

Florida Libraries

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Libraries & Communities

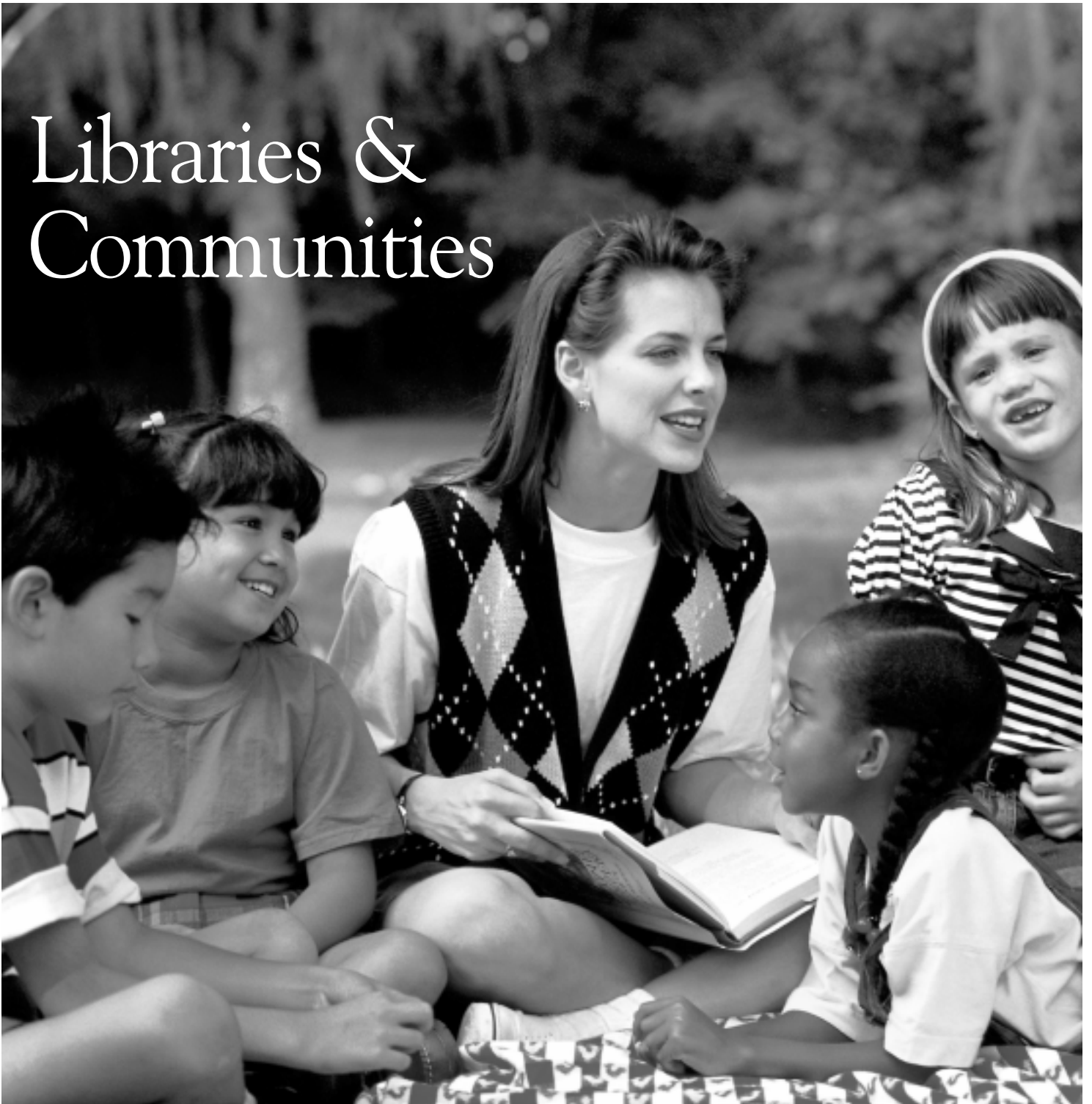


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EDITOR'S NOTE

The relationship between libraries and communities is interdependent. Libraries support the communities they serve with resources and services uniquely suited to meet local needs. They are often instrumental in the economic, educational, and cultural development of the community. The reverse is also true, for communities provide essential support for libraries, enabling them to exist and to thrive.

The articles in this issue explore the relationships between several libraries and their communities. They are a small sample of the rich library-community partnerships in the state, but represent a variety of types of libraries and reflect a diversity of communities. Leading off is a collection of stories of some of Florida's library philanthropists who helped to create or enhance public libraries in their local communities. Another article describes the efforts of the University of South Florida-Tampa Campus Library to reach out to the larger community with a program targeting local Hispanic children, who may some day be students at the university. On the heels of September 11, 2001 the MacDill Air Force Base Library found itself serving a different community as military personnel from many nations arrived to become part of the fight against terrorism. In Palm Beach County, the public library offers classes to encourage and teach parents to read to their children, while increasing literacy and strengthening family ties in the process. A final article explores the common roles of libraries and museums in providing opportunities for lifelong learning, cultural enrichment, preservation of culture, and community development.

— Gloria Colvin



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Meet Marta Westall, FLA President

Why I became a librarian...

I watched the Tracy/Hepburn movie "Desk Set" in which Hepburn portrayed a librarian for a major television station. It seemed so exciting to be able to find out about anything in the world. In addition, it showed how computers would become important to the quest for information. From then on — I was hooked!

My Library Career...

I have had a wonderful career in libraries. My library degree is nearly 30 years old, yet the concepts have remained constant — only the tools have changed and become more powerful.

I started out inauspiciously as a serials clerk, but after that I have had good positions in academic, special, state and public libraries and am currently Director of the Central Florida Library Cooperative (CFLC). I truly love my current position since I am able to work with all types of libraries and see how their collaboration and cooperation makes each library better.

Additionally, I absolutely love technology. I feel lucky to live in such an innovative and changing time. As the only field that specializes in information itself, we are uniquely positioned at the center of the information age.

My FLA Theme for 2002-2003...

"Libraries? Priceless." It seems obvious to me that you can't put a price on an educated population. Nor is there a price tag attached to opening a child's mind to the knowledge of the world or providing the setting for the development of a new idea.

While I of course know that money is very important to libraries and librarians, it seems to me that what we do is a public good, valuable beyond measure.

During this year, I am visiting with Friends groups, thanking them for all their efforts on behalf of libraries.

My other focus will be legislative. I feel that we must continually tell our story, convincing legislators that proper funding of libraries is an imperative.



Marta Westall

Some of my personal interests...

Reading, of course! I am a history and mystery buff.

My husband's sudden death recently has been a seismic event in my life. I am still attempting to figure out what I'd like to do on the personal side. Running CFLC, while always important to me, has become almost my only activity.

Favorite book

War and Remembrance, Herman Wouk

Current reading

Outlander Series, Diana Gabaldon

Favorite movie

"The Name of the Rose"

Person I'd most like to meet

Winston Churchill

Person I admire

Alcuin of York

Birth Place

New Jersey, but don't hold it against me. I left at 18 and never looked back.

Pets

I am the staff support for 3 fat, spoiled stray cats: Toby, Walter and Tinker. I can't imagine how they got so spoiled :-)

Something I hope to get to do in my lifetime

Be a problem patron — ok, I'm just kidding.

Stay
connected

@ your library TM



Thanks
Everybody!!

Bernadette R. Storck

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Lasting Gifts: Stories of Florida Library Philanthropists

By Barbara B. Sherwood

Many American communities have benefited from the generosity of citizens who, in one way or another, have helped establish or enhance libraries. Successful individuals in the United States have often felt the desire to give back to the community at large and to enhance the lives of their fellow citizens. American library philanthropy dates back to the nineteenth century and continues to the present day. Nineteenth-century steel magnate Andrew Carnegie was among the first to be aware of the need for libraries. With his financial assistance, small towns all over America found they could provide or enlarge circulating libraries for their citizens with a minimum of capital outlay. In the late

“From Carnegie to Gates, Florida has welcomed the generosity and dedication of the benefactors who have supported our communities’ libraries.”

twentieth century Bill Gates of Microsoft Works, Inc. has been a generous donor to America’s libraries, bringing computer technology within reach of all citizens.

The need for strong community libraries has been recognized not only by these well-known philanthropists, but also by individuals in many Florida communities. While some residents have donated millions of dollars to build a new facility or a wing on an existing building, others have contributed land or organized committees to raise funds for their libraries. At times when the dollar was a lot dearer, a few citizens with visions of the future gave hard-earned cash to see a library come

The Austin Davis Library, Odessa. Photo courtesy of the Tampa-Hillsborough County Public Library System



to life in their town. The following stories illustrate the impact that individuals have had on libraries in Florida and the communities they serve.

