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Call for submissions and instructions for authors

The PNLA Quarterly publishes both peer-reviewed and high-quality non-peer reviewed articles. Please indicate whether you would like your article to go through blind peer review when you submit it.

Authors should include a 100-word biography and mailing address with their submissions. Submit feature articles of approximately 1,000-6,000 words on any topic in librarianship or a related field. Issue deadlines are

Peer-reviewed articles:

October 1 (Winter)

January 1 (Spring)

April 1 (Summer)
July 1 (Fall)

**Non-peer-reviewed articles**

October 1 (Fall)

January 1 (Winter)

April 1 (Spring)

July 1 (Summer)

Please email submissions to mbolin2@unl.edu in rtf or doc format.

Would you like to serve as a peer reviewer? Please contact the editor at mbolin2@unl.edu
President's Message
Michael Burris

What a difference a conference makes! We arrived in Spokane on a note of uncertainty, wondering if there was a future for PNLA. When the conference was over, the Board felt rejuvenated, and we hope those in attendance did as well.

Spokane provided a spectacular backdrop for our annual gathering. Riverfront Park was an ideal place to get out and get a fresh air, not that there was much time for that with the excellent program put together by Heidi Chittim and her conference team. There were sessions for every interest...from eReaders to library branding to digital storytelling...and others too numerous to mention. Thank you to all our presenters. It says a lot about our profession when so many are willing to share their expertise with their colleagues....when we collaborate, “navigating the river of change” does not seem such a daunting task.

We were very fortunate to have J.A. Jance join us as keynote speaker. Her stories about her career and her writing were entertaining and had the crowd enthralled (and often in stitches!). How many keynotes have you attended that end with the speaker singing us a song...and one that one had such resonance for her?

If you are one of those conference goers who does not attend the lunches that are offered, or the evening banquet, I feel especially sorry for you this year. Kay LeClaire’s talk about her personal quest to climb the Seven Summits was jaw-dropping and awe-inspiring. Her presentation about reaching conquering Everest at age 60 was an incredible inspiration for anyone who has been told that something was out of reach or not worth pursuing. Kazu Kibuishi was for me, one of the most memorable talks I’ve attended in a long time. His personal back story of struggle and sacrifice in pursuit of his goals made me even prouder that my children are hooked on the Amulet series. And Kazu’s use of his iPad to create original artwork before our eyes on the big screen was fascinating. With two young kids, I rarely get my hands on our iPad, but I’ve been working on the two of them to see that there is a lot more you can do on there than play Angry Birds and watch SpongeBob! Congratulations to Barbra Meisenheimer for pulling this all together.

There was a small but appreciative crowd for the Thursday banquet with Wylie Gustafson. Wylie and his band the Wild West did an amazing job and it wasn’t long before most of those in attendance were up dancing. Definitely a great time was has by all.

In between all the fun and excellent sessions, there was work to do. The PNLA Board continued its work on creating a sustainable future for PNLA. We will continue to work on strengthening the conference and PNLA Leads and being responsive to the feedback we’ve
received from members. I am grateful for the many pledges of support we received...it does one’s heart good to see so many who share the Board’s belief in the value of PNLA. We will continue to report back....check out the minutes of our meeting on the PNLA website (www.pnla.org) and send a message to any board member (my email is www.michael.burris@interlinklibraries.ca).

Make plans now to join us in Anchorage in August 2012...I can’t wait to see how we can top the Spokane conference!

From the Editor

Mary Bolin

This issue contains papers and presentations from the PNLA Annual Conference in Spokane, Washington, August 14-15, 2011. As always, there is a wonderful variety of interesting and useful information from librarians across the PNLA region from many different library settings. PNLA presenters, if you didn't get your conference paper sent in time for this issue, please send it to me for the Winter issue. There are often some conference papers in that issue also.

Sheila Bonnand and Mary Anne Hansen are publishing their conference presentation in an upcoming book. They have a book chapter currently in press that describes their experiences using web conferencing to provide a real-time library instruction experience for their online students, equivalent to instruction available to on-campus students. This chapter details their experiences with using AdobeConnect software and lessons learned regarding best practices for synchronous online instruction. Their web conferencing library instruction efforts have expanded the MSU library's instructional services while embedding librarians into online courses and programs; such efforts have also helped to reaffirm librarians' important educational role on campuses everywhere to all constituencies, wherever they are located. Look for "Embedded Librarians: Delivering Synchronous Library Instruction and Research Assistance to Meet Needs of Distance Students and Faculty" in Interactivity in E-Learning: Case Studies and Frameworks, edited by Haomin Wang for IGI Global, to be published in December 2011 (ISBN: 9781613504413).
Reading the Region 2010-2011: Award Books, Award Programs, and the Latest Winning Titles From Around the PNLA Region

Jan Zauha

The 6th season of the PNLA Board’s Reading the Region program at the PNLA annual conference in Spokane continued a fine tradition of book-talks. Our focus as usual was award-winning books of all kinds for all ages and tastes from Pacific Northwest authors. This year’s program again included librarians from around the region performing passionate riffs on their favorite award winners. Many thanks are due to them for their energy, interest, and undying devotion to reading. From Alaska, we had Sara Saxton, Alaska PNLA Representative and Youth Services Librarian at the Wasilla Meta-Rose Public Library; from Alberta, Christine Sheppard, Alberta PNLA Representative and Executive Director of the Library Association of Alberta; from British Columbia, Michael Burris, PNLA President and Executive Director for Public Library InterLINK in Burnaby, BC; from Idaho, Bette Ammon, Idaho PNLA Representative and Director of the Coeur d'Alene Public Library; from Montana, Mary Lou Mires, Montana PNLA Representative, and Reference Librarian, D'Arcy McNickle Library, Salish Kootenai College in Ronan, and Jan Zauha, Past PNLA President, Reference Librarian and Professor, Montana State University in Bozeman; and from Washington, Barbra Meisenheimer, YRCA chair and Community Librarian at Vancouver Mall Community Library, and Susan Anderson, Washington PNLA Representative from Eastern Washington University in Cheney.

