Digitizing History

Accessing Community Resources

Serving Distance Learners

Preserving the Past

FLORIDA HERITAGE COLLECTION
Arts · Culture · History · Sciences · Social Sciences

Building on the Past
Embracing the Future

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7" x 9.5"

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EDITOR'S NOTE

The theme for this issue of *Florida Libraries* echoes the theme that FLA President Mary Brown has selected as a focus for this year and for the 2001 Annual Conference. It's not news to anyone in the library profession that the traditional work of libraries – collecting, preserving, and providing access to information – is being transformed by technology. It's an exciting and challenging time to be involved with libraries as we build on rich traditions and established practices to create new services, redesign the ways in which we deliver services, and explore different ways to find and provide access to information. The articles in this issue look at several ways in which Florida libraries are responding to this challenge.

The magazine itself continues to undergo changes. This issue contains refereed articles, read and reviewed by members of the Editorial Board and by independent reviewers. Communications Committee members Carol Ann Borchert, Kathryn Robinson, and Ave Reagor are serving on the Editorial Board and deserve many thanks for their thoughtful comments and assessments. The interest expressed by all of the authors who submitted proposals for articles on a wide variety of topics was exciting to see and something I hope will continue with future issues. On a technical note, the glossy paper used in this issue is a departure from the look of past issues, and represents a savings in production costs. Comments on either the appearance or content of the magazine are welcome! You can reach me by e-mail at gcolvin@mail.dos.state.fl.us.

— *Gloria Colvin*

An Interview with FLA President Mary Brown

In July Mary Brown, Director of the St. Petersburg Public Library, assumed the presidency of FLA. In a telephone interview with *Florida Libraries* she shared some information about herself, as well as some of her plans for the Association and her vision for the library profession.

FL: How did you decide to become a librarian?

MB: I didn't choose librarianship as a career, it really chose me. I enjoyed reading books and spent time in the library, but I never saw it as a career path. When I was a student at the University of Florida I got a part-time job working in Outreach Services at the Gainesville Public Library and really enjoyed the work. Later, when I relocated to Sarasota and as I looked for a job I realized that most of my experience had been in a library. After working in a bookstore for a brief time I was able to obtain a Library Assistant position in the Sarasota County Library System. During that time I learned a lot about front line library service. I liked the work and gained an appreciation for the role that libraries play in the community. At that point I became serious about it and knew I wanted to pursue a degree in library science.

FL: You've mentioned a couple of jobs you've had in libraries, what other positions have you held?

MB: While working on my master's degree at the University of South Florida I worked in Interlibrary Loan and Reference at USF's New College Library. I also worked as an archivist cataloging the private collection of the owner of a local newspaper. My first full-time professional position was running the library at Mote Marine Laboratory in Sarasota. I returned to the public library arena in 1984 as Assistant Director of the Sarasota County Libraries, which led me to my current position as Director of the St. Petersburg Public Library System.

FL: What do you enjoy doing when you're not working?

MB: I live in a rural part of Manatee County and have two Appaloosa horses. A lot of my time is spent with the maintenance and care of the horses and the property. I'm an outdoors person and enjoy spending time outside. I also enjoy scuba diving and snorkeling, although I haven't done a lot recently, something I hope to remedy in the near future. I've always loved the water and am concerned about the environment and the impact of development on Florida's ecosystems. I enjoy reading, of course, though most of my reading material these days revolves around parenting.

> **"We need to truly embrace the changes that are coming."**

FL: Why did you join FLA?

MB: I always felt that it was basic to being a librarian. Librarianship is a profession and I felt a personal obligation to support the profession through membership in the Association I never thought about not joining. When I worked in other types of libraries I belonged to the organizations that supported those libraries as well. My participation in FLA has been greatest since I've been in public libraries. I enjoy getting the publications, attending the conferences, and branching out from my own area to learn what's going on in different types of libraries.

FL: What do you think is the greatest challenge facing FLA?

MB: A major challenge to the Association is increasing its reach throughout the state, gaining strength through a diverse membership and being seen as the voice of Florida's libraries. To accomplish this we need to work on strengthening leadership within the Association. We have great talent to draw upon and members who are willing to contribute, but they need to be given the opportunity to build their skills and move into leadership roles. We need to build on each year's successes to create a vital Association that is in a constant state of improvement.

FL: The theme you've chosen for this year, "Building on the Past - Embracing the Future," is also the theme for this issue of *Florida Libraries*. What did you have in mind when you chose it?

MB: The theme "Building on the Past – Embracing the Future" is really about librarianship, its wonderful history and the excitement of the profession in the future. Technological advancements have opened up the world of information and we, as a profession, are in a position to maximize the best of the print world and the electronic world. We need to truly embrace the changes that are coming and in doing so will secure a place for libraries in 2001 and beyond.

FL: Is there anything else you'd like to say about your goals for the profession or for FLA?

MB: I would like to see a statewide library card during my career. Advances in automation, reciprocal borrowing programs, virtual catalogs, electronic resources and technology in general are moving us in that direction and making it more feasible. I think we need to work toward an environment where we consider our user population to be the residents of Florida, regardless of the type of library we represent. Consensus building and creating a shared vision for Florida's libraries is a necessity as we embrace the future as a profession.

Building on Florida's Literary Past

By Nancy M. Pike

Florida is a state that has attracted writers for hundreds of years. This rich heritage is being shared with present and future generations through the efforts of individuals who have undertaken the preservation of some of the state's literary landmarks. In 1986 Floridian Frederick G. Ruffner founded the Literary Landmarks Association to encourage the dedication of historic literary sites. In 1989 the organization became an official committee of the Friends of Libraries USA (FOLUSA) and changed its name to the Literary Landmarks Register.

Thirteen of the 39 sites dedicated by the Literary Landmarks Association are in Florida. The first site honored by the organization in 1987 was Slip F18 at Bahia Mar in Ft. Lauderdale, anchorage of the fictional Busted Flush houseboat, home of John D. MacDonald's character Travis McGee. Cross Creek, Marjorie Kinnan Rawlings' home, was second in 1988. January of 1989 saw the dedication of the Walter Farley Wing and exhibit at the Venice Public Library. Soon after, the Stephen Crane house received a landmark plaque in Daytona Beach.

The other Florida landmarks in order of dedication are the Ernest Lyons house, Stuart, 1992; three Key West sites in a row: the Elizabeth Bishop house, 1993; Jose Marti, San Carlos Institute, 1994; the Harry S. Truman Little White House, 1994; the Isaac Bashevis Singer apartment house, Miami, 1994; another Key West landmark, the John Hersey house, 1995; the Laura Riding Jackson cottage, Vero Beach, 1995; and two more Key West dedications, the Robert Frost cottage, 1995; and Wallace Stevens, 1996.