Austin Davis Library

At a 1991 meeting of the Friends of the Citrus Park-Keystone Library in Odessa (Hillsborough County), the group’s plans for a new facility became a reality with the generosity of a local benefactor. Early in the meeting the Friends had heard disappointing news from then Acting Director of the Tampa-Hillsborough County Public Library, Joe Stines. Their hope of a new library faded as they learned there were no funds available again that year. Then an invited guest who made his home in this small community asked the director how much it would cost to build a new library. At least a million dollars was the answer.

The guest, Austin Davis, co-founder of the Winn-Dixie Stores and director of the Austin Davis Family/Winn Dixie Charities, Inc. then asked if the county would spend the money in Citrus Park-Keystone if someone were to write a check to the county for that amount. Within a week discussions with county officials were underway.

Mr. Davis wrote the promised check for \$1.1 million dollars and selected the land for the building within Keystone Park. The Davis Foundation funded the architects’ fees for the library’s design. After the building was completed, a portion of the donation was used to purchase books and equipment.

Mr. Davis died in 1992, before he had an opportunity to see the project finished. At the request of Alice Davis, the facility was named the Austin Davis Public Library to honor her husband’s gift to the community.

Thanks to Mr. Davis’ generous private support, Hillsborough County was able to avoid the capital costs involved with such a project. Library supporters, including the Friends, had pressed for a new facility for some time, but the catalyst was the contribution of Mr. Davis, a community member who wanted to enhance the lives of all citizens in the area.¹

Bienes Center for the Literary Arts

In some instances individuals enhance an existing library and enrich the community’s resources by providing materials, as well as funding. The creation of the Bienes Center for the Literary Arts at the Broward County Library is an example of such a gift.

The Broward County Main Library in Fort Lauderdale is now a jewel in the crown of the county’s library system. The eight-story building opened in 1984 with a great deal of space but not many books. While the shelves in the regular library were filling up, several patrons were donating special collections. The new building, however, lacked a climate-controlled area needed to showcase these priceless additions. By 1988, there was a need for a state-of-the-art literary center to house the collections and provide space for lectures, programs and exhibits.

In 1995, Dianne and Michael Bienes, known for their interests in the arts in their

Broward County Main Library. Photo courtesy of Broward County Libraries.



community, contributed what was the largest single gift ever given to the Broward Public Library Foundation. The couple donated one million dollars to help renovate an



Michael and Dianne Bienes

8,300 square foot area on the sixth floor of the main library as a literary center. To honor their generosity, the center carries their name.

After the renovation the Bienes chose to donate their rare book collection of 650 art books, including a facsimile of a Hebrew Bible written in 1476 and a 1978 limited edition of Walt Disney's *Snow White and the Seven Dwarfs*. The collection is valued at over \$200,000. Mr. Bienes explained some of the motivation for this gift, "You start a collection and then it grows like Topsy. It's fun to acquire at first, but then you think it's time for others to enjoy it, too."²

The Special Collections and Rare Book Library also houses collections donated by other philanthropists. While the Bienes felt their contribution enhanced the Broward County main library's physical plant, their primary goal was to give citizens an

opportunity to share their interest in rare books as art.³

Bruton Memorial Library

For those who have lived in their communities for many years and have grown to understand the needs and desires of their friends and neighbors, contributing to the creation of a new library can become a dedicated cause. In addition to their financial support, their commitment to the project stimulates others to offer aid and leverages support for public funding.

James D. Bruton Jr., and Quintilla Geer were two such staunch supporters of their community, Plant City, in Hillsborough County. James decided in high school that he wanted to be a lawyer and that he would one day marry Quintilla, the student who



Quintilla Geer Bruton and Judge James Bruton. Photo courtesy of First United Methodist Church, Plant City Below, Bruton Memorial Library

beat him out for valedictorian at Plant City High School. After graduating from the University of Florida Law School in 1931, he came home to marry his chosen bride and set up a law practice. He later served as a Circuit Court judge.

David E. Bailey, Jr., who co-authored a book on the history of Plant City with Mrs. Bruton, remembers

the Brutons. "They were frugal, conservative people, not the least ostentatious," recalls Bailey. "The Judge was very opinionated, very intelligent. He knew a lot of Plant City's history."⁴

Quintilla Bruton wanted a library in Plant City. In 1929 she and other members of the local Woman's Club started one in their club with donated books. Some time later they moved to a two-story house the city owned, offering to pay for the conversion to a clubhouse and library. With the city's approval and the munificent sum of \$25 per month from the city's budget, the library operated until 1959. In the mid-1950s, a \$500,000 general improvement bond issue was floated by the city. Mrs. Bruton was determined that some of the bond funds should be used for a new building. The Woman's Club launched a campaign in support of the project, but it failed. Although disappointed by the city's refusal, the women rallied around a Florida municipal library law, which required freeholders' approval of a library levy for library operation. With the strong support of many civic groups, Mrs. Bruton and other members of the Women's Club brought out a vote in favor of a new library by a three-to-one majority. The new building was dedicated on December 4, 1960.

Prior to her death in 1989, Judge Bruton promised his wife that he would see the new library expansion toward which she was working become a reality. When the property adjacent to the library became available, he donated \$100,000 for its purchase. He then challenged city officials, offering to make a significant contribution to the project if they would allocate money for the building. When the city accepted, he gave \$200,000 for the library's construction and \$100,000 for furnishings and equipment.

Judge Bruton was able to see the results of his generosity and Mrs. Bruton's dream when the expansion was completed in 1994. Too ill to attend the re-dedication of the building as the Bruton Memorial Library, he received hundreds of thank-you notes written by area school children. Judge Bruton died in 1995.⁵



Lasting Gifts

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Hugh Embry Library

Early in the twentieth century many of the small towns that dotted Florida had no public funds for libraries. For those who wanted to share their love of reading it was sometimes difficult to accumulate sufficient private donations to provide a public place where books could be circulated. Often it was a civic group, such as a local Woman's Club, that sustained a circulating library after all other efforts had failed.

Such was the case in a Pasco County town. In 1904 Hugh Embry, a young man in his 20s, returned to Dade City to recuperate from an illness. In a short time he had read every book owned by his family and friends. Having nothing left to read, the young man realized he had to remedy an intolerable situation by starting a library. Mr. Embry solicited his friends and neighbors for money and collected fifty dollars.

The library had its beginning with the Shakespeare Club of which Hugh Embry was a member. The fifty dollars he collected was spent on books, which by current standards were very inexpensive. A catalog from the period offered the following books: *Webster's Unabridged Dictionary* - \$0.87; *Chambers Encyclopedia*, 20 vols. - \$7.50; Mark Twain's *The Prince and the Pauper* - \$0.70; *Robert's Rules of Order* - \$0.52.⁶

When Mr. Embry died in 1907, the books became the property of the Pasco Library Association. Eventually the Dade City Woman's Club became the keeper of the little library wherever the club had its current meeting room. By 1927, the club had a real library in operation and named it the Hugh Embry Free Public Library after the enthusiastic young bibliophile. On opening day there were books but no tables, chairs or shelving. Thus began what came to be a tradition of raising funds through rummage, food and tag sales to keep the facility going. The club's members and volunteers made book cards and pockets from wrappings, shirt boards and other surplus paper. In 1952 the Dade City Commission donated property for a building and after ten years of dedicated fund-raising, a new facility opened in November, 1963.⁷

The commitment of these individuals to creating or enhancing libraries for their fellow citizens shows true community spirit. From Carnegie to Gates, with many generous donors in between, Florida has welcomed the generosity and dedication of the benefactors who have supported our communities' libraries.

Barbara B. Sherwood is a freelance writer and president of the Friends of the Pasco County Library System. She is secretary of the Friends and Trustees section of the Florida Library Association.

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- 7 Eleanor Dunson, *East Pasco's Heritage*, (Dade City, Fla: First Baptist Church of Dade City, 1976), 65-67.; Maryanne Gallagher, Manager, Hugh Embry Library, personal e-mail to author 15 March 2002 and interview by author 15 June 2002.



Top, Hugh Embry Library, Pasco County



At left, a portrait of Hugh Embry hangs above books in the Pasco County Library.

