’t believe in easy and quick answers to tough research assignments. Nor do I believe that the research process should be easy. Research is supposed to make us think about the topic; the more we delve into the process of finding new information that assists in leading to logical conclusions, the better the outcome.

While ironic, the harder research is, the quicker one can accomplish it (stay with me on this one). By taking the extra effort to form a query based on Boolean logic and keywords that make sense in the specific situation (hint: use a thesaurus), the results will be more valid to the search. Thus, searchers will need less time to analyze the results for their correlation to the topic. Of course, more than one search query may be needed, as librarians are always honing the craft and sometimes results lead to better keywords to use. But my point is that the better the search, the more librarians are able to take the work away of the wheels of a machine and the quicker they can complete the task. Further, more time can then be focused on the important parts of the research—actually reading the articles and Web content we find. Yes, search engines are getting more sophisticated, but they pale in comparison to what humans can do if they take the time to customize our searches. If engines like Google or Yahoo! are in the classroom when students are assigned research, when they know exactly what users need before they even pitch in a query, I’ll be willing to listen.

Librarians are also teachers of research. To many, it is a craft as well as a chance to teach. Librarians are proud of their professional search techniques and want to help students understand why their passion and knowledge makes a difference in research. Most teachers will also relay that there is an art form to what they do and that it is not simple. If it were, anyone could do it, not just trained educators. Well, librarians who are trained in research (and all public reference librarians should be trained in research) feel the same way. It’s not easy to do the hardcore research needed for extensive assignments—and the more librarians teach research, the more they hone their craft.

Along these lines, librarians also provide users with the tools needed to perform research for advanced study, whether that is college level or beyond. By promoting research as easy, whether consciously or subconsciously (the latter happens much more often), the profession is doing those who see librarians as the research experts a disservice. By promoting one search engine, providing a link to many engines without any classes or online tutorials on how to use these engines, or by passing off advanced search
skills as not relevant anymore due to increased validity of the top ten search engine results, librarians decrease their own relevancy.

In the twenty-first-century world of the Web, where information is being created at lightning speed, locating, comprehending, and analyzing content is becoming more difficult for library users. Let’s make users and the library profession proud by not enforcing a “research is easy” policy and get back to the basics of why reference librarianship is more viable than the top ten results from a two-keyword search.

One last note on this topic: I don’t mean to imply that research librarians are telling every patron to “Google this”, or “Google that.” What I mean is that there are implied conceptions of research being easy if librarians don’t actively educate users on the power of good research. Also, if librarians don’t actively perform advanced research, how can they be seen as the authority? If librarians perform one word queries on one search engine and call it a day, I don’t consider that authority. Do you?

Resource
Back To Boolean? A Call to . . . Goodness Sake!—www.librarystuff.net/2006/03/back-to-boolean-call-togoodness-sake.html

INTERNET SPOTLIGHT

All are welcome.
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Or a disruption is caused,
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Writing Successful Library Grant Proposals

My May/June 2006 column, “Grant Matchmaking,” focused on funding sources for library grants. Once you’ve done the research and located a great grant opportunity, how do you ensure that you create a successful grant proposal? I’ve had many library staff tell me that they are reluctant to apply for grant funding because writing the proposal intimidates them. This article offers tips to help you get over your hesitation and encourages you to realize that you can do it!

Planning

My number-one tip for grant work is always to stress the importance of planning. You should never start with a good idea or with a grant announcement. Just because a project sounds like fun or there is money available does not mean you should apply. Always start with your mission and strategic plan. If you don’t have a strategic plan, you need one. Buy a copy of Sandra Nelson’s The New Planning for Results (ALA, 2001), hire a facilitator, or beg for help. You need to know what you are trying to accomplish before you begin any project or it might lead you in the wrong direction. Funders always appreciate thorough planning as well—it shows you aren’t just guessing about what you are going to do with their money. A good strategic plan will provide you with some of the information needed
for a grant proposal. Deadlines on grants are often very short, so having this background information ready can come in handy and also lessen your workload.

Writing a Proposal
You don't need to be an eloquent, accomplished writer, and you don't need to write a dissertation. You just need to be able to write in a clear, concise manner. Remember that grant proposals are judged on content, not weight! If you are a good storyteller, you may make a good grant writer. As part of the proposal you are telling the story of your community and what difference the funding can help accomplish. This means there is also some sales work involved as you must prove you can get the job done. By giving you a grant, funders are investing in your library. You want to be convincing and persuasive, but also completely truthful. While you want to assure the funder of the library's ability to accomplish the grant project's goals, you also want to be sure that your proposal is very accurate. Don't apply for a grant if your library doesn't have the resources to truly support the project. A grant is not free money; it always involves significant staff time at the very least.

Your writing should also be very organized. If there are grant guidelines available, they may provide the organizational structure. Follow the guidelines explicitly. You don't want to have your grant proposal disqualified because of a technicality. Submit the proposal exactly as stipulated, make the deadlines, and fulfill all the requirements. Make sure you qualify before you apply. Don't bother with fancy covers or professional binding. In fact, it may hamper the funder from making necessary copies of your grant proposal to distribute to colleagues for review.

If you read all of the funder's documentation and still have questions about whether your project would be a good fit, ask the funder. It is very useful to start a relationship with the grant reviewer before the deadline for application. Sometimes they will even read over your grant proposal and give you feedback if you give it to them well ahead of the deadline.

You can share some of the work of writing a proposal. Some responsibilities to distribute include research, creating the budget, writing the narrative, and editing the entire proposal. I've known of some libraries that have volunteers help with some of these tasks, though it is best to have a library staff member oversee the entire process and approve the finished proposal.

Know Your Audience
Reviewers are often just like you and are trying to allocate their funding wisely. They want to ensure that your grant project will make a real difference in the community. When writing your proposal, keep the audience in mind. Don't assume any knowledge of library terminology and practices. For example, a grant reviewer may not know what circulation means, what a reference librarian does, or what you are doing by providing readers’ advisory.

Parts of a Proposal
Many grant applications, or Requests for Proposal (RFPs), will ask for similar information. The most common parts of a proposal include: application summary, organizational overview, statement of needs, project description, budget, and evaluation process.

Application Summary
The summary is the most important part of your grant application. It should be written last, as it should include all aspects of your grant project. It should describe what your grant project entails, including major activities, target audience, what difference it will make (outcomes), and how much it will cost. It should be unique and compelling, so that the reviewer wants to continue reading. It should stand on its own, as sometimes it is the one part that is shared with other reviewers. You should present your case concisely with impact.

Organizational Overview
The organizational overview basically provides information on the library, describing what it does and showing that it is capable and reliable so that the funder can trust that the grant will be administrated correctly. You may include when the library was founded, leadership information, total budget, recent successes, or other successful grants.

Statement of Needs
The statement of needs is where you will prove that your grant project will help solve a problem in your community. This may be called the project justification or the problem statement. Include how you know that this problem exists and why your project is the best approach to solving it. This is actually a good section to write first. If the reviewers don't understand and support your identified need, they aren't going to think there is a reason to fund the project. You must be able to make a strong, compelling case for the need—using data, statistics, and anecdotes to back it up.

Project Description
The project description is more comprehensive than the summary and addresses the specifics of the grant project. You will include the detailed goals, objectives, activities,
and resources. Often a timeline of the grant project is included in this section. Your goals are the outcomes you are trying to achieve. Objectives will specify how you are going to accomplish your goals. Your activities will be the actions you will take to get there; this may be services or programs.

Budget
A budget request is a detailed allocation for the funding needed for the project. This is usually a line item budget. You should include every resource needed for the project. Grant budgets will often include a column for matching support. This could be a percentage of library staff salaries, administrative support, and space or equipment to be used for the grant project. The budget is an area where a little research can go a long way. Have someone else do this part if you aren’t detailed enough. You may need to get quotes from contractors or estimates for equipment. Sorry, you can’t just guess!

Evaluation Process
Oh, the evaluation process. Outcome-based evaluation (OBE) is hot right now, right? The preeminent source of library funding, the Institute of Museum and Library Services (IMLS), requires OBE, as do many other funders. Outcomes measure the amount of change in participants’ knowledge, skill, attitude, or behavior. Because it is a measurement of change, this means that you must start your evaluation process before a project even begins so that you have a starting point. If you are going to show that a customer’s skill in job searching has increased, you must have a baseline. You have to know the purpose of the project—what you are trying to do before you can measure the results of what actually happened. Funders don’t require OBE just to be tricky.

They want to know what difference the program made and how participants benefited. Another bonus is that OBE also is a great way to communicate the value of the library, not just to grant funders, but also to local elected officials, voters, and your library board. It does answer the question, what difference does the library make?

Partnerships
Partnerships are required for some grants. Even if they aren’t, reviewers usually view support and collaboration with another organization favorably. A real partnership must have buy-in from both organizations and must provide benefits for both groups. If you aren’t involving another group, make sure that you have at least included some type of community involvement in planning your grant project. This can include having a community member on your grant committee, holding focus groups, conducting interviews to determine needs, or analyzing customer satisfaction surveys.

Applying Online
Online applications are used more and more, especially with federal and state programs. These can sometimes be difficult to deal with, and you should try to submit your application before the due date. You never know if your Internet connection will be unavailable on the last day or if the system will be overloaded with too many applicants, resulting in a server crash.

Just type the application in Microsoft Word, or another word-processing program, and then cut and paste it into the online application form. Sometimes this may add additional characters or formatting, so you might want to try pasting it into Notepad or another basic text editor first.

Additional Tips
You may need to include letters of support with your application. These may come from your partners, your city manager, your state library, or your customers. Make sure you outline the project to them before they write the letter giving validation to your request.

Another important thing that funders look for in a proposal is sustainability of the project. They don’t want to fund a project that is going to only last a year and then dwindle due to lack of long-term planning. Include in your proposal how the project will be continued. Can future funding be incorporated into the library’s annual budget?

If you are struggling to understand what a good application will look like, try asking the grant funders for examples. Sometimes they will provide these, but if they don’t, ask another library in your area to share some successful grant proposals with you. One of the best things about libraries is that we like to share what we know.