Some of our presenters included extra incentives in their book talks this year. Sara Saxton broke into a brief but energetic dance in her review of Yupiit Yuraryarait. Mike Burris entertained us with a young reader's review of The Summoning by Kelley Armstrong, a book about ghosts and mental illness that won the 2011 Stellar Award for British Columbia: “Chloe Saunder [the main character] is scared of her own basement which I found was a little bit creepy for her age. Who watches Sci-Fi films about vampires who suck the life force out of you? That’s kind of weird to me. And who makes someone peel carrots like really I'd just walk out by then. Who's afraid of the dark like really- that is so old. I don't like the book personally it was so terrible I could barely read it. On the other side it was kind of good but it was really cheesy for a book.” There’s always room for a reader’s refreshing point of view!

Once again we also called for book recommendations from our audience, so our list of 2010-2011 official awards is augmented by a list of recommended titles, their category (fiction, YA, etc.), and any comments or additional information the attendee wanted to include. Between these recommendations and the award winners below you’ll find plenty to add to your book group’s reading list, your library’s collection, or your own book shelves at home.
Regional Awards

Pacific Northwest Library Association (PNLA) Young Readers Choice Award 2011 Winners (www.pnla.org/yrca/)

Junior Division (4th-6th Grades): *Amulet: The Stonekeeper* by Kazu Kibuishi (GRAPHIX)

Intermediate Division (7th-9th Grades): *Rapunzel’s Revenge* by Shannon Hale (Bloomsbury USA Childrens)

Senior Division (10th–12th grades): *The Hunger Games* by Suzanne Collins (Scholastic Press)


*The Lonely Polygamist* by Brady Udall (W.W. Norton)


*Memory Wall* by Anthony Doerr (Scribner)

*River House: A Memoir* by Sarahlee Lawrence (Tin House Books)

*Book Lust* (series) by Nancy Pearl, Lifetime Achievement Award (Sasquatch Books)

American Indian Youth Literature (AILA) Award 2010 Winners (awarded every 2 years) (www.ailanet.org)

Best Picture Book: *A Coyote Solstice Tale* by Thomas King, illustrations by Gary Clement (Groundwood Books)

Best Middle School Book: *Meet Christopher: An Osage Indian Boy from Oklahoma* by Genevieve Simermeyer, photographs by Katherine Fogden (National Museum of the American Indian, Smithsonian Institution in association with Council Oak Books)

Best Young Adult Book: *Between the Deep Blue Sea and Me: A Novel* by Lurline Wailana McGregor (Kamehameha Publishing)

Alaska

Alaskana Award – Adult Fiction or Non-Fiction (www.akla.org/newspoke/pdf/apr-jun-11.pdf)

2011 Winner: *Yupiit Yuriyaratit: Yup’ik Ways of Dancing* by James H. Barker and Ann Fienup-Riordan with Theresa Arevgaq John; translations by Marie Meade, David Chanar and Alice Rearden (University of Alaska Press)

Forget Me Not Award – Children’s Literature award from the Alaska State Literacy Association (www.akliteracy.org)

2011 Winner: *Wiggle-Waggle WOOF! Counting Sled Dogs in Alaska* by Cherie B. Stihler (Sasquatch Books/Paws IV Children’s Books)

A Native Lad: Benny Benson Tells Alaska's Story by Sarah Hurst, illustrations by Peter Dunlap-Shohl, Gideon Gerlt, Sean Jones, Lance Lekander, Dimi Macheras, Shanley McCauley, Lee Post, Duke Russell and Evon Zerbetz (Greatland Graphics)

Alberta

Alberta Readers’ Choice Award (www.albertareaderschoice.ca/portal.cfm)


Book Publishers’ Association of Alberta 2011 Awards (www.bookpublishers.ab.ca)

Children’s & Young Adult Book Award: Little Chief and Mighty Gopher: The Pemmican Frenzy by Victor Lethbridge (Tatanka Productions)

Scholarly & Academic Book Award: The Beginning of Print Culture in Athabasca Country by Patricia Deemers, Naomi McIlwraith and Dorothy Thunder, Translators (The University of Alberta Press)

Trade Fiction Book Award: Rudy Wiebe: Collected Stories, 1955-2010 by Rudy Wiebe (University of Alberta Press)

Trade Non-Fiction Award: Bitter Medicine: A Graphic Memoir of Mental Illness by Clem Martini and Olivier Martini (Freehand Books)

Louis Hole Award for Editorial Excellence: The Collected Works of Pat Lowther by Pat Lowther (NeWest Press)

Poetry Book Award: The Collected Works of Pat Lowther by Pat Lowther (NeWest Press)

Alberta Book Design Awards:

Book Cover: The Measure of Paris by Stephen Scobie, cover design by Alan Brownoff (University of Alberta Press)


Book Illustration: The Will of the Land by Peter A. Dettling, illustrations by Peter A. Dettling (Rocky Mountain Books)

Rocky Mountain Book Awards (grades 4-7) (http://rmba.lethsd.ab.ca)

2011 Winner: The Prince of Neither Here Nor There by Sean Cullin (Penguin Canada)

Writer’s Guild of Alberta 2011 Winners (www.writersguild.ab.ca)

Georges Bugnet Award for Novel: Toby: A Man by Todd Babiak (HarperCollins)
Stephan G. Stephansson Award for Poetry: *Memory’s Daughter* by Alice Major (University of Alberta Press)

Wilfred Eggleston Award for Non-Fiction: *Prodigal Daughter: A Journey to Byzantium* by Myrna Kostash (University of Alberta Press)