USF Tampa Library Reaches Out to Celebrate Día de los Niños/Día de los Libros

By Carol Ann Borchert

The University of South Florida (USF) Tampa Library recognizes outreach and community involvement as a goal of the university and seeks ways to participate in this effort. This concept is often referred to as an “engaged university.” In a statement prepared for the Kellogg Presidents’ Commission on the Future of State and Land Grant Universities, an engaged university is defined as follows: “The engaged university, because of its community-wide and institutionalized commitment to putting knowledge to work in the service of society, demonstrates the value of lifelong learning and builds a culture of lifelong learning, both within the academy and in the society as a whole.”¹ At an engaged university, faculty members are encouraged to become involved in the community around them to improve it. USF has expressed a commitment to be an engaged university and has published a booklet titled *The University of South Florida & the Community: Celebrating Our Engagement*. The booklet explains what an engaged university is and why it is important, then details numerous joint projects between the university and its local community.

Second-grade students at Alexander Elementary School show off books donated to their classes by the Hispanic Yellow Pages.

Outreach to the Local Community

Because many of USF’s students are from the Tampa Bay area, it is only natural that USF has become involved in the local community. Of the total of 37,535 students at the University of South Florida, 12,316 students are from Hillsborough County, and 6,885 are from Pinellas County.² These two counties in the Tampa Bay area provide just over 50% of USF’s student body. Therefore, when USF serves its local community, it also serves potential future students.

As part of the effort to be an “engaged university,” USF applied for and received an ENLACE (ENGaging LATino Communities for Education) grant from the Kellogg Foundation

in 2000. The purpose of the ENLACE grant is to examine ways to encourage retention of Hispanic and Latino students not just through the high school level, but through graduate school. The ultimate goal is to groom Hispanic and Latino leaders and role models in the community in order to pave the way for the success of more students. The university has been working with Hillsborough Community College and local high schools and middle schools as part of this effort.

Celebrating Children, Literacy, Language and Culture

Given the university’s aspirations, the USF Tampa Library has discovered that the *Día de los Niños/Día de los Libros* (Children’s Day/Book Day) celebration provides a natural avenue of community involvement through the celebration of children, literacy, language and culture. *Día de los Niños/Día de los Libros* is a national celebration, usually held on April 30th because it reflects a national day of celebration in Mexico, *Día de los Niños*. The idea for the celebration was conceived by esteemed author Pat Mora and has been supported and promoted by such organizations as REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking), MANA (a national Latina organization), and NABE (National Association for Bilingual Education).

Even though the USF Tampa Library normally serves college-bound or university students, a positive experience with a university at a young age may entice a student to consider a future beyond high school. Kaufman and Chapman report that of the ethnic groups (White



USF Tampa Library

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Storyteller Virginia Rivers entertains students at Alexander Elementary School with a lively rendition of a traditional Hispanic tale.

“When USF serves its local community, it also serves potential future students.”

non-Hispanic, Black non-Hispanic, Hispanic and Asian/Pacific Islander), Hispanics are the most likely to drop out of school before attaining a high school diploma.³ Many Hispanic students would be first-generation college graduates and may not have the goal of a university education instilled in them from an early age. Language barriers, cultural differences, and a lack of role models can all contribute to a student’s loss of interest in education. Activities such as the *Día de los Niños/Día de los Libros* celebration can provide a child with a positive experience related to the university. At the same time, the celebration crosses linguistic and cultural barriers.

Initial Celebration

Two years ago, the USF Tampa Library held its first *Día de los Niños/Día de los Libros* event on April 30, 2000, during the Florida Library Association Annual Conference. Librarian Shannon Bennett-Manross organized the event and raised funds from a number of sources, including several USF departments, namely the College of Education, Latin American Caribbean Studies Department, and the School of Library and Information Science. The event took place in the USF Tampa Library. There was a story time for ESOL (English for Speakers of Other Languages) students and teachers from nearby Pizzo Elementary School, and a lecture presentation by author Pat Mora. Following

the presentation, Mora read one of her books, *Tomás and the Library Lady*. Each student received a bookmark and a signed copy of Mora’s book.

2002 Celebration

On April 30, 2002, the USF Tampa Library held a second *Día de los Niños/Día de los Libros* event at Alexander Elementary School. Alexander Elementary is located in West Tampa and has a large Hispanic population, many of whom speak English as a second language. In fact, 80% of its student body is Spanish-speaking. The school provided the perfect setting for a celebration of books, children, language and culture. Because the school is several miles from the university and the event was organized for a large number of students, the celebration was held at the school instead of at the university.

The day started out with orange juice and donut holes for 125 second-grade students, served by Dr. Derrie Perez, USF’s interim dean of libraries, and Teresa Brown, from the USF Tampa Library Advancement Office. Donna Parrino, who works with the University’s Kellogg ENLACE grant, provided guidance and assistance in fundraising. The event was co-sponsored by the ENLACE partnership at

USF, and a set of six bilingual picture books was donated to each of the six second-grade classrooms at the school. Hispanic Yellow Pages in Tampa generously donated the money for the thirty-six books. Carol Ann Borchert, the Reference/Latin American and Caribbean Studies Librarian at USF, and Dr. Perez explained the event to the children and presented the books.

Afterwards, a local storyteller, Virginia Rivers, told a traditional Hispanic tale she learned from her grandmother in a mixture of English and Spanish. Her high-energy performance delighted the children and adults alike. One teacher later commented that Ms. Rivers’ language ability was especially helpful because her students did not understand much English. Although they were always well behaved at other programs, they were able to really interact and become involved in this particular event, because the language barrier was not an issue.

Following the event, the children were given goody bags with candy, pencils, and *Día de los Niños/Día de los Libros* bookmarks. With the permission of Ms. Rivers, the school videotaped the event for in-house use to share with other children in the school who were unable to attend.

Library Display

This year, in addition to the celebration at Alexander Elementary School, Sophia Kugeares from the Special Collections Department of the USF Tampa Library designed a display highlighting *Día de los*

Read On!

REFORMA. <http://clnet.ucr.edu/library/reforma/resources/ninos/diaactivities.html>

Pat Mora <http://www.patmora.com/dia.htm>

MANA <http://www.hermana.org/homfrm.htm>

NABE <http://www.nabe.org>

Pura Belpre Award <http://www.ala.org/alsc/belpre.html>

ALSC <http://www.ala.org/alsc/eldia.html>

Niños/Día de los Libros and the winners of the Pura Belpré Award. The Pura Belpré Award is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. The display was in the main lobby of the library and included brochures explaining *Día de los Niños/Día de los Libros* in order to raise awareness at the university of this national day of celebration of children, literacy, language and culture.

Impact of Outreach Efforts

As a university library, the USF Tampa Library values the importance of outreach to the local community. Library-sponsored events such as *Día de los Niños/Día de los Libros* not only encourage children to read, but can also emphasize the importance of education. It is

unusual for an academic library to sponsor programs in the local community, especially at the elementary school level. However, the USF Tampa Library recognizes that a large percentage of the students at USF are from the Tampa Bay area and many of them stay in Tampa after they graduate. Involving students in the local elementary schools in university-sponsored events may teach them to view the university not as a distant "ivory tower" but as a friend in the community who is concerned about their individual success, as well as a place that would welcome them in a few years as students.

Carol Ann Borchert is the Reference/Latin American and Caribbean Studies Librarian at the University of South Florida Tampa Library.

Notes

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 – Russell F. Farnen, Ph.D., Professor of Political Science, University of Connecticut

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Serving a Community of Warriors

By Katherine Kaldenberg

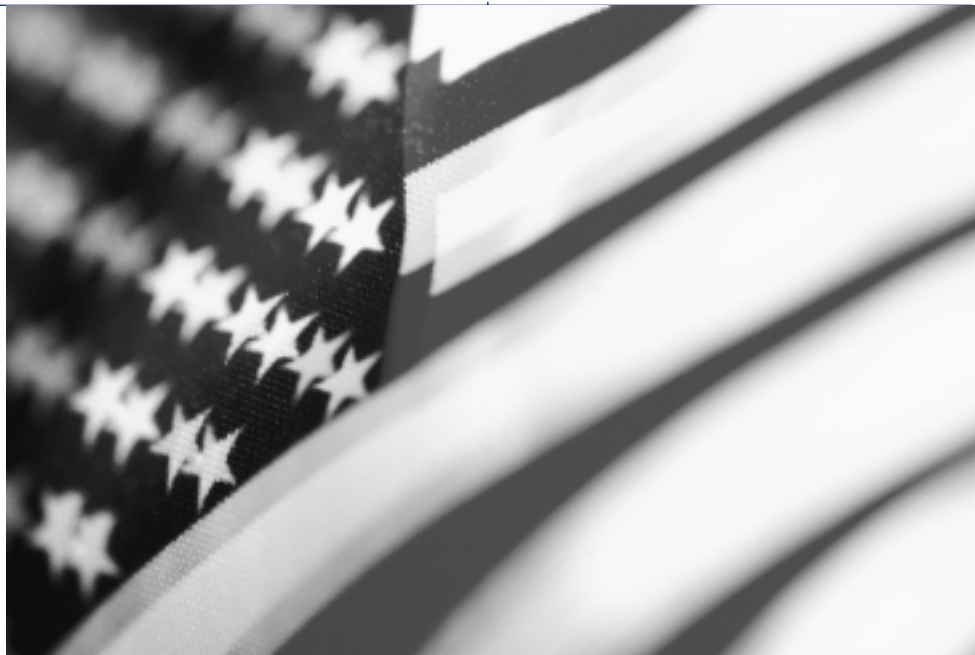
On Wednesday September 5, 2001 the Base Library at MacDill Air Force Base was full swing into celebration mode. After opening the doors to a new 8,700 square foot building on July 24, the staff was hosting a daylong reception to show off the facility and services. Attendees represented the wide spectrum of clientele served by the Base Library: active duty military from various branches of the Armed Forces, reservists, retirees, family members, civilian personnel, and students taking classes at the Education Center, which was now co-located with the Library. The mood was upbeat, as circulation and foot traffic eclipsed records set at the previous facility. The new library was going to be busy, but staff members were ready and willing! Then came September 11.