Your submission should be a final version after a few drafts. Have others read it, even if only for ten to fifteen minutes, because that may be as long as a funder will review it initially. It is best to have someone outside the library who is unfamiliar with the project give you feedback. This person can catch “library speak” and ensure the proposal is clear enough to figure out what you are planning to do. Have them describe to you in a few sentences what they think the project is about. If they are way off course, you may get a few hints as to what you need to change and emphasize. Good luck with writing your grant proposal!
I have a confession to make. Of late, I’ve become a Doctor Who fanatic. I know, in our confessional culture, admitting that you are taken with the adventures of a madcap time traveler does not merit an appearance on Oprah apologizing for all my deceit, but my fanaticism is real.

It began innocently enough when I received copies of the new Doctor Who series from a friend in Britain. Having grown up in Chicago, I remember the late-night broadcasts of Doctor Who on the local PBS station with great fondness. The terrible sets that were all of three meters long, with the character running through them again and again while evading some third-act rubber monster or other beastie filled my prepubescent brain with delight.

When I cracked open the new Doctor Who set, I was stunned to find the new doctor’s adventures were actually, well, good. Better than good; all thirteen episodes were solid hours of entertainment. There was a sort of hinted-at backstory throughout the whole series that led to a fantastic climax, a twist ending for smart and attentive viewers. The acting was superb with Christopher Eccleston going from charming to frightening and back again with the wave of a sonic screwdriver.

Now as any fan of the doctor knows, he has a little trick to cheat death called “regeneration.” It’s a handy way of passing on the torch of the character from one actor to another and perpetuating the series. Eccleston’s gravitas-filled doctor morphed in a spray of light into the quirky-mad David Tennant last year. Now if I were strict to Hoyle, I would have to wait years to view David Tennant’s season. I was bemoaning in a Doctor Who forum (remember, I am a fanatic) when someone posted a link to YouTube. com with the current doctor’s adventures broken up into ten-minute segments. I was thrilled. I watched the first five episodes of the new season in one sitting.
Teaching kids, many of whom send text messages as easily as most adults type, about basic Web design might not be as appealing as offering instruction in developing viral videos.

Of course at this point, I had to explore YouTube a bit. I was familiar with the site from various videos I’d been sent from friends and family. As one ages in the technological era, it’s fascinating to see the same idea repackaged in a new format. For years television brought us blooper shows and broadcast crude homemade footage of animals doing cute things and people almost killing themselves in the manner of the Three Stooges. Now that same impulse to see something short, silly, and ultimately voyeuristic has moved online.

YouTube allows members to upload videos no more than ten minutes in length. These videos are then streamed on the YouTube player in mediocre quality. If you love the crisp colors and sharp definition of QuickTime, you’ll likely be severely disappointed by the murky and blotchy YouTube video stream.

The user defines the “tags,” or keywords, that are used in searching the site. They range from the general (“funny” and “ninjas”) to the confusing (“dumb”) to the downright scatological (“poop”). It’s a bit of a librarian’s nightmare to search YouTube for truly substantive results. While looking for a video of “evil kittens” that had been described to me, I came up with everything from cats fighting to teen boys in cat costumes.

It goes without saying that teens are using—and it could be argued, abusing—YouTube to the fullest. If you have the stomach for it, you can sit through thousands of hours of teen girls chatting into their webcams about their day, their hair, their friend’s hair, the color of people’s hair on television, and why their mothers are just the worst. I’m usually not one to surrender to such easy stereotypes about teens, but I’ve watched enough YouTube to tell you my description is no mere attempt at comedic hyperbole.

A great portion of YouTube’s content borders on copyright infringement, while an even greater portion jumps the border and never looks back. But putting aside the legal concerns for a moment, something is brewing with the young people on YouTube. The proliferation of cheap digital cameras has made a generation that produces, edits, and broadcasts its own content. Some of these teen viral videos have all the whip-smart cleverness of any meticulously produced Saturday Night Live sketch.

Libraries have gone begging looking for ways to appeal to tech-savvy teens. Often the problem is that classes teaching computer skills are elementary to teens raised in the digital age. Teaching kids, many of whom send text messages as easily as most adults type, about basic Web design might not be as appealing as offering instruction in developing viral videos. Combining good old-fashioned theatrical fun (“Hey, let’s put on a show!”) with the power of video could create an enormously appealing program for young adults.

It goes without saying that there are definite safety and content concerns when it comes to sites like YouTube. Here again is where a library can find the teachable moment, and help teens stay safe and avoid objectionable content by providing a place to play with the viral form without catching anything nasty.
The incredibly popular television drama *C.S.I.: Crime Scene Investigation* provides a great opportunity for libraries to showcase their forensic science holdings. *C.S.I.* has been the number-one TV drama for four years running, averaging more than twenty-five million viewers weekly, and now entering its seventh season. Even during the 2006 summer reruns, *C.S.I.* and its two spin-off shows, *C.S.I.: Miami* and *C.S.I.: New York*, all ranked in the top five broadcast television programs according to Nielsen ratings. Together, these three television shows attracted almost one-quarter of the estimated 110 million television households in the United States.

Several professional groups have gained fringe benefits from *C.S.I.*'s popularity, and the program has dramatically changed the image of the scientific community. *C.S.I.* "features scientists as engaging dramatic characters and the work of science as exciting as well as intellectually rigorous . . . their work is both fascinating and way cool." Scientists aren’t the only group benefiting tangentially from *C.S.I.* This fascination with forensic science can spin off to benefit educators of all kinds. The International Reading Association Presidential Award for Reading and Technology was awarded in 2003 to Deborah Wasylik for her creativity in using a forensic crime computer game to improve reading comprehension for her high school students. Wasylik used the popularity of *C.S.I.* to capture the interest of her readers so that they were willing to work to master the necessary reading skills.

Librarians are another major group who can benefit from this current fascination with forensic science. Why not get on the bandwagon and use this incredible popularity to attract people to the library for further exploration of the forensic field? Now is a perfect time to showcase the forensic science material available in the library. In a recent interview, television screenwriter Alex Epstein made a compelling point for librarians: “Our job as screenwriters is to tell the emotional and dramatic truth, not the literal truth . . . if the audience wants the literal truth, there are plenty of books for them to read.” Libraries should take this opportunity to highlight some of the best of those books to be recommended to their readers. This article presents reviews of several excellent recent forensic science books (along with one older classic work), encompassing various age levels and different aspects.
of forensic investigation. By promoting current forensic science material and perhaps adding a few of the recommended selections below, your library can create its very own successful C.S.I. spin-off.

**Book Reviews**

**Elementary School Level**

**Wildlife Forensics**


*The Wildlife Detectives* is a colorful and engaging narrative about forensic investigation of crimes against wildlife. The love of animals common in the elementary school audience, linked with interest in forensic science techniques, yields a fascinating book that captures the thrill of investigation but avoids confronting too closely the trauma of human criminal investigation scenes. The book reports the case of a bull elk killed for its antlers in Yellowstone National Park in September 1993, and follows the investigation through the sentencing of the identified suspect in April 1995.

The varied investigative procedures along the way are explained in text with beautiful color pictures. Sidebars for each chapter cover additional wildlife forensic topics in text and descriptive photos. (One such sidebar describes the development of techniques to distinguish elephant ivory from other forms to enforce the ban placed on importing elephant ivory, which discourages wanton killing of elephants for their tusks. The beautiful scanning-electron-microscope photos of elephant and mastodon ivory show the differences clearly.) The photo team for this book previously has won many awards for wildlife photography, and their photos complement the text and keep the reader's interest.

*The Wildlife Detectives* finishes with a chapter on “What Can You Do to Help?” and contact information on wildlife forensics, as well as a glossary of wildlife forensic terms. Readers enjoying this book might also want to explore Donna Jackson's earlier children's forensic book *The Bone Detectives* (Little, Brown, 1996, an ALA Children's Notable Book), focused on human forensics and aimed at the older preteen and teen audience.

**Junior High School Level**

**Science Fair Forensic Experiments**


*Crime-Solving Science Projects* provides a balanced combination of information and case studies along with detailed plans for experiments suitable for the annual dreaded science-fair project. Rainis provides clear, useful black-and-white illustrations and diagrams throughout. The book begins with general information about forensic science and various forensic occupations along with the practical requirements for science fair projects and how those projects must be conducted and presented. A valuable review of major safety precautions is presented before laying out the individual experiments.

The book provides twenty-three experiments organized into six major areas: physical evidence, fingerprints, documents examination, forgery and counterfeiting, blood evidence, and trace evidence. For each area, a basic presentation of the subject is presented along with a textbook case to solve, followed by the suggested experiments. The book provides appendices on camera and microscope techniques and a list of science supply companies for needed materials, along with solutions to the textbook cases and relevant Internet sites for further investigation. This book does what it sets out to do in a very clear and readable fashion and would be an invaluable aid to anyone involved in a science-fair project.

**Forensic Science—Overview**


Once again DK demonstrates its commitment to high-quality work. *Crime Scene* is an absolutely beautiful, well-organized, absorbing overview of the entire field of forensic science. Although aimed at the juvenile audience, this volume would be equally appreciated in an adult collection. Combining case studies as diverse as the O. J. Simpson trial and the Lockerbie, Scotland, bombing, this encyclopedic volume carries the reader from analysis of evidence at the crime scene to descriptions and diagrams of autopsy procedures.

It then proceeds from victim investigation to techniques for human identification and evidence analysis, and finally to crimes without corpses, such as art and currency forgery or fraud, investigated through computer forensic techniques. Platt provides the obligatory glossary as well as multiple, visually detailed timelines documenting major breakthroughs in forensic science in areas from identification to firearms and serology.

*Crime Scene* is an exemplary reference book, but is as readable as a popular-science collection.
The selected cases provide good examples of the strength of forensics, but also the sobering reality of criminal investigation—and life itself—that sometimes no justice is found.

The wealth of information is presented in a visually absorbing fashion, and the examples and case studies chosen are current or famous enough to draw our attention. You cannot open this book without finding some fascinating detail that will stick in your mind, such as: “experienced burglars would open the bottom drawer first, then work upward to save time” (69). Where else would you find such a useful larcenous tip? And did you know that George Harrison’s family bent the truth on his death certificate to prevent his true place of death from becoming a fans’ shrine? If you can only choose one book to serve multiple ages, Crime Scene is a wonderful choice.

