

Florida Libraries

FIA
Florida Library
Association

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Volume 45, No.1

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Libraries Link Lifelong Learners
Annual Conference Issue

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EDITOR'S NOTE

In the Fall 2001 issue of *Florida Libraries*, the name of co-author Bradley R. Ward was inadvertently omitted from the article "Use Your Noodle! The NEFLIN Open Online Distance Learning Exchange."

— Gloria Colvin

The Latest News

Check out the FLA Web site www.flalib.org for library and association news and for information about FLA.



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Advocating for Libraries

This has been an interesting eighteen months as FLA President-Elect and President, and in this column I have chosen to write about FLA's legislative activities.

The role of FLA in advocating for libraries at the state level is quite impressive. Libraries are affected by legislative funding decisions and legislation on filtering, confidentiality, privatization, copyright, and licensing issues, etc. Florida's State Aid to Libraries program, administered by the State Library, has made it possible to offer excellent library services in all parts of the state. The funds allocated are based on the amount of local expenditures, encouraging local financial support for libraries. These all affect the services we offer.

A standing committee of FLA is the Legislative Committee, chaired this year by John Szabo. This is perhaps the most time-consuming committee we have, as members work with the FLA Board to develop our legislative agenda and platform, respond to issues through position papers and/or meetings with legislators and their staffs, and plan and implement Library Day in Tallahassee each year. They also are charged with fundraising to support our legislative advocacy.

FLA funds a Library Advocate in Tallahassee, Jody Fitzgerald, who monitors all proposed legislation which might affect libraries and keeps the FLA Legislative Committee and me informed so we can respond with FLA's stand on the issues. She meets with legislators and staff to make them aware of our issues and the FLA Legislative Platform.

The FLA President-Elect serves on the State Library Council, a small advisory group made up of library supporters from throughout the state. I was very impressed with the dedication of these non-librarians who take the time to meet frequently in Tallahassee, familiarize themselves with the issues, and advocate for libraries at the state level. Working with this Council gave me an excellent introduction to the legislative process and how it affects libraries.

In my opinion, Florida has one of the best State Libraries in the country. In addition to running an actual library, the State Librarian, Barratt Wilkins, and his staff provide



Betty Johnson

information about library issues, supervise the State Aid to Libraries program, assist rural and smaller libraries, and help to set standards for good library service. In a recent discussion about privatizing libraries — i.e., handing over complete operation to a profit-making company — it was noted that in the case of each of the seven libraries nationwide that have been privatized, privatization occurred because the libraries were completely mismanaged and ineffective. Someone pointed out that in Florida the State Library steps in to help libraries in trouble, with advice and mentoring. We don't let our library services get into such bad condition that they essentially need to be closed and replaced.

Lastly, Florida Friends and Trustees are our most ardent advocates, both at the state and local level. They give of their time, money, talents, and influence to ensure libraries have the necessary support to be effective. We have a very active Friends and Trustees Section in FLA, which also serves as a core for outreach to other local library supporters all over the state.

We can be thankful to all of the above and to the various governmental leaders, legislators, and staff who recognize our role in lifelong education for residents of Florida.

I hope to see all of you at our conference in Daytona Beach, April 8-11, 2002. We have some really exciting programs and events planned!

— Betty Johnson

Roundtable Discussions

The FLA Continuing Education Committee is sponsoring roundtable discussions on a variety of topics during the Annual Conference. These discussions may lead to the creation of new Discussion Groups within FLA and the development of programs for future FLA conferences.

Current FLA Discussion Groups include:

- Bibliotherapy
- Resource Sharing/Document Delivery
- Resources to Religions

Roundtable topic suggestions include:

- Joint-Use Facilities
- Consultants and Other Independent Librarians
- Privatization
- Libraries and Terrorists — How Do We Respond?
- Art Therapy
- Digital Reference
- Reader's Advisory

Participating in Discussion Groups and Roundtables is a great way to become involved in FLA. Send suggestions of topics to Carol Russo, Chair of the Continuing Education Committee, at crusso@browardlibrary.org.

Stay
connected

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2002 Annual Conference: Program Highlights

All roads lead to Daytona Beach for this year's FLA Annual Conference. Join your Florida library colleagues at Daytona's Adam's Mark Hotel from April 8-11 for a host of informative and inspiring programs, including those described below. For a complete schedule of programs and events, information on accommodations, and registration form, check the FLA Web site (<http://www.flalib.org>).

Community Outreach

Your Library and Your Community — A Great Team

Wednesday, April 10 10:00-11:45 AM

Sponsored by the Friends and Trustees Section

Speakers: Patrice Koerper, Tampa-Hillsborough Library and Ina Schnell, Sarasota Friends

In these times of budget constraints your community support is more important than ever. Come hear suggestions and ideas that have worked in other communities. You'll leave this meeting with easy to implement ideas to help you build a strong supportive bond with your community.

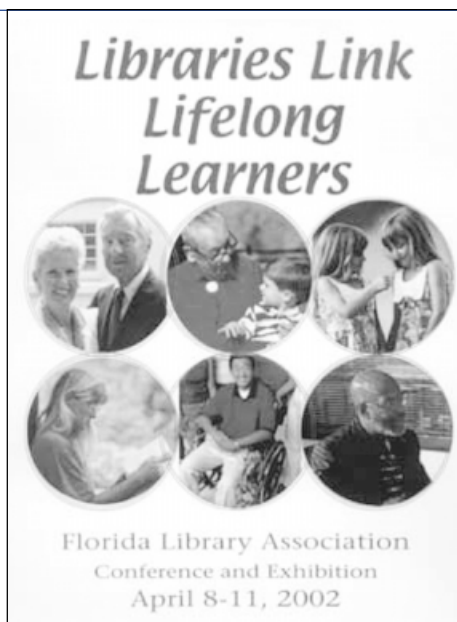
Services to Spanish-Speaking

The 2000 Census reports that Hispanics have recently become Florida's largest minority group, yet there are still few Spanish-speaking people in our profession. Bearing this in mind, FLA's Library Services to the Spanish-Speaking Interest Group has arranged several conference programs.

Preconference: Survival Spanish for Librarians

Monday, April 8 9:30 AM - 5:00 PM

Jon Sundell, head of Library Service to Spanish-Speaking People for the Forsyth County (N.C.) Public Library, has created a workshop and manual of "Spanish for Librarians" to provide an introduction for his library system's staff. He will conduct this workshop as a pre-conference for interested participants. The registration fee will include a copy of the accompanying manual and cassette.



Teaching Spanish to Library Staff

Tuesday, April 9 2:00 - 4:00 PM

Jon Sundell will share information about his "Spanish for Librarians" training program, which is being offered by several North Carolina libraries.

Business Meeting – Library Services to the Spanish-Speaking Interest Group & REFORMA de Florida

Tuesday April 9 8:00 - 9:30 AM

For those who are members of the Interest Group or of REFORMA de Florida, there will be a joint business meeting of the two groups.

Rural Communities

We are Country and It's Cool: Rural Lifestyles in Florida and Implications for Library Service

Tues. April 9 2:00 – 3:30 PM

Sponsored by Small and Rural Library Interest Group

What is rural? How does the rural lifestyle impact library services in Florida? Dr. Mickey Swisher and Dr. Steve Jacob, rural sociologists from the University of Florida, will speak on "rural" and share census data that has implications for Florida library services.

Librarians, paraprofessionals, friends and trustees are invited to learn what makes this lifestyle unique and how it affects libraries.

Reference

Legal Information Online

Tuesday, April 9 4:00 - 5:30 PM

Co-sponsored by the Bibliotherapy, Internet, Reference, and Government Documents Interest Groups

Panelists David Jess, Elizabeth Shirk-Lambert, and Jacqueline Stanley will discuss retrieving legal information from the Internet.

Telephone & E-Mail Reference Programs Within Florida Libraries

Wednesday, April 10 10:30 AM - 12:00 PM

Sponsored by Telephone & E-Mail Reference Interest Group

A cross-section of librarians representing public and university libraries will discuss the telephone and e-mail reference programs in their respective libraries. Panelists include: Elizabeth Nagengast, Collier County Public Library; Marcus Kilman, University of Central Florida Library; Andrew Breidenbaugh, Tampa-Hillsborough Public Library; Gale Lacy, Orange County Public Library; and Susan Derrick, Jacksonville Public Library.

Patent and Trademark Searching 101: Covering the Basics

Wednesday, April 10 4:00 - 6:00 PM

Co-sponsored by Government Documents and Reference Interest Groups

Michael White, Patent & Trademark Librarian from the U.S. Patent and Trademark Depository Library Program Office, will demonstrate the basic strategies and techniques of patent and trademark searching, including how to navigate through the USPTO Web site. Librarians from the Patent & Trademark Depository Libraries in Florida will join Michael for a question and answer session following his demonstration. Here's your chance to ask the experts!

Gary Handman



Searching Faster and Smarter on the Web

Tuesday, April 9 8:00 -9:30 AM and
2:00 - 5:30 PM

Sponsored by Special and Institutional Library Interest Group



Rita Vine

Internet-search expert Rita Vine will return to offer a two-part program on working faster and smarter on the Internet. Through the generous sponsorship of the Florida and Caribbean Chapter of SLA, attendees will be able to learn the latest and the newest about

Internet searching and how it can lead to increased efficiency and productivity.