That day, the library closed at noon as the base increased security measures and didn't reopen until September 17th. As many have said since, life was different after 9/11. It was certainly different at the MacDill Base Library.

Air Force Connections

The MacDill Air Force Base Library is one of five Air Force base libraries in Florida. Hierarchically, it falls under the direction of the Services Squadron, which is part of the 6th Air Mobility Wing, which reports to Air Mobility Command, one of the nine major commands in the Air Force. MacDill Air Force Base hosts several tenants, including U.S.

“Almost immediately the library staff was interacting with military members from the over thirty nations represented [in the Coalition].”



Central Command, U.S. Special Operations Command, the Joint Communications Support Element and the National Oceanic and Atmospheric Administration. More than 7,500 personnel, active duty, reservist and civilian, are assigned to MacDill. Including family members and retirees who live within a fifty-mile radius of the base, the MacDill family numbers over 72,000 people.

According to Air Force Instruction 34-270 1.1, it is the mission of any Air Force Base Library to 1) provide access to information essential to the Air Force mission, 2) support professional military and education programs

and 3) offer facilities, resources and services to enhance the quality of life to authorized customers.¹

Library Resources

To accomplish this mandate, the library maintains a collection of approximately 40,000 items, including books, videos, audio materials, and periodicals for both adults and children. A strong military collection supports the professional military education (PME) needs for all levels of service members, including Airman Leadership School, Air Command and Staff College and Air War College. A robust selection of over 100 electronic databases covering a wide range of subjects is available in-house to any library patron. The Air Force Library and Information System (AFLIS) subsidizes resources from Ebsco, Gale, ProQuest, Jane's, SIRS, and OCLC to name just a few.

A contract with Brodart to provide McNaughton rental books keeps bestsellers and popular reading materials in stock in the library's new book section with minimal waiting times for high demand items. Technical information needs throughout the base are met with over forty-five office accounts administered by the library.

The newly-built MacDill Base Library (left) shares a building with the Education Center (right).



With this well organized, focused collection in place in a new facility, the seven full-time employees of Creative Management Technology, the library's contractor, felt particularly well equipped to meet and exceed the requirements outlined in Air Force Instruction 34-270 1.1.

Educational Support

During the weeks prior to September 11th, the Base Library was energized by the proximity of so many self-motivated individuals interacting with staff at the Education Center. During the day the offices were buzzing, and in the evenings the classrooms were booked solid with programs offered by MacDill's five guest academic institutions: Leary Technical Institute, Hillsborough Community College, St Leo University, Troy State University and Embry-Riddle University. Active duty military students worked together with "downtown" students who had no military affiliation. For the first time ever, the Base Library was able to offer bibliographic instruction in a lab setting and instructors were consulting with library staff about local resources. Students visited the library before class or during break to check out this resource that was now so conveniently located. "This is great," raved one St Leo student. "I've been taking classes for a couple years and I had no idea the library had so much to offer to people like myself."

Post 9/11 Changes

After 9/11, the students disappeared. College classes were moved off base for security reasons. Active duty military patrons were sometimes too busy to enjoy recreational reading or concentrate on their educational goals. While all other library activities, including story times, service to retirees and dependents, and circulation of a myriad of materials continued, the mood had shifted. The recently bustling library was notably quieter.

The base itself however, was anything but quiet. U.S. Central Command and U.S. Special Operations Command, two organizations deeply involved in the war on terrorism and "Operation Enduring Freedom,"

were working 24/7. In a matter of days, hundreds of reserve troops from around the country and Coalition members from around the world were in-processing to MacDill, most of them scheduled to stay for months at a time. The library soon discovered that these temporary residents would become an important client base and would help rebuild circulation and attendance.

Serving New Users

Word rapidly spread that the library had many outstanding resources including Internet access, instructional videos, bestsellers, audio books and newspapers. Soon the library was serving as many TDY (Temporary Duty) users as regular clientele.

The library provided many of the resources and amenities temporary personnel were looking for, such as language learning materials, a place to check their e-mail and pay bills, quiet study space, and a relaxed, friendly atmosphere. One TDY officer from a European country told library staff that his visits focused on checking out children's books that he could then read and record to send back home to his two-year-old.

Across the base, behind the imposing U.S. Central Command complex, a rainbow of national flags fluttered in the breeze, as the Coalition members moved into a quickly constructed city of trailers dubbed "Coalition Village." Almost immediately, the library staff was interacting with military members from the over thirty nations represented, including personnel from the United Kingdom, Germany, Australia, New Zealand, Jordan, Italy, France and Canada. Some foreign nationals have made heavy use of the library's materials on English as a Second Language. One frequent visitor even referred to the reference librarian as "teacher," after learning

"Life was different after 9/11 . . . at the MacDill Base Library."

it as a vocabulary word on a CD-ROM-based language program. Others enjoy the multimedia resources available through the library. "I really like listening to the music," stated one Coalition member returning with a stack of ten CDs.

Contributing to a Larger Effort

In recognition of the Base Library's contribution to "Operation Enduring Freedom," both the library's director and the reference librarian received honorary "coins" from General Tommy R. Franks in an official ceremony held at USCENTCOM headquarters.

The base remains in a heightened security posture, and the pace of military life at MacDill is still intense. Several phases of deployed personnel have passed through and new personnel arrive everyday. As everyone adjusts to the "new normal" post-September 11, classes are returning to the Education Center, and as summer ends, the library is wrapping up a busy calendar of traditional summer reading activities for children. The library continues to serve its diverse population with enthusiasm.

In November 2001, Air Mobility Command (AMC) initiated "Year of the Warrior Spirit" to be promoted throughout the year 2002 to help link each person's job to the support of the overall mission of AMC. The MacDill Base Library, in its service to active duty personnel, reservists, family members, retirees and Coalition members, has truly felt connected to the mission.

Katherine Kaldenberg is Reference Librarian at the MacDill Base Library.

Note

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Parents Sharing Books: Helping Parents Read to their Children



By Kathy Boyes

The recent Marlo Thomas book, *The Right Words at the Right Time*, contains first-person accounts by well-known people, recalling words that have motivated, inspired and guided them. The majority of these deal with something said — by a parent, friend, or some famous figure. But Jay Leno's experience was different. He writes, "The words that affected me weren't words I heard. They were words in the first book I ever read, *Mike Mulligan and His Steam Shovel*."¹ Leno goes on to say that this is the first book he ever read, and he remembers that it was so important to him he had to "make a ceremony" of it. Parents and caregivers can bring this same excitement and make a similar impact on young lives by reading aloud to children, and by learning to do so in an entertaining way.

Impact of Early Reading

The ever-increasing body of research attesting to the relationship of reading aloud to children at an early age and their later success in reading, writing, and even social

skills, makes it unnecessary to build a case for regular reading to children from infancy on. For librarians, it is a "given." Libraries have presented story hours to children, including babies and toddlers, for decades and have always encouraged parents to take books home to read to and with their families. According to the Public Library Association's (PLA) Preschool Literacy Initiative, research has shown a very stable relationship between the skills that children have when they enter school and those in later grades, even into high school.²

Family Reading Patterns

For many American families the tradition of reading aloud to children at home is also well established. Unfortunately, however, in a large number of other families, there is no history of reading to children; there are few if any books in the home; there is no familiarity with free public libraries; parents have low reading skills. According to the PLA Preschool Literacy Initiative, "By one estimate the typical middle-class child enters first grade with 1,000 to 1,700 hours of one-on-one picture book reading, whereas a child from

a low-income family averages just 25 hours."³ Other research cited for the PLA project has shown that "mothers from lower income groups engaged in less shared picture book reading and produce fewer teaching behaviors during shared reading than mothers from middle-class groups."⁴ It is particularly important, therefore, that any program aimed at adult literacy include a component to encourage the sharing of books and the reading experience with all of the members of the family.