High School and Adult Fire Investigation


Nicholas Faith, a British journalist and television writer, presents a lively international overview of the forensic investigation of fires. A list of abbreviations and terminology provided at the beginning of the book is very useful, since various international fire investigation organizations and their acronyms are discussed throughout the book.

The text begins with a quote from Samuel Pepys’ description of the Great Fire of London in 1666, just to start the reader out with a proper appreciation of the awesome power and fascination of fire. The book then separates into four major parts, beginning with an examination of “The Investigators.” Here Faith presents the history and development of the scientific investigation of fires, and focuses on the unique and challenging aspects of arson investigation. Because fire destroys much of the evidence (one of the reasons fires are set is to destroy evidence of another crime), painstaking attention to detail and completeness is needed to sift through the remaining material and determine valuable clues. The development of computer modeling of fire movement and the use of these models to explain various famous fire disasters is explained.

Next, Faith concentrates on “Buildings and Contents,” addressing the particular concerns of building construction and materials found in buildings (such as furniture) in regard to flammability and release of toxic fumes. The famous New York City Triangle Shirtwaist Factory fire of 1911 is detailed here, particularly how it led to public outcry for both fire-safety codes and regulations on adequate building exits—and keeping those exits accessible. The 1942 Coconut Grove fire in Boston is cited as an example of the tremendously destructive qualities of combustible materials in buildings and furniture and the deadly effect of toxic fumes when those materials are burning.

The third part of the book, “The Hand of Man,” examines the profile and behavior of the arsonist. Faith calls arson “one of the easiest crimes to commit and hardest to investigate” before exploring descriptions of various types of arsonists (85).

Finally, “The Human Factor” looks at how people actually respond in a fire. In this chapter, the old concept that panic is the worst response and must be avoided (for example, never shout “fire!” in a theater) is proven out of date. The very real danger is actually the lack of panic. People pause to evaluate and don’t react soon enough or in the best way for their safety. Current research on improved safety alarms and a more thorough understanding of human behavior factors (once again through computer modeling) are just two aspects discussed in designing human spaces for fire safety.

A major strength of this book is the international focus of Faith’s presentation. Color photo inserts show fires from multiple sites in the United States and the United Kingdom (the primary countries discussed), as well as from Hong Kong and Puerto Rico. Blaze: The Forensics of Fire is not an easy read, but rewards the effort with a great deal of information on a fascinating area of forensic investigation.

Forensic Entomology

Why does the FBI listen to a laid-back, bearded, motorcycle-riding, earring-wearing Hawaiian academic when examining particularly difficult-to-identify corpses? M. Lee Goff, professor of entomology at the University of Hawaii, is a world expert in forensic entomology, a relatively new forensic science examining the evidence provided by insects on and near a dead body. Inquiring minds interested in the details of maggots, blowflies, and assorted other insects and their relationships to dead bodies should not miss this book.

Surprisingly, general readers who might approach the topic with trepidation will also enjoy it. Goff is an engaging writer, making what could be a dry academic tome or a totally disgusting narrative of gore into an interesting explanation of the techniques and value of this forensic specialty. Black-and-white illustrations, primarily of insect life cycles, aid in the explanations throughout the book; the absence of photographs is an asset.

Goff captures the reader’s interest with details from pivotal criminal cases in which he has been involved. Along the way, he also provides a history of the development of forensic entomology. An entire chapter focuses on the study of pigs—as a model for humans—in examining body decomposition and insect involvement after death. Based on this research, Goff divides body decomposition into five stages: fresh, bloated, decay, post-decay, and skeletal, particularly commenting on the distinct odor of the decay stage. In this stage, the feeding maggot mass and the anaerobic bacteria action break through the corpse’s skin, allowing gases to escape. Goff “noted a strong correlation between the onset of the Decay Stage and a rise in absences and sick days among my graduate students” (46). Such little touches of levity are sprinkled throughout the text, making the gruesome details much easier to bear.

A Fly for the Prosecution does an excellent job of presenting the ability of forensic entomology to determine “time since death,” as well as clues determining urban or rural location at death, movement of the body after death, and the presence of injuries not otherwise evident due to advanced decay. Detailed explanations are given on the effect of temperature, water, fire, or contact with the ground on estimating the time of death using insect evidence. This book is highly recommended as an outstanding example of engaging writing coupled with fascinating science.

Forensic Science—Case Studies

Cracking More Cases is the latest offering from the noted forensic criminologist Henry Lee and his writing partner Thomas O’Neill, authors of Cracking Cases: The Science of Solving Crimes (2002). This book examines five cases in which Lee was involved in the investigation:

- the 1973 Penney Serra murder, where reexamining cold evidence ultimately led to a trial and conviction;
- the 1975 Martha Moxley murder, where once again reinvestigation of the evidence with more current techniques allowed for a suspect to be successfully brought to conviction;
- the 1993 Lisa Peng conviction in the murder of her Taiwanese husband’s mistress and their five-month-old son, in which a fresh look at evidence led to the release of the previously convicted wife;
- the 1996 JonBenet Ramsey murder and the mistakes made in the investigation resulting in no indictments; and
- the 1999 Suzan Barratt arrest for manslaughter, in which careful forensic examination of blood spatters resulted in her release as well as determining natural causes as the reason for her companion’s death.

Color photo inserts provide evidence pictures of blood, bodies, and locations. The text uses the personal voice of Lee to describe each case objectively and explain how evolving forensic investigative techniques allow cold cases to be reexamined in the hope of finally achieving justice. The selected cases provide good examples of the strength of forensics, but also the sobering reality of criminal investigation—and life itself—that sometimes no justice is found.

DNA Fingerprinting

Blood Evidence, another recent book by Henry Lee, has a different coauthor and a dramatic difference in style and readability. This very dense, difficult book (with no illustrations or pictures to break the text) concentrates on DNA evidence in selected court cases. The text offers great detail on the legal aspects of the cases discussed, not surprising given that Tirnady is a lawyer. Although the science of DNA investigation is presented clearly, most of the book details the various court battles and confusion associated with DNA evidence. Topics range from DNA
Along the way, the reader is treated to little hidden tidbits, such as the use of DNA to reveal the true ancestry of prized French wine grape varieties.

evidence in the O. J. Simpson trial to its use in identifying Josef Mengele and in furthering the investigation of Jimmy Hoffa’s disappearance.

Along the way, the reader is treated to little hidden tidbits, such as the use of DNA to reveal the true ancestry of prized French wine grape varieties (the book details the infamous wine paternity scandal of 1999—apparently there is a distasteful offshoot in the family). Blood Evidence is an interesting book with extensive information, but the reader must be dedicated enough to wade through the sheer volume of information, presented in often-disconnected style. Although this is a book that only a forensics fan or fanatic could truly love, it still offers plenty of fascinating facts for the casual reader.

Forensic Hematology


Here it is, the only older book recommended in a science that is constantly evolving and improving. Why? It’s a classic. This report produced by the National Institute of Law Enforcement and Criminal Justice back in November 1971 is the clearest, most information-rich seventy-seven pages you’re likely to see on the topic of forensic hematology. Measurement techniques may have changed dramatically for many forensic analytical areas, but the size and shape of a bloodstain—from a single drop of human blood disseminated from various heights on various surfaces from varying angles—is the same today as when shown in this little pamphlet. Only twenty-nine pages contain text; the rest of the book is filled with black-and-white figures of bloodstain evidence and a few photos of bodies. Although chapter headings may sound dry (for example, “Spattered Blood—Medium Velocity,” “Spattered Blood—High Velocity,” and “Splashed Blood”), this is the classic, nitty-gritty science that is the bedrock of forensic analysis—and it is available through your government printing office for a mere $15 should your library not have a copy.

Flight Characteristics and Stain Patterns of Human Blood is not only a great way to continue fostering the scientific interests of forensic science fans, but also provides a little lesson in government documents and your tax dollars at work. The reader can purchase a copy through the Paper Reproduction Sales of the National Institute of Justice and National Criminal Justice Reference Service (800-851-3420) or they can use a link to NCJRS Web site (www.ncjrs.gov) to explore the abstracts or full-text publications on all aspects of criminal justice found there.

Forensic Accounting and Computer Investigation

Anastasi, Joe. The New Forensics: Investigating Corporate Fraud and the Theft of Intellectual Property. Hoboken, N.J.: Wiley, 2003. 270p. (ISBN 0471269948) “Just Move Away from Your Computer Please” is the opening chapter in a whirlwind tour of exactly how enormous fraud cases like Enron and WorldCom actually occurred and how they were investigated. Often overlooked in the extensive array of forensic techniques, the use of computer imaging and other digital technology to capture data previously thought unavailable makes for fascinating reading. For those forensic fans who don’t find shredding paper and deleting computer files to be sufficiently macabre to maintain interest, you don’t have to completely give up the more gory thrills. One of the chapters concentrates on the use of computer investigation of e-mail records in the brutal 2001 San Francisco death-by-dog-mauling case (described in bloody detail). Anastasi provides enough detail to makes the reader feel informed without being overwhelmed. The New Forensics introduces us to an increasingly valuable forensic investigative arena, and does so in a very enjoyable manner.

History of Forensics—Fingerprinting

Modern fascination with DNA identification techniques in forensics can cause readers to overlook basic forensic tools, such as fingerprints. For comparison, the U.S. DNA database receives about two thousand requests for identification annually, while FBI’s Integrated Automatic Fingerprint Identification System (IAFIS) processes about eighty-five thousand annually. New technology only adds to the basic value of fingerprints as a valuable identification tool. IAFIS can now hold up to sixty-five million fingerprint sets, and procedures continue to improve the ability to lift fingerprints from virtually any surface. As Beavan points out, “the importance of their use as a crime-fighting tool has never stopped growing” (199).

*Fingerprints* tells the story of the people behind the discovery of fingerprints as a useful identification technique for criminal investigation, describing the rivalry not only between them, but also with the proponents of the competing French anthropometric identification system. Beavan uses the sensational 1905 trial of two brothers for the bludgeoning deaths of an elderly couple to focus our attention on the significance of the single fingerprint that decided their fate and established legal precedent for the use of fingerprints as a unique identification tool. The human story behind the discovery and acceptance of fingerprints as a singular identifying characteristic is told in this book with all the drama and emotion of a novel.