The Reference Interview: Old Tricks...New Challenges

Wednesday, April 10 1:30 - 3:00 PM

Sponsored by Paraprofessional Interest Group

Learn the basics of conducting reference interviews in this workshop.

Tangled in the Web? Effective Use of Search Engines

Wednesday, April 10 4:00 - 5:30 PM

Sponsored by Paraprofessional Interest Group

Explore the effective use of search engines to find information on the Web.

Bibliotherapy

Bibliotherapy for All

Tuesday, April 9 8:00 - 9:30 AM

Co-Sponsored by: Bibliotherapy and Library Services for Youth Interest Groups

N.C. lawyer Jacqueline D. Stanley, author of *Reading to Heal*, will present this program on bibliotherapy and reading guidance. Bibliotherapy involves the therapeutic use of books in the treatment of personal problems, illnesses, or life crises or situations.

Information Literacy

Taking Information Literacy Online

Tuesday, April 9 8:00 - 9:30 AM

Information Literacy Interest Group

St. Petersburg College librarian Carla Levesque will present the process of designing, teaching, and revising an online information literacy course. She will explore design challenges such as learning the online course management software, collaborating with faculty and instructional technologists, marketing the class, balancing the additional responsibilities with traditional work activities, encouraging participation in online classes and tracking students' progress. Participants will have an opportunity to view the actual online course.

Collections

ALA Video Round Table — Notable Videos for Adults

Monday, April 8 7:00 - 8:00 PM

Sponsored by Media Services in Libraries Interest Group

Speaker Rue Herbert is Media Librarian at the University of South Florida-Tampa and serves on ALA's Notable Adult Videos Selection Committee of the ALA Video Roundtable. She just published "A Notable Experience: The Selection Process for the ALA Video Round Table Notable Videos for Adults Annual List" in *MC Journal: The Journal of Academic Media Librarianship*. She will discuss the selection process and show clips from the new winning videos.

Video Collection Development

Tuesday, April 9 2:00 - 4:00 PM

Sponsored by Media Services in Libraries Interest Group

Gary Handman, Director, Media Resources Center at UC-Berkeley's Moffitt Library is considered THE Video Librarian in the world and has presented programs around the country. He will present video selection techniques and media collection development guidelines, and talk about evolving digital formats and the future of media collections in a distributed information environment.

All About E-Books in Florida

Post-Conference: Thursday, April 11 10:00 AM - 3:00 PM

Sponsored by Conference Planning & Scheduling Committee

This post-conference program will present an overview of e-books, circulating portable readers, e-book cataloging issues, collection development, and evaluation of the e-book access project for Florida public libraries.

Technical Services

Bibliographic Access to e-books: MARC Records and Beyond

Wednesday, April 10 1:30 - 3:00 PM

Sponsored by Technical Services Interest Group

Ellen Cannon, Bibliographic Services Coordinator at the Tampa Bay Library Consortium, will discuss bibliographic access to e-books, including cataloging, processing and maintenance of MARC records, and options for the future.

The MARC Record: A Very Brief Overview

Wednesday, April 10 10:30 AM -12:00 PM

Sponsored by Paraprofessional Interest Group

This workshop provides a very brief overview of the MARC record.

Paraprofessionals

The Paraprofessional Interest Group has arranged a full day of workshop topics specifically aimed at paraprofessionals on Wednesday, April 10th. By scheduling four workshops on the same day, it's hoped that more paraprofessionals will be interested in attending the FLA conference.

C.O.L.T.-The International Organization for Support Staff

Wednesday, April 10 8:30-10:00 AM

Ms. Margaret Barron, immediate past-president of Council On Library/media Technicians (COLT), the international organization for library support staff, will talk about the history of COLT as an organization and its current efforts toward a certification process for paraprofessionals.

The MARC Record: A Very Brief Overview

Wednesday, April 10 10:30 AM -12:00 PM

Patricia Manack, Learning Resources Coordinator at Hillsborough Community College in Tampa, will provide a very brief overview of the MARC record in this session.

The Reference Interview: Old Tricks...New Challenges

Wednesday, April 10 1:30-3:00 PM

A trainer from Central Florida Library Cooperative (CFLC) will present this workshop on conducting reference interviews.

Tangled in the Web?

Effective Use of Search Engines

Wednesday, April 10 4:00-5:30 PM

This workshop, presented by a trainer from CFLC, will focus on the effective use of search engines to find information on the Web.

Staff Recruitment and Hiring

Maximizing Your Hiring Strategies

Tuesday, April 9 2:00 - 4:00 PM

Sponsored by Academic Libraries Section

Are you having difficulty locating exceptional applicants for your library positions? Join Sandra Rios Balderrama, ALA Diversity Officer, as she offers suggestions for recruiting a diverse, highly qualified applicant pool.

Me! A Librarian? – Do Add Some Spices Please

Wednesday, April 10 10:30 AM-12:00 PM

Sponsored by Minority Librarian Recruitment Committee (FLAMLRC)

Librarianship is going through a time of great change and excitement, creating a need for more librarians, new recruitment techniques, and more diversity! Join us as Gregory L. Reese, co-author of the book *Stop Talking Start Doing! Attracting People of Color to the Library Profession*, shows us how to recruit “people of color” into the field of librarianship.

Research

Understanding & Interpreting the Information Needs of the Elite Aged and Creativity Is a Lifelong Adventure

Wednesday, April 10 4:00 -6:00 PM

Sponsored by Special and Institutional Libraries Section

Ruth Woo and Cynthia Barrancotto, doctoral students at Florida State University’s School of Information Studies will present their current research, which focuses on the Information Behavior of the Elite Learner (Ruth) and Creativity and Librarianship (Cynthia). Attendees will be encouraged to interact and present their ideas and thoughts concerning both topics.

Looking to the Future

Where We Are and Where We Are Going

Wednesday, April 10 2:00-3:15 PM

Sponsored by the Friends and Trustees Section

State Librarian Barratt Wilkins and Aubry Jewett, political science professor at UCF, will discuss the current state of Florida libraries and look beyond to the new challenges libraries and librarians will face in 2003. There will be a time for questions and answers.



Look for the roundtable discussions on Tuesday from 4-5 PM and on Wednesday from 9-10 AM

Special Events

General Session – Nancy Kranich

Tuesday April 9 9:45-11:30 AM

Associate Dean of New York University and former ALA president Nancy Kranich will present the keynote address at this year’s conference.



Nancy Kranich

Scholarship Fundraiser – Dinner with a Twist

Tuesday April 9 7:00-10:00 PM

Annual Awards Luncheon

Wednesday, April 10 12:00-2:00 PM

Sponsored by the Friends and Trustees Section

Author Peter King sold his first story at the tender age of seven and has been writing ever since. His writings span the genres from technical writings to humor, art, and mystery. He has written two mystery series, “The Gourmet Detective” and the Jack London series, to be published in 2002. Mr. King, a Sarasota resident, will speak on “Why Read Fiction?” He will establish the position of fiction today and present examples of the ways in which fiction has caused significant changes in society.

President’s Reception

Wednesday, April 10 7:30 – 10:30 PM

Join FLA President Betty Johnson as she hosts a reception for conference attendees at Daytona USA, NASCAR’s interactive motor sports attraction.

Using Books to Build Community

By Nancy M. Pike

All across the country, communities are coming together to talk about key issues raised in books, with a special focus on fiction. The current wave of interest started in Seattle when the Washington Center for the Book developed a program concept called "If all of Seattle Read the Same Book." A grant from the Lila Wallace Reader's Digest Foundation funded the start-up effort. "Toolboxes" for



*Author Ernest Gaines discussed his book *A Lesson Before Dying* as part of "If All of Seattle Read the Same Book." Photo by Ian Edelstein.*

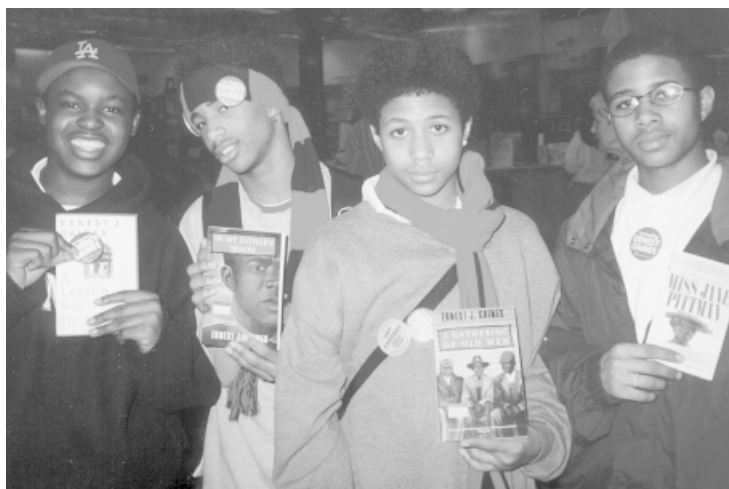
establishing book discussion groups, multiple media events, and an author residency are just part of the project.