Gwen Pharis Ringwood Award for Drama: *Blood: A Scientific Romance* by Meg Braem

R. Ross Annett Award for Children’s Literature: *The Elegant Cockroach* by Deidre Ann Martin (Uppercase Publishing)

**British Columbia**

Red Cedar Book Award 2010/2011 Winners (grades 4-7) ([www.redcedaraward.ca](http://www.redcedaraward.ca))

Information Book Award: *Everything But the Kitchen Sink* by Frieda Wishinsky and Elizabeth MacLeod, illustrations by Travis King (Scholastic Reference)

Fiction: *Libertad* by Alma Fullerton (Fitzhenry and Whiteside)

Stellar Awards 2010 (ages 13-19) ([www.stellaraward.ca](http://www.stellaraward.ca))

Winner: *The Summoning* by Kelley Armstrong (Doubleday Canada)

BC Book Prizes 2011 Winners ([www.bcbookprizes.ca](http://www.bcbookprizes.ca))

Ethel Wilson Fiction Prize: *Everything Was Good-Bye* by Gurjinder Basran (Mother Tongue Publishing)

Roderick Haig-Brown Regional Prize: *Images from the Likeness House* by Dan Savard (Royal BC Museum)

Hubert Evans Non-Fiction Prize: *The Tiger: A True Story of Vengeance and Survival* by John Vaillant (Knopf Canada)

Bill Duthie Booksellers’ Choice Award: *Adventures in Solitude: What Not to Wear to a Nude Potluck and Other Stories from Desolation Sound* by Grant Lawrence (Harbour Publishing)

Dorothy Livesay Poetry Prize: *On the Material* by Stephen Collis (Talonbooks)

Christie Harris Illustrated Children's Literature Prize: *Owls See Clearly at Night: A Michif Alphabet* (*Lii YiiboNayaapiwak Lii Swer: L’Alphabet Di Michif*), by Julie Flett (Simply Read Books)

Sheila Egoff Children's Prize: *Hunger Journeys* by Maggie de Vries (HarperCollins Canada)

Chocolate Lily Awards 2010 Winners ([www.chocolatelilyawards.com](http://www.chocolatelilyawards.com))

Best Picture Book: *Fred and Pete at the Beach* by Cynthia Nugent (Orca Book Publishers)

Best Novel: *The Giant-Slayer* by Iain Lawrence (Delacorte Books for Young Readers)

Best Chapter Book: *Zach & Zoe: Bully and the Beagle* by Kristin Butcher (Lorimer)
Idaho

Idaho Library Association Book Award (www.Idaholibraries.org/node/113)


2009 Honorable Mentions:

*The Good Times Are All Gone Now: Life, Death, and Rebirth in an Idaho Mining Town* by Julie W. Weston (University of Oklahoma Press)

*The Fifth Generation: A Nez Perce Tale* by Linwood Laughy (Mountain Meadow Press)

Montana

Montana Book Award 2010 Winners (http://blogs.montanabookstore.net/montanabookaward)

Winner: *Bound Like Grass: A Memoir* from the Western High Plains by Ruth McLaughlin (University of Oklahoma Press)

Honor books:

*Everything* by Kevin Canty (Nan A. Talese)

*Goodbye Wifes and Daughters* by Susan Kushner Resnick (Bison Books)

*The Last Stand* by Nathaniel Philbrick (Penguin)

*Visions of the Big Sky: Painting and Photographing the Northern Rocky Mountain West* by Dan Flores (University of Oklahoma Press)


2010 Best Fiction Book Award Winner: *Twisted Tree* by Kent Meyers (Mariner Books)

2010 Best First Book Award Winner: *600 Hours of Edward* by Craig Lancaster (Riverbend Publishing)

2010 Zonta Award for Best Woman Writer: *No Place Like Home: Notes from a Western Life* by Linda Hasselstrom (University of Nevada Press)


Treasure State Award (K-12 picture book award) (www.montanareads.org/tsa.html)
2011: *Henry the Impatient Heron* by Donna Love, illustrations by Christina Wald (Sylvan Dell Publishing)

**Washington**

Children’s Choice Picture Book Award ([http://childrenschoiceaward.wikispaces.com](http://childrenschoiceaward.wikispaces.com))

2011 Winner: *Nubs: The True Story of a Mutt, a Marine & a Miracle* by Brian Dennis, Mary Nethery, and Kirby Larson (Little, Brown Books for Young Readers)

Evergreen Young Adult Award ([www.kcls.org/evergreen/](http://www.kcls.org/evergreen/))

2011 Winner: *The Hunger Games* by Suzanne Collins (Scholastic Press)


2011 Winner: *Found: The Missing Book 1* by Margaret Peterson Haddix (Simon & Schuster Children's Publishing)


Fiction: *Border Songs* by Jim Lynch (Vintage)

Poetry: *Inseminating the Elephant* by Lucia Perill (Copper Canyon Press)

History/Biography: *The Big Burn: Teddy Roosevelt and the Fire that Saved America* by Timothy Egan (Mariner Books)


Scanduzzi Children's Book Award 2010 Winners (from the Washington State Book Awards):

*Before You Were Here, Mi Amor* by Samantha Vamos, illustrations by Santiago Cohen (Viking Juvenile)

*The Magical Ms. Plum* by Bonnie Becker (Knopf Books for Young Readers)

*Brutal* by Michael Harmon (Knopf Books for Young Readers)

Reading Recommendations from the 2011 PNLA Program Audience


Adult fiction (fantasy)

*Blind Your Ponies* by Stanley Gordon West

Adult fiction or YA. Comments: Downer start / Upper ending!