While acknowledging contributions all the way from China to South America, Beavan champions the Scotsman Henry Faulds as the true “father” of fingerprinting. The author’s primary focus is on the tale of Faulds’ discovery of the distinctive qualities of fingerprints, his impassioned advocacy for their use in criminal investigations, his rejection by those in authority, and finally his acknowledgment only after his death.

**Trace Evidence**


“Trace evidence” is the term for the small, often microscopic, pieces of material that transfer between people, places, and objects—anything from clothing fibers, paint, glass, hair, soil, or feathers to pollen and other plant material. In 1930, French microscopist Edmond Locard wrote that “the microscopic debris that cover our clothes and bodies are the mute witnesses, sure and faithful, of all our movements and of all our encounters” (xix). This statement serves as the basis for the title of this collection of essays by various contemporary forensic specialists.

*Mute Witnesses* is edited by a member of the FBI Laboratory Trace Evidence Unit and includes contributions from across the United States. This volume is not quite a textbook, yet not a popular science book either. It occupies a middle ground of detailed information, with each essay reviewing actual cases and showing important trace evidence utilized in the investigation, but having no clear organization or connection between the essays. Academic references close every chapter. There are thirteen microscope pictures in a chapter on clothing fibers, comparing fibers from the suspect’s shirt with various pieces of evidence collected from the victim. Another chapter provides more than fifteen pages on the manufacturing techniques, chemical composition, and physical variations in black plastic bags, which enable identification of a particular bag in a sequence and the connection of a single bag with a victim. Copious illustrations, diagrams, and tables assist in the explanations of trace-evidence analysis. This is a book for dedicated fans, filled with factual content and visual evidence, particularly microscopic evidence.

**Forensic Anthropology**


Forensic anthropologists specialize in identifying human remains where bones are the only evidence—the “silent witnesses.” In this book, Ferllini uses twenty-nine case studies to highlight her explanation of the work of forensic anthropologists in varying settings, from exhumations to deliberately altered human remains, encompassing victims of air disasters, fires, explosives, or undetermined tragedies. She includes the invaluable role of forensic anthropologists in investigating crimes against humanity—in identifying the bodies of victims found in unmarked mass graves. This is an arresting book, describing in both text and photographs the techniques and cases involved, while also quietly expressing the motivations of the practicing scientist. “On a personal level, forensic anthropologists achieve gratification in being able to identify accurately the remains of individuals whose lives have been cut short . . . their work can provide peace of mind for victims’ loved ones” (186).

A brief introduction by Patricia Cornwell relates her introduction to Bass during a breakfast presentation by him on his forensic work: “I can’t believe he’s showing this while we’re eating!”

*Death’s Acre* examines the practice of forensic anthropology from the personal perspective of Bass, a noted practitioner, professor, criminal consultant, and developer of the Body Farm investigation lab at the University of Tennessee, Knoxville. Jefferson brings an absolutely captivating writing style to this venture and makes the reader interested in Bass, even outside his area of work. From early memories of his father’s suicide through his decision to go into forensics, Bass openly shares his life and professional career with the reader. The background behind his establishment of an outside laboratory, the Body Farm, to investigate various aspects of human deterioration under varying conditions, is detailed.

A brief introduction by noted fiction crime novelist, Patricia Cornwell, relates her introduction to Bass during a breakfast presentation by him on his forensic work: “I can’t believe he’s showing this while we’re eating!” Her novel, *The Body Farm*, served a major role in publicizing Bass’s work outside the academic community. A collection of more than thirty black-and-white photos in the center of the text provides interesting details on various cases and people discussed. Very useful appendixes of the human skeleton and skull (pictures provided from a text written by Bass) and a glossary of forensic and anthropological terms help readers unfamiliar with technical descriptions. *Death’s Acre* is a completely engaging story of a very alive man who has made studying the dead his life’s work.

The dedication of this book could be seen as an eloquent summary of the mission of all forensic investigators: “Dedicated to all victims of murder, all those who mourn them, and all who seek justice on their behalf.”

**References**


**Got an Idea for a Program at PLA 2008?**

The Public Library Association (PLA) is now planning the 2008 PLA National Conference, which will be held in Minneapolis, March 25–29, 2008. The most important part of that planning is assembling the slate of preconferences and more than 100 concurrent program sessions that will be presented during the conference. The deadline for submitting all proposals is November 30, 2006.

The proposal process is completely electronic: only proposals submitted online using forms available at PLA’s Web site (www.pla.org) will be considered. The online form is self-explanatory, but those interested in submitting proposals should first review the list of instructions explaining what information is required on the form. It is best to have as much information as possible before entering a proposal, but incomplete proposals can be saved and revised at any time until November 30, 2006. After this date, the online form will no longer be available for entering new proposals.

If you have any questions or need additional information, contact the PLA Office, 1-800-545-2433, ext. 5027. Program organizers will be notified of the status of their proposals beginning in February 2007.
The most beloved and best-selling anatomy atlas in the English language is back...the ultimate anatomy reference with over 600 pages and more than 540 stunning illustrations...classic Netter, only better! 200 plates have been relabeled...17 completely new plates drawn in Netter style...plus additional imaging and clinical images for a more complete picture than ever before.

HARD COVER:

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Guest presenters can be a boon for your library, offering high-interest programs that will draw in crowds more quickly than any simple story time ever could. Be it a clown, a magician, or an animal show, patrons will flock to the library for a free performance—driving up your circulation and reading program numbers. Naturally, you have certain expectations of a guest presenter: professional behavior, punctuality, and a patron-pleasing performance.

But as the staff member who books or coordinates the program, you can make success just a little easier to attain. It is as much to your benefit to cultivate good relationships with your guest presenters as it is for them to cultivate a good relationship with you. Word of mouth among performers travels fast, and you want to make sure that people actually want to work for your library. Some performers even may be inclined to give deals to libraries that hold a special place in their hearts.

The advice in this article has been culled from interviews with seasoned performers and library events coordinators. Whether you have booked a thousand programs or it’s all new to you, you’re sure to draw some useful tips from their experiences.

Communicate, Communicate, Communicate!
Make sure your guest performers have complete contact information for both the person booking the program and a staff member who will be present at the program. Send a written confirmation so that the performer can be sure that both sides have understood the terms of the performance. Comedic magician Mike Rose, of Phoenix, Maryland, always calls a day or two before a performance to confirm the date, time, and his arrival time. “Some libraries call me first to find this information out. I always know when they take this extra step that the program is going to run smoothly, as they are obviously on top of things.”

If you are booking the program, your communication with the program sites can be just as important as your communication with performer. Michael Shwedick, who has been performing with Reptile World in Bowie, Maryland, for thirty-three years, noted that this is especially important when the program is to be

KATHLEEN KELLY MACMILLAN is a signing storyteller, interpreter, and librarian who has been performing in libraries with Stories by Hand (www.storiesbyhand.com) since 2004; info@kathymacmillan.com

Kathleen is currently reading Right to Remain Silent by Penny Warner.
The presenters interviewed for this article perform in a wide variety of settings—schools, festivals, hotels, private company picnics, homeless shelters, even a wide variety of settings. The most important part of the communications process is clarifying expectations on both sides. Beverly Izzi, who books performers for the Southern Maryland Regional Library Association, said that “it’s important to talk through what they will be doing to assure you have all the equipment and connectivity needed.” Strotman emphasized the importance of explaining room layout, age of children attending, and payment process up front.

Shwedick echoed the sentiment. “In the case of the artist’s expected arrival time and physical needs, there shouldn’t be any surprises. Don’t overbook a room, and don’t promote an event to the public without giving enough thought to space.” Naturally, you’ll need to respect the performer’s rules about safety and room capacity, particularly where animal programs are concerned.

It’s also important to be honest about what not to expect. “Some performers want us to carry in their equipment,” said Strotman. “We aren’t able to do that unless we have teen volunteers.”

Make Expectations Clear

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Driven to Succeed

Because performers spend so much time on the road, anything you can do to facilitate their drive will make them remember your library fondly! Provide complete directions to and between program locations. Strotman sends out a detailed package to each performer that includes maps, directions, contact information, and payment information.

Consider drive time as well. Beverly Izzi listed this as one of her top concerns. “We realize anyone coming our way will be putting in a considerable amount of time on the road. We like to schedule their performance time mid-morning or early afternoon.” In addition to providing directions between branches, consider including typical drive times to give performers a better sense of how long they will be in the car.

Of course, all that driving makes a performer hungry. Guest presenters won’t expect you to feed them, but you may want to provide a list of restaurants and fast-food places near each performance location. To a guest presenter unfamiliar with the area, such a list can be a huge help.

These materials can be useful to your patrons and new staff members as well. Make a project out of it; staff members at each branch could take responsibility for compiling lists of directions to each other’s branches as well as drive times and local eateries. The result is a valuable resource you can use for multiple audiences, and your guest performers will be thrilled.

On the Big Day

No matter how much careful consideration goes into the booking of presenters, the program can fall apart if communication breaks down on the day of the presentation. Whether you make use of a staff intranet, or rely on more primitive means, communication with branch staff is vital.

Make sure a staff member onsite is assigned to the program. “I have had situations where no one will take responsibility for helping to get the program set up,” said Rose. “Because the contact is not physically there, I have to pull teeth to find anyone to show me where to set up and where to load in my equipment.” Having someone assigned to meet the performer and take care of last-minute needs—and giving that person’s name in advance to your guest—can greatly reduce frustration on the performer’s part.

Dan Raynor of Stevens Puppets, the oldest marionette company in the country, mentioned something most librarians do not think to give presenters. “Having a cell phone or unpublished number where we can reach someone would be great. If I know we’re arriving late because of traffic, and the library opens at 10 A.M., but I could get ahold of someone at 9:30 or 9:15 to let them know what’s going on, that would be fantastic.”

Make sure to consult with presenters about setup. Rose’s favorite onsite contacts are those who make sure to have the performance space cleared out when he arrives. (“No tables or chairs strewn around.”) Raynor lamented the fact that many librarians have the children sit in rows with an aisle in the middle, where most of his puppet show’s action is geared. Some performers prefer to have a tape line on the floor to show the audience where to sit; others find it distracting. Each performance is different, so check...
It is as much to your benefit to cultivate good relationships with your guest presenters as it is for them to cultivate a good relationship with you. Word of mouth among performers travels fast . . .

with the performer to find out how best to set up the room and the audience.