A complete list of Literary Landmark Dedications is posted on the FOLUSA Web site (http://www.folusa.com/html/literarylandmark.html). Some of the landmarks and all of their honorees have their own Web sites.
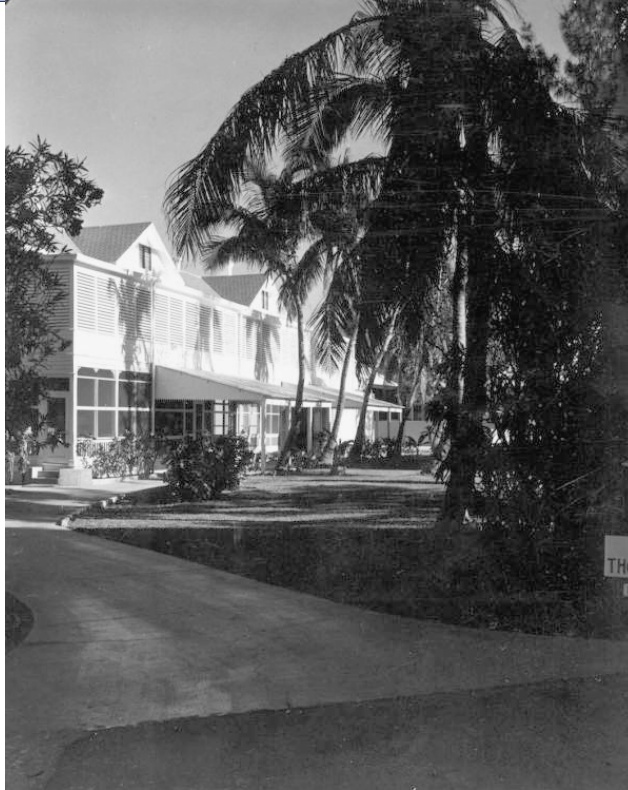
President Truman's Little White House in Key West has been designated a Literary Landmark. Photo courtesy of Florida Photographic Archives.

> **"Thirteen of the 39 sites dedicated by the Literary Landmarks Association are in Florida."**

- Cross Creek details can be found at http://abfla.com/parks/MarjorieKinnanRawlings/marjoriekinnanrawlings.html.
- The Farley landmark has a page at http://www.venice-florida.com/Community/Education/farley.htm.
- The official Black Stallion site is http://www.theblackstallion.com.
- Even Stephen Crane has a page at http://prod.library.utoronto.ca/utel/authors/cranes.html.

In fact, there are multiple Web sites for most of the authors on the list.

Of course, there are hundreds of other places with literary connections in our state. John and William Bartram, for example, explored the state and wrote about it back in the 18th Century when it was mostly wilderness. In subsequent years, other authors, including Ralph Waldo Emerson and Harriet Beecher Stowe, found the Sunshine State an attractive place to live and work. One could easily take a literature-based vacation by visiting the Literary Landmarks listed above. The haunts of fictional characters or significant places in the lives of authors could also become the focus of such journeys. For details on some possibilities, consider Kevin McCarthy's *Book Lover's Guide to Florida* (Pineapple Press, 1992) or explore the places listed on the Florida Center for the Book's Florida Literary Map.

Dedications of Literary Landmarks often take place at American Library Association conferences and other book-related activities and may be accompanied by a tour or other special event. If you know of a literary site that should be honored on the Literary Landmarks Register or if you have questions, please call FOLUSA to talk it over at 1-800-9FOLUSA.

Nancy Pike is Acting Director of the Sarasota County Libraries.

The Latest News

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

Going the Distance: Traditional Reference Services for Non-Traditional Users

By Meredith Ault and
Rachel Viggiano

When the university is in Tallahassee and the student is in Leesburg, library materials and services are not just a short walk across campus. Florida's State University System has embraced the concept of distance education and has emerged as a leader in this burgeoning field. No longer bound to a physical campus, people are able to take university courses for professional or personal enrichment regardless of where they live. New models for delivering library services have made it possible for distance education students to have access to a wide variety of materials and information. -Ed.

In many ways Florida has played a leading role in the development of distance learning programs. Recognizing that library services are essential to support a successful distance learning program, the Legislature created the Distance Learning Library Initiative (DLLI) to develop ways of providing library resources and services to students anywhere in the state. DLLI's program includes cooperative licensing of FirstSearch in public and academic libraries, reciprocal borrowing among community colleges and state universities, a statewide courier system which speeds the delivery of materials from library to library, a Reference and Referral Center (RRC), and library user training services (which has since been incorporated into the RRC).

The Florida Distance Learning Reference & Referral Center (RRC), located on the Tampa campus of the University of South Florida, provides library and research support services to Florida's distance learning students and faculty. The RRC was established in 1997 and began serving Florida's distance learners in January of 1998. The mission of the RRC is to provide library research support to students enrolled in distance learning classes who may never have the opportunity to physically set foot in their own school's library.

Distance Learning in Florida

The field of distance education is growing rapidly and has not been well quantified at this point. Many colleges and universities have begun offering distance classes at the departmental level, while others have implemented administrative departments that coordinate all of the distance learning opportunities for an entire school. Because most schools have not yet developed a centralized office to handle the regulation and organization of their distance programs and classes, it is difficult to assess the current status of distance learning in Florida. It was estimated that in the 1997-1998 school year, there were 57,000 students enrolled in distance education courses offered by Florida's 28 community colleges and 10 state universities. This number is expected to jump to 20-35% of the student population (estimated at 888,141) of these schools by the year 2010. That would amount to 177,000 to 310,000 distance learners.[1]

Library Services to Distance Learners

Why provide specialized library services to distance learners? According to the Association for College and Research Libraries Guidelines for Distance Learning Library Services, "Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings."[2]

If distance learners are entitled to the same library services as on-campus students whether they are living across the state, across the country, or across the world from their school, how do they obtain these services? Most distance learners fulfill their library needs by using a combination of services and resources available through their home, host, or local public library. The home library is defined as the library at the institution to which the student pays tuition. The host library is an academic library that is near the distance learner's home or work. Since it is unlikely

distance learners can obtain all necessary library support from either their home, host, or local public library, Florida's goal was to fund a centralized project which would help to accommodate the library research needs of all distance learners at public institutions of higher learning.

The needs of distance learners differ greatly, depending on circumstances: their course-level, location, services offered by their home and host libraries, and level of information literacy. A student taking a televised course at a community college where the library is not open on weekends might need more ready-reference and after-hours assistance. An online student in a very rural area may rely heavily on public libraries and home delivery of library materials. A distance learner taking off-site classes in a big city with an adequate research library may not need any additional assistance. Because there are so many varying levels of need among distance learners, serving them all is a challenge.

One of the difficulties that distance learners face when attempting to do research from a distance is that not everything they need can be accessed remotely. While some patrons believe that everything is available on the Internet, things haven't advanced that far yet. The recent increase in databases available on the Web might lead a student to believe that they can do all of their research online, but there are still useful print indexes, journals, and books that are not available electronically.

So how do students access these print materials if they cannot visit their school's library? Many distance learners live near another academic library that may be open to the public and have the resources they need. Others rely on their home library to mail books and articles to them. Unfortunately, not all schools offer home delivery of materials, which could leave only the option of ordering materials through their public library's interlibrary loan office.