The idea is to broaden an appreciation of literature and to encourage literacy and civic involvement through reading one book and then discussing the themes in relation to local issues. It caught on and subsequently other "one book" projects have sprung up from coast to coast. In Seattle they chose *The Sweet Hereafter* by Russell Banks for their initial title. Chicago picked Harper Lee's *To Kill a Mockingbird* while Bangor read *The Killer Angels* by Michael Shaara. Iowa City selected *The Last Summer of Reason* by Algerian author Tahar Djaout. The whole state of Kentucky read *The Bean Trees* by Barbara Kingsolver.

Now in its fourth "one book" year, Seattle has read Ernest Gaines' *A Lesson Before Dying*, Bill Moyer's *Fooling With Words: A Celebration of Poets and Their Craft*, and this year they are reading *Wild Life* by Molly Gloss. They have also added a kids' one-book program with Louis Sachar's award-winning YA title *Holes*.

Students from Seattle's African American Academy display their interest in the works of Ernest Gaines.

Photos courtesy of the Washington Center for the Book at the Seattle Public Library.



In Florida, the idea is spreading, too. Miami-Dade Community College - North Campus will celebrate Women's History Month in March with their "Let's All Read Project." They propose to read and discuss one great book written by a woman. The title announced in February will be the subject of discussion groups in several venues across campus. All of Tampa was reading *Seedfolks* by Paul Fleishman for Martin Luther King Day in January and "Read Together Palm Beach County" kicked off in February. Sarasota plans to use National Library Week 2002 to solicit suggestions for its spring 2003 project.

How do libraries put such a program in place? It takes a team of dedicated people to lead the effort, but the plan can be as simple or complex as the organization can handle. At some sites, newspapers have been willing to feature information about the book and author, even publishing special inserts and excerpts from the book to get readers started. Bookstores have been involved with special displays and events. Friends groups have sponsored authors who may visit the schools and talk to budding writers as well as appearing at traditional author activities. It's not only libraries that sponsor these programs. Partnerships have included writing groups, educational television, theater troupes, schools and universities, governments and businesses. Experienced groups have developed

Experienced groups have developed

"Across the country, communities are coming together to talk about key issues raised in books."

guidelines for selecting the book. Most agree it should be fiction, available in paperback for easy access, and not too long; the author should be living (if you want an author visit!); the selection should have discussable themes that relate to the community and well-developed characters. For more helpful hints, visit these Web sites: www.ket.org/bookclub; www.mdcc.edu/north/events/womenhistory.html; www.spl.org/wacntbook/seattleread/samebook.html.

Now, what if our whole state of Florida read the same book? Today Florida, tomorrow the nation! Let us know about your "one book" project: e-mail nmpike@co.sarasota.fl.us.

Nancy Pike is Director of the Sarasota County Public Libraries.

Alleycat Provides Anywhere Anytime Library Service

By Lauren Stokes

It's been almost two years since Tampa Bay Library Consortium's Anywhere-Anytime Library e-Catalog (Alleycat) went into service on May 30, 2000. Since that time, Alleycat (<http://alleycat.tbcl.org>) has worked purrfectly — sometimes even better.

TBLC Fosters Resource Sharing

The Tampa Bay Library Consortium (TBLC) was founded in 1979 to enable libraries in west central Florida to share



r e s o u r c e s .
TBLC was the first multi-type library cooperative in Florida and is currently the largest with a membership that includes 95 libraries — six

c o m m u n i t y colleges, three state university libraries, 25 private academic colleges and universities, four public school systems, 41 public and 16 special libraries. Two countywide and one multi-county cooperative are included in the public library member group. Through membership in TBLC, libraries in 12 counties serving over 3.8 million Floridians (about 30 percent of Florida's total population) have succeeded in creating a strong library automation infrastructure.

At the time of its founding, TBLC members envisioned a regional union catalog. However, it was not until 1998 when the concept of Alleycat was born that this began to become a reality. While many TBLC libraries provided Internet or dial-up access to their own catalogs, prior to implementation of Alleycat they did not share a common search tool. The Anywhere-Anytime Library provides access to the resources of many of these member libraries from anywhere at anytime via the World Wide Web.

With Alleycat, the TBLC Anywhere-Anytime Library project has demonstrated the heights to which library cooperation and user

empowerment can be taken. All residents can seamlessly find materials owned by libraries in the region and request that these materials be delivered to their local library in a timely manner, all from their home, office, school or anywhere. Alternatively, if the item that is needed is on the shelf at a nearby library, the library user is able to go directly to the owning library and borrow the material.

Out of the 95 TBLC members, 36 libraries with 83 outlets are currently involved in the project. When completed, there will be 47 library systems from the TBLC area with a total of 107 outlets participating. A future goal is interoperability with other interlibrary loan (ILL) systems in the state.

Searching Alleycat

Alleycat uses the Universal Resource Sharing Application (URSA) software by *epixtech* to search across vendor platforms and to provide patron authentication and interlibrary loan management. All Alleycat users connect to the catalog through the World Wide Web. Library patrons authenticate in their home library's catalog while visitors use the "guest" login. A single search screen allows searching by title, author, subject, or ISBN in the catalogs of all participating libraries. Alleycat returns a title list of results, and duplicates are eliminated based on ISBN, OCLC number, or LCCN. The patron may either request a title or look at additional information, which includes bibliographic information and shelf status. Requests placed by authenticated patrons allow items to be delivered to their library of choice. This direct, unmediated service moves materials quickly from owning library to borrowing library in a cost-effective manner.

Managing Interlibrary Loan

The "Extended Circulation" feature is what makes the URSA software unique. It provides each participating library with a virtual staff person to process interlibrary loans. Tasks include circulating the item to the borrowing library, receiving the item into the borrowing library, creating a temporary item record in the borrowing library's catalog (which is used to track the loan to the patron), notifying

the patron that the item is available for pickup, managing the circulation of the item to the patron, and recording its return to the owning library. "Extended Circulation" automates the entire process. Each requested item has a unique request number. A library staff person enters this number or the permanent barcode number into Alleycat at each stage of the ILL cycle.

In a process similar to that found in e-commerce, each item's journey through the system is recorded. Library staff track items as they progress in status from "created" to "shipped" to "returned" to "complete." Patrons with active requests may track the shipping status of their own requests. The virtual staff person (Alleycat) even sends e-mail notification to patrons when the requested material is available for pickup. This feature alone enables participating libraries to provide service to patrons that is more efficient and reduces the demands on staff.

Changes in Interlibrary Loan

Libraries participating in Alleycat have seen changes in the number and type of interlibrary loan requests. Most have experienced an increase in the number of non-OCLC interlibrary loans while stabilizing or reducing the number being requested through OCLC. OCLC expenses have been reduced or maintained while increasing access for residents. During the first year a total of 8,624 items were supplied. If these items were obtained from OCLC the loaded cost would have been \$241,472 (based on the loaded cost price of \$28 per request). Compare this to the actually cost through Alleycat of \$68,992 (based on the loaded cost price of \$8 per request). This reflects a savings of \$172,480.

Libraries in the project have been able to supply 75% of the ILL materials needed by patrons through Alleycat. For requests not available in Alleycat the request goes to OCLC's Direct Request. This is considered the "Library of Last Resort" for Alleycat. For items not located in Alleycat, patrons turn to larger worldwide resource-sharing sources. TBLC is adding access to WorldCat, the worldwide catalog of resources; LINCC, the catalog of all community colleges in Florida; LUIS, the catalog of all public colleges and

“With Alleycat, the TBLC Anywhere-Anytime Library project has demonstrated the heights to which library cooperation and user empowerment can be taken.”

universities in Florida; the State Library of Florida; and the Union List of Serials for Florida. Alleycat will submit requests found in these sources and those items not available from participating libraries to Direct Request. Alleycat will continue to track the request and perform the “extended circulation” functions when the item is received via OCLC.

Alleycat has brought about a major change in library loaning philosophy. Prior to this service most libraries would not loan their videos or audios to patrons outside of their library system. The increased public demand for videos and audios, along with the ease of supplying these materials to the local region, has brought about this change.

A Hit with Library Patrons

Library patron response to this value-added service has been tremendous. Patrons have 24/7 access to over 6.3 million items from Tampa Bay area libraries. They can confidently expect the materials to arrive at their pickup location within 72 hours after the request is submitted. The Distance Learning Library Initiative (DLLI) statewide delivery service makes this possible.

Patron satisfaction has been measured twice with e-mail surveys; one conducted at the beginning of March 2001 and one at the end of September 2001. Both surveys asked the same questions, with one exception. In September, an additional question about the patron’s age range was asked.

Surveyed patrons were selected by locating in the database patrons who had completed at least one request and had submitted an

e-mail address. In March 76 out of 206 (37 percent) users answered the survey and in September 164 out of 516 (32 percent) responded to the survey. There was little difference in the responses between the two surveys. One significant difference was in use of the service from home. The percentage of people who used Alleycat from home increased from 53 percent in March to 79 percent in September.

When asked if the software was easy to use, 96 percent of the respondents indicated that it was very easy or easy. When asked about satisfaction with the service, there was an increase between March (62 percent) and September (70 percent) of respondents who indicated that they were “Delighted” with the service they received in obtaining materials. In both surveys, 92 percent of the patrons were either “Delighted” or “Satisfied” with the service.

For the September survey, an age range question was added. It was interesting to note that 65 percent of the patrons responding were between the ages of 41-65, 24 percent between the ages of 20-40, and the 66+ category made up only 11 percent of the respondents. There was only one person under the age of 20 who responded.