Also be prepared to let the performer know how you do things in your library. Will the children be wearing nametags? Will people come directly to the room, or will they gather in another area first? Will the librarian introduce the performer? Are parents encouraged to attend, or is the program limited to children?

Take the performers' physical comfort into account. Make sure to let them know where the bathroom is and offer a drink. “That’s superficial, because I could bring it myself,” Raynor said, “but having an ice cold drink is great.” He goes on to list fondly the libraries that always have cold bottles of water waiting when he arrives.

Get Technical
A command of technology can ease relations with guest presenters. “If a library can extract photos from our Web site, that’s much more cost effective for us than having to send out pictures,” Raynor pointed out. Many performers have troves of such information available on their Web sites, easily accessible to librarians with appropriate technical skills. Also consider linking to the performer’s Web site from your library’s site as an additional way to promote their programs.

Technology can improve your internal organization as well. In addition to posting performer information on her library’s intranet, Strotman organizes her outside presenter information electronically. “For large-scale programs (such as summer reading), I put the programs into an Access database so I can easily sort the information. This way I send a list of programs to each performer, each branch, and so on.”

A Favorite Place
The presenters interviewed for this article perform in a wide variety of settings—schools, festivals, hotels, private company picnics, homeless shelters, even a furniture store—but all of them listed libraries among their favorite places to perform. “The audience is not a captive one,” Raynor said. “They choose to be there. That means they are going to enjoy it more.” Shwedick agreed: “It’s wonderful to be around kids who enjoy reading.”

Of course, libraries do offer other benefits, as Dan Raynor pointed out. “Libraries in summer are usually air-conditioned! But more importantly, librarians are so nice,” he said. “I have yet to run into one that I dislike, and I probably do a couple hundred libraries every summer.”

So, above and beyond all the other tips, keep being a librarian. The flexibility and problem-solving skills that make a good librarian apply equally well when working with guest presenters. “Go with the flow, and choose not to worry,” Raynor said. “And remember, a smile goes a long way.”
WHAT ARE THE Core Services OFFERED BY PUBLIC LIBRARIES?

PLA NEEDS YOUR HELP TO DEFINE THE UNIQUE ROLE OF PUBLIC LIBRARIES TODAY AND INTO THE FUTURE

SANDRA NELSON and JUNE GARCIA are the editors of the PLA Results series and are responsible for managing the revision of the PLA services responses.

Sandra is reading To Ride a Rathorn by P. C. Hodgell and June is reading Dead and Buried by Quintin Jardine.

WHAT do people expect from their public libraries? Can public libraries compete effectively with all of the other providers of informational and recreational resources and services? How can public libraries get the funding they need to provide services and programs? Are public libraries still relevant in today’s rapidly changing world? We are not the first generation of librarians to grapple with these questions. Consider these quotations:

Money is down, the result of inability to compete in a restricted public economy. Morale is down, at the service desk as well as in the administrator’s office. Public esteem may hold, but it rests on faith rather than performance.

Ask librarians about future prospects and you get a tale of woe. Old ways are clutched firmly. Clearly, there is uncertainty of purpose.

Both quotations come from the 1982 Bowker Memorial Lecture, “The Public Library: Middle-age Crisis or Old Age?” presented by Lowell A. Martin. Martin believed that the public library was still a very viable institution with “an opportunity for renewal, rededication, and invigoration” and recommended that libraries “concentrate and strengthen” their services. In answer to the obvious question “concentrate on what?” Martin suggested that every library should choose different service priorities based on unique local conditions. It was in this context that he suggested that there were a series of standardized roles from which libraries might choose their priorities. The roles Martin proposed provided the framework for the original public library roles in Planning and Role-Setting for Public Libraries, published in 1987.
Service Responses
The advent of the Internet and the rapid changes in information technology in the 1990s raised new questions about the viability of public libraries and the applicability of the public library roles. In 1997, the publication Planning for Results: A Public Library Transformation Process included thirteen service responses, which were defined as “what a library does for, or offers to, the public in an effort to meet a set of well-defined community needs.”

The thirteen service responses are:

- Basic Literacy: Addresses the need to read and to perform other essential daily tasks.
- Business and Career Information: Addresses a need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment.
- Commons: Addresses the need of people to meet and interact with others in their community and to participate in public discourse about community issues.
- Community Referral: Addresses the need for information related to services provided by community agencies and organizations.
- Consumer Information: Addresses the need for information that impacts the ability of community residents to make informed consumer decisions and to help them become more self-sufficient.
- Cultural Awareness: Addresses the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others.
- Current Topics and Titles: Addresses community residents’ appetites for information about popular cultural and social trends and their desire for satisfying recreational experiences.
- Formal Learning Support: Addresses the needs of students who are enrolled in a formal program of education or who are pursuing their education through a program of home-schooling to attain their educational goals.
- General Information: Addresses the need for information and answers to questions on a broad array of topics related to work, school, and personal life.
- Government Information: Addresses the need for information about elected officials and governmental agencies that enable people to participate in the democratic process.
- Information Literacy: Addresses the need for skills related to finding, evaluating, and using information effectively.
- Lifelong Learning: Addresses the desire for self-directed personal growth and development opportunities.
- Local History and Genealogy: Addresses the desire of community residents to know and better understand personal or community heritage.

Note that none of these services are age-specific, format-specific, or language-specific. They were designed to be broad enough to allow an individual library to tailor them to meet local needs and conditions during the course of a strategic planning process, when they are used to:

- describe the primary function of public libraries;
- provide a common vocabulary that can be used by librarians, trustees, and community leaders to identify service priorities;
- define the resources (staff, collections, facilities, technology) required to support specific service priorities;
- provide suggested measures that can be used to evaluate services in priority areas; and
- provide specific examples of the activities offered by actual libraries that have selected each service priority.

Time for Change
The thirteen service responses have been the foundation of the PLA planning process for the past decade, which was yet another period of rapid changes. The way people use public libraries and their perceptions of public libraries continue to evolve. These changing expectations are reflected in two important studies about the use of public libraries in the past year: The Perceptions of Libraries and Information Resources (available at www.oclc.org/reports/2005perceptions.htm) and Long Overdue: A Fresh Look at Public Attitudes About Libraries in the 21st Century (available at www.publicagenda.org/research/research_reports_details.cfm?list=99).

PLA is currently hosting a discussion designed to identify the core services of public libraries now and into the future. The expectation is that PLA will continue to publish service responses that are neutral in terms of age, format, and language. During the process, PLA will review and modify each of the existing service responses, combining them with other service responses or deleting them from the list. New service responses may be added to the list. There is no predetermined number of service responses that will be included in the next version.
The service response revision process will be open; all public library staff members are being encouraged to participate. You can find more information about the process at the PLA Results Web site (www.plaresults.org) and on the PLA Blog (http://plablog.org/plaserviceresponses).

The Revision Process to Date
The revision process started with discussions during the ALA Annual Conference in New Orleans. PLA held three four-hour meetings to review and discuss the service responses. The participants in all of the meetings agreed that the concept of service responses worked well and that the definition was still valid.

One of the most interesting discussions in all three meetings focused on the changing nature of information services in today’s public library. Four of the thirteen service responses include the word information in their titles: Business and Career Information, Consumer Information, General Information, and Government Information. At least two others, Community Referral and Local History and Genealogy, are also information-based.

The participants agreed that at least two of these service responses—Consumer Information and Government Information—were too narrowly defined to be useful. There was less agreement on the scope and structure of the other four information-related service responses. The whole question of how the Internet has affected public library reference and information services is both complex and emotional, yet it is clearly a discussion that we, as a profession, must have. The most recent statistics about the use of search engines indicate that in the month of July 2006, Americans conducted 6.3 billion searches on the top five Internet Search engines. Compare that number to the 302 million reference questions answered by staff in all 9,211 U.S. public libraries during twelve months in 2003 (the most recent year for which there is national...
Involving community leaders is the key element of the PLA Planning for Results process. . . . I am glad that . . . all interested librarians, library staff, and trustees will have a chance to participate.

Other Issues
Participants in all three meetings agreed that Current Topics and Titles described an important cluster of services that met a well-defined need, with less agreement on what that cluster of services should be called. There were also terminology issues with the Basic Literacy, Commons, and Formal Learning Support. Considerable discussion ensued about the scope of the Formal Learning Support and Lifelong Learning, but no consensus emerged.

You can find a complete report of the discussions about each of the thirteen service responses on the PLA Blog (http://plablog.org/plaserviceresponses), and you will be able to add your comments there as well. The online discussion of the current service responses on the PLA Blog will continue until October 20, 2006. At that time, the service responses will be revised to reflect your input. Drafts of the proposed new service responses will be available on the PLA Results Web site (www.plaresults.org) and the PLA Blog on December 1, 2006. You will be able to comment on the revisions and the PLA Service Response Blog will be available to discuss the drafts and make recommendations about changes on the PLA Blog. Final drafts of the new service responses will be posted on the PLA Results Web site by January 4, 2007, and the final drafts will be presented for discussion during an open meeting at the ALA Midwinter Meeting in Seattle in January 2007.

Please take time to discuss the service responses with your colleagues. PLA president Susan Hildreth pointed out how critical it is that all library staff and trustees participate in this process:

References
2. Ibid., 22; Ibid., 19.
THE PUBLIC LIBRARY’S RESPONSIBILITIES TO LGBT COMMUNITIES

RECOGNIZING, REPRESENTING, AND SERVING

MEAGAN ALBRIGHT is a recent grad of the University of South Florida’s School of Library and Information Science, and a Youth Services Librarian at the Alvin Sherman Library, Research, and Information Technology Center at Nova Southeastern University, Fort Lauderdale, Florida; meagan.albright@gmail.com.

Meagan is currently reading Anansi Boys by Neil Gaiman, Dispatches from the Edge by Anderson Cooper, and Stranger Shores: Literary Essays by J. M. Coetzee.