Encouraging and Teaching Adults

This can also be a powerful incentive for the adult students. "For adult new readers, a family literacy program builds on an important motivator for adults learning to read — the desire to help their children. The family literacy program can help increase a parent's skill and self-confidence in his or her reading abilities, fostering, at the same time, reading and reading-related behaviors for the whole family. The focus moves away from the adult's reading difficulty to his or her ability to work with and read to children — a more positive strategy."⁵

“The typical middle-class child enters first grade with 1,000-1,700 hours of one-on-one picture book reading, whereas a child from a low-income family averages just 25 hours.”

Even where there is recognition of the need to read aloud to young children, the ability to do so effectively may not be there. Many parents (and many library staff) assume that anyone can read to a child — that if you can read, you can read aloud successfully. Not so. In his book, *The Read-Aloud Handbook*, author Jim Trelease writes, “Remember that reading aloud comes naturally to very few people. To do it successfully and with ease you must practice.”⁶ There is a big difference between “reading aloud” and “sharing a story.” Some parents cannot focus their child’s attention on a story. The children do not show any real interest in the book and try to disturb the reading session by making noises, playing with toys, or running away. A very prominent television morning show personality, well-educated and well-read, said recently that he would love to read to his toddler, if only he could get him to sit still long enough to listen. In the case of poor families, with minimal education, higher rates of illiteracy or no cultural background of reading, the problem is even greater. “Telling mothers to read to children at home was not helpful for mothers who are semi-literate themselves and have few books at home and little familiarity with public libraries.”⁷

Parents Sharing Books

Recognizing this very real need to not only encourage, but also to instruct parents and caregivers in reading to children, the Palm Beach County Library System applied for and received a Florida Adult Education Act grant in 1995. A joint effort between the Adult Literacy and Youth Services sections, the grant funded a program of workshops called “Parents Sharing Books.”

Since 1996, when the first workshops were given, over 1,100 parents, caregivers and children have participated. The goals for the program were to stress the importance of reading to children; to teach parents and caregivers how to read to children; and to encourage family library visits. Judith Dryer, Parent Involvement Coordinator for Head Start in Palm Beach County, explains why these goals are so important: “Parents don’t know that the most important literacy skills begin at home. The parent is the child’s first teacher.”⁸

Youth Services staff worked with Title I schools, Head Start, and other community agencies to make the workshops available, and over the three-year life of the initial grant presented twenty-eight workshops throughout Palm Beach County. The program was so successful that when it ended the library reapplied for the grant, and was able to extend the program for an additional two years. Grant funding finally ran out at the end of 2000. Convinced that the program was worth continuing, the School District of Palm Beach County provided the needed

Palm Beach County librarians Robyn Hemond, left, and Wendy Rosenfeld, right, present a “Parents Sharing Books” program to attending parents.

materials for another year. Still very popular, the program continues to be requested, although the supply of materials is dwindling rapidly. One of the reasons the programs continue to be in demand, says Head Start’s Dryer, is that “The workshops enable parents to choose books wisely for their children, and to choose appropriate books. It helps them increase their literacy skills, and lets them bond with their child.”⁹

Workshop Attendance

Palm Beach County System Youth Services coordinator Wendy Rosenfeld, together with Youth Services librarian Robyn Hemond, developed the “Parents Sharing Books” program. Together these two committed librarians presented forty-two workshops. Because almost all of the parents or caregivers would be working during the day, evening sessions were scheduled at Title I elementary schools, Head Start locations, Palm Beach County Adult Education ESOL classes and with adult literacy students and other agencies. Average attendance at workshops is twenty-seven, but some have far exceeded



Parents Sharing Books

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that. The largest attendance was actually at a session presented to Foster Grandparents, with sixty-three excited participants getting involved. At many of these sessions schools have arranged for Spanish and Creole language translators.

It is interesting, and somewhat sad, to note that the smallest turnout for the program was at a workshop arranged specifically for adult literacy students. Staff are still unsure whether students didn't believe they had the necessary skills to read to their children, or whether there was another factor that prevented them from attending. However, it does reinforce the necessity to involve the whole family in reading and underscores the notion that any program for family literacy must involve the adults first.

"The idea of a free public library, where all are welcome, is unfamiliar to many."

Give Aways

At each workshop parents and caregivers are given a "goody bag" containing a book and a hand puppet. The books range from simple board books for babies up to chapter books, and may be fiction or nonfiction. The

bag also contains age-appropriate reading lists developed by a Palm Beach County Library Youth Services librarian, a growth chart, a bibliography of parenting resources available in the library system, literature about the library and instructions on getting a library card. A simple sheet of "Reading Tips for the Home" reinforces the material covered during the program. One sample bag contained a copy of Norman Bridwell's *Clifford Makes a Friend* and a charming pink sock "bunny" hand puppet.

Reading as Interactive Activity

Youth Services librarian Hemond explains the program, "First we go over the importance of reading, and talk about the effectiveness of reading aloud with the child, no matter what their age." Rosenfeld and Hemond stress

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the importance of the interaction between reader and child, well documented in a number of studies. "Storybook reading has been regarded as a social interaction," observe Sulzby & Teale.¹⁰ Pellegrini, Brody and Sigel state that, "When reading to their child, parents cannot simply read the text aloud."¹¹ "Children will understand a story only if their parents use highly interactive language, particularly when the book is new to the child. Some parents are less aware than others of their child's intentions and knowledge," write Bus and Selby.¹² To illustrate this, the librarians will read one or two stories aloud, and invite participation from the group. In many instances children have accompanied the adults to the workshop, and they too can be drawn in and participate in this part of the program.

Using Crafts to Enrich Reading

The simple hand puppet — a little sock puppet representing a bunny, a pig, or some other animal — is introduced, and suggestions made to stimulate the parents' imagination, urging creativity in using these tools. Parents learn that it can be fun to introduce a craft to supplement a story, and they are given ideas for simple crafts using common household materials.

Encouraging Library Use

Another important part of the presentation is a discussion of the library, and what is available to parents. The idea of a free public library, where all are welcome, is unfamiliar to many, and once the idea has taken hold, Rosenfeld reports that parents get "very excited." "They are caring parents who want to help their children, and are enthusiastic about the possibilities opening up to them."

Program Evaluation

At the end of each workshop, parents are given an evaluation sheet, and invited to make comments. Sheets are provided in both English and Spanish, and may be completed in either language. A few of these comments demonstrate how well the program is received:

me read to my son and help me to read."

- "This workshop was very much needed. Please sponsor more."
- "Thanks for teaching me how to choose and teach how to read books for child." · "I will definitely make my way to get a library card."
- "I enjoyed the introduction because it gives us many ideas on how to help and teach our children. It was very pleasant and educational."

The parent liaison teacher at an elementary school adds, "Even if you touched one parent, and they will come to the library to check out books with their children, then to me the program was worthwhile."

The program continues to be a success after seven years, and workshops have already been booked through the fall. Schools and agencies are continuing to request this program to introduce the love of reading and libraries to their new generations of caregivers and students.

Kathy Boyes is Manager, Community Relations for the Palm Beach County Library System.

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- 12 Bus and Selby. 1990. Quoted in Wan, Guofang. "Reading Aloud to Children: the Past, the Present and the Future." *Reading Improvement*, v. 37, no. 4, (Winter 2000): 148.

- "Everything was very helpful. It will help



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Public Education & Community Development: The Shared Mission of Libraries & Museums

By Carmine J. Bell

Robert S. Martin, Director of the Institute of Museum and Library Services (IMLS), has affirmed that libraries and museums are natural allies in developing and delivering public education and community service programs for lifelong learners of all ages. In a speech in April 2002, "The Role of Libraries in Lifelong Learning," Martin emphasized the common community service mission of libraries and museums in three overlapping categories — education, information, and recreation.¹

In a more recent speech in June 2002, "Blurring the Boundaries of Cultural Institutions," Martin asserted that "blurred boundaries" accurately describes not only different types of libraries, but also libraries and other cultural heritage institutions, especially museums and archives.²

"Libraries and museums share a fundamentally similar purpose and mission: support of lifelong learning in America."