Comments were also part of the survey. See the sidebar on this page for a sampling of comments.

Future Directions

Many patrons also offered suggestions to improve the system. From user comments a “Patron Wish List” was developed.

- All libraries in the state should participate in this virtual library.
- All media should be requestable.
- Be able to cancel requests. (Feature added in February 2001, but item must be in “Pending” status.)
- If home library has item available, have virtual library place request on home library’s copy. (Currently they have to go to the library’s Web site and repeat search to place the hold.)
- Renew items.
- Get all items requested.

Library Users Respond

Comments were also part of the survey. The following comments express most of the sentiments about the service.

- I’m very satisfied and find this to be one of the better services offered through any public facility.
- It was simple and easy. Thank you for having it available.
- Thank you for Alleycat. I love having easy access to materials my local library doesn’t own.
- So convenient for a busy person to reserve materials on their home computer and then just go and pick them up at the circulation desk. It really saves me a lot of time!!
- As a Stay-At-Home/Home schooling Mom of two children, this service is fabulous!!! I couldn’t do my curriculum planning or my own personal enrichment and recreational reading without this service. I love it and tell anyone I can about it.
- I love the ability to request books from other libraries. It increases books available to me without a financial strain on my own library.
- Extremely helpful for research. Alleycat has come through for me every time.
- First stop when looking for a book. I love it.

It has been very rewarding for TBLC staff and members to see this service come about. Patrons have been very enthused about the service as it now stands, and it continues to expand. A Web portal, which will provide links to online databases, quality consumer health Web sites, and e-books is being developed for 2002. TBLC has demonstrated with Alleycat that there is no limit to what can be done with interlibrary loans.

For additional information about TBLC’s Alleycat project visit the project Web site at <http://tbtc.org/aal>.

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Libraries LINCC Lifelong Learners to Community Colleges

By Carolyn E. Poole

In a column in the Fall 2001 issue of *Florida Libraries*, Nancy Pike pointed out ways in which public libraries are contributing to the restoration of civic life and social interaction that has so eroded in recent decades in our communities. Free Internet access, reading and discussion groups, cultural programming, and volunteerism in libraries have helped to rebuild “social capital” among Floridians previously disconnected.

So, too, are Florida community college libraries striving to develop an involved, information-literate citizenry. The Library Information Network for Community Colleges (LINCC) provides individual academic libraries the means to link lifelong learners both on campus and off campus. For twelve years now, the College Center for Library Automation (CCLA) has supported efforts to share library resources statewide. In light of current governmental and educational restructuring underway in Florida, the potential for even greater connectivity among academic, public, and school libraries is on the near horizon.

The Mission

The 28 public community colleges in Florida are open-door institutions that are committed to being “all things to all people.” In serving the needs of local populations their mission is broad and comprehensive — to offer affordable education to all regardless of wealth, heritage, or academic background; train a competent workforce with skills required for employability; and enrich adult lives with continuing educational opportunities. Being so closely aligned with their communities, these institutions are quick and nimble in responding to local concerns. The American Association of Community Colleges estimates more than 15 million people are enrolled in community college credit and non-credit courses, so lifelong learning has become a national priority.¹

Florida community college libraries, or learning resource centers, reflect the philosophy and values of their parent institutions. As such, their goals are to serve the information needs of users by providing equitable access to resources in a variety of formats (i.e., print, electronic, audiovisual, multimedia, etc.) and individual or group instruction on how to effectively utilize those materials. The 70 LINCC libraries—many affiliated with multi-campus institutions that operate branches in several counties—serve a diverse clientele by offering personalized assistance, online support to remote users, and open-door policies that mirror their college’s mission.

On-Campus Linkages

Providing Access to Library Resources

LINCCWeb (<http://www.linccweb.org>) is the Web-based public-access catalog that students, faculty, staff, and administrators can use on the Internet to find library materials at their own college or any public institution of higher education in Florida. Several catalogs of public library systems were recently added to LINCC, including those of Broward, Citrus, Collier, Hernando, Jacksonville, Lake, Martin, Miami-Dade, Orange, Pasco, Polk, St. Petersburg, and Hillsborough counties. LINCCPlus (<http://www.linccweb.org/>

[linccplus.asp](http://www.linccweb.org/)) uses the Z39.50 software standard that allows simultaneous searching of up to seven databases at once.

Computer terminals in LINCC libraries are open access to both those affiliated with the institution and to the general public. Most community college libraries offer their local residents free borrowing privileges with few restrictions. While anyone can search book holdings on LINCC, the electronic databases containing periodical indexes, full-text articles, and e-books are accessible only to those with valid ID numbers (e.g., currently enrolled students and employees).

Students use the LINCC system to find materials related to their course assignments, personal interests, and career preparation. It is not unusual to hear that community college students who are accustomed to and comfortable with accessing the user-friendly LINCC resources continue to rely on it for information even after graduating and/or transferring to Florida universities.

Working With Faculty

Faculty members often bring their classes into the library for general orientations, tours, and subject-specific group instruction. As electronic information resources are so profuse, the challenge to LINCC librarians is to collaborate more closely with faculty to design relevant instructional assignments that tap into available databases as well as print collections. Broward Community College has excellent tools on its library Web site to guide faculty in creating more effective course assignments and also sponsors how-to workshops that award professional development credit.² A series of five faculty “enrichment”



Dr. Carolyn Poole, Director of Chipola Community College Library, works with a student in the library.

workshops at Lake-Sumter Community College Libraries are designed to keep instructors abreast of specialized library resources in their subject areas.³

Developing Information Literacy

With recent emphasis on developing information literacy skills, Florida community colleges are actively integrating LINCC library activities into the curriculum in order to improve critical thinking involved in searching, locating, and evaluating the credibility of information. Polk Community College's mission requires competence in information literacy as one of its general education outcomes, thus channeling students into credit courses taught by librarians, i.e., Introduction to Internet Research (LIS 2004).⁴ Three-quarters of Florida community colleges now offer this Web-based course, which is hosted on the CCLA network server. Others teach various one-credit intensive courses focusing on utilization of their particular library resources.

Information literacy tutorials containing self-paced, online modules related to library resources are popular at Brevard Community College and Indian River Community College.⁵ The Learning Resources Center on Valencia Community College's West Campus hosts an elaborate virtual tutorial that walks a student step-by-step through the research process.⁶

Staff members on community college campuses can take advantage of LINCC libraries to enhance their computer skills, as many librarians teach workshops open to all employees on how to operate various computer hardware/software, Internet searching strategies, and Web page design. Manatee Community College Library, for example, took the initiative years ago to conduct short, in-house training sessions for college employees on its two campuses. The technical proficiencies of librarians generated more opportunities for them to teach courses in other departments, such as computer science and continuing education, for additional compensation. Tallahassee Community College lures prospective lifelong learners from

"The state mandate is clear and one common Florida library information portal is the goal."

any student/staff classification into the library with a catchy workshop entitled, "Why Bad Databases Happen to Good People!"⁷

Providing Information to Administrators and Staff

Community college administrators rely on the research expertise of librarians to find information for them on LINCC that is useful for institutional planning, community development, and critical decision-making. Librarians keenly attuned to issues facing their colleges are proactive in supplying timely, problem-solving information to their administration. Most LINCC libraries subscribe to periodicals that are delivered in both print and online versions, making it simple for managers to read professional publications on their desktop or to receive articles e-mailed to them directly from the library. At Chipola Junior College, for instance, newspaper articles from *The Chronicle of Higher Education* and other academic bulletins pertinent to hot topics are frequently distributed electronically to administrators and trustees.

As the majority of community colleges strive to provide all employees with their own PC's, it makes little difference whether one accesses information within the library building, a computer lab, office, or elsewhere on campus. LINCCWeb is a mobile, ubiquitous resource connecting the entire

campus community. Once students, staff, faculty, and administrators become familiar with the resources available to them from LINCC libraries—not only the cornucopia of print and electronic information, but also the customized consultation and personalized instruction provided by librarians—they tend to appreciate the value-added benefits of a well-supported learning resource center and become library champions. Lifelong learning is a natural result!

Off-Campus Linkages

LINCC libraries are linking lifelong learners off campus by serving their local communities, building state, regional, and national partnerships, and even extending a global presence via the Internet.

Creating Value-Added Resources

Many community college libraries have created Web pages organized with unique electronic links of local interest to their service area populations. Most LINCC library Web sites contain links to local newspapers and online community publications. For example, Santa Fe Community College Library's "Virtual Reference Desk" is loaded with extensive Florida resources as well as those specific to the Gainesville vicinity.⁸ Cataloging librarians at Okaloosa-Walton Community College have contributed hundreds of records to the LINCC database with URLs that connect to Web sites of electronic resources.