Editor’s note: Although the term LGBTQQ, which stands for lesbian, gay, bisexual, transgender, queer, and questioning, is more inclusive and relates to more subsections of the LGBT community, the more traditional abbreviation LGBT will be used throughout this article for the sake of brevity. In no way should it be taken as an attempt to exclude anyone.

In its role as cultural archive and community center, the public library has a responsibility to present materials, programs, and displays that represent the diverse and varying segments of society, including the lesbian, gay, bisexual, transgender, queer, and questioning (LGBT) community, regardless of controversy or personal beliefs, and without discrimination, prejudice, or bias. Dedication to this ideal can be seen in the willingness of the American Library Association (ALA) to “take a position on current critical issues with the relationship to libraries and library service.” Because the goals of a public library include fostering a sense of community and providing services without prejudice, it is essential that the needs and rights of LGBTIs be taken into consideration in the public library domain. As Robert Cannon, Broward County (Fla.) Library director, states: “Offering gay and lesbian materials, services, and programming is an essential facet of our commitment to our customers since the library is a place that both serves and strengthens the community.” Cannon speaks for librarians everywhere when supporting a message of strength, unity, and equality in service.

ALA is an organization dedicated to providing equal access to information without restriction or prejudice. This can be seen in its mission statement, which posits that:

the broad social responsibilities of the American Library Association are defined in terms of the contribution that librarianship can make in ameliorating or solving the critical problems of society; support for efforts to help inform and educate the people of the United States on these problems and to
encourage them to examine the many views on and the willingness of ALA to take a position on current critical issues with the relationship to libraries and library service.  

ALA serves as the voice of the public library system, and libraries on a national scale endorse the values of its mission statement. ALA policy is the basis for the policy statements of public libraries throughout the United States; its policies, goals, and missions often serve as the model for individual public libraries. For this reason, it is important to note that ALA’s goals include providing “information about libraries to all.”4 All is the operative word in this sentence. Public libraries have an obligation to provide services to every segment of the community, including the LGBT community, without reservation or bias. This is highlighted by another statement from ALA:

Librarians are recognized as proactive professionals responsible for ensuring the free flow of information and ideas to present and future generations of library users . . . libraries are recognized as proactive agencies essential to the cultural, educational, and economic life of society.5

The term proactive clarifies that librarians should not only provide basic services to the LGBT community, they also should perform outreach in this community to determine further needs and services the library can provide. Furthermore, this community should be seen less as a niche group, a specialized segment of society, and more as part of society as a whole. It should not only be recognized, but also incorporated into library service on a broad scale.

In her book Introduction to Public Librarianship, Kathleen de la Peña McCook emphasizes the necessity of collaboration in developing programs and providing resources for varying and diverse cultures. McCook states “by working in collaboration with organizations of librarians of color, public librarians will have the resources and support to develop services that honor and respect the cultural heritage of the many people who comprise the diverse population of the United States.”6 While McCook’s example refers to librarians of color, this model also applies to the LGBT community. Consultation with local and national LGBT organizations, as well as discussions with LGBT individuals and library workers, can furnish essential information to help provide comprehensive services to their community. ALA’s Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT) “works to develop service models” for the LGBT community.7 Specifically, GLBTRT devotes its energies to “service concerns for lesbigay patrons through subject headings that are not pejorative and [by] promotion of gay literature.”8 It is essential that public libraries collaborate with LGBT organizations and individuals to develop collections and programs that suit the needs of their community.

Many libraries throughout the United States and around the world already provide services to the LGBT community in a variety of formats. Numerous libraries have LGBT booklists, often available online, which focus on several groups within the community by including fiction and nonfiction sections for adults and young adults. The Sacramento (Calif.) Public Library’s Web site lists “books featur[ing] characters who are gay, lesbian, bi-sexual, or transgender and can be found at the Sacramento Public Library. For more titles, please ask a librarian.”9 This is an excellent service to the LGBT youth community, even with the disclaimer that “Many of these books deal with issues of sex and sexuality and might be appropriate for more mature teens.”10 Berkeley (Calif.) Public Library’s (BPL) Web site also contains an LGBT booklist, one that focuses on reading for young adults and includes contact information for the BPL teen-services department.11 The LGBT booklist Web site for Seattle Public Library is titled “You Are Not the Only One: Resources for Gay, Lesbian, Bisexual and Transgendered Teens,” and lists numerous LGBT young adult fiction, along with summaries of the works and bibliographical information.12 Providing a booklist of LGBT materials is a simple and effective way of reaching out to this community.

The Internet Public Library (IPL), compiled by the University of Michigan School of Information, takes the LGBT booklist one step further. In addition to an extensive collection of materials in its LGBT subject collection, IPL also provides links to LGBT networks and organizations, and authoritative information on pertinent issues from reputable sources. This information transcends the typical literature provided for the LGBT community. Topics included range from “The Commercial Closet: The World’s Largest Collection of Gay Advertising . . . a unique, nonprofit education and journalism project that charts evolving worldwide portrayals of the gay community in the most powerful cultural media of our time” to “Gay Financial,” a site dedicated to providing specialized financial services to the LGBT community. IPL also provides a link titled “Library Q: The Library Worker’s Guide to [LGBT] Resources,” which “features links to lists of books, e-mail addresses, videos, events, publications, and Web sites of interest to the
The public libraries' responsibilities to LGBT communities.

Such information is relevant and important not only to this community, but also to the public institutions serving it.

The New York Public Library (NYPL) also has an excellent Web site with links for further information on LGBT issues and history. Some of these links are highly specialized, providing information on topics such as “Science Fiction for Lesbians,” “Gay Russian History,” “Homosexuality in Eighteenth-Century Europe,” and “Women in the Shadows: Lesbian Pulp Fiction Collection,” a site that “chronicles classic lesbian pulp fiction of the 1950s and early 1960s.”14 NYPL’s Web site also contains links to popular sites such as PFLAG (Parents, Families, and Friends of Lesbians and Gays) and, as with the IPL site mentioned previously, links to library-specific Web sites such as ALA’s GLBTRT.15

The Brighton and Hove City Library Service in the United Kingdom provide one of the most impressive resources for the LGBT community. Brighton and Hove libraries “are committed to providing a service to the whole community, through the provision of information and book collections to reflect the entire city population.”16 Their dedication to providing services to the LGBT community can be seen on their Web site, which states:

Both Jubilee Library and Hove Library have separate sections of LGBT interest books and films, and there is also a circulating collection that moves around the community libraries, as well as a small selection of books on the mobile library. New titles are being added to stock regularly, covering contemporary fiction, including books from the Diva range and the Prowler press for gay men, as well as a wide range of information books, covering subjects such as lesbian parenting and gay health issues.17

This commitment is further reflected in the inclusion of a request that LGBT books and film suggestions be sent to the librarians at Brighton and Hove. Opening a line of communication and requesting input from the LGBT community ensures that library services are adequate to the needs of the community. Such an approach, incorporating the stratagems and methods of the Brighton and Hove libraries, would be a more effective way for U.S. libraries to reach the LGBT population.

Many libraries provide service to the lesbian and gay portion of the community but do not include materials and services for the transgender segment of the population. Brighton and Hove, however, sought the aid of the Clare Project (a U.K. organization focusing on gender and transgender issues and support) to provide transgender services. According to the libraries’ Web site, “There is a specialist collection of transgender-interest books in the LGBT sections at Brighton and Hove libraries, which were bought in collaboration with the Clare Project. Information about local and national help lines and groups is included in every copy.”18 Local LGBT organizations are also represented in the Brighton and Hove libraries: “the LGBT sections include community news magazines such as The Pink Paper, G-Scene, and 3Sixty, and there are copies of Diva and Gay Times available to read... there are also posters and leaflets about local and national events of interest to the community.”19

Brighton and Hove visibly welcome the LGBT community into their libraries, providing recognition with displays and collection development and incorporating local groups into the library sphere. Hove Library also provides a meeting room for an “informal and friendly” reading group that “reads a wide range of lesbian and gay interest fiction.”20 Perhaps the most important component of Brighton and Hove’s service to this community can be seen in the following statement from the libraries’ Web site: “to ensure that the library service is responding to the needs of the community, Brighton and Hove libraries have a LGBT consultation group, and new members are always welcome to join to comment on our services.”21 Brighton and Hove libraries display the services that public libraries should and can provide to the LGBT community by creating a welcoming environment and providing materials and services focused on the needs of this population.

Modern culture continually propagates heterosexuality as the norm, and this message can alienate and isolate members of the LGBT community. Alison Bechdel, cartoonist and creator of the comic strip Dykes to Watch Out For, says: “There was this overwhelming heterosexual message everywhere, and that was enough to make anything else seem bad, because it wasn’t being put forth as ‘normal.’ You couldn’t see queerness anywhere, so the assumption was that it was wrong.”22 In regards to her work, Bechdel adds:

I think I would draw this strip even if no one else read it, because I am so hungry to see my life reflected, because I don’t see it reflected in a genuine, realistic way anywhere else in this society... and that’s a really nourishing thing for me to do and for people to see. Straight people see their lives reflected back at them a zillion times a day, and that’s fine. But lesbians and gays need to see other lives reflected back...
The library could serve as a haven for [LGBT] teens, providing both a tolerant atmosphere and access to information about gender, sexuality, and LGBT culture that these teens desperately need.

culture is because it's some kind of necessary affirmation to see yourself, to have a mirror.23

It can be especially difficult for LGBT teenagers who are struggling to establish an identity and to understand their sexuality and gender. "According to a survey reported by the National Gay and Lesbian Task Force, 1 in 4 gay teens is forced to leave home over conflicts with parents about sexual identity . . . most feel still feel a sense of isolation from families and straight peers."24 The library could serve as a haven for these teens, providing both a tolerant atmosphere and access to information about gender, sexuality, and LGBT culture that these teens desperately need.