Additional evidence of the blurred boundaries comes from historical evolution of the science of documentation and changing definitions of document in today's digital environment. In *Scrolling Forward: Making Sense of Documents in the Digital Age*, David M. Levy argues for an updated definition of document as talking thing.³

Levy's argument supports Martin's conclusion: "In the digital world, the boundaries between the types of institution do not merely blur — they disappear."⁴

In this view, libraries, museums, and other cultural heritage institutions have superficial differences, but these superficial differences are far less significant than their real similarities in values, mission, and community impact.

IMLS Support for Library-Museum Collaboration

The Museums and Library Services Act of 1996 (P.L. 104-208), which created the IMLS and consolidated programs for libraries and museums, affirms that libraries and museums share a fundamentally similar purpose and mission: support of lifelong learning in American communities. In the authorizing legislation, Congress acknowledged "the great potential in an Institute that is focused on the combined roles that libraries and museums play in our community life."⁵ With an annual budget of \$230 million, IMLS awards grants in several categories to libraries and museums.⁶ In the category of National Leadership Grants for Libraries to create models of Library-Museum Collaboration, several Florida institutions are recipients, including the Florida Center for Library Automation, the Florida Museum of Natural History, and the Museum of Science and Industry.⁷ (See sidebar for descriptions.)

The IMLS authorizing legislation defines a museum as "a public or private nonprofit agency or institution organized on a permanent basis for essentially educational or aesthetic purposes, which, utilizing a professional staff, owns or utilizes tangible objects, cares for them, and exhibits them to the public on a regular basis."⁸ The American Association of Museums (AAM) has extended eligibility for its rigorous Accreditation Program to institutions of all types and sizes, ranging from art, history, natural history, and science museums and centers to aquariums, arboreta, planetariums, landscaped gardens, and zoological parks.⁹

Florida has thirty-eight accredited museums and ranks in the top five states in number of AAM accreditations.¹⁰ Other Florida museums lack the resources to pursue AAM accreditation but are nevertheless doing

exemplary community development work. In Florida, strengthening traditionally defined community ties and developing new communities through digitization are high priorities of both libraries and museums.

Community and Cultural Heritage

For subject-relevant definitions of culture and cultural heritage, the most helpful source is literature of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which has proclaimed 2002 the United Nations Year for Cultural Heritage.¹¹ UNESCO's work on culture and development, beginning in the 1950s, led to a 1982 World Conference on Cultural Policies (MONDIACULT) in Mexico City and adoption of the following widely accepted definition of culture:

Culture ... is ... 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.¹²

MONDIACULT also asserted that "balanced development can only be ensured by making cultural factors an integral part of the strategies designed to achieve it."¹³ UNESCO publications advocate broad definitions of development and cultural heritage. Development embraces not only economic goals but also quality-of-life benchmarks. Cultural heritage is expanded to include not only the tangible aspects of heritage, but also intangibles such as language and oral traditions.¹⁴

These definitions reinforce the common goals of libraries and museums. Historically valued for their roles in preserving and transmitting cultural heritage, museums are forging partnerships with libraries, other agencies, and businesses to promote the development of the communities they serve. Three diverse examples in the Tampa Bay area are the Clearwater Marine Aquarium,¹⁵ the Dunedin Fine Art Center,¹⁶ and the Tarpon Springs Cultural Center.¹⁷ Recent visits to each of these community-based

nonprofits have provided firsthand, up-to-date information on their community impact and library connections.

Clearwater Marine Aquarium

The Clearwater Marine Aquarium (CMA), incorporated in 1972, is dedicated to public education, marine research, animal-assisted therapy, and the rescue, rehabilitation, and release of injured or sick whales, dolphins, otters, and sea turtles. CMA's community service and public education programs involve a network of partnerships between the aquarium and other public and private sector entities. Youth programs include Biologist for a Day, Day with a Dolphin, Marine Life Adventures, Summer Camps, Trainer for a Day, and the award-winning Full Circle Programs of marine animal-assisted therapy for special-needs children. CMA also offers

Children feed dolphins as part of the Clearwater Marine Aquarium's Full Circle Program. Photo courtesy of Clearwater Marine Aquarium.



internships to college students and some high school graduates interested in marine science careers. CMA's Marine Mammal Stranding Response Team, on call 24/7 since 1984, has rescued stranded dolphins, river otters, sea turtles, and whales, many of which are so seriously injured that they become "permanent residents" at the aquarium.

For nearly a decade, Mary McCormack, now deceased, was the CMA marine research librarian. Today the Mary McCormack Marine Research Library is named for this beloved and much-missed member of CMA's staff. The CMA offers a monthly lecture series, some specifically for children and others for adults, at sites open to the public, including the Pinellas County Libraries in Clearwater, Countryside, Dunedin, and other neighboring communities.

For many of its 200 volunteers, CMA provides a sense of purpose and community, uniting people of diverse backgrounds in the care of injured animals and reinforcing the connection between human beings and physical nature. Dan Larremore, Director of Volunteer Services, points out that almost all twenty-five CMA staff, himself included, began as volunteers. Less-well known than its wealthier, AAM-accredited neighbor to the south, Mote Marine Aquarium in Sarasota, CMA is nevertheless an exemplar of community education and service.

Dunedin Fine Art Center

Since 1974, the Dunedin Fine Art Center (DFAC) has served the local community with a variety of studio art classes, gallery exhibitions, and outreach programs for lifelong learners of all ages. DFAC has established a partnership with the Dunedin Public Library, leading to the establishment within the library of a permanent area for exhibiting children's art and another area near the main library entrance for displaying samples of DFAC exhibits.

Collaboration with the library is just one of many community partnerships. DFAC's popular interactive, high-touch, hands-on Children's Art Museum, established in 1998, grew from a partnership with the Junior

Recent IMLS National Leadership Grants for Library-Museum Collaboration in Florida

2001 - Florida Museum of Natural History (Gainesville)

An innovative partnership formed by the Florida Museum of Natural History, Alachua County Library District, and School Board of Alachua County will provide a literature-based science program for more than 1,200 low-income, predominantly African American/Black, preschool children (ages 3-4 years old) enrolled in over 50 Head Start classrooms. In the two-year project, Marvelous Explorations through Science and Stories (MESS) will develop a foundation for the children and their future academic success by promoting literacy in general and science literacy in particular.

2000 - Museum of Science and Industry (Tampa)

A two-year collaborative project with the Tampa-Hillsborough County Public Library System and Hillsborough County Head Start to implement a model countywide program to promote early child development based on a successful planning process conducted through a 1998 Museum Leadership Initiatives Grant.

1998 - Florida Center for Library Automation, University of Florida (Gainesville)

A two-year project to create a virtual library of Florida ecological information, in partnership with the Florida Museum of Natural History and the libraries of the University of Florida, Florida International University, and Florida Atlantic University.

Source: <http://www.ims.gov>



Children use computers at Dunedin Fine Arts Center's Children's Art Museum. Photo courtesy of Dunedin Fine Arts Center.

League of Clearwater/Dunedin, with funding provided by the Pinellas County Arts Council through the Pinellas County Commission. The annual Art for Kids Festival is a collaborative project of DFAC, the Kiwanis Club of Dunedin, and over twenty area elementary and middle schools. Other DFAC partnerships exist with the City of Dunedin, the Dunedin Chamber of Commerce, the Dunedin Downtown Merchants Association, the Dunedin Historical Society, the Rotary Club of Dunedin, the Dunedin Youth Guild, the Palm Harbor Chamber of Commerce, the Pinellas County Schools, the Upper Pinellas Association of Retarded Citizens (UPARC), and private sector enterprises.

The community outreach focus of DFAC reflects the philosophy of Nancy McIntyre, Executive Director for the past 15 years. In economic development, cultural enhancement, and arts education, DFAC is an enormous community asset.

Tarpon Springs Cultural Center

The Tarpon Springs Cultural Center (TSCC) occupies a Neoclassical-style building on the National Register of Historic Places. Erected in 1915 as the original City Hall of Tarpon Springs, the building was renovated in 1993, earning Tarpon Springs a Florida Preservation Award for Outstanding Achievement. The TSCC has taken the lead role in restoring the Safford House, a nineteenth-century structure that was the home of Anson P. K. Safford, one of Tarpon Springs' original developers (according to some sources, its founder). A room in Safford's home belonged to his sister, Dr. Mary Jane Safford, the first female physician to practice in Florida. The TSCC is the city's liaison with the Tarpon Springs Historical Society, established in 1967. The TSCC and the Historical Society are collaborating on another community service project — the Heritage Center, a historical/cultural museum in progress, located in the former Tarpon Springs Public Library building.