Sharing Resources

LINCC libraries are unified in a statewide database that is maintained by CCLA. No matter where the library user's home institution is located, one can search the holdings and borrow from the collection of his/her own community college or any other library. A new feature on LINCCWeb is the ability to place patron-initiated interlibrary loan requests without staff mediation. Reciprocal borrowing agreements between Florida community colleges and state universities, members of multi-type cooperatives, the State Library, plus access to the Distance Learning Library Initiative (DLI) courier service, have all facilitated

easier sharing of library materials and made the borrowing process quick and convenient. Bucking a national trend of slumping academic library circulation figures, LINCC libraries actually experienced a significant *increase* in book circulation last year, presumably due to a shot of legislative funding in 1999-2000 that was earmarked exclusively for upgrading community college print collections.⁹

All LINCC libraries belong to one of the six Florida multi-type library cooperatives in their area. Through actively supporting their cooperatives and hosting the workshops they sponsor on community college campuses, LINCC libraries are serving the lifelong learning needs of more than just those on campus and are thereby gaining widespread recognition. In fact, usage statistics reveal that nearly two-thirds of LINCCWeb searches are performed *outside* of the community college institutions.¹⁰

Florida community college libraries participate out of state through regional membership in the Southeastern Library Network, SOLINET. By joining one of SOLINET's tiered membership categories, LINCC libraries give their users exposure to a strong network of knowledge, collaborative services, and educational programs. Some LINCC libraries offer their customers access to thousands of new full-text electronic books in the SOLINET Shared Collection packaged by netLibrary. Logging onto LINCCWeb with a single user authentication step, readers gain access to both the e-books purchased from SOLINET and to those provided by CCLA.

Extending Reference Service

The LINCC system has achieved a national reputation as being one of the best statewide networks in the country. LINCC libraries will soon expand their reach nationally through participation in the Collaborative Digital Reference Service (CDRS) sponsored by the Library of Congress and OCLC.¹¹ A virtual reference service that links libraries worldwide, CDRS allows members to submit reference questions anywhere, anytime, and have them answered by subject experts via e-mail, Ariel, or fax.

Selective LINCC librarians are currently experimenting with CDRS in answering reference questions from a national clientele.

Any lifelong learner can also receive free, around-the-clock online reference service by clicking the "Ask-A-Librarian" link on LINCCWeb screens, which sends a form directly to one's home campus library. This 24/7 service indiscriminately accommodates library users regardless of where they reside. Augmenting the community college mission of serving local communities, the virtual library without boundaries is indeed reaching a global audience of information seekers. Whether a student is traveling out of district or studying abroad, their familiar hometown library staff is only a computer click away. Since the Florida Distance Learning Reference & Referral Center (RRC) that assisted students in higher education was phased out in December 2001 due to lack of funding, such campus-based cybrary support is crucial to providing quality customer service to remote learners. Moreover, some institutions such as Gulf Coast Community College are now prototyping one-on-one "chat" services to talk live with a librarian on duty.¹²

Future Expectations

Plans by CCLA to upgrade LINCC to a new DRA library automation product (Taos) were halted abruptly last year when reorganization of the state educational system began to be implemented. The Governor's 2001-2002 Budget Proposal signaled early indications that future funding would be dependent upon a new standardized approach to supporting libraries in higher education. Public community colleges and universities will be required to share a common library management system. CCLA and the Florida Center for Library Automation (FCLA), which serves the state university system, were alerted to work cooperatively in acquiring the same software that can replace both LINCC and LUIS, the NOTIS system used by the state university libraries.

Joint teams composed of library representatives from CCLA and FCLA were formed quickly last spring to investigate

products from vendors Endeavor and Ex Libris, concluding the latter to be most appropriate for fulfilling needs of both community college and university students. The software demonstrates tremendous flexibility for future development, growth, and customization. Contract negotiations with Ex Libris, the chosen vendor, have progressed on a swift timetable for implementation in 2003. Representatives from the State Library of Florida participated in the process, too, and have expressed interest in adopting the new library automation system.

Language in Senate Bill 1162, which passed into law during last year's legislative session, suggests even more unification within Florida's educational divisions under the auspices of a new Office of Technology and Information Services, which shall pursue the following directive:

"Develop a method to address the need for a statewide approach to planning and operations of library and information services to achieve a single K-20 education system library information portal and a unified higher education management system."¹³

The state mandate is clear and one common Florida library information portal is the goal. Implications include the empowerment of an entire state populace to control their own individual lifelong learning experiences. Just as LINCC was the first statewide centralized automated library system in the world serving community colleges exclusively, this new system may hold the potential to catapult Florida into the national limelight as a leader in linking lifelong learners in a one-stop, seamless, "womb-to-tomb" information environment.

Dr. Carolyn Poole is Director of Library Services at Chipola Junior College.

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the world
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NOTES

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Reaching Out to Florida's Spanish-Speaking Population

By Marla Alpizar and Patricia Presti

With the release of the 2000 U.S. Census figures, local governments have been able to clearly review the changing demographics of their regions. No instance is more dramatic than the growth of the Hispanic population throughout Florida. Roughly 2,700,000 Hispanics of all races now live in Florida, making up 16.8 percent of the total population of the state. This figure is up 1,108,000 (or 70 percent) from just ten years ago. Cubans, Puerto Ricans, Mexicans, Colombians, and Nicaraguans are the top five population groups, with immigrants from Mexico increasing more than 125 percent. No longer found solely in the counties of South Florida, the state's Hispanic population is growing exponentially, impacting the quality and quantity of services provided by local governments as a whole, and public libraries in particular.

What has been happening in Florida's libraries in the past year to reach this special population in their native language? This article, based on an informal e-mail survey, presents a brief overview of innovative programs and services found throughout Florida public libraries during 2001. The information is shared in the hopes that public libraries can use these ideas locally to expand their own offerings.

Collection Development

Materials in the Spanish language are one of the fundamental building blocks in making the Hispanic community feel welcome in the public library and in the community at large. For many, holding a treasured book from their childhood within a Florida library is a very emotional experience, and, for libraries, purchasing these items is a very tangible way to make first connections with the community.

In regards to collection development, consideration has been given statewide by libraries of all sizes to obtaining a more reflective mix of Spanish language and bilingual materials. In Clearwater, for example, a fourfold growth in the Hispanic population since the last census resulted in increased acquisition in the young adult area and the launch of an adult collection. Palm Beach

County Library System has recently "overhauled" its collection at the main library, and placed an emphasis on building collections for its 13 branch locations.

Of course, sizes of collection range from a few dedicated bookshelves to a permanent or rotation collection mix (Tampa-Hillsborough County Public Library System) to a dedicated branch of 60,000 items including reference, adult, youth, and children's materials, in both print and electronic formats (Hispanic Branch, Miami-Dade Public Library System).

Acquisition of videos, audiobooks, and DVDs play a major role in Spanish collections, as families use these technologies for both entertainment and education purposes. The West Palm Beach Public Library began circulating DVDs this past fall and has acquired almost 100 titles as of October 2001. Not only does this meet a user need, but since DVDs contain multiple language tracks, the library has economically bought one title for both English and Spanish audiences.

Bilingual Reference Services and Staff

Libraries in south Florida, such as Miami-Dade, Broward, Palm Beach County, and Hialeah have been meeting the challenge of providing reference services in Spanish for years. It may come as a surprise to learn that libraries in Clearwater, St. Lucie, Tampa-Hillsborough, and Volusia County frequently answer reference questions in Spanish.

The provision of reference service in Spanish is inevitably tied to the recruitment of bilingual library staff. As professional librarian recruitment continues to be an issue throughout Florida, the addition of a bilingual requirement to job postings further limits the qualified pool of candidates. In spite of the challenges, public libraries wishing to provide reference services to Spanish speakers make the effort. Kathy Boyes, Customer Relations Manager in the Palm Beach County Library System, acknowledges that "bilingual capability is a consideration when hiring new staff" to assist in new initiatives, ranging from

Many libraries offer story times or other programs for children in Spanish. Photos courtesy of Hialeah Public Libraries.



"The state's Hispanic population is growing exponentially, impacting the quality and quantity of services provided . . . by public libraries."

Spanish language computer instruction to children's story times.

Tampa-Hillsborough's efforts to hire Spanish-speaking staff at all levels have paid off, with 5 percent of full-time staff now fluent. A Spanish-speaking employee on the public relations department attends all outreach activities, and a Spanish reference voice-mail account has been created for times when reference staff is unavailable. Hialeah Public Libraries, serving a municipality which is 92 percent Hispanic, has been very



Library Web sites are increasingly offering Spanish-language interfaces, electronic databases, and other resources.

Below, Hialeah Librarian and author, Lucia Gonzalez, is one of a growing number of bilingual librarians in Florida providing services to Spanish-speaking people.

successful in this area out of sheer necessity, counting 83 percent of all library staff as bilingual.

If the cost of hiring bilingual staff is an issue, consider the example of Volusia County. Since 1999, the Pierson Library has employed an LSTA-funded bilingual staff member, working evening shifts to accommodate the area's rising Mexican population. Besides reference service, the staff member provides informal translation assistance, elementary school outreach, bilingual story times, and other informational assistance that this special community demands. Several libraries have very successfully nurtured community volunteers to offer computer training and assistance in Spanish.

Programming for Spanish Speakers

Many Florida public libraries, including Miami-Dade, Volusia, Clearwater, Tampa-Hillsborough, Sarasota, and Palm Beach, offer regular "Cuentos" and even Summer Reading Programs in Spanish. Broward County and Hialeah even offer "Dial-A-Story" in Spanish. Other libraries, such as Leon County Public Library, are beginning to bring in bilingual elements, such as the incorporation of Spanish rhymes into English story times.