Every community needs to see their culture reflected in literature. Due to the overwhelming emphasis on heterosexuality in today's society, this need is especially true for the LGBT community. Because it is estimated that approximately one in ten people is homosexual (equaling 10 percent of the population), the issue of gay culture is relevant to every community.25 It is especially essential to provide information and support for young adults who are questioning their sexuality or who are aware of their sexual identity and feel isolated from friends, family, and the extended community. "The institutions—family, school, and church—that normally offer adolescents acceptance, understanding, counseling, and support, are often the very sources of difficulty for young gays and lesbians."26 Arthur Johnston, a member of the gay community interviewed in Roger Sutton's book Hearing Us Out, felt isolated during adolescence. He says:

I knew nobody. I simply knew nobody who was gay—no one in my family, no one among the children I grew up with, no one in my school. I truly felt that I was the only gay person. I mean, I knew I couldn't be the only one . . . but I didn't know anybody else that was . . . All kids need role models. It's horrible growing up and not having anybody you can look to who you think you could aspire to be. I certainly looked: I looked to sports people . . . to politicians . . . leaders, and there was nobody anywhere that I thought I could be. The result was that I didn't believe I had a future. I couldn't be a fireman, a policeman, a teacher, an anything, because I didn't know of any gay people who were those things.27

If the local library in Johnston's community had stocked biographies of famous LGBT people throughout history or created a display recognizing Gay Pride Month in June or LGBT History Month in October, the feeling of isolation that defined his childhood and limited his dreams for the future may have been lessened. Simply by including the LGBT community in collection development, programming, and displays, the public library has the potential to make a positive impact on the lives of thousands of young adults.

A library contains the essence of a society translated into text. It functions, in part, as a mirror, reflecting the beliefs, strengths, and accomplishments of society through the literature that lines its shelves. For this reason, it is pivotal that libraries not deny representation to any segment of society. A library is more than a mirror; it is part of an organization committed to providing equal access to information for all patrons without discrimination, prejudice, or bias.

References
3. ALA, Core Values Task Force II Report, 16.
4. Ibid., 15.
5. Ibid., 12.
7. Ibid.
8. Ibid., 196.
10. Ibid.
15. Ibid.
17. Ibid.
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20. Ibid.
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23. Ibid., 19.
27. Sutton, Hearing Us Out, 68.

Carnegie-Whitney Awards
Up to $5,000

The American Library Association Publishing Committee provides a grant of up to $5,000 for the preparation of print or electronic reading lists, indexes, or other guides to library resources that promote reading or the use of library resources at any type of library.

Funded projects have ranged from popular, general-reader proposals such as “ReadMOre,” a reading list for Missouri’s state-wide reading program, to more specialized, scholarly proposals, such as “Librarianship and Information Science in the Islamic World, 1966–1999: An Annotated Bibliography.”

The application deadline is November 5, 2006. Winners will be notified by the end of February.

Guidelines are available at wwwALA.org/work/pubs/carnegie.html or contact the Grant Administrator, American Library Association, 50 East Huron Street, Chicago, IL 60611; fax: 312.280.4380; rtoler@ala.org.
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If you are interested in reviewing or submitting materials for “By the Book,” contact the contributing editor, JULIE ELLIOTT, Assistant Librarian, Reference/Coordinator of Public Relations and Outreach, Indiana University South Bend, 1700 Mishawaka Ave., PO. Box 7111, South Bend, IN 46634-7111; jmfelli@iusb.edu.

Julie is currently reading The Man in the Gray Flannel Suit by Sloan Wilson.

“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. A description of books written by the editors or contributing editors of Public Libraries may appear in this column but no evaluative review will be included for these titles.

The Public Library Manager's Forms, Policies and Procedures Handbook with CD-ROM


When was the last time you heard, “What's our policy on X?” or “Do we even have a policy on X?” Unfortunately, we probably hear this more often than we'd like. Brumley writes that due to time constraints and other factors, librarians often don't have policies in place—or have outdated or poorly organized policies. Rather than ‘reinvent the wheel’ (ix), Brumley hopes librarians consult this book and use it as a resource to create or revise policies. This book has more than three hundred forms, policies, and procedures from 114 public libraries across the country. The book is divided into three parts: public service, administration, and collections. Each part is divided into chapters that cover a particular area, ranging from circulation to mission statements to collection development. The chapters start with an overview of the area and the benefits of having policies in this area. The remainder of each chapter is filled with a plethora of forms, policies, and procedures, concluding with a checklist of criteria to consider when writing policies.

A benefit of this book is the CD-ROM accompanying it, which includes all content in the book in downloadable form for easy viewing and modification. The author encourages librarians to modify the content on the CD-ROM to fit their library's needs and individual situations. If you are thinking of creating policies, forms, or procedure manuals and want to save yourself some time I suggest using this book as a resource.—Christine Kujawa, Head of Circulation/Reference Librarian, Bismarck (N.D.) Veterans Memorial Public Library

Cool Story Programs for the School-Age Crowd


Following Reid’s 2002 book Something Funny Happened at the Library, he has written a new volume offering eighteen story programs for school-age children, focusing on the K–4 grades. This current work is designed to inspire children's librarians, library media specialists, and
classroom teachers in an effort to bring literature alive for children. Librarians and teachers serving younger children will find the book a particularly valuable resource. Story programs appeal not only to preschoolers, but also to older children as well. Furthermore, they promote children’s interest in books and motivate them to read. *Cool Story Programs for the School-Age Crowd* contains practical suggestions for story programs and a wealth of resources to be used or adapted for the programs.

Each program is comprised of several sections. The “Lesson Plan at a Glance” section gives an overview for quick reference, and the “Preparation and Presentation” section contains tips and hints for programs. The “Mix and Match” section provides supplemental materials to suit different needs and tastes while the “Tweaking the Program Theme” section allows librarians to make program adjustments for slightly younger or older children. Various types of literature are utilized for the programs, including songs, picture books, poems, short stories, oral tales, and chapter book selections.

One special feature of the book is the wacky and cool themes of the programs, such as “rats,” “down and dirty,” “big and bad,” and “what stinks,” which surely will capture children’s attention and pique their curiosity. Another feature is the provision of abundant resources in various genres for each program. These resources seem at easy command of the author, a librarian specializing in children’s and adolescent literature and storytelling. The interactive nature of the programs is also a strong point. Writing, crafts, musical activities, creative dramatics, or reader’s theater are included for many programs.

Bibliographic information is provided for all materials used in the program. The materials are current and appropriate. The book will be very useful to children’s librarians in public libraries. Elementary school media specialists and classroom teachers can profit from this book as well. Because of the large number of materials and the time required...
BY THE BOOK

for the programs, media specialists might want to make modifications to fit their specific needs. In summary, this is a worthwhile addition to a collection for young children. —Shu-Hsien Chen, retired faculty member, Graduate School of Library and Information Science, Queens College, Flushing, N.Y.

Internet Sources on Each U.S. State: Selected Sites for Classroom and Library


This book provides comprehensive lists of more than fifty Web sites for each state arranged alphabetically—containing more than 2,550 Web site entries. Topics include history, natural resources, science, art, education, and official government information for each state. Each Web site contains special features and the authors also suggest curriculum areas such as math, government, and the arts for which the site’s information would be helpful to educators and students. Internet Sources on Each U.S. State is a valuable resource for school and public libraries and is highly recommended. —Susan McClellan, Director, Avalon Public Library, Pittsburgh, Pa.

The Undergraduate’s Companion to Children’s Writers and Their Web Sites


This work from the Undergraduate Companion series is a useful resource for undergraduate students who study children’s or young adult literature. Teachers and librarians can benefit from the book, as well. The volume consists of entries for 185 children and young adult writers, the majority American, with a number of entries on British writers.

Each of the entries contains the writer’s name, year of birth and death (if applicable), along with briefly annotated online and print resources about the writer’s biographies, criticism, and bibliographies. The author Web sites listed provide a variety of information—scanned book covers, audio files of author interviews, critical articles, and the full text of books no longer copyrighted. The Web sites were last accessed in November or December 2003, so many of the URLs are no longer valid.

Frequently cited Web sites and frequently cited references round out the book. Both should prove valuable for seeking information for children’s or young adult authors. The list of Web sites includes many good resources such as ALAN Review (http://scholar.lib.vt.edu/ ejournals/ALAN) and Carol Hurst’s Children’s Literature Web site (www.carolhurst.com). Yet the book overlooks several frequently used Web sites—for instance, Children’s Literature Web Guide (www.ucalgary.ca/~dkbrown/index.html) and Kay Vandergrift’s Special Interest Page (www.scls.rutgers.edu/special/kay). Reference works include frequently used encyclopedias, dictionaries, and key reference sources.

The criteria used for selecting writers for the book is their inclusion in the children’s and young adult literature textbooks or class syllabi, historical importance of the writers, and their currency in K–12 classrooms. The book features numerous well-known and popular authors. However, a number of distinguished authors are omitted, including Newbery award winners (Christopher Paul Curtis, Louis Sachar, Karen Hesse, Cynthia Rylant, Phyllis Reynolds Naylor, Paul Fleischman, Russell Freedman, and Patricia MacLachlan) and Caldecott award authors (David Wiesner, Paul O. Zelinsky, Peggy Rathmann, Chris Van Allsburg, Marcia Brown, and Robert McCloskey). Except for Laurence Yep, no other outstanding Asian American writers, such as Allen Say, Ed Young, Yoshiko Uchida, and Linda Sue Park, can be found in the book. Other popular writers, Gary Paulsen and Patricia Polacco, are also excluded.

Despite Stevens’ failure to include several distinguished writers for today’s children and young adults, this book is a good and current resource for studying children and young adult writers. —Shu-Hsien Chen, retired faculty member, Graduate School of Library and Information Science, Queens College, Flushing, N.Y.

Unlocking the Census with GIS


This book is another product from Environmental Systems Research Institute (ESRI) Press, which has been a steady producer of quality geographic information systems (GIS) publications for years. One might get the impression that this book is specifically for users of ESRI programs or a technical guide for users of U.S. Census data, but that is not the case. The second chapter
is the most technical. It discusses the acquisition, conversion, and viewing of TIGER/Line files and U.S. Census data; it also provides a helpful tutorial of the U.S. Census Bureau’s American FactFinder tool and a list of digital map sources. The rest of the book is a discussion of the many kinds of specific data that can be obtained from the U.S. Census Bureau’s Web site (www.census.gov) with occasional instructions for data download. Unlocking the Census with GIS assumes the most basic knowledge of GIS and is written with the research needs of “urban analysts” in mind. However, general patrons interested in further understanding the U.S. Census and its data may also find this book useful. It is full of colorful maps, graphs, and screenshots.