The TSCC, which has its own small theater, works closely with the Tarpon Springs Performing Arts Center to schedule sixty-five performances per season. Recent shows have featured classical, popular, and ethnic music and dance; improvisational comedy troupes; and one-actor recreations of famous authors. This year Tarpon Springs announced that its shows at the Cultural Center and the Performing Arts Center are posting the highest ever audience attendance.¹⁸ A strong partnership exists between the TSCC and the Tarpon Springs Chamber of Commerce. Equally strong is the partnership between TSCC and the Tarpon Springs Public Library, within walking distance of the TSCC. Books and other materials from the public library are often on display at the TSCC. The Cultural Center's Curator, Judith

LeGath, reports to Dr. Kathleen Monahan, a librarian and musicologist who serves as Director of Cultural and Civic Affairs for the City of Tarpon Springs.

These three examples of Florida's community-based cultural heritage institutions are a trio of tropical blossoms in a growing statewide garden. Throughout the state, other similar institutions are collaborating with Florida libraries to fulfill public education and community development missions. Sometimes a formal partnership exists between a library and a museum. More often, the collaboration is informal and occasional but nonetheless collegial and effective.



Tarpon Springs Cultural Center. Photo by Cliff Ruegge, provided courtesy of Tarpon Springs Cultural Center.

Factors Favoring Library-Museum Partnerships

A convergence of factors, summarized below, has led to the current emphasis on partnerships of libraries and museums to serve real and virtual communities of lifelong learners.

- Creation and funding of the IMLS.
- UNESCO's designation of 2002 as United Nations Year for Cultural Heritage.
- Lifelong learning. Libraries and museums are optimally positioned to meet the increased demand for lifelong learning

programs resulting from changing demographics and social conditions.¹⁹

- Digitization of cultural heritage documents and artifacts by libraries and museums. For libraries and museums, digital technology has expanded the meaning of community and opportunities for library-museum collaboration. The Florida Memory Project and the Florida Heritage Collection are two examples of digital initiatives.²⁰
- Post-September-11th patriotism. As analysts continue to ponder the effects of September 11, 2001, the consensus seems to be that September 11th has changed the outlook of many Americans. On one hand, we feel more vulnerable and less secure; we no longer take the privileges of an open society for granted. On the other hand, we have gained a renewed, strengthened, and deeper appreciation of kinship, community, citizenship, and cultural heritage. In Florida and other states, libraries and museums may have the greatest potential for nurturing healthy patriotism and shaping a positive legacy from the unforgettable images of September 11th.

FLA's Opportunity for Community Outreach

The Florida Library Association (FLA) has a unique opportunity to reach out and embrace museums and other cultural heritage institutions, the natural allies of libraries, beginning with the following steps: creation of a new Interest/Discussion Group on museums and other cultural heritage institutions; annual conference programs on cultural heritage preservation and education; exploration of reciprocal membership in FLA and the Florida Association of Museums; invitations to Florida museum board members and staff to participate in FLA conventions and other professional development programs; outreach to smaller museums and heritage institutions, offering them partnership models and FLA members' expertise in developing grant proposals for library-museum collaboration; research and publication of best practices in Florida library-museum collaboration; creation of a museums column

A listserv (FLAM) has been set up for people interested in the exchange of information and online discussion of Florida libraries and museums as cultural heritage institutions. To subscribe to the listserv send an e-mail to join-FLAM@lists.acomp.usf.edu. Leave the message area blank, and enter "subscribe" in the subject line.

in *Florida Libraries*. Collectively, these steps are a model that other states may choose to follow. The primary beneficiaries, though, will be Florida's communities.

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Hurricane Resources for Individuals and Communities

By Nancy M. Pike

There is one community-building effort that takes place too often in Florida. It is re-creating the infrastructure of a neighborhood or even a whole town after a serious storm. Community organization and planning are critical for this effort to be effective. Libraries can play a key role right now by convening discussion groups and sharing information about disaster plans that can help individuals, organizations and the community prepare in advance for such an eventuality.

Rain in Florida can be more than just drops of water. The common "gully washer," for example, is a torrent of water that falls in a very short time. Add storm winds to that deluge and a pleasant summer shower quickly becomes a destructive force of startling intensity. Thunderstorms cause millions of dollars of damage annually. Some of that damage is due to lightning. Florida is considered the lightning capital of the world, with some areas experiencing over one hundred days a year with lightning. But the most dangerous storms of all are hurricanes. They often become the source of legend.

Great Labor Day Hurricane of 1935

The Great Labor Day Hurricane of 1935 in the Florida Keys was just such a storm. One of only two Category 5 hurricanes to hit Florida, it occurred during the Depression when jobs were scarce and the government employed laborers on projects like the Overseas Highway to Key West. A number



1926 hurricane in Miami Beach. Photo courtesy of the Florida Photographic Archives.

of World War I veterans had been directed to the Keys for that construction. The hurricane was small and compact, developing from a tropical storm into one of the most powerful storms in recorded history in less than two days. Barometric pressure readings were measured at less than 26.5 inches, among the lowest ever recorded in the Western Hemisphere. More than four hundred people died, hundreds of them veterans, most in the storm surge that hit the train transporting the workers to safety in Miami. A new book about the event is *Storm of the Century: The Labor Day Hurricane of 1935* by Willie Drye (National Geographic, 2002).

Recent Publications

Other titles about Florida storms include *The Climate and Weather of Florida* by James A. Henry, Kenneth M. Portier and Jan Coyne (Pineapple Press, 1994). It covers the full spectrum of Florida weather, including climatic changes over time and the effect of global warming. *Florida Hurricanes and Tropical Storms* by John M. Williams and Iver D. Duedall (University Press of Florida, 1996) is a chronological guide to major storms impacting Florida since 1871, with statistics, tracking charts, and preparedness checklists, as well as fascinating eye-witness accounts. *Florida's Hurricane History* by Jay Barnes (University of North Carolina Press, 1998) gives contemporary accounts of storms as early as 1546 accompanied by statistical charts, photos, and information about every hurricane for which there are records. *The Hurricane Handbook* by Sharon Maddux Carpenter and Toni Garcia Carpenter (Tailored Tours Publications, 1993) outlines planning tips, gives general information about what to expect and what to do before and after a storm, and lists phone numbers to gather, insurance data to keep with you, and supplies to have on hand.

Information in Other Formats

There are numerous videos, many put together by the weather rooms of local television stations, others from the National Weather Service and government agencies. Examples include "Surviving the Storm" (Fox News, 1995) and "Danger's Edge" (The Weather Channel, 1991). Both include planning advice.

Web sites are important sources of information on hurricane forecasts and conditions, disaster planning, and historic accounts.

- Hurricane Tracking National Hurricane Center: <http://www.nhc.noaa.gov>
- Weather Channel: <http://theweatherchannel.com>
- Florida Emergency Management: <http://www.floridadisaster.org>
- CNN: <http://www.cnn.com/SPECIALS/2002/hurricanes>

Disaster Planning

- Collection of business-oriented Web sites: <http://www.disasterplan.com>.
- Library disaster plans: <http://palimpsest.stanford.edu/bytopic/disasters/plans/>

Sites for Children

- Miami Museum of Science: <http://www.miamisci.org/hurricane/>
- Red Cross site has information for adults and kids (also in Spanish): <http://www.redcross.org/services/disaster/keepsafe/readyhurricane.html>;
- FEMA for kids: <http://www.fema.gov/kids/hurr.htm>
- Scholastic Press: <http://teacher.scholastic.com/activities/wwatch/hurricanes/>

Finally, don't forget fiction titles on the subject: *Condominium* by John D. MacDonald (Lippincott, 1977); *Stormy Weather* by Carl Hiassen (Knopf, 1995); and *Their Eyes Were Watching God* by Zora Neal Hurston (reprint by HarperCollins, 2000).

Nancy Pike is Director of the Sarasota County Public Libraries.

What's Cooking in Florida?

By Joyce Sparrow

Pineapple Press has published a good selection of new Florida cookbooks that will enable libraries to rejuvenate their collections.

- *The Sunshine State Cookbook* by gourmet cook George S. Fichter (ISBN: 1-56164-214-2; Pineapple Press, Inc., 2002) is an update of a specialty cookbook to help visitors and residents create the Deep South and Latin foods that are so popular in Florida kitchens and restaurants. The book is divided into four main categories: Fruits and Desserts, Fish and Shellfish, Vegetables, and Meats and Poultry; it also has a thorough index. Along with easy recipes are guidelines for selecting various exotic and common fruits and vegetables, as well as hints for handling seafood, poultry, beef and pork.
- *The Mongo Mango Cookbook* by freelance writer Cynthia Thuma (ISBN: 1-56164-239-8; Pineapple Press, 2001) is a collection of homespun recipes by a family of self-proclaimed Florida "mango maniacs." The text includes the popular world history of mangoes as well a brief review of the mango in song and literature. Along with recipes for appetizers, salads, salsas and main dishes, two chapters are dedicated to alcoholic and nonalcoholic concoctions. The book is complete with extensive appendices featuring worldwide mango festivals, online resources, a bibliography and an index.
- *Exotic Foods: A Kitchen and Garden Guide* by Marian Van Atta (ISBN: 1-56164-215-0; Pineapple Press, 2002) offers a growing guide and recipes for hot climate fruits and vegetables. The information has been previously published in a newsletter and newspaper column, "Living Off the Land." Again, appendices and index make this book more than just good reading for adventurous cooks. It may come handy on the ready-reference shelf.