DeSoto County Library targets Spanish-speaking migrant families at an outreach story time at the Bon Secours Health Clinic. "[We are] seeing more fathers take an interest in reading to their children," comments Patricia Sandate, the library's Children's Technician. "On one occasion several men were, like usual, out under the tree that is located close to the



facility visiting amongst themselves. Later though, a youngster left and came back, tugging on her dad's arm, begging him to join our reading group. The reading continued and the next time I looked up, to my surprise, several dads sat holding a child or a book, and following along as they read, were their children." Library staff have found that stories and materials in Spanish are what draw the parents in, and so they have "made a point of automatically handing out books to the adults just before starting to read to the children."

Across the state, additional popular programming targeting Spanish speakers was incorporated into Hispanic Heritage Month (September 15 - October 15). The celebrations were bigger than ever in 2001 with programs in English and Spanish directed at every age group. These included author visits, historical

presentations, stories, poetry, art exhibits, music, dance, and cultural extravaganzas.

Also noteworthy are informational programs that share critical information in Spanish, such as the free tax assistance and Social Security information provided at many of the Miami-Dade Public Library branches.

ESL Literacy Programs

There are many strong English as a Second Language (ESL) library literacy programs throughout Florida that are directed to Spanish speakers. Efforts range from providing a place for English language and citizenship classes to meet (Miami-Dade's Hispanic Branch and West Dade Regional Libraries) to hosting ESL groups who use the Crossroads Café video series to improve their English skills (Broward County and Lee County Libraries).

The Three Rivers Regional Library in Mayo targets Spanish-speaking migrant families by providing homework help and volunteer tutors. The Lake County Library System estimates that its libraries have served 29 percent of all ESL literacy students in their county through a new computer literacy lab and tutoring in their Adult Literacy Program.

Traditional one-on-one tutoring for Spanish speakers is offered at Tampa-Hillsborough County Public Library. During the past year, Tampa-Hillsborough's ESL Literacy program grew as they trained 24 new ESL tutors in addition to the 30 current tutor-student pairs. In contrast, Collier County Public Library's Literacy program found group instruction to work well. Collier provided a

"Roughly 2,700,000 Hispanics of all races now live in Florida, making up 16.8 percent of the total population of the state."



Library programs, such as this flamenco performance at the Hialeah Public Library, often feature Hispanic culture.

“In promoting library services to a Spanish-speaking population, it is critical to use Spanish media to spread the word.”

“JumpStart” ESL class every Wednesday night. “It’s a challenge for the instructors, but somehow it works as an introduction to the library and our literacy program,” said Literacy Coordinator Roberta Reiss.

Jacksonville Public Library’s Center for Adult Learning (CAL) is greatly expanding its ESL Literacy program because of the effect of Florida’s demographic trends. “Oddly enough, from 1984 to 1998, less than twenty English as a Second Language students enrolled in CAL annually,” relates Sharon Hastings, Literacy Program Supervisor. “Today we have 120 ESL students in our program, and between two and five students call each day to be added to the waiting list.” They also work in small groups so as not let shortages of bilingual tutors slow them down. “It is our experience that many volunteer tutors are reluctant to work with ESL students because they fear the language barrier. By pairing up volunteers and having them work together with small groups of learners, everyone is more comfortable and feels more supported,” continues Hastings.

Hialeah Public Libraries’ literacy program *Leamos en Hialeah* has addressed a shortage of volunteer ESL tutors recently by hiring tutors. To help tackle its long waiting list of ESL adults and to provide a solution to adults

who prefer self-paced learning, Hialeah offers CEI’s Essential Learning Systems reading software. To qualify, participants must make a six-month commitment to work four days per week on their English skills.

Promotion of Spanish Library Services

In promoting library services to a Spanish-speaking population, it is critical to use Spanish media to spread the word about library services. “We send PSAs to the Spanish newspapers and radio stations,” shares Palm Beach County’s Boyes. “We have had an article with photos describing all of the services of the library places in the county’s most popular Spanish newspaper.”

At a minimum, many of the libraries contributing to this article translate critical library forms into Spanish. “When we noticed the growing number of Hispanics in Clearwater, we developed a bilingual library card application. This has made many patrons very happy,” relates reference librarian Georgina Ata. Most do much more. Palm Beach Library promotes its Spanish collection by distributing a brief annotated bibliography of recommended Spanish materials. Pierson Library in Volusia County created a special display devoted to books in Spanish. Other

promotional efforts range from brochures and flyers in Spanish, to bilingual card drives, to a strong Spanish language Web presence.

Electronic Resources

One of the most exciting advances in the area of Web-based library services to Spanish users is the SEFLIN-sponsored *mylibraryservice.org*, a “virtual library” which provides simultaneous searching of the consortium’s 25 member online catalogs, as well as other selected Internet resources. Currently, searching Spanish-language resources are supported on the English interface, with links to both Yupi and CNNenEspañol.com on the Direct Search page. By Fall 2002, SEFLIN plans to launch the Spanish version of its portal, *Mi Servicio de Biblioteca*, as a natural extension of the project. This secondary rollout is key to ensuring increased library access in the region, as the need is high. Currently, in the area of Broward, Miami-Dade, and Monroe counties, 38 percent of the population is Hispanic, with 68 percent of those being most comfortable speaking Spanish.

It is important to note that, while public libraries throughout Florida are increasing their library services to Spanish speakers, the promotion of such services via the *Web in Spanish* is limited. Many library sites list information of special interest to Spanish speakers in English only, or the information is provided so far within the Web architecture that it would be difficult to impossible for Spanish-only speakers to locate the page. Currently, Broward County is one of the few libraries in Florida that provides a Spanish-language interface for its catalog, though this is not promoted on the library’s main Web page. Users may toggle back and forth between English and Spanish interfaces, and some information on library services is provided in Spanish. The Hialeah Public Libraries Web site includes Spanish language links (*Bienvenidos*) from the main library page; the Hialeah city site provides a link to *Información en español* on every page, with additional Spanish library links such as *Clases de computadora*, *OINK! - El cerdito*, and *Regulaciones de las Biblioteca*. The City of Clearwater does the same in its Servicios

Municipales home page. In addition, the St. Lucie County Library System is maintaining a Spanish language mirror site, with an e-reference service attracting both local questions and information requests from Mexico, Argentina, and other countries in the hemisphere. Any links to pages with English-only text within the site are clearly labeled, and the amount of Spanish library service information is quite comprehensive.

Spanish language subscription databases are also starting to be visible on various public library Web sites. The Information Gateway available through the Hillsborough County Public Library Cooperative provides an *Español* link through which 21 databases (some full-text) and 17 selected Web sites are highlighted. Depending on the database, Spanish text may be offered or, otherwise, Spanish searching may be supported, though the results may be in English.

With the growth in these electronic resources, Spanish computer literacy and information literacy instruction has been provided. Last year, the Clearwater Public Library System provided ten-week sessions several times a year in basic Internet and Microsoft applications. Because of growing demand, Hialeah Public recently increased the number of computer literacy courses in Spanish to three per week. The Broward County Libraries offered an impressive 13 different topics in Spanish in various branches, from "Microsoft Word Para Principiantes, Parte I/II/III" to "Cómo Preparar Un Curriculum Vitae Efectivo Y Elegante".

Of course, much of these Spanish-language technology services would have been difficult to provide without the generosity of the Gates Foundation. The 1999 Florida Library Grant program resulted in 22 Florida libraries either purchasing or being granted a Spanish-language model of the basic computer, and, two years later, the fruits of this donation are most certainly being seen.

Planning for Spanish-Language Services

How does a Florida public library effectively provide services to its Spanish speaking population? First, get to know this population in your area. Librarians in the

Clearwater Public Library make a concerted effort to connect with their community by serving on the City of Clearwater Hispanic Council, and by working with other social service agencies such as the Pinellas County Office of Workforce Development. As Dr. Kathleen de la Peña McCook has observed, it is through these civic and community connections that libraries successfully grow beyond their walls to reach those who need them.

Second, talk with staff in the libraries that are offering these services. The FLA Interest Group for Library Service to the Spanish Speaking is another great place to start. The newly formed Florida REFORMA chapter is another. The chapter's listserv, REFORMA-FL, is devoted to the topic of providing Spanish language library services.

Third, make services to the Spanish speaking a key element in your strategic plan. Boyes relates how planning highlighted Palm Beach County's progress, as well as its goals, "In the past few years many of our branches have also wanted to be able to provide services directly and to build up their collections, so we have placed an emphasis on building the collection, providing more programs, and advertising to the Spanish-speaking members of our area. . . . We are still in the early stages, and have a long way to go. However, we are proud of what we have achieved to date. A task force that was formed as a part of our Long Range Plan in Fiscal Year 2001 had as its goal to increase the circulation of Spanish materials across the system by 5 percent. In fact, circulation increased by 75 percent." Tanya Saldivar of the Immokalee Branch in Collier County emphasizes, "The bulk of what we do is insure that all of our services are available in both English and Spanish. None of our library services are cut short due to a language barrier."

This type of commitment is the reason why public library services to Spanish-speakers have grown progressively throughout the state. These examples demonstrate that with this strong commitment to serve Spanish speakers, and with a committed and talented staff, this challenge can be met.