So how do students know what their options are? If a distance learner's school library is a long-distance call away, he or she may be less likely to seek their assistance. Not all librarians are familiar with policies about distance learning library services, and public librarians cannot be expected to keep up with the policies of all the schools in Florida. Specializing in

At left, Rachel Viggiano confers with a student about a reference question. Below, Meredith Ault teaches a Library and Information Studies class.
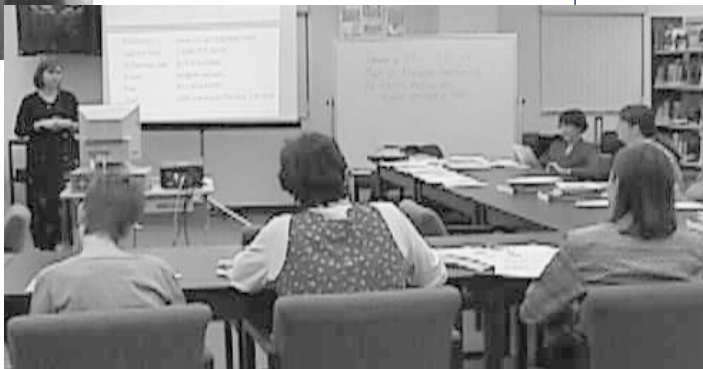
the needs of distance learners, RRC librarians have the time and resources to keep track of the services and collections that are available to students from many different institutions and to share that information with public and academic librarians. RRC staff will also meet with public librarians to provide training in the use of resources available from the home institution.

RRC Services to Students and Faculty

RRC services are available to the distance learning students and faculty of 73 Florida-based, regionally accredited colleges and universities. Staffed by five full-time librarians, two part-time librarians, and two Library and Information Studies graduate assistants, the RRC is available seven days per week for a total of 106 hours per week. Distance learning students can contact the RRC for traditional reference services like ready-reference information, research assistance, and citation verification, as well as less traditional library services such as basic technical help (in support of remote access to library resources), and referral information for distance learning programs and classes. These services are designed to supplement the services offered by the distance learner's home library. The RRC does not do document delivery, but RRC librarians can explain to students what their options are for obtaining print materials or finding what is needed online.

In addition to the above services provided to distance learning students, the RRC also assists distance learning faculty. Services to faculty include in-class, online, or broadcast instruction sessions for their students on how to conduct library research from a distance, individualized class Web pages linking to course-related research materials, and print

materials outlining available library resources and services.

The RRC also maintains an extensive Web site that includes a directory of Florida's public and academic libraries, including details such as contact information, hours, and the availability of Internet access and online library catalogs. Distance learners may find this directory helpful in locating a library close to their home or place of business and determining if that library has the resources they need to complete their research.

The Challenge of Virtual Reference

In order to provide library support to distance learners, RRC librarians are faced with the task of delivering traditional reference assistance to non-traditional students. The RRC staff has been innovative in designing and marketing their services. They have developed an array of tools and unique ways to meet the needs of remote learners, including a toll-free telephone number, an evolving Web form that helps gather necessary "reference interview" information from distance learners, and a new chat service whereby students can "talk" real-time with a librarian online. In addition, RRC librarians and graduate assistants must be technically savvy (to troubleshoot problems with accessing library materials remotely), willing to travel, familiar with the resources and services of many different colleges

and universities, and must have a customer service oriented attitude and a sense of humor.

RRC librarians face many challenges in their ever-changing role as librarians to off-campus students. Marketing the RRC's many services can be difficult since it's nearly impossible to identify all of the distance learning courses and instructors at any given institution. Promotional brochures and letters sent to faculty, distance learning administrators, and librarians have been effective at increasing business, but there are still many students who have never heard of this valuable service. Also challenging is explaining exactly what the RRC can and cannot do for students. For some services, such as ID card activation and document delivery, the RRC must refer students back to their home library. The RRC was not designed to replace any libraries or librarians, but to offer a supplemental service tailored to the needs of a special population.

In the future, the RRC will continue to evolve to better meet the research needs of students learning from a distance. RRC librarians anticipate doing more online instruction for distance learners by using chat software, possibly extending office hours, and increasing staff. The RRC staff will continue to promote this service to distance learning students, faculty, and other librarians across Florida, as well as showcasing the DLLI project at national conferences and workshops.

NOTES
1. Florida Public Postsecondary Distance Learning Institute. *Florida Postsecondary Distance Learning Scenarios* [online]. [cited 14 July 2000]. Available from World Wide Web: http://sun6.dms.state.fl.us/institute/scenarios2.html.

2. Association of College and Research Libraries. *ACRL Guidelines for Distance Learning Library Services* [online]. July 1998 [cited 14 July 2000]. Available from World Wide Web: http://caspian.switchinc.org/~distlearn/guidelines/.

Distance Learning Librarians Meredith Ault and Rachel Viggiano provide reference assistance through the Reference and Referral Center.

Introducing the Florida Heritage Collection: A Cooperative Digital Library Initiative

By Elaine Henjum

The nature of scholarship is changing rapidly as libraries digitize unique materials in their collections and make them accessible to the larger world through the World Wide Web. Florida's State University System libraries have embarked on an initiative to provide access to collections of digitized material related to Florida. The Florida Heritage Collection, created to provide electronic access to Florida history materials, is the first of these projects. -Ed.

As individual universities in the State University System (SUS) became established, they became the natural depositories for documents of local historical importance. Materials relevant to all aspects of the state of Florida also flowed to these regional academic centers. Today, many rare and interesting documents from these libraries can be freely accessed online as part of the Florida Heritage Collection.

The Collection

The Florida Heritage Collection (FHC) opens its virtual doors at http://susdl.fcla.edu/fh/ in the fall of the year 2000 to many potential users interested in the arts, culture, history, sciences, and social sciences of Florida. Academic scholars will find unique materials online through the FHC that were previously spread out across several disparate locations. Students at all levels can use this collection online. K-12 schoolteachers can incorporate formerly unavailable materials into their classroom studies. Anyone with an interest in Florida can search the collection and view materials online.

The wealth of information available includes diaries, business and family records, Civil War letters, advertising materials, maps, photographs, postcards and pamphlets, as well as books and journals. Examples include items such as *Scenes of Florida* (18 hand-colored plates from the early 1900's), *Springs of Aucilla, Coastal and Waccasassa* by David Hornsby (2000), *Florida's Mineral Industry: An Historical Appraisal of a Phase of the Florida Economy* by Gwendolyn C. Johnson (1957), *The Black*

Physician in Florida from 1900-1965: An Examination of the Desegregation Process by Sally P. Vihlen (1994), *Florida Ostrich Farm: Jacksonville, Florida* (191?), *Letters from Florida* by Mrs. H. W. Beecher (1879), *The Ecology of Seagrasses of South Florida* by Joseph C. Zieman (1982), *Descriptive Pamphlet of Hillsborough County, Florida* (1885), and an online version of the *Florida Historical Quarterly,* which the Florida Historical Society began publishing in 1904.

The Project

The Florida Heritage Collection evolved as part of Florida Heritage Project, which was first proposed in 1998 by the Digitization Services Planning Committee (DSPC), a standing committee of the libraries of the State University System of Florida (SUS). The SUS includes the following institutions: Florida A&M University, Florida Atlantic University, Florida Gulf Coast University, Florida International University, Florida State University, University of Central Florida, University of Florida, University of North Florida, University of South Florida, and the University of West Florida.

The university libraries, working in partnership with the Florida Center for Library Automation (FCLA), proposed a collaboration to create a digital collection related to all aspects of Florida. This collection would be available without restriction over the Internet.

The Florida Heritage Collection is the first collection in PALMM, the State University System's cooperative initiative to provide digital access to important source materials.
Below: This picture of the Ponce de Leon Hotel in St. Augustine is one of several colored plates featured in "Scenes of Florida".

HOTEL PONCE DE LEON   ST. AUGUSTINE

> **"The wealth of information available includes diaries, business and family records, Civil War letters, advertising materials, maps, photographs, postcards and pamphlets, as well as books and journals."**

The library directors approved a central fund to cover the direct costs of digitizing materials either locally or by outsourcing. A small amount of the central fund was reserved for graphics design, consulting on Florida history, and publicity and training materials. The libraries themselves cover the cost involved in selecting the materials to be digitized, the creation of structural metadata to provide meaningful organization of the digitized items, and the cataloging of these materials at the title level. Digitizing and cataloging must conform to the standards set by the group. FCLA covers the cost of digital storage, access and retrieval, and creating and maintaining the Web site. During the first year of the project, a total of 54,000 images became part of the collection.

Access to the Collection

Currently, an online search can identify digital items in many ways. Titles within the collection are fully cataloged and retrievable via regular WebLUIS OPAC searches of the collection database by author, title, assigned subject headings and keyword or by browsing a list of all authors or all titles. Once identified, users can link directly to the digital items and navigate within them. To assist users, the project Web site provides online

Cover from early 20th century pamphlet advertising the Florida Ostrich Farm in Jacksonville.

help; online tutorials are being developed.

Eventually the collection will provide access by target audience, which will include the grade level of the material using the Florida Department of Education Sunshine State Standards. This additional method of access will facilitate incorporation of Florida Heritage materials into the K-12 social science, science, and humanities curricula.

Also under development is an organizational framework for retrieving documents using a timeline of Florida history from "Florida Before Columbus" to "Contemporary Florida, 1960-PRESENT." Each category will include a narrative about the time period covered, various topics related to the time period, and links to relevant online Florida Heritage material.

Future Plans

An additional 50,000 images will be added to the collection from funding for the second year. Further software development will enhance search and retrieval to include the full text for some digitized items. Plans also include establishing a Panel for the Identification of Florida Heritage Resources to further establish criteria for selecting materials for digitization and to make recommendations to the SUS libraries on developing the online collection. The DSPC seeks more liaisons with teaching professionals to construct teaching plans and collection guides.

More to Come

The Florida Heritage Collection is the first digital collection to be made available as a part of the Publication of Archival, Library and Museum Materials (PALMM) initiative. PALMM is a cooperative venture of the SUS to build digital collections of significance within the state of Florida. A PALMM collection must involve at least one SUS institution and, for consistency, follow the specific guidelines detailed on the PALMM homepage (http://susdl.fcla.edu/). All PALMM collections are described, linked,

and will eventually be retrievable through a searchable database. Other digitizing projects that offer access to materials about Florida or that are from collections within Florida, but which are not part of PALMM, can also be made available on the PALMM Web site through a list of related collections.

A forthcoming PALMM project is Linking Florida's Natural Heritage (LFNH). Funded by the Institute of Museum and Library Services, this project will create a virtual library of Florida environmental and ecological information from museum, library, and citation databases. Several hundred significant texts, identified by scientific experts, are being digitized and will be available online. When the project is completed, it will be possible to retrieve both museum specimen records with related library bibliographic citations through one search in a single user interface. LFNH is a cooperative effort between the Florida Museum of Natural History, the libraries of the University of Florida, Florida International University, and Florida Atlantic University, and the Florida Center for Library Automation. Numerous additional agencies and organizations are also contributing to the project.

Summary

The Florida Heritage Collection demonstrates the many possibilities afforded by collaboration among libraries. Materials that once were only available and known locally can now be accessed worldwide and studied in relation to each other. The project has dramatically increased the availability and usefulness of many sources. Access to online materials can also increase awareness of additional resources, not available online, that may be held by a library.

The collaborative nature of the SUS digital projects includes joint decisions about materials to be included, standards to be followed, format, access, and links. The great diversity of material now freely accessible online represents a wealth of new opportunity for all who want to delve more deeply into the cultural, historical, and scientific aspects of the state of Florida.

Elaine Henjum is on the staff of the Florida Center for Library Automation.
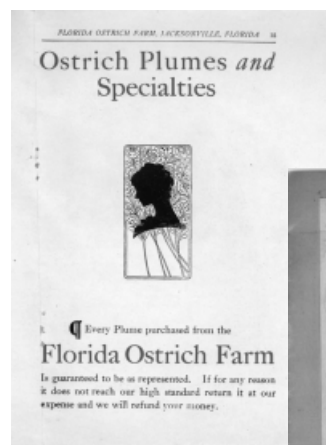
The Florida Resource and Opportunity Guide (FROG)

Building and Maintaining a Useful Community Information Database

By Cyndi Kibby

Information about community organizations is often difficult to locate. The Clearwater Public Library has created the Florida Resource and Opportunity Guide, a searchable online database, to provide citizens with access to this information. -Ed.

A patron of the Clearwater Public Library is an officer for several civic clubs and a board member for a countywide council of clubs. At any computer with Internet access, she can type in http://clearwater-fl.com/cpl/frogsearch.html to search the Florida Resource and Opportunity Guide (FROG).[1] There she can select a link that reads "subject headings," browse the list of headings, and select a link called "civic/service clubs." Instantly, she has a mailing list of over 100 civic and service clubs in the Pinellas County area. From within this list, she can select the title of each club to see a more detailed entry.

Searching by subject is only one of the ways to search FROG, a community information directory maintained by Clearwater Public Library. Patrons can browse through over 80 subject headings like "advocacy," "camping," and "ethnic interest." They can type in keywords like "summer camp," "insurance," or "investment" and find results that contain those terms in their titles, subject headings, or descriptions. If patrons know the name of an organization, they can simply type it in the blank to retrieve that specific record. Once in a record, a patron can see the subject headings that have been used to label the organization. Each subject heading is a link that can be selected to see other groups that share the same heading. For organizations that have Web pages, patrons can link to them from within the record.

Staff at the Clearwater Public Library developed FROG to provide information on community organizations to area residents.

Community Information Directories

In his popular article "Bowling Alone" Robert D. Putnam cites surveys suggesting that social institutions like clubs and community organizations and the beneficial interactions they foster are on the wane.[2] Despite these predictions, library patrons continue to seek such organizations, and many libraries continue to respond to their needs with both print and electronic directories. In a study of trends in the community information resources provided by libraries, Durrance and Pettigrew find that many of these projects, begun in the 1970s and 1980s, remain a vital and evolving part of the reference services in many libraries today.[3] Clearwater Public Library envisioned such a resource in 1988, and made it a reality in 1991. Library staff members have continued fine-tuning it and this year designed their own online version of the database.

The History of FROG

The State Library of Florida awarded Clearwater Public Library an LSCA grant in the 1989-1990

The search blank is placed high on the screen to make scrolling unnecessary. Patrons may also view a list of all the subject headings as links.

fiscal year to create the Family Resource and Opportunity Guide, a computerized database and print directory of resources in Clearwater. Wendy Foley, then a librarian with Clearwater Public Library, wrote the grant after experiencing difficulty finding family activities in the Clearwater area. The directory was to consist of listings of clubs and organizations serving youth, cultural institutions with special children's programs and/or exhibits, parks, nature walks, science centers, sports groups, and sources of daycare information. Under the guidance of Ann Wickersham, a volunteer and eventual staff member, the steering committee for the project originally planned to target a population of approximately 75,000 people in the Clearwater area with a tight focus on families with children.

Over the course of its first three years the project received a total of $108,604.50 in LSCA

> ## "One rarely finds groups like the Tampa Bay Sushi Society or the Kiwanis Club in the phone book."

funds in addition to some funding from the Clearwater Public Library System. In the first year, these dollars provided a computer, database and word processing software, and funding for one full-time and one half-time librarian to work exclusively on the project. Initially, the staff created a print directory that was available for purchase and a Q&A database that staff could search and update for the next printing. Year two of the project saw the target service area more than double to include nearby residents that use city services. Funds in the second year provided terminals with the FROG database at the main library and three of its four branches. Funding for year three of the project provided printers for the FROG terminals, a FROG terminal and printer at the fourth branch, computer dial-up access to FROG, and continued production of a print version of the directory.

Maintaining a Current Directory

As FROG grew, criteria for inclusion were broadened to include organizations that extended beyond the scope of those just relevant to families, and FROG came to stand for the Florida Resource and Opportunity Guide. In 1995 this database became available to patrons via a pre-packaged program that was linked to the library's OPAC. With an average of one thousand organizations listed in the database, the library updated entries at an average rate of 55 per month, updating each entry on a nearly annual basis.

Designing a Database that Patrons Can Use

After an informal assessment of staff and patron needs, the library decided to build its own version of FROG for the new millennium. Staff designed the database and James Tyree of the Information Technology Services department at Eckerd College did the programming to make the design a reality on the Web.

For staff use, FROG needed to be easy to update and to query for the production of customized lists. Maintaining the database in Microsoft Access allows the staff to formulate such queries and to perform mail merges to generate update letters. By sending letters, a great deal of staff time formerly spent making phone calls is eliminated. Most organizations

are quick to respond to the update letters by fax, mail, and e-mail. Although some organizations prefer to respond to the letters by phone and library staff call organizations that do not respond to the letters at all, staff time spent making calls to update FROG has been reduced by approximately 90 percent.

A number of patrons found compiling mailing lists from the previous version of FROG difficult since they could only view one organization at a time. The new database initially displays results in a brief view, including only the information necessary to contact organizations by mail or phone. In this brief view, 10 or more organizations typically can appear on one printed page. The full record for an organization can be viewed by selecting its name. To further the goal of efficient printing, the program allows users to mark several organizations and retrieve a back-to-back listing of their full records.

Other features allow for both easier and more practical searching. The search blank appears high on the screen to make scrolling unnecessary. It's also possible for patrons to view a list of all the subject headings as links. In addition, patrons can view and select subject headings from within individual organizations' records on FROG.

More advanced search features allow users to select the fields being searched and limit searches by the city or zip code in the mailing address.

The Uses of Community Information

If, in fact, civic involvement is diminishing, then citizens may not always be able to get the information they need through a friend or a friend of a friend. They rely more on centralized information hubs. FROG is well known in the community through formal advertising efforts over the years and by word of mouth popularity. The Greater Clearwater Chamber of Commerce and other local agencies often refer new citizens to FROG.

In addition to providing individual patrons with information useful in their personal lives,

FROG provides a valuable gateway to the community for businesses and other organizations. As local businesses and governments become more creative in their marketing approaches, they realize that many of the local entities in a database like FROG can provide them with valuable forums to share information about their services and products. Clubs who want to network or coordinate their fund-raising efforts with other clubs look to FROG to find similar groups with which to collaborate.

Looking to the Future

All of these features make FROG a database that can grow as the population and its activities grow and change. Many of the entities would otherwise be invisible to the public at large. One rarely finds groups like the Kiwanis Club or the Tampa Bay Sushi Society in the phone book. Some organizations have their own Web sites, but, without databases like FROG, community information would remain in much the same state it was in 30 years ago. "In the 1970s, librarians provided CI (Community Information) as a means to increase access to information," explain Durrance and Pettigrew. "Information was scattered, and, in the process of identifying it, librarians made community forays that influenced the way libraries do business now. The contacts and the approaches used then have become vital methods librarians now employ to build community among a variety of information providers."[4]

NOTES

1. The Florida Resource and Opportunity Guide. [cited July 2000]; available from World Wide Web <http://clearwater-fl.com/cpl/frogsearch.html>.

2. Putnam, Robert D. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy*. (January 1995): 65-78.

3. Durrance , Joan C. and Karen E. Pettigrew. "Community Information: The Technological Touch." *Library Journal*. (February 1, 2000): 44-46.

4. Durrance. "Community Information: The Technological Touch," p.46.

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Sunshine Statements:
Oral History and Florida's Libraries

by James A. Schnur

Oral histories provide one of the richest sources of information about the people, places, and events of our past, and libraries can be in the forefront of collecting and preserving this treasure trove. This article examines the role of oral history in historical scholarship, suggests ways in which libraries might develop oral history programs, and provides guidelines for conducting interviews and establishing programs. -Ed.

Many Floridians know little of the historical heritage of their state. Despite a permanent population that approaches 15 million residents, Florida remains a state where support for cultural and historic programs remains tenuous at best. Libraries offer a notable exception to this trend, because librarians regularly collect materials that preserve the history of their local communities. Smaller libraries or branches often include a section with books about Florida, while larger libraries and archival reading rooms include a number of rare and unique treasures that document social, economic, political, and cultural dimensions of history. In addition to printed works and manuscript collections, library facilities also maintain photographs, diaries, postcards, broadsides, and similar ephemera.

Unfortunately, few Florida libraries actively collect oral histories. The special preservation needs, cataloging concerns, equipment requirements, and access/liability issues often discourage libraries from developing oral heritage programs that document "nearby" history.

Meanwhile, most historical societies and similar non-profit cultural entities operate with few, if any, paid staff and rely on the goodwill of volunteers who usually lack training in library or archival management. Support for oral history programs by such organizations can change as one board of executive officers replaces another, and programs started by such organizations often fail to take into account the important legal, ethical, and conservation concerns that professionals have thoroughly documented in their scholarly literature.

Thus, despite its substantial value as a primary source, oral history remains an underutilized form of historical scholarship in Florida. While the recently created Florida Oral History Association (FOHA) offers opportunities for dialogue across disciplines and between amateurs and professionals, those facilities that have already developed successful oral history programs should also serve as mentors to other groups interested in this field. This article addresses the value of oral history as a research resource, discusses how various library settings may develop oral history initiatives, and offers suggestions for promoting broad-based instruction in oral history techniques.

Oral Heritage and the Historical Community

Considered an essential tool in present-day scholarship, oral history also served as one of the earliest means of preserving and transmitting cultural norms and values. A rich oral tradition has allowed countless humans to learn about the folklore, customs, and habits of earlier generations. In preliterate societies, oral narratives provided an authoritative account that could easily change to match the ideals and prejudices of the audience and communal leaders. Over time, elders replaced portions of the story that failed to meet their contemporary needs with more suitable tales. The development of a written system of expression redefined both the role of language in the society and the means of verifying the accuracy of "evidence."

The American historical profession generally ignored the importance of oral history prior to World War II. Similar to their colleagues in libraries, historians of the late nineteenth century attempted to transform

At far left, a Jacksonville man plays a banjo.
Near left, Citrus County woman operates a mule-powered sugar cane press, 1947. Photos courtesy of Florida Photographic Archives.

their discipline through the creation of rigorous academic standards and national organizations. While earlier amateurs had embellished their narratives and often concocted dialogue to re-create the essence of past events, the professional historians of the late nineteenth and early twentieth centuries embraced positivism and empiricism: They embarked upon a quest to accumulate 'facts'. By emphasizing objectivity and documentation of sources in their scientific approach to history, these researchers condemned oral sources as subjective and therefore unreliable.

Attitudes changed during the twentieth century as scholars discarded their absolute faith in positivism and their endless quest for objectivity. Relativists and revisionists asserted that all historians viewed events with certain prejudices and preconceived notions. Although historians sought to approach objectivism in their narratives, they finally admitted that the subjective nature of their surroundings influenced their perspective. Historians and other social scientists could embrace oral history as a viable scholarly resource only after they acknowledged the subjective nature of almost all other sources, including diaries and newspaper articles.

Over the last fifty years, the practice of oral history has complemented changes within the historical profession and related social science disciplines. While early oral history interviews assumed the traditional elitist perspective that history amounted to the "past politics" of "great men," the emphasis on political, military, and corporate elites changed as social historians examined history within broader cultural themes. As libraries began to collect materials that represented a broader range of their constituent communities, local studies and "nearby" oral histories have developed as historians attempted to ask big questions about small places and to document a variety of voices in the community. The development of enhanced technologies (such as inexpensive and easy-to-transport video cameras) has continued to move the discipline beyond the reel-to-reel tape and black-and-white transcript of yesteryear to its multimedia and cyberspace potential.

> "A rich oral tradition has allowed countless humans to learn about the folklore, customs, and habits of earlier generations."

Promoting Oral History in Florida's Libraries

The growing acceptance of oral history has implications for Florida's librarians. Public, academic, special, and school libraries can play an important role in creating new primary source materials, offering access to present researchers, and preserving the interviews for posterity. The following brief paragraphs illustrate the potential for developing oral history collections in different library settings.

Public libraries often cultivate partnerships in their communities. While storytelling and oral narratives have long played an important role in youth services librarianship, public librarians in adult services may plan to cultivate oral history programs around conversation series, book-discussion groups, community lectures, and other events held at the library. Many programs sponsored by humanities councils, arts organizations, local historical societies, or cultural centers could serve as a catalyst for community-based oral histories. The development of countywide and regional library cooperatives has greatly expanded access to materials in a variety of formats. Patrons who now expect the library to acquire entertainment videos and CDs may also enjoy non-fiction oral histories or documentaries. Public libraries may also wish to develop partnerships with historical societies.

Public libraries may face a number of challenges in developing an active oral history program, such as lack of secure shelf space required for archival materials, lack of cataloguing resources, and need for establishing the collection's provenance. The librarian must resolve questions of ownership, as well as develop proper deeds of gift or loan, before the materials enter the building.

Academic libraries often use oral history to foster "town-and-gown" relationships. Campus advisory boards may view oral history interviews as a way to strengthen ties with community leaders, while advancement officers may press for the library to collect interviews with prospective donors. Librarians should take an active role in the development of collegiate oral history initiatives. As professionals who understand the importance of the reference interview, librarians can work with scholarly institutes involved in extensive community-based research, serve as faculty liaisons with disciplines such as history, American studies, applied anthropology, and other related areas, and instruct students on the value of audio/visual resources. Librarians should carefully consider student confidentiality guidelines and the possible role of institutional review boards before accepting interviews conducted by students as part of a class assignment or academic dissertation.

Oral history initiatives in the academic world should avoid the appearance of ivory tower exclusivity. Advisory boards, if created, should include those from outside of the academy. The collection development policy should reflect the parameters of the oral history program and assuage the fears of traditionalists who view oral histories as an electronic form of the vanity press.

Special libraries and archives also collect oral histories. Corporate libraries or marketing departments may include such narratives as part of the institution's heritage or as evidence of past events that must be maintained for legal purposes. Despite their traditional focus on collecting print resources, many archival repositories and historical society libraries have also started to embrace sources in alternative media.

School libraries and media centers generally do not collect oral history interviews. However, school media specialists can assist classroom teachers who wish to integrate oral history components into the curriculum.

Classroom Instruction and Community Outreach

Through instructional sessions and outreach programs, librarians may promote the use of present collections as well as cultivate potential donors for future acquisitions. An educational program should

PERSPECTIVE

divide the oral history enterprise into three distinct stages:

- When preparing for the interview, interviewers set goals by defining a broad research topic, evaluating potential interviewees, and examining secondary sources and other literature to gain a better understanding of the cultural context. This preparation phase should also include the scheduling of interview sessions and a brief discussion of personal preparation (review of scrapbooks and other related items), legal issues (release forms), and equipment needs (a working cassette recorder, blank tapes, an electric cord and/or fresh batteries, etc.).

- While conducting the interview, interviewers learn how to place their subjects at ease, foster an intellectual exchange through strong and open-ended questions, respect the opinions of their subjects, take copious notes, and monitor the equipment.

- After the interview, interviewers discover proper ways to index, store, and preserve their interviews, as well as ways to incorporate oral memories into historical narratives.

Other Considerations

Deed of gift requirements vary according to the source of the interview. However, all deeds of gift should stipulate:

- who donated the item
- who received the item
- what was transferred between the parties
- what conditions or restrictions govern the transfer
- what proves that the transaction occurred

The deed should provide the oral history interview as an unrestricted gift that transfers literary rights and copyright to the institution, while protecting the right of the interviewer and interviewee to have first use of the contents therein. Oral histories donated by outside researchers require a minimum of a completed interviewee permission form and a letter of acknowledgement to the donor. When students in academic classes donate

interviews, they should include a second consent form that provides their clearance, as well as that of the interviewee.

Audio and video recordings exist on volatile media. Early oral history programs often destroyed the recorded interviews after they produced a written transcript. The cost of storing and preserving the audio record remained prohibitive into the 1960s, until the advent of relatively inexpensive reel-to-reel and cassette recorders and other media equipment. Preservation dubbing, migration to new media forms, and provision for secure storage away from harmful electromagnetic fields require intensive staffing and funding resources. To preserve the intellectual contents of interviews, librarians should duplicate the master recording onto a cassette that serves as the working master for use and public access. The physical separation of the original tape from its copy offers an additional level of security.

As more Florida's libraries embrace the virtual library setting, information professionals must consider technical and service standards that will maintain, promote, and enhance the oral history enterprise. From tape to type to digital form, oral history materials and programs must be planned, produced, and preserved with special attention to industrial and archival standards that will allow future scholars to benefit from the voices of the past. With talents that bridge technology and the humanities, librarians can assist amateur and professional historians who wish to strengthen our sense of community through oral history. As death silences more voices forever with each passing day, the library community can play a large part in preserving tomorrow's past today.

Picking oranges in Florida, c. 1909. Photo courtesy of Florida Photographic Archives.

NOTES

1 Florida Oral History Association. *Florida Oral History Association's mission statement* [online]. [cited July 2000]. Available from World Wide Web: <http://dlis.dos.state.fl.us/barm/foha/foha.htm#mission>.

2 A number of bibliographies provide a perspective of historiography in the field of oral history. For example, see Patricia Pate Havlice, *Oral History: A Reference Guide and Annotated Bibliography* (Jefferson, N.C.: McFarland and Company, 1985). Numerous professional organizations encourage oral history through practical guides (such as those published by the American Library Association; the American Association of State and Local History; and the Society of American Archivists) and research notes (the American Historical Association and the Organization of American Historians.) However, the Oral History Association offers the best national scholarly forum for practitioners through its Oral History Review and membership directories. For an extensive discussion of the history of applying historical methodologies within an oral context, see David Henige, *Oral Historiography* (London: Longman, 1982) and Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 1978).

3 Gustavson, Carl G. *The Mansion of History.* (New York: McGraw-Hill, 1976), 261-264. See also: Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession.* (Cambridge: Cambridge University Press, 1988).

4 Novick, That Noble Dream.

5 For an example of oral history interviews that examine changes that affect smaller communities and people "from the bottom up," see essay by Staughton Lynd, "Oral History from Below." *Oral History Review* 21 (Spring 1993): 1-8.

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> **"Despite its substantial value as a primary source, oral history remains an underutilized form of historical scholarship in Florida."**

Read On!

Developing Oral History Programs in Public Libraries‹

Conrad, James H. *Developing Local History Programs in Community Libraries* (Chicago: American Library Association, 1989), 49-86.

James Conrad's small but substantial text documents collection development activities for community libraries that plan to establish local history programs. Conrad devotes a well-written chapter to the many facets of oral history collection development, from activities required before starting the program to hints for successful publicity and increased use of the interviews. Although written for the public library setting, this resource addresses issues that many academic and special libraries confront as they develop oral history initiatives.

Davis, Cullom, Kathryn Back, and Kay MacLean. *Oral History: From Tape to Type.* Chicago: American Library Association, 1977.

Dunaway, David K. and Willa K. Baum, eds. *Oral History: An Interdisciplinary Anthology* (Nashville: American Association for State and Local History/Oral History Association, 1984), Part 6.

Stucky, Nathan. "Performing Oral History: Storytelling and Pedagogy," *Communication Education* 44 (January 1995): 1-14.

Developing Oral History Programs in Academic Libraries

Maher, William J. *The Management of College and University Archives* (Metuchen, N.J.: Society of American Archivists/Scarecrow Press, 1992), 331-338.

A discussion of oral history programs within the framework of an academic archival setting.

Samuels, Helen Willa. *Varsity Letters: Documenting Modern Colleges and Universities* Metuchen, N.J.: Society of American Archivists/Scarecrow Press, 1992.

Many institutions use oral histories not just as a research resource, but also as a means of documentation and understanding functional governance.

Using Oral History in the Classroom

Penyak, Lee M. and Pamela B. Duray. "Oral History and Problematic Questions Promote Issues-Centered Education," *Social Studies* 90 (March/April 1999): 68-71.

Hickey, M. Gail. "And Then What Happened Grandpa?: Oral History Projects in the Elementary Classroom." *Social Education* 55 (April/May 1991): 216-217.

Huerta, Grace C. and Leslie A. Flemmer. "Using Student-Generated Oral History Research in the Secondary Classroom." *Social Studies* 91 (May/June 2000): 110-115.

Sitton, Thad, George L. Mehaffy, and O. L. Davis, Jr. *Oral History: A Guide for Teachers (and Others)*. Austin: University of Texas Press, 1983.

Conducting Oral History Interviews

Baum, Willa K. *Oral History for the Local Historical Society*, 3d ed., rev. Nashville: American Association for State and Local History, 1987.

Ritchie, Donald A. *Doing Oral History*. Twayne's Oral History Series, no. 15. New York: Twayne, 1995.

Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*, SUNY Series in Oral and Public History. Albany: State University of New York Press, 1990.

In his book of essays, Michael Frisch examines the relationship between memory, history, cultural authority, interpretive authority, and shared authority in the scholarship and presentation of oral history interviews.

Yow, Valerie Raleigh. *Recording Oral History: A Practical Guide for Social Scientists* Thousand Oaks, Calif.: SAGE Publications, 1994.

Valerie R. Yow's excellent monograph addresses the preparation required for the interview project, legalities and ethical considerations, as well as the value of oral history for community studies, biographies, and family research projects.

McMahan, Eva M. and Kim Lacy Rogers, eds., *Interactive Oral History Interviewing.* Hillsdale, N.J.: Lawrence Erlbaum Associates, 1994.

Management and Technical Aspects

Stielow, Frederick J. *The Management of Oral History Sound Archives.* New York: Greenwood Press, 1986.

Ward, Alan. *A Manual of Sound Archive Administration.* Brookfield, Vt.: Gower, 1990.

Jolly, Brad. *Videotaping Local History.* Nashville: American Association for State and Local History, 1988.

Although somewhat dated, a good discussion of video technology and equipment is included.

Exploring Florida
With Recent Books

By Joyce Sparrow

F lorida residents are said to be a culture of disconnected people. Almost seventy-five percent of us are transplants from other states and countries. We were drawn to the Sunshine State for many reasons, but on top of the list is the climate.

When I relocated to Florida, I found myself wondering about so many unidentifiable objects around me. What are those purple flowers that bloom on flowering trees each April? Why are so many people fascinated with the manatee? Do I need to worry about those lizards that my bulldog chases from my front porch? Even though I arrived in Florida with a well-used library science degree in tow, it was a reading friend, still freezing in frigid winds and one hundred inches of snow in northwest Pennsylvania, who suggested that I should begin to learn more about Florida by reading Florida authors. What a novel idea; why didn't I think of that?!? So off to the library I went to collect novels and nonfiction.

I discovered that Florida offers a little piece of reading heaven: Harry Crews, John D. MacDonald, Patrick D. Smith, Carl Hiaasen, Roger Bansemer, Kevin M. McCarthy, Jeff Klinkenberg. I read nonfiction about alligators, pirates, plants, butterflies, manatees, seashells and baseball. Wow! Florida is a great place for reading.

I continue to read about Florida and find myself always wandering to the Florida collections in libraries and bookstores just to see what I may have missed. In this column, I, as both a librarian and reader, plan to bring to you reviews of new Florida books, or possibly ones that you may have missed. I encourage you, whether a Florida native or newcomer, to begin to establish more connections in Florida by embracing its literature. These reviews of books about Florida culture are also intended to assist librarians serve the newcomers who want Florida travel guides, names of mystery authors, or bird, plant, and shell identification guides.

• Huffstodt, James T., *Everglades Lawmen True Stories of Game Wardens in the Glades.* Sarasota, FL: Pineapple Press, Inc., 200. 234 pgs., with source notes and black and white photos, ISBN 1-56164-192-8.

It is the tone of *Everglades Lawmen* that makes you feel as if you are sitting on a porch rocker swatting flies and listening to the wildlife officers swap their stories about their adventures in the Everglades and other wilderness areas in the state. But as you read on, you come to really admire and respect these men and women who work to protect the heritage, treasures and people of the remote areas of Florida. You may open the book expecting tales of uniformed officers tracking down criminals who poach alligators and turtle eggs. In the end, however, you see the officers assisting in the recovery of debris from the wreckage of Valu-Jet Flight 592, mobilizing to assist residents after Hurricane Andrew, and uncovering bodies in a wilderness that is called a cemetery for victims of urban violence. Huffstodt, an Everglades public information officer with the Florida Fish and Wildlife Commission, completes his book with an extensive list of sources documenting books, periodicals, newspapers and interviews compiled for this book. He writes about managing alligators and the development of the airboat. His work will benefit the casual, curious reader as well as the student. It includes black and white photos, a table of contents, but no index.

> "I encourage you, whether a Florida native or newcomer, to begin to establish more connections in Florida by embracing its literature."

Game warden watches for poachers at the bird roost and rookery on Duck Rock in the Everglades. Photo courtesy of Florida Photographic Archives.

• Waitley, Douglas. *Best Backroads of Florida The Heartland Volume I.* Sarasota, FL: Pineapple Press, Inc., 2000. 281 pgs., black and white photos and index, ISBN 1-56164-189-8.

Waitley, like some Florida visitors, is fascinated with the backroads of the state that pull tourists away from the concrete jungles into the small towns. In volume one of what hopes to work itself into a series, Waitley has documented fun, interesting, out of the way places in central Florida from Green Cove Springs to Dade City; from Pine Island to Sanford. In a folksy tone, Waitley, a writer with a master's degree in history from Northwestern University, has recounted the history of many small towns. Unfortunately, he does not back up the stories with a bibliography or source notes. Although oral histories can be fascinating, this book teeters between being a solid travel guide with contact information and an account of how the author spent his summer vacation. The book offers a good look at many unique areas of the Sunshine State, such as Main Street in Inverness, made popular in the Elvis Presley movie, "Follow That Dream." Driving directions, admission fees and maps are included. The author leaves no doubt that these unusual places exist. The book, however,

would be much better if it included a bibliography to document the history lessons it aims to provide.

- Goss, James P. *Pop Culture Florida*. Sarasota, FL: Pineapple Press, Inc., 2000. 162 pgs. index, bibliography, black and white photos. ISBN 1-56164-199-5.

A reader does not have to look long or hard to find a lot of fun books about Florida. Goss' entry into the weird and wacky Florida genre examines the people and events that have been part of pop history in Florida from 1945 to the present. It covers extremes such as the lawsuits surrounding the lyrics to 2 Live Crews' "As Nasty As They Wanna Be" to the serious, Hurricane Andrew. The book also includes extensive lists of Florida-made movies. Entries for individuals are arranged

> **"Goss' entry into the weird and wacky Florida genre examines the people and events that have been part of pop history in Florida from 1945 to the present."**

in alphabetical order and each is accompanied by several paragraphs of explanation, which is just about how much I need to know about K.C. and the Sunshine Band's disco sound from south Florida. The section dedicated to Florida's Pop Places and Faces provides information about the history of Spring Break in Fort Lauderdale, as well as the court battles over hot dog girls who have the right to wear

French-cut bathing suits to their curbside offices. Writers in Florida are proudly included: Tennessee Williams and Ernest Hemingway in Key West, Jack Kerouac in St. Petersburg, Carl Hiaasen in Miami, and John D. MacDonald in Sarasota. This is a great book to liven up book talks or help you win Florida trivia contests. The extensive bibliography and index enhances the quality of the work.

"Florida Reads" is compiled by Joyce Sparrow, Librarian at Juvenile Welfare Board Library in Pinellas Park, FL. She can be contacted at jsparrow@jwbpinellas.org.

Next issue: Florida Novels for Book Discussions—Good Picks to Entertain the Winter Visitors.

Brodart

7" x 5"

Floridians Value Their Libraries – Surveys Show Just How Much

Thousands provide money and time to support community resources

By FLA Friends and Trustees Section

A ccording to data from recent FLA and State Library surveys, more than 50,000 people in Florida actively volunteer their work, wealth, and wisdom to support their local public libraries. "It is hard to imagine what Florida's libraries would be like without the legion of citizen supporters who work in the stacks, raise funds, organize programs — and who carry the library message to our decision-makers," said FLA President Mary Brown, director of the St. Petersburg Public Library.

Among the many roles that citizens play in building library services:

- Volunteer hours, supplementing staffs that are stretched to capacity

- Events organizers and planners — creating successful book sales, bookstores and gift shops, author events, sports tournaments

- Programmers, book discussion leaders, and children's storytellers

- Stewards and leaders — serving on foundation boards, long-range planning committees, Friends of the library boards

- Library ambassadors in their communities – creating partnerships with local chambers of commerce, service clubs, special interest groups, and neighborhood associations

The FLA Friends and Trustees Section recently surveyed all Florida public libraries to gauge activity in formal Friends of the Library groups. There are more than 150 such groups in Florida, an average of three per administrative library unit. 118 of these are officially incorporated as IRS 501-c-3 nonprofit corporations, run by 1,500 board members. More than 40,000 Floridians are dues-paying members of Friends' groups. Friends raised more than $3.5 million in the last year to supplement library budgets. They actively attend conferences and continuing

The Staff Association and the Friends of the Orange County Library System in Orlando collaborated to make a quilt to commemorate 75 years of service to the community. The quilt was completed and presesnted to the library in December 1999. It now hangs in the Orlando Public Library's staff room.

education sessions on library issues, and stay in touch with their communities through newsletters and web sites.

The State Library of Florida (a division of the Department of State) collects data annually on the number of volunteer hours in libraries in Florida. The most recent data show that volunteers contribute time equivalent to 722 full-time staff (nearly 29,000 hours per week). They serve in all areas of the library — shelving books, checking material in and out, staffing reference and information desks, and providing behind-the-scenes support. If valued at a conservative $10 per hour, the annual equivalent value of library volunteer hours is more than $1.5 million.

"Friends and trustees are central to our libraries' health," said FLA Friends and Trustees section Chair Harold R. Hines. "Our libraries are one of the most-used, and most-loved, public institutions, and I'd like to encourage everyone to find a way to participate in their friends group."

For information on Friends groups, address lists from the Friends' database, or advice and referral to peer counselors on particular issues, contact FLA Friends' consultant Lawrence Webster, 850-656-4581; lawrencewebster@yahoo.com.

Conference Snapshots

Award Winners

1999 Exhibit Award
Long Wind Publishing

2000 Betty Davis Miller Youth Services Award "Honorable Mention"
Palm Beach County Library System "Parent/Child Workshop

2000 Betty Davis Miller Youth Services Award
St. Petersburg Public Library
Pinellas Public Library Cooperative
"Caring Officers Present Storytime (COPS)"

2000 Friends & Trustees Award
Mrs. Leah Lasbury
(Submitted by Helen Burns, Elsie Quirk Library)

2000 Corporate Award
Suzanne Beecher, Chapter-A-Day
(Submitted by Helen Burns, Elsie Quirk Library)

2000 Highsmith Innovation in Education Award
North Port Public Library Youth Section

2000 Friends & Trustees Certificate Awards

Newsletter
Friends of the Selby Public Library
Friends of Elsie Quirk Library

Membership Drive
Friends of the Pasco County Library System

Scholarship winners
Evan H. Adams, minority (FSU)
Beverly K. Branch (USF)
Siglinde Ann Preston (FSU)

Mark Your Calendar

2001 FLA Annual Conference
April 10-13, 2001
Hyatt Orlando, Kissimmee

At left, Harriet Thompkins (Pinellas Public Library Cooperative) is surrounded by members of the krewes whose presence provided color and excitement at the conference opening.

At right, Michael Laffey (University Press of Florida) stands ready to assist Robert Krull (Palm Beach Community College) as he looks over the University Press of Florida's award-winning booth in the Exhibit Hall

Above, award-winning author Pat Mora was the featured speaker at the President's Breakfast on Friday

At left, Cecilia Poon (USF) and Peggy Arcuri (Northwest Branch, Tampa Hillsborough Public Library) enjoy a few minutes of conversation and relaxation on the beautiful grounds of the Tampa Convention Center.

Gale Ad