Chapter one provides the reader with an explanation of the U.S. Census, including a brief history, discussion of the statistical methods used, and geographical terms (tract, block, place, county subdivision, and so on).

Chapters three through six present and discuss particular variables of data from the U.S. Census Bureau: demographic and social conditions, economic conditions, housing issues, and transportation issues. The discussions look at what is asked in survey questions and the data gathered. The chapters contain references to the particular U.S. Census Summary File (1, 2, 3, 4) that contains the data discussed by the authors. Additional sources of supplemental data found outside of the U.S. Census Bureau are listed along with their Web addresses.

Chapter seven is very specific to “urban analysts” or other users of a GIS, discussing data sharing and map distribution.

One problem readers will encounter is outdated URLs so they can see the data cited for download—the authors spoke of 2002 data, but the provided link is no longer valid. Many screen shots from the U.S. Census Bureau Web site included in this book represent Web pages that have since been modified.

The experience many patrons have with the U.S. Census Bureau's Web site, I have encountered, is often equal parts confusion and frustration. This book (and a lot of patience) can greatly assist patrons with finding a lot of information on the site. Unlocking the Census also contains an index and bibliography.

The U.S. Census is much, much more than a total count of the population. It is also an analysis of attributes associated with this count. Gone are the days of the U.S. Census Bureau printing tables of data—users can now download, manipulate, and interpret this data themselves. Unlocking the Census with GIS gives readers an idea of what to expect regarding this data and how to get it. Recommended for a larger public library, especially one participating in the Federal Depository Library Program, or one with a standard GIS program, especially ESRI’s ArcGIS, onsite—Bruce Sarjeant, Reference/Documents & Maps Librarian, Northern Michigan University, Marquette

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Five-Library Cooperative Launches Search Ohio

www.iii.com

Five library organizations have banded together to launch Search Ohio, a library consortium that will make any of more than seven million items available to their communities. Powered by INN-Reach, Innovative Interface’s direct consortial borrowing system, Search Ohio will allow library users to make Web requests for books and media like CDs and DVDs and receive them within two to three days. Depending on their current collection size, each partner in the consortium will gain access to anywhere from 4.3 to 6.2 million additional items faster and at a fraction of the cost of traditional interlibrary-loan services. Search Ohio’s founding members are Westerville (Ohio) Public Library and the Ohio county libraries of Cuyahoga, Toledo-Lucas, Warren-Trumbull, and Youngstown-Mahoning.

WebFeat Debuts WebFeat Express

www.webfeat.org

WebFeat, developer of the WebFeat Search Prism, recently unveiled its newest federated search engine, WebFeat Express. The new product offers all of the functionality of the original WebFeat Search Prism with a new, streamlined look and feel. WebFeat Express is compatible with all searchable databases, enabling users to search all of a library’s databases simultaneously, from a single intuitive interface. It is designed for small- to medium-size libraries looking to maximize their e-resource investments.

At the heart of WebFeat Express is its new WAC Express administrative console, which automates many of the time-consuming functions of building and maintaining a federated search engine. This decreases the turnaround time required to configure a federated search engine, thus reducing the associated cost. WAC Express is seamlessly integrated with EBSCO’s A-to-Z service, enabling A-to-Z clients to manage their WebFeat systems from the same easy-to-use console used for serials management.

Auto-Graphics First-to-Market with Book-Buying Functionality

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Libraries using the Auto-Graphics AGent platform products (including VERSO ILS, Search, and even the ILL Resource Sharing products) now have the capability of offering online book-buying functionality to their
NEW PRODUCT NEWS

patrons, while sharing in the sales revenue generated. This program has been developed in partnership with Baker & Taylor.

Through the partnership between Baker & Taylor and Auto-Graphics, a participating library’s Web site can immediately operate as a full-featured e-commerce site. Library patrons will have the opportunity to place an order directly through a shop icon on the library home page, or by searching the library’s online catalog and choosing to purchase rather than checkout an item. All purchase transactions are seamlessly and securely conducted by Auto-Graphics and Baker & Taylor through the library’s hosted Web site and all correspondence, shipping, and transaction notices are completely branded with the library’s name and contact details. All purchased products are shipped directly to the customer by Baker & Taylor.

Do Employees Have the Critical Skills to Safely Respond to Disruptive and Challenging Behavior?

www.preparetraining.com

The PrepareTraining program is training that gives library professionals the competence and confidence to manage everyday challenges including:

- Patrons who loiter, vandalize library property, or misuse library resources
- Uncooperative individuals who disturb other patrons
- Verbal assaults or threats made during confrontations

The PrepareTraining program is an adaptable and expansive curriculum that can be customized to meet the evolving needs of any work environment. The program offers proactive solutions so organizations can count on confident, well-trained employees who respond consistently and effectively to a variety of challenging situations. Any workplace environment facing difficult or disruptive customers, employees, or visitors may want to consider this unique program.

The Reader’s Advisor Online—Bringing Books and Readers Together

http://rainfo.lu.com

The Reader’s Advisor Online is designed to help librarians and other professionals who work with readers identify books they will enjoy reading—whether it is genre fiction, literary and mainstream fiction, or recreational nonfiction. More than a database, this sophisticated finding tool gives users multiple ways to browse and access titles in a friendly, conversational tone: genre; sub-genre; reading interests; subjects, topics, and themes; appeal features; character; location; author; title; and series title. More than four hundred genres, subgenres, and reading interests are covered.

The content in The Reader’s Advisor Online is not available elsewhere. It includes all volumes in Libraries Unlimited’s well-known Genreflecting series (including the sixth edition of Genreflecting), The Reader’s Advisor’s Companion, and Nonfiction Reader’s Advisory. The product will be updated quarterly with information on newly released books, and with new reading interests or in-depth genre collections such as Canadian fiction; gay, lesbian, bisexual, and transgendered fiction; graphic novels; and world fiction.

The site also aids book groups—it refines searches to look for books recommended as suitable for book groups. It also links fiction and nonfiction.

NextReads E-mail Newsletter Service from NoveList Now Available

www.NextReads.com

NoveList has launched NextReads, a subscription-based e-mail readers’ advisory and library marketing service. This service provides libraries with more than twenty customizable subject and genre-specific title lists that target the areas of greatest customer demand and interest. Available lists include fiction (fantasy, mystery, romance, science fiction, and so on) and nonfiction (armchair travel, biography, do-it-yourself, spirituality and religion, and so on). Lists provided by NextReads contain new and midlist titles. Each NextReads newsletter will carry a library’s own branding and messaging, thereby giving libraries additional opportunities to promote collections and services to customers.

The NextReads newsletter lists are created by librarians and readers’ advisory specialists using library holdings, reviews, and a variety of other sources.

NextReads works with each library in setting up the required pages on a library’s Web site for newsletter signup. After selecting the particular newsletter lists that are of interest to them, patrons simply enter an e-mail address to subscribe. Immediately, the patron will receive the most recent issue(s) of interest, complete with local library branding and links...
new product news

Library Sees Self-Service Checkouts Increase with Graphical Self Check

www.iii.com

Innovative Interfaces reports that Graphical Self Check, its fully integrated circulation self-service product, has allowed Arapahoe Library District in Colorado to realize a six-fold increase in patron-initiated checkouts at a fraction of the cost of their previous third-party solution. Graphical Self Check runs on low-cost PC workstations while leveraging integration with Millennium’s circulation package.

Arapahoe Library District has been using the first full release of Innovative’s self-service solution since mid-2005. With yearly district-wide circulation at 4.5 million and steadily climbing, library staff were looking at possible solutions to the increasing burden on circulation staff and inconvenience for patrons. After weighing their options, Graphical Self Check was chosen and has been the means by which circulation has been transformed to a primarily self-service model across the district.

Implementing Graphical Self Check has also allowed the district to add self-service circulation for users of the INN-Reach-driven Prospector direct consortial borrowing system. Prospector makes more than four million unique items available to the community within days. Before the installation of Graphical Self Check, Arapahoe could not provide self-service circulation for pickup of both branch-available and INN-Reach items.

EBSCO Publishing Introduces the Literary Reference Center

www.ebsco.com

EBSCO Publishing (EBSCO) has created the Literary Reference Center. This comprehensive database provides users with a broad spectrum of information on thousands of authors and their works across literary disciplines and time frames. Literary Reference Center has been specifically designed for public libraries, secondary schools, junior and community colleges, and undergraduate research.

Literary Reference Center is a full-text database that combines information from major reference works, books, and literary journals as well as original content from EBSCO Publishing. This resource includes more than 10,000 plot summaries, synopses, and work overviews; 75,000 articles of literary criticism; 130,000 author biographies; full text of more than 300 literary journals; 500,000 book reviews; 25,000 classic and contemporary poems; more than 11,000 classic and contemporary short stories; full text of more than 7,500 classic novels (anticipated by fall 2006); more than 3,000 author interviews; and more than 1,000 images of key literary figures.

Of particular note, the database contains the Bloom Series of more than 500 books from Chelsea House Publishers, edited by literary critic Harold Bloom; and all of MagillOnLiterature Plus from Salem Press, including the Masterplots series.

Polaris Partners with E•vanced Solutions to Provide Event and Room Reservation Management Tools

www.polarislibrary.com
www.evancedsolutions.com

Polaris Library Systems and E•vanced Solutions announced that Polaris will represent E•vanced Solutions’ products to libraries throughout the United States. Under the terms of the partnership agreement, Polaris will market and sell the popular e•vents, room reserve, and summer re•ader modules.

The e•vents module makes it easy for libraries to incorporate an online calendar with registration capabilities into their Web site. Room reserve allows patrons to view information about meeting rooms online and reserve rooms from their home or office. In addition, any staff member who has access to the Web-based tools can take reservations for rooms or events, eliminating the dangers of overbooking programs or double-booking rooms. Summer re•ader can reduce the time it takes to register children for the summer reading program and track their progress throughout the program.
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Join in from the comfort of your own PC. The eLearning resources available and ready for action at WebJunction.org include everything from developing digital projects to fundraising to Photoshop. You'll discover new skills, accomplish goals and improve your library's effectiveness. WebJunction is an online community where library staff gather to share ideas, take online courses and have fun.

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