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Libraries as Cultural Heritage Institutions Linking Lifelong Learners to the World

By Kathleen de la Peña McCook

"The great cultural institution is formative and collaborative. It assists the construction of personal knowledge in handmade lives. It tends to illuminate the unanticipated possibilities of knowing and feeling latent in one life. It inspires and extends the unpredictable reaches of personal knowledge and insight. It offers its users an array of guiding maps, lived lives, and lived experiences."

David Carr

"The Promise of Cultural Institutions"

Keynote Address

Conference on the 21st Century Learner
Institute for Museum and Library Services,
Washington, DC

November 7-9, 2001

<http://www.imls.gov/whatsnew/current/sp110701-1.htm>

From Literacy to Free-Choice Learning

Librarians providing adult-centered lifelong learning through public libraries face a considerable prospect in the range of services required to accommodate the diverse needs of adults. In Florida many adults lack basic English or literacy skills while others seek

connection with the full-range of our cultural heritage. The provision of meaningful lifelong learning opportunities through libraries requires a broad understanding of the continuum of adult experience. A recent article on adult learning theory by Sharon B. Merriam in *New Directions for Adult and Continuing Education* noted that today the adult learner is seen holistically; the learning process is more about making sense of lives than the systematic storage of information; and the context of learning is taking on greater importance.¹ Discerning this learning process in the context of public library services will assist librarians in developing programs that enrich the individual and lead to new discoveries of the self and the larger world.

Literacy Programs

Many librarians are working at the beginning end of the learning continuum providing support for adult basic literacy, English as a Second Language, family literacy, and workplace literacy. Throughout the state Florida's public librarians have developed programs and written grants to support adult new learners.² This aspect of library service is the foundation of adult lifelong learning for all people of the state. By helping to expand the population of new readers, Florida's librarians open the way to provide opportunity for enhanced learning experiences.

Supporting Academic Programs

A broad range of public library services for adults extends beyond literacy. These include support for students in formal education programs. While academic institutions provide resources to support curriculum and areas of degree focus, it is more and more the case in this time of increased

Lee County librarian Mary Anne Ullery works with students in the Crossroads Café ESL class. Photo courtesy of Lee County Public Library.



distance learning opportunities that the public library is an important additional support for formal learning. The long-range plan of the Florida Division of Library and Information Services includes as a strategic direction the facilitation of distance learning in public libraries.³

Facilitating Free-Choice Learning

A great deal of adult-focused services in public libraries is also in support of lifelong learning which, according to *The New Planning for Results* "helps address the desire for self-directed personal growth and

"We will be increasingly called to develop ways to link learners with resources that enhance understanding of our local cultural heritage and the cultural heritage of the world."

development opportunities."⁴ A broader term than lifelong learning might be "free-choice learning," often used to characterize learning that most typically occurs while people visit museums or other cultural institutions, but clearly fits library programs and services. Free-choice learning describes learning experiences which are non-sequential, self-paced, voluntary, non-linear, personally motivated and involve considerable choice on the part of the learner as to when, where, with whom, and what to learn.⁵

Examples of library services in support of



Partnerships with organizations such as the Florida Humanities Council allow libraries to offer special programs, such as this portrayal of Florida author Marjorie Kinnan Rawlings by scholar /actress Betty Jean Steinsouer.

adult free-choice learning include the provision of books and other materials organized in the course of general

collection development; sponsorship of book discussion groups; readers' advisory services; exhibits; and support and participation in reading festivals. The creation of locally developed lectures or development of partnerships with programs organized by the Florida Humanities Council, the American Library Association Public Programs Office, the National Endowment for the Humanities, or the Florida Center for the Book all extend the opportunity for lifelong learning of communities served.⁶

New opportunities to support adult lifelong learners have been made available through numerous projects that have digitized cultural heritage resources. Public librarians who have determined that support of lifelong learning is an important service response have many new resources to support this goal. In addition to carefully chosen local collections the informed adult services librarian can link lifelong learners to a networked cultural heritage.

Libraries as Cultural Heritage Institutions

The quote at the beginning of this article by Professor David Carr was from his Keynote Address at the Conference on the 21st Century Learner sponsored by the Institute for Museums and Library Services in November 2001. The Conference premises were:

- Learning should be a community-wide responsibility.
- Lifelong learning should be a continuum—with formal and non-formal learning opportunities complementing one another and reflecting the realities of a new age.
- The potential for bold learning partnerships, embedded in America's communities, offers unprecedented

challenges and opportunities for museums and libraries.⁷

Taking advantage of these “unprecedented challenges” means an expansion of the way we have thought about library services. The new alliances being wrought between libraries and museums provide an ever-expanding framework for developing opportunities to support each adult learner. Characterizing libraries as “cultural heritage institutions” broadens the panorama.

Libraries As Cultural Heritage Institutions

The characterization of libraries as cultural heritage institutions is not yet widespread in the United States, although new emphases on cultural continuity as a means to develop ideals of community are growing. For background it is helpful to refer to the UNESCO MONDIACULT declaration of 1982, which defined culture as “the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs.”⁸ The U.S. withdrawal from UNESCO in 1984 has slowed the flow of intellectual exchange on cultural discussions, but

academic and cultural communities have remained apprised and active in its development.⁹ For a global perspective, librarians interested in cultural heritage concerns might read the 1995 UNESCO monograph, *Our Creative Diversity: Report of the World Commission on Culture and Development*.¹⁰

Librarians, largely at academic and research institutions throughout the United States, have been active in digitizing collections. The National Initiative for a Networked Cultural Heritage (NINCH), the Coalition for Networked Information (CNI), and the Digital Library Federation (DLF) are three of the primary organizations working to extend resources in digitized form.¹¹ The role of public librarians in activating adult learner use of these collections has still, however, been minimally addressed. One innovative project in central Indiana, the IUPUI University Library and Museums Project, does demonstrate an active connection to lifelong learners through public libraries.¹² Two state initiatives, the North Carolina-ECHO (Exploring Cultural Heritage Online) project and Heritage-the Gateway to Colorado's Digitization Projects, take a statewide approach to organizing a unified portal to multiple cultural heritage collections.¹³

Linking to Florida's Cultural Heritage

In Florida librarians have been creative and responsive to the need to protect and develop access to Florida's cultural heritage. Elaine Henjum has described the *Florida Heritage Collection*, a cooperative university initiative to digitize important source materials.¹⁴ The *Florida Memory Project* provides a Web-based structure for primary records that illustrates significant moments in the state's history, provides educational resources for students of all ages, and makes available collections useful for historical research using original documents, photographs, and other materials from the collections of the Florida State Archives.¹⁵ In the future, programs that make use of these resources in public libraries to link Florida's lifelong learners to the state's cultural heritage

“The new alliances being wrought between libraries and museums provide an ever-expanding framework for developing opportunities to support each adult learner.”

New Florida Books for Children

By Joyce Sparrow

With a grin I will admit that the first Florida book I read as a child was Carol Ryrie Brink's *The Pink Motel*, the adventure of Kirby and Bitsy Mellen and the "very pink" beachfront motel their parents inherit from a mysterious great granduncle, Hiram. Only recently did I read Marjorie Kinnan Rawlings' Florida classic, *The Yearling*, even though I remember a copy on my family's bookshelves during my childhood. Children's books about Florida, both fiction and nonfiction, provide entertainment and information for all audiences. Here are some new Florida books for children that are suggested for purchase in Florida public libraries.

Picture Books

Crane, Carol. *Sunny Numbers A Florida Counting Book*, illustrated by Jane Monroe Donovan (Sleeping Bear Press, 2001 ISBN: 1-58536-050-3 \$16.95). Counting, adding and multiplying the creatures and features of Florida fill this colorful book. Notes accompany the rhyming text to provide even more information about the places and activities that make Florida unique.

London, Jonathan. *Crocodile Disappearing Dragon*, illustrated by Paul Morin (Candlewick Press, 2001 ISBN: 1-56402-634-5 \$15.99). A dazzling look at the activities of crocodiles living in southern mangrove swamps. All readers will appreciate the beautiful illustrations.

Ryan, Susan Jane. *Esmeralda and the Enchanted Pond*, illustrated by Sandra G. Cook (Pineapple Press, 2001 ISBN: 1-56164-236-3 \$14.95). Esmeralda and her father cherish their Saturday visits to the magical pond in the Florida forest where they imagine that dragonflies are fairies and gators are fairy queens. Detailed illustrations add to the delightful story.

Chapter Books

DiCamillo, Kate. *The Tiger Rising* (Candlewick, 2001 ISBN: 0-76360-911-0; \$12.99). Rob finds himself living with his

father in a northern Florida motel shortly after his mother's death. Rob has to face the loneliness on many levels, including at his new school. He befriends a classmate named Sistine and their friendship blossoms when they find a wild tiger caged in the woods. DiCamillo is also the author of the Newbury Honor Book *Because of Winn-Dixie*, a fantastic story focusing on a girl and her dog, Winn-Dixie.

Fogelin, Adrian. *Anna Casey's Place in the World* (Peachtree, 2001 ISBN: 1-56145-249-1 \$14.95). Anna is a twelve-year-old who has become acclimated to the world of foster care in Florida. She and Eb, another foster child, share adventures and friendship while hoping to find a permanent home. Readers who enjoyed *Crossing Jordan*, Fogelin's earlier book dealing with racial tolerance, will want to read this, too.