Photo courtesy of Florida Photographic Archives.

- *Mastering the Art of Florida Seafood* (ISBN: 1-56164-176-6; Pineapple Press, 1999) by master chef Lonnie T. Lynch is a deceptive title for this all-inclusive cookbook that combines the diverse culinary influence of many cultures and seafood varieties (including alligator) to offer creative and traditional recipes. Chapters are dedicated to herbs, spices and seasonings that enhance the flavor of seafood. This detail then continues to include sauces, marinades and salsas. Of course, a meal is more than just the main dish. Accompanying recipes for appetizers, soups, salads and desserts are also incorporated in this thorough volume. The book contains a glossary and an index.

If fiction is more your taste, consider this selection of newer Florida fiction.

- Patrick Mansell has put a contemporary Floridian twist on the young adult adventure novel in *Bimini Twist* mystery series that includes: *Bimini Twist* (ISBN: 0-9676853-4-6, Bimini Twist Adventures, Inc., 1999), *Abaco Gold* (ISBN: 0-9676853-5-4, Bimini Twist Adventures, Inc., 2001, 2002) and *Exuma Tide* (ISBN: 0-967853-1-1, Bimini Twist Adventures, Inc., 2002). Max, his sons Gaffer and P.J., manage to get themselves involved in sorting out various crimes on the waters

of the Atlantic where they spend their time sport fishing. In *Bimini Twist*, they are asked to keep watch for drug smugglers; in *Abaco Gold* they stumble upon treasures from an ancient galleon; in *Exuma Tide* they rescue a kidnapped child. In between key points in the adventures, Max and Gaffer catch tuna, wahoo, grouper and marlin with all the gadgets and tools every angler would love to own. P.J. tends to become seasick so he stays on land to explore island life and play video games. This series is ideal for the young adult reader who does not hesitate to pack a book in the tackle box.

- Tampa attorney M. Diane Vogt has written three mysteries featuring Federal District Court Judge Wilhelmina Carson, who also manages to involve her family in the quest to solve various crimes around the Tampa Bay area. Willa, as friends call her, lives on the island of Plant Key in a century-old home, Minaret, that also houses the five star restaurant that is owned by Willa's husband, George. The plots of each story involve the Tampa Bay elite who frequently visit Minaret. *Silicone Solution* (ISBN: 1-56315-171-5, SterlingHouse Publisher, 1999) investigates the murder of a popular plastic surgeon who has been bedding and blackmailing his older clientele. In *Justice Denied* (ISBN: 0-595-12897-1, Writer's Showcase, 2000) George is arrested for the murder of a Supreme Court nominee. *Gasparilla Gold* (0-595-21271-9, Mystery and Suspense Press, 2002) combines the area's annual Gasparilla pirate festivities with the murders of the husband of Willa's secretary and a prominent local jewelry designer. This fun and amusing series deserves an audience in more than just the Tampa Bay area.

"Florida Reads" is compiled by Joyce Sparrow, librarian at Juvenile Welfare Board of Pinellas County. She can be contacted at jsparrow@jwbpinellas.org.

News and Information

E-Groups for FLA Members

FLA is offering a new service to its membership. Every year, when individuals sign up for membership in FLA, there is an option to check boxes providing membership in sections or interest/discussion groups. Often times, those who sign up for membership in one or more of these groups do not know what the groups are about nor do they ever find out. This project is designed to help FLA members become more aware of what happens in these groups and to become more involved.

FLA has started a pilot test of e-mail discussion groups for several sections, committees and interest/discussion groups. As this project develops, there will be more "e-groups". These lists provide an opportunity to discuss FLA business and conference planning and will keep members aware of what is going on in libraries and librarianship around the state.

The following groups have been set up and are currently underway:

- Continuing Education Committee
- Conference Planning and Scheduling Committee
- Membership Committee
- Public Libraries Section
- Library Paraprofessionals Interest Group
- Library Service to the Youth Interest Group
- Media Services Interest Group
- Reference Interest Group
- Technology Training Interest Group

If you are a part of one of these groups and have not become involved yet, or if you want more information please let FLA know. You can write to Lisa Manners at lmanners@browardlibrary.org or to the Chair of your group. This is a very exciting project, and FLA members are already enjoying the benefits.

FLA Conducting Focus Groups

Last year the FLA Membership Committee started on a venture that was to prove exciting, as well as quite enlightening. Committee members decided to meet and talk with as many FLA members and potential members as possible. Focus Groups were conducted with Library Directors around the State to determine what FLA could do for them and to ask what they could do for FLA. Six focus groups were held, and they generated lively discussions and many good ideas. Following up on the success of this project, the committee decided to continue holding focus groups around the state. This year seven focus groups with a much larger base of Library Directors are planned.

The preliminary schedule for the 2002-2003 focus groups are as follows:

- Tampa - Oct. 25
at Tampa Bay Library Cooperative
- Tallahassee - Nov. 1
at Tallahassee Community College
- Pensacola - Nov. 4
at the Gulf Breeze Branch Library

Museums and Cultural Heritage Special Interest Group Formed

At its July meeting, the FLA Board approved a new Museums and Cultural Heritage Institutions Special Interest Group (SIG). The impetus to create the new SIG came from a petition submitted by FLA student members enrolled in an online USF summer course in Libraries and Museums as Cultural Heritage Institutions, taught by Dr. Kathleen McCook.

The new Museums and Cultural Heritage SIG seeks to foster communication and collaboration between libraries and museums, as well as other cultural heritage institutions, e. g., local history centers, planetariums, aquariums, tropical and landscaped gardens, and zoological parks. It recognizes the historical and philosophical similarities of libraries and museums. Programs of the Institute of Museum and Library Services (IMLS) tend to focus on the shared mission of libraries and museums to support lifelong learning

for people of all ages and to contribute to community preservation and development. Both libraries and museums are working to enhance their local communities and to extend their service to new digital communities. Robert S. Martin, IMLS Director and a former academic and state librarian, has suggested that "the boundaries are blurring" between libraries and other cultural heritage institutions, especially museums and archives.

The new Museums and Cultural Heritage SIG invites participation from all FLA members and plans outreach to Florida Association of Museum (FAM) members. The new SIG also plans to offer an introductory interactive program at the FLA Conference in Orlando in April 2003. For more information, contact Carmine Bell at bellc@phcc.edu or whitebird@sanctum.com.

Annual Conference 2002

Gainesville - Dec. 6 -
 at the Alachua County Library District
 Orlando - Jan 31
 Broward County- February 21
 at the Main Broward County Library
 Flagler County - March

2002 FLA Awards

The following awards were presented at the 2002 FLA Annual Conference.

Betty Davis Miller Youth Services Award

Orange County Library System -
 "Just for Kids"

Friends & Trustees Award

Bill Ryan

Library Service Enhancement Award

Florida Humanities Council, Resource
 Center

Outstanding Citizen Award

Eileen D. Brunner

2001 Exhibit Award

(awarded at 2002 conference)

Harvard Jolly Clees Toppe Architects,
 P.S., AIA

2002 Exhibit Award

(to be awarded in 2003)

Multitype Library Cooperatives

Friends & Trustees

Certificate Awards:

Newsletter

Friends Library Punta Gorda, Inc.

Membership Drive

Friends of Melbourne Beach Library

Special Project

Friends of Cape Coral/Lee County
 Public Library "Little Acorns, Inc."

Special Event

The Friends of the Library of Flagler County,
 Inc. & Kiwanis Club of Flagler/Palm Coast;
 Friends of Elsie Quirk Library of
 Englewood



Betty Johnson announces that an FLA/USF Scholarship will be named in honor of Bernadette Storck.



Past President Mary Brown, then current President Betty Johnson, and incoming Vice President/President Elect John Szabo pose at a reception for new members.



The Lake County Book Cart Drill Team performs its precision routine.



2002 FLA conference scholarship fundraiser featured Fifties music, dances, fashions, and a hula hoop contest.

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