*Bloody Jack: Being an Account of the Curious Adventures of Mary "Jacky" Faber, Ship’s Boy* by L.A. Meyer
YA fiction (adventure)

_Fatty Legs: A True Story_ by Christy Jordan-Fenton
Autobiography/Memoir, 8-12. Comments: Native American (Canada)
_A Girl of the Limberlost_ by Gene Stratton-Porter
YA fiction. Comments: pro-active girl

_Half Broke Horses: A True-Life Novel_ by Jeanette Walls
Adult - YA fiction. Comments: This is the story of the author’s grandmother’s life, novelized.

_Hattie Big Sky_ by Kirby Larson
YA historical fiction (10 and up)

_Honyocker Dreams: Montana Memories_ by David Mogen
Adult non-fiction, Montana history, memoir

_Innocent Traitor: A Novel of Lady Jane Grey_ by Alison Weir
Adult historical fiction. Comments: Would be good for older YA readers as well.

_Lost and Found_ by Oliver Jeffers
Picture book, early elementary

_Naked_ by David Sedaris
Adult non-fiction, essays, humor

_People of the Book_ by Geraldine Brooks
Adult historical fiction

_Raven House Mouse_ by Jan Steinbright and Robert Davis
Picture book, Native American (AK), 4-8.

_Running Dry: A Journey from Source to Sea Down the Colorado River_ by Jonathan Waterman

_Saving CeeCee Honeycut: A Novel_ by Beth Hoffman
Adult fiction

_Uncle Tom’s Cabin_ by Harriet Beecher Stowe
Adult/YA fiction. Comment: This classic is a free e-book. This author was way ahead of her time in describing race relations. The book gives many insights into today’s US society even though we do not practice the slavery of the 1800s. Good book for discussion of past vs present.

*Very Valentine* and *Brava, Valentine* by Adriana Trigiani

Adult fiction

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**Getting Social in a Small Academic Library**

*Elizabeth Ramsey*

Elizabeth Ramsey is a librarian at Montana Tech University. She can be reached at: eramsey@mtech.edu

Libraries of all shapes and sizes are being exhorted to take advantage of the outreach and promotion opportunities available to them for free through the use of social networking. However, to avoid the pitfalls of an unfocused or unsuccessful program most experts agree that you’ll need to first consider: why you want to use social networking, where in the wide, wide web you want to start building your community, who will be responsible for the content, what that content will be, and how the effectiveness of your social media efforts will be measured. This article will examine strategies advocated by business, marketing, and library professionals that may work for you as you develop your own social media program. You may notice that a number of the sources and citations have been updated since my presentation.

When thinking about “why” libraries might consider how social media can help them meet objectives such as outreach to community, maintaining relevance to that community and contributing to their users’ academic/research success. Andy Burkhardt, blogger on Information Tyrannosaur, noted his reasons for taking advantage of social media in an August 2009 post including: more effective communication, particularly with younger patrons who are less and less likely to use email or read print media; the ability to respond to user problems and praise in a timely manner; having a media channel other than print for advertising events and services; understanding users better through the give and take available on social media.

The “where” of social media is, naturally, ever changing and ever expanding; blogs, YouTube, Facebook and Twitter seem to be the most popular social media venues for libraries. Chris Brogan and those who commented on his blog posting provided a gamut of places to share on the web as well as tools to develop content like podcasting software and video editing and hosting software. AnnaLaura Brown, the Social Networking Librarian, predicted the varying ways social media networks and software would affect libraries in 2011 including, among others, mobile applications and QR codes.

In planning the “who” of a social media strategy, libraries should keep in mind public relations expert Priya Ramesh’s warning not to make content development a one-person job, ”If you still think social media is the job of that junior most person on your team that also happens to love new technology, I am sorry you have totally missed the social media
opportunity.” Business advisor Ralph Paglia also believes that everyone in an institution has something to contribute to developing social media content, and if you’re working in an academic library that everyone can certainly include students.

When considering “what” in terms of social media content development, libraries might think about their policies in relation to not only content creation but also content curation for their social media programs. What will the policy be for monitoring and perhaps filtering content posted by patrons? Some libraries have chosen to not allow their users to post comments, but that seems to defeat the purpose of social media. Ramesh wrote further in her blog posting for BuzzBin, “The beauty of social media lies in feeling your customers’ pulse in real time and using that valuable feedback to define your future steps.” Think about what content will best further your library’s mission and where will it come from; RSS feeds and list serves can be good sources. Reviews and interviews can provoke interest in that you can mention trends and celebrities that may have a fan base that includes your users. A fact or statistic with a link might get your users clicking, and of course questions are a super way to spur the interaction that is the basis for social media’s usefulness. Keep your postings brief, regular, and geared toward pulling information back from your users as much as pushing out what you’d like them to know.

Perhaps most importantly in all this strategizing is the “how” as in how are you going to assess whether your social media program is successful. If it is, how are you going to use your facts and figures to promote your successes to a board or director? If it isn’t, how are you going to turn it around, and at what point do you decide that your social media involvement is not providing a return on the time and effort expended? Social media manager Corina Mackay noted some key assessment tools for the Social Media Examiner which might help you measure your social media influence such as Klout, TwentyFeet, Crowdbooster, Tweetstats, and My WebCareer. Something as basic as keeping track of the number of your fans or followers can give you some idea of the percentage of your audience that you’re reaching.

So just how do libraries build those “likes,” “followers” and share of voice, the numbers that can at least give you an indication of the percentage of your community you’re reaching? Of course, including links to your social networks on your web pages is an integral part of building a following. Tech Library has done so, but we’re still struggling to grow our numbers. Suggestions for further promoting our Twitter and Facebook accounts have included: make promoting social networks a part of library orientation and instruction, hold contests and giveaways, and include social media links on all promotional materials from the library. Even with our struggles I still believe in the positive difference our social media efforts are making in the understanding of and communication with our community. Perhaps the first question libraries should ask themselves when considering trying out social media applications is not "why," but "why not?"
Bringing the Documents of Our Democracy to Everyone: Developments and Advances in Electronic Government Information

Justin Otto, Marilyn Vonseggern, Emily Keller, Judy Solomon, Sue Anderson

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The Northwest Government Information Network

The authors participate in the Northwest Government Information Network (NGIN). NGIN is a group of librarians from Washington, Idaho, Alaska, and Hawaii that meets twice a year to stay informed on issues in government information and Federal Depository Libraries. NGIN members are primarily from Federal Depository Libraries, but anyone interested in government information is welcome.

Introduction

Justin Otto, Eastern Washington University Libraries

Many people think that US Government information is solely the purview of Federal Depository Libraries. This may have been true to a certain extent in the past, but the internet has made government information available everywhere, and libraries of all types can make use of and provide access to government information for the benefit of their patrons. This article is written by librarians from Federal Depository Libraries in Washington, and introduces how all kinds of libraries can use new services from the Government to access electronic government information. Our topics include:

- You don’t have to be a Federal Depository to have links to government information in your OPAC or website
- FDSys - the Federal Digital System
- Helpful Government Websites
- E-Government Services in the Public Library
- Catalog of Government Publications (CGP) and Metasearching from the Government Printing Office

What is a Federal Depository Library?
The Federal Depository Library Program is a network of 1200 libraries across the United States and its territories. Federal Depository Libraries (FDLs) provide service and access for the public (and other libraries) to materials from the Federal Government. The Federal Depository Library Program is administered by the Government Printing Office (GPO). GPO is advised on FDL matters by the Depository Library Council, a GPO-appointed 15-member advisory board made up of librarians and other information professionals from around the country. Justin Otto, one of the authors of this article, has served on the Depository Library Council.

Public, Academic, Law, and State Libraries can be and are FDLs. Most FDLs are known as "Selective Depositories", which means they select the depository materials they want to receive in order to best serve their local patrons. One FDL in every state is designated as the state's "Regional Depository", which is a library that receives and provides access to all of the materials in the FDL program.

Federal Depository Libraries provide access to a wide variety of materials. FDLs also provide service to the public to assist people in finding materials they need, using those materials, and understanding their content. Some of the things you'll find at an FDL include:

- Access to the laws and regulations of the USA
  - Congressional Record
  - Statues at Large
  - Code of Federal Regulations

- Reports and Congressional testimony
  - 9/11 Commission Report
  - Iran-Contra testimony

- Government information specialists
  - Call, email, or walk-in
  - Materials in print, microfilm, and increasingly, electronic

The following is a list of the FDLs in the 4 states in PNLA (Regionals are in bold):

**Twenty Depositories in Washington**

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<tr>
<th>Central Washington University</th>
<th>Spokane Public Library</th>
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<td>Eastern Washington University</td>
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<td>Fort Vancouver Regional Library - Vancouver</td>
<td>U. of Washington Gallagher Law Library</td>
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<td>Gonzaga University School of Law</td>
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<td>Highline Community College</td>
<td>Washington State Law Library</td>
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<td>King County Library System Bellevue</td>
<td>Washington State Library</td>
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<td>North Olympic Library System</td>
<td>Washington State University</td>
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<td>Seattle Public Library</td>
<td>Western Washington University</td>
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<td>Seattle University Law Library</td>
<td>Whitman College</td>
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**Nine Depositories in Idaho**

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<td>Boise Public Library</td>
<td>Northwest Nazarene University</td>
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<td>Idaho State University</td>
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<td>Idaho Supreme Court</td>
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**Twelve Depositories in Montana**

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<td>Montana State University-Northern</td>
<td></td>
</tr>
</tbody>
</table>

**Seven Depositories in Alaska**

<table>
<thead>
<tr>
<th>Alaska Resources Library &amp; Information Services (ARLIS)</th>
<th>University of Alaska, Fairbanks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska State Court Law Library</td>
<td>University of Alaska, Southeast</td>
</tr>
<tr>
<td>Alaska State Library</td>
<td>University of Alaska, Southeast Ketchikan Campus</td>
</tr>
<tr>
<td>University of Alaska, Anchorage</td>
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</tr>
</tbody>
</table>
Adding Links to Government Documents to Your OPAC or Website

GPO provides permanent links to the electronic versions of documents. These permanent links, called PURLs (Persistent Uniform Resource Locators), allow a library to link to a document even if the original electronic location of the document changes. If the original URL of a government web changes, GPO will update their PURL server so that the URL in the library catalog will still find the web page in the government's information systems. The following is a screenshot of the record for a government document in Eastern Washington University's catalog, highlighting the PURL to the electronic copy of the document.

When the link in the library catalog is clicked, GPO "resolves" the PURL to the correct address of the document, and the user is taken to the location of the electronic version of the 9/11 Commission report in GPO's electronic systems. Note the actual internet address of the 9/11 Commission report in the diagram below:
Even though PURLs are only provided to FDLs, you don't have to be an FDL to add electronic Federal documents to your collection. You can search the catalog of an FDL or the Catalog of Government Publications (CGP) for the document you want, and copy the PURL to your catalog or website.

**FDsys: the Federal Digital System**

**Marilyn Vonseggern, Washington State University Libraries**

**FDsys History**

In 1993, Public Law 103-40, the US Government Printing Office Electronic Information Access Enhancement Act, was enacted to, “provide a system of online access” to federal documents such as the Congressional Record and the Federal Register, and to “operate an electronic storage facility for Federal electronic information to which online access is made available...”.

Responding to the mission of providing electronic access to federal government information, the Government Printing Office (GPO) the next year introduced the website GPO Access which made information from the legislative, executive, and judicial branches easy to search and access. The text of basic documents such as the US Code, the Code of Federal Regulations, presidential materials, and congressional hearings became available from one location. But more was envisioned for innovative and reliable access to government information and in 2004 planning for a new digital system commenced. Numerous planning documents, versions, and releases later, the FDsys Public Access beta was introduced (December 2010). The system is now fully operational and is GPO’s ‘system of record.’ Figure 1 shows the home page of FDsys. GPO Access will become an archival database late in 2011.

Figure 1. FDsys home page
“Next generation of government information online” 2

How was FDsys envisioned and what does it provide? An early planning document, *GPO Roadmap to the Future*, describes the new digital system as, “…a world class system for managing official government content, which will verify and track versions, assure authenticity, preserve content, and provide permanent access.” 3

Digital content from the three branches of government is submitted to FDsys which then provides authentication (the assurance that the e-document has not been altered since distributed), version control (clear identification of the version being viewed and if it is the most current), preservation (with off-site back-up), and access through browse and search options to the metadata, text, and associated graphics of publications. Results are available for web viewing, downloading, and printing. The viewer can also choose conventional or on-demand printing with a document master.4

**Using FDsys**

Browsing and searching the database are the 2 main discovery methods of the wide-ranging content of the collections. There are 3 browse choices as shown in Figure 2: collections, congressional committees, and dates.
There are over 40 collections as of this writing, representing legislative (Code of Federal Regulations, Congressional committee publications, Senate and House Manuals, the US Code, etc.), executive (e.g., Public Papers of the President of the US, Economic Report of the President, Economic Indicators), and judicial (Supreme Court Decisions) branch documents. The browse list of collections lets the viewer know the inclusive years, and clicking on the collection title provides a page with a description of the collection and links to materials by year. Many of the collections begin with the early to mid-90s.

Browsing by Congressional committee is a path to committee publications by name of Senate or House committee and then by type such as prints, bills, reports or hearings. The browse by date allows a choice of the past 24 hours up to one year, or a date range may be entered, a useful access method for tracking legislative action that is recent or within a known timeframe.

The FDsys search also offers 3 approaches: simple, advanced, or citation searching.
Figure 3. The simple search box

The entry box for the simple search (under the FDsys banner in Figure 3) returns results that can be ordered by relevance, date (chronological and reverse-chronological), and alphabetically (A-Z and Z-A). Search again within the results or use the facets in the left column to narrow the search. Categories such as collection, date, government or personal author, committee, location, and keyword help to provide logical ways to structure the search and look at more meaningful search returns.

The advanced search (Figure 4) allows for complex searches when the searcher would like one or more collections combined with specific keywords, authors, or dates, for example.
Again, facets in the left column (Figure 5) can be used to limit the results to a committee, Congress number, person or other text in metadata fields.

The third search option, searching by citation, offers the FDsys user a chance to efficiently drill down through a collection by specific information such as type of publication, congressional number, publication number. For example, selecting Public and Private Laws as the collection provides choices of type (private or public), number of Congress, and the number of the law.
Conclusion

Becoming familiar with FDsys collections and features will come about with practice searching. Use examples such as topics of general interest, issues in the news, or hot political debates. By designing FDsys to accommodate future digital formats the Government Printing Office hopes that it will remain functional and flexible far into the future.

References


Helpful government websites

Emily Keller, University of Washington Libraries

As a social sciences librarian, I use government sources quite often, but I’m not a government information expert. However, I am an evangelist for integrating government information into general reference work, and would love to see a movement of general reference librarians that actively develop familiarity with useful government information sources to serve users’ needs. A great place to start is by exploring a few of these easy-to-use, freely available government websites. I’ll also share some tips for creating your own toolbox of sources that you can refer to and share with your users. But before looking at some specific sources and strategies, why should you consider using government information sources for your general reference work?

They’re free!

We’re all struggling with shrinking budgets, but that doesn’t diminish our need to provide the best possible sources for our users. Fortunately, government entities at all levels are putting your tax dollars to work by providing high-quality consumer-oriented information for free on the internet. These don’t replace many of the reference sources we may need in our collections, but it certainly behooves us to get to know what’s out there that’s both useful and free of charge. If I can supplement a shrinking budget with high-quality sources at no more expense than the time it takes me evaluate and link to a site on my online subject guides, I’ll take it.

We’re all documents librarians now
Our users come to us with a wide range of information needs, including assistance with immigration issues, benefit programs, small business needs, as well as research questions, as Judy explains in her discussion about e-government services in public libraries. It is our responsibility to become familiar with a baseline set of government information sources to meet user needs in our varied library settings. And in spite of all the expertise that government document specialists bring to their work, we’re seeing fewer discreet documents collections and specialists, which creates additional urgency for non-documents librarian to learn the basics to maintain good service to users.

**It’s easier than you think**

Historically, government information sources have been difficult to access, requiring extensive knowledge of bureaucratic processes, structures, and documentation, as well as the almost impenetrable indices used to unearth them. This is still true to some extent, especially for some historical materials. But as Justin explains in his discussion of FDsys, a great deal of current and recent information is becoming much easier to access and explore.

**It’s not just for politics anymore**

An artful example of a government website that uses an interactive online game to introduce young people to the magical paintings awaiting them at the Smithsonian American Art Museum.

We tend to think of government information mainly in terms of study of government and politics, or accessing government services. But the government produces materials on just about any topic you can imagine. From art, history, and culture, to science, recreation and travel, K-12 resources, information for consumers and families, and more. Broaden your thinking and explore.

[http://americanart.si.edu/exhibitions/online/midnight/default_flash.html]
Hopefully I’ve chipped away at any remaining hesitance you may have had about embracing government information sources for general reference work. So let me offer a few tips for creating your own toolbox of websites tailored to your users’ needs.

**Watch for browsable lists**

Search has become overwhelming for users. Look at most commercial websites today and they’ve created easy-to-browse interfaces that don’t assume that every information need is a known-item need. Many government websites are doing the same by providing browsable lists of topics that provide guidance to users, lessen their need to search and slog, and increase the likelihood that they’ll actually find relevant information.

For example, the Food and Drug Administration is a large government agency with an abundance of rich content on their website. On their homepage they nicely introduce users to the range of topics that they deal with, and allow users to drill down from a top-level topic to more specific sub-topics without having to know the “magic” search term to get them to relevant information on the website. When looking for helpful sources for your users, keep your eyes open for sites that use these browse lists to make it easier for users to find relevant content.

![The FDA’s prominent browse lists help users navigate a complicated and deep store of content.](image-url)
Users who click on the top-level "food" category are brought to this secondary browse list for more specific exploration.

[http://www.fda.gov/Food/default.htm]

Who’s the audience?

Pay attention to the intended audience of a website when evaluating how well it might meet your users’ needs. It seems to be a trend that government agencies and departments are creating sites for different audiences, which helps audiences with distinct information needs. Ask yourself, is this site intended for practitioners, for researchers? Or is it pitched more towards consumers, the lay user? Is it targeted towards students or users in a particular age group? Even if the audience isn’t explicitly denoted, you can often discern audience by topics, vocabulary, graphics, and tone.
The Centers for Disease Control guides users to relevant information based on needs of various audiences.

[http://cdc.gov/]

Another evaluation note to keep in mind for government websites: some agencies are notoriously changeable from one administration to another, and their landing pages may essentially be pamphlets for their particular policy agendas. For example, the Department of Education website, while chock full of valuable information, is also interested in advocating their policy direction. As with any website, ask yourself why it was created, and whether some of the content may be intended to persuade.

**Portals are your friends**

Just as browsing provides a time-saving shortcut to relevant content, portals bring together websites into a single entry point to help you find sites on particular topics. This is a great time-saver for you, the enthusiastic harvester of high-quality government websites for general reference. The following portals are especially notable for finding worthwhile government websites.
A great starting point for exploring the wide range of information provided online by the United States government.

[http://www.usa.gov/Citizen/Topics/All_Topics.shtml]
A helpful portal for finding websites for teaching and young people. Kids.gov allows you to browse for sources targeted towards particular age groups.

[http://kids.gov/]
Science.gov helps you find government-sponsored websites in all fields of science, including sources for students.

[http://www.science.gov/]

I hope I’ve encouraged you and provided some practical tips for integrating these sources into your general reference work. By watching for those browsable lists, paying attention to the intended audiences of websites, and using search portals, you’ll be able to build your own collection of useful government information websites and broaden your reference resources.
E Government Services in the Public Library

Judy Solomon - Seattle Public Library

Note to the readers:

“E Government Services” what does that mean? I take my definition from the Center for Library and Information Innovation: “use of technology, predominately the Internet, as a means to deliver government services to citizens”

Introduction

Seattle Public library has been a member of the Federal Depository Library program since 1908. In exchange for a large collection of paper, microfiche, and electronic documents, we agree to provide the same equal access for our documents as our other materials. We also have a unique opportunity to provide materials that our patrons might not have easy access to.

I have been a documents librarian for over 10 years and have witnessed the changes in access to government services. Previously we found the address of government offices for people to go to for services. Now we find people websites and forms for people to fill out online. As government offices continued to close, due to budget cuts and other priorities, this phenomenon grew. This led me to wonder if other libraries are experiencing the same demand for help with E government services, so I took two webinars to get an idea of the scope of what we faced at Seattle Public Library and what kinds of services we could and should be doing.

The first seminar, sponsored by the ALA Center for Library and Information Innovation was in late 2010 and was attended by over 900 librarians and library staff. The second seminar, in early 2011, was sponsored by Infopeople (administered through the California State Library, and given by Mary Minow, LibraryLaw.com). The title was: E-Government Questions: helping users navigate online government resources without practicing law!

And here are a few things I learned:

- More and more people need government services...
- Services they can only get online
- According to a Florida survey:
  - 52% unemployment forms,
  - 19% employment applications
  - 12% Food stamps

I also did a bit of research on my own and came across an article from the website Working-Class Perspectives which cited (and linked to) a Pew study on the Internet and came across with a few more facts;

- While 95% of upper-income households use the Internet, 37 percent with lower incomes do not.
- And while 4% of college graduates do not use the internet, 48% of those without a high school diploma do not.
• About half of non-users identify cost and lack of computer skills as the primary barriers.

The reality we face every day then is:

• Public library computer access is a necessity for people without a computer or Internet access at home. People who are often unskilled in how to use computers.
• Libraries have become agents of e-government, providing access to federal, state and local services available via the Internet, some of which are available only online

So, every day in our libraries people are asking us to find and help them fill out vital forms that make a difference in their lives, but at the same time stretch our resources and abilities.

And, with filling out forms, there are also the added questions of:

• If you help customers fill out online forms, are you liable when things go badly for them?
• Is suggesting a specific online form practicing law without a license?
• Can you say “no” and still give great customer service?

What We Can Do

There are many services we already provide that we should continue to provide.

For example, we already seek out valuable websites for our patrons and link to them through our website. Many of us provide help in other languages, offer dedicated computers for longer sessions, and partner with other agencies such as Tax Help and Worksource in order to be able offer a variety of services we otherwise not be able to provide.

The kinds of services we should not be doing, or at least be very cautious about include:

• Do not type in (or view if possible) sensitive information such as social security numbers, credit card numbers or passwords.
• Do not click e-signature links. Users must be responsible for reviewing and submitting forms.
• Do not assist with court forms that require a signature of the person assisting the form.

We should also be clear about what we can and cannot do to both staff and patrons. Staff needs to discuss and agree on parameters of service. There are two websites I have found very useful to point patrons to because they are made for self service.

The first is USA.gov (www.usa.gov) USA.gov offers a drop down menu as well as a search box. You directly go to “get services”, which leads you to “doing it online”. There is also a list of agencies and contacts as well as a toll free main switchboard.
The second is the US Citizenship and Immigration Services site http://www.uscis.gov/portal/site/uscis. This site has some similarities to the USA.Gov site in that it offers a search box and menus. But it is specific to the needs of immigrants in that you can enter your case number or go directly to making an appointment with one click on the home page.

Conclusion

As government services have increasingly gone online, in person services have decreased and patrons are turning to the libraries for more help in getting to E-government services.

While many of the services we provide to patrons to help they get to E-government services are the same have always done (pre evaluation of sites, linking on our website, and partnership with experts in the field) we need to be cautious about providing certain services (filling out forms for the patrons, viewing their personal information, signing forms online).
Catalog of Government Publications

Sue Anderson, Eastern Washington University Libraries

As libraries have a catalog of items they own or subscribe to, the United States government also has a catalog which is the Catalog of Government Publications, or CGP. This is a product of the Government Printing Office (GPO) that includes print and electronic documents of federal agencies from 1994 to the present. CGP provides descriptive records for historical and current publications. As Justin mentioned, electronic access is provided by purls, which are persistent URLs or links, to publications available online.

CGP

Below is a screen shot of the main page of the CGP. Any library can add a purl to the CGP on their library web site or in their library catalog for a direct link to this web site.

[http://catalog.gpo.gov/F]

Justin also mentioned the federal depository libraries, and on the main page of the CGP, is a link to a list of the 1200 depository libraries in the United States. If you are searching for a particular library or for one near you, or if you wish to speak to a librarian about a title or have a question, you can click on Federal Depository Library to use the clickable map of the United States. On this list, you will see the depository library number, type of library, library name, city and state as well as phone numbers and addresses. Once you click on the library name, you can search for a publication or ask for assistance by phone or email.

Metalib is CGP’s federated search engine which can be used to obtain reports, articles and citations by searching across numerous United States federal government databases. As
with most searching mechanisms, you have a choice of several ways to search depending on what you are searching for and what kind of information you have in hand.

**Metalib**

**Search**

Searches range from basic to advanced to expert. The A-Z resource list is another way to search various databases. At the bottom of this page is a list of general resources.

A search on the A-Z resource list allows a user to choose a letter to click on to find a list of government databases. A user may also use the search box to type in a title that gives a choice of “starts with”, “contains” or “exact”.

For example, USGS (United States Geological Survey) has a web page for Water Resources of the United States.
As Emily mentioned, look for web pages that provide browsable lists of topics to provide guidance for the user. On this web page, Water Data for the Nation is on the left side of the page along with a drop-down menu to search for Data by State. Today’s Weather Conditions are also available with a map of the United States to view maps of current as well as historical conditions.

In the middle of the page are Water Resources Topics which include Streams lakes and reservoirs, Groundwater, aquifers and wells along with other topics. Under each topic is a short annotation about the contents of each. Clicking on Groundwater, aquifers, and wells will bring up the following page for more information.

Again, along the left side of the page is a search box to look for water sites, or look at the New & Noteworthy for new information. The USGS Groundwater Watch maintains basic statistics about groundwater levels. A user can find information about groundwater basics, data and information and on the right side of the page are USGS publications.
The advanced search page allows a user to search all fields or gives an option to search by subject, title, author, ISSN, ISBN or year, much like many of our library catalogs. Another option a user may choose is and/or/without. On the bottom of the screen, a user has options to use the Quick-sets which hold specific subject databases.

The Plants database is under the Agriculture quick-set which is shown below.

The Plants Database is a product of the United States Department of Agriculture’s Natural Resources Conservation Service. Again, this web page has information along the left side of the page, with a basic search box at the top and a state search. Under that, Plants topics include characteristics, to fact sheets & plant guides to threatened and endangered. There is also an image gallery to see photos of plants.
In the middle of the page, the Plant of the Week is the main focus of this page along with spotlights that include new photos posted to the image gallery and the characteristics data update. Along the right side is a list of other topics that a user may choose to look through for more information.
Expert Search

The expert search page shows the combination of quick sets, the all fields and general resources which have been listed on other search pages. Each resource indicates whether it’s an index, library or subject gateway with information actions.

The Catalog of Government Publications (CGP) brought to you by the Government Printing Office (GPO) may be a valuable resource for your library patrons. Think about adding it to your catalog or your library web page. It’s another free resource from your federal government that provides a variety of government information from resources that Emily and Judy wrote about as well as the Plants Database and the Water resources of the United States. Take a look at these and other government databases and add those purls to your library catalog and/or web sites.

Digital Storytelling for Teens and Children

Rachel McDonald

Rachel McDonald is a Teen Services Librarian at the Burien Library, part of the King County Library System. She can be reached at: rmcdonald@kcls.org

Many of us have heard the term digital storytelling to describe various projects we’ve encountered around the web. But what exactly is digital storytelling and how can we use it with our young patrons without investing a great deal of time and money? Fortunately, there are several user-friendly digital tools that you can use with children and teens that
won’t break the bank or cause you to tear out your hair in frustration while learning to use them.

Let’s start by defining digital storytelling. **Digital storytelling** is simply using computer or web-based tools to tell stories (). These stories can take several different forms, such as personal narratives, historical narratives, stories of practice, and stories that inform or **instruct**. But why use digital tools with our patrons? In many respects, creating a program that uses digital tools means engaging patrons with tools they may already use. With the advent of web 2.0, people – especially teens and children – expect to actively create content, not just consume it. Digital tools allow patrons to work collaboratively, both online and off. Communities in the form of message boards and forums exist on the web to facilitate the use of these programs and social networking aspects are often