Klima, Charlene H. *Give Me Five* (Brandlyane, 2000 ISBN: 1-883911-36-2 \$12.00). This is an environmental tale of brothers who are working to restore Lake Apopka, with a twist that exposes the drug activity of a local gang.

Smith, Patrick D. *A Land Remembered*, student edition in two volumes (Pineapple Press, 2001 ISBN: 1-56164-230-4 v. 1 Hb., \$14.95; 1-56164-223-1 v. 1 pbk. \$7.95; ISBN: 1-56164-231-2 v. 2 Hb. \$14.95; ISBN: 1-56164-224-X pbk. \$7.95). Smith's perennial novel about the MacIvey family has been abridged for student reading. A teacher's manual is also available.

Nonfiction

Sirvaitis, Karen. *Florida* (Lerner Books, 2002 ISBN: 0-8225-4066-5 lib. bdg. \$25.26; ISBN: 0-8225-4144-0 pbk. \$6.95). Complete with economic, political and physical maps and the details of the 2000 presidential election, this newly revised and expanded second edition in the *Hello USA* series is useful for uncovering basic historical and environmental information about the Sunshine State. The book features an "All About Florida" appendix with fun facts, timelines, pronunciation

guides and suggestions for further reading. An index is included.

Somervill, Barbara A. *Florida* (Children's Press, 2001 ISBN: 0-516-22308-9 \$29.50). This new book about Florida written for students is part of the *From Sea to Shining Sea, Second Series*. With sidebars, almanac facts, and listings of World Wide Web sites, it provides a detailed overview of Florida. The text contradicts itself by reporting on one page that the death toll from Hurricane Andrew as 38, but then mentioning in another section that forty people died when the storm struck. Details of Elian Gonzalez's rescue off the Florida coast and his return to Cuba are included. The 2000 presidential election is also covered. An index is included.

For educators and parents

These two recommended books aimed at educators and parents focus on teaching and encouraging students to write. Carol York, an elementary language arts supervisor for the School District of Hillsborough County in Tampa has teamed with Tommy Thomason, Associate Professor and Department Chair of Journalism at Texas Christian University in Fort Worth, to examine the writing skills students need to succeed on writing achievement tests. *Write on Target: Preparing Young Writers To Succeed On State Writing Achievement Tests* (Christopher Gordon 0-926842-98-6 paper, \$14.95) recognizes the politics behind the practice of standardized writing tests, but focuses on sharing techniques and strategies to develop extraordinary writers who can display their mastery of writing skills anywhere, even on state achievement tests. The slim book is outlined in a workshop format enabling teachers and parents to make lemonade of writing tests. The book includes practical ideas for first creating good writers and then empowering the writers to easily succeed with all forms of writing, including exams. In addition, Tommy Thomason has written a separate book that will show instructors and parents how to encourage young writers to learn writing skills. *Writer* continues on page 23

Product Review: 1880 United States Census and National Index, complete record

By Miriam Gan-Spalding

1880 United States
Census and National
Index, complete record
Available from
www.FamilySearch.com
Price: \$49.00



System requirements:

- Pentium® processor (or equivalent)
- Windows 95, 98 or NT 4.0+
- 8 MB RAM minimum (16 MB recommended)
- CD-ROM drive (4x minimum recommended)
- VGA monitor with 256-color-capable video card
- 8 MB hard disk space

Census records are among the most valuable resources for American genealogy. They reveal a family at a particular place and time: a snapshot every ten years of individuals, parents and children, neighbors and neighborhoods, the residents of rural areas and cities. Census records from 1850 onward are especially useful for genealogical purposes, as the names of all family members in a household were recorded with their ages, relationship to the head of the household, and occupations, as well as other information. Most census records up to 1870 have been indexed; an indexing system called Soundex was devised for the use of the Social Security Administration during the Depression for the 1880 and later census schedules. Some researchers, however, find the Soundex system somewhat difficult to use.

This set of CDs (1880 United States Census and National Index, complete record) is a wonderful resource. It is a complete transcription of the 1880 United States Census, and it also contains a National Index, enabling researchers to

look for an individual anywhere in the country. Unlike the Soundex system, which indexes by the head of household, the 1880 Complete Record CD-ROM allows a researcher to search for any name, adult or child, as well as allowing searches by fields other than name.

The set is composed of 56 CDs, including the installation disc. The National Index (20 discs) allows a researcher who is unsure of the location of an elusive ancestor to search the entire United States. This is a great step forward, as previously one would have to check every state individually. The U.S. Census (35 discs) is divided into seven regions: New England, Atlantic States, Cumberland, Southern States, Prairie States, Great Lakes, and Western States. This enables a researcher to concentrate a search within a region for a family or individual, rather than using the National Index. This is especially helpful when searching for a common name.

The National CDs are arranged in alphabetical order. Once you search and select an individual in it, the program will refer you to the correct Census CD. Upon opening one of the CDs, a search box pops up with a number of fields that may be filled in or left blank. The fields are divided into the following groups: Individual, birth and race (optional), birthplace (optional), and Census place (the region is automatically filled in). Under Individual, either the given name or the last name, or both, may be filled in. There is a check box to search for exact spelling. A researcher also has the option to limit the search to males, females, or both. The birth date or a five-year date range can be input, and race can either be specified or all races can be searched. The country, state, and county of birth can be specified, as can the census place (by region, state, county, and city or town).

Once an individual search has been completed in a Census CD, a list of the results will be displayed on the top half of the screen, while the bottom half will show details of the currently selected individual's household. The household information includes the

census place, the source information (both Family History Library and National Archives microfilm reel numbers), and the page number, which is extremely important for verifying the transcribed information with the source material. The individuals in the household will be listed beginning with the head of the household and then spouse and children, along with each person's relationship to the head (self, wife, daughter, etc.), sex, marital status, race, age, and birthplace by state. By checking Details on the View menu, the additional information for occupation and parents' birthplace will be displayed.

A minor drawback of this set is that there are no detailed user instructions, though there is a Help function, and technical support is available via e-mail, telephone or mail. I did not have much trouble figuring out the various functions, however. For the price, this is a very useful resource that would be an excellent addition to any genealogy collection.

Miriam Gan-Spalding is Archival Consultant in the Bureau of Archives and Record Management, part of the state Division of Library and Information Services.

New Florida Books for Children

continued from page 22

to Writer: How to Conference Young Authors (Christopher Gordon Publishers 0-926842-79-X paper, \$14.95) provides a process of discussion and practice to coach young writers to become confident and comfortable with communicating meaning through writing.

"Florida Reads" is compiled by Joyce Sparrow, librarian at the Juvenile Welfare Board Library in Pinellas Park, FL.

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Be a Part of the 2002 Scholarship Fundraiser

Each year at the conference a fundraising event is held to secure money for three \$2000 scholarships to be awarded to deserving students pursuing their degree in library science. We need your help to make this year's fundraiser, a Silent Auction, a success.

Here are some ways that you can help:

- Are you creative? Do you make crafts, jewelry, or quilts? Do you have an item that you have made or a special collectible

that you would be willing to donate?

- Do you own a business or know someone who does? Gift certificates, tickets to special events or theme parks, and coupons for services are also needed.
- Come to the Scholarship dinner and silent auction and bid on some of the items!

For more information or to donate an item, please contact:

Debbi Dinkins (Stetson University)
ddinkins@stetson.edu (386) 822-7179

Cammie Newton (Volusia County Public Library)
cnewton@co.volusia.fl.us
(386) 257-6037

This is a great way to support librarianship in the State of Florida and help make sure that the Scholarship Fundraiser is a success!

Soliciting Award Nominations

Florida Librarians! The Florida Library Association's Citations & Awards Committee is now seeking nominations in the following categories. The deadline for most awards is March 1. The awards are for 2001, and will be presented at the 2002 annual conference. Details are available in the FLA Manual or on the FLA Website.

Individuals

- Intellectual Freedom
Selected by the Intellectual Freedom Committee
- Outstanding Citizens
- Outstanding Legislators
Selected by the Legislative Committee
- Outstanding Trustee and/or Friend
- Serials Librarian
Selected by a special serials-oriented committee

Groups

- Corporate

- Friends' Newsletter
- Friends' Membership Drive
- Friends' Special Event
- Friends' Special Project
- Intellectual Freedom
Selected by the Intellectual Freedom Committee
- Library Service Enhancement

Note: Exhibit Award to be determined at FLA Conference.

Library Programs

- Youth Services (Children's)/
Betty Davis Miller
Selected by a special youth services-oriented committee. Submission deadline February 1.

For additional information contact Flossie Benton Rogers at flossier@cclib.org or by phone at (352) 746-9077.

Student Scholarships Available

The FLA Scholarship Program is looking for a few good students. Three \$2,000 scholarships will be awarded at the 2002 Annual Conference in Daytona Beach to one USF student, one FSU student, and one minority student.

The requirements are:

1. Be a resident of Florida
2. Have some experience in a Florida library
3. Be admitted to USF or FSU library/information science graduate degree program
4. Commit to working in a Florida library for a minimum of one year after graduation.

Application forms may be obtained from the FLA Office. Send your request to:

Marjorie Stealey
Florida Library Association
1133 West Morse Blvd., Suite 201
Winter Park, FL 32789

Deadline: March 1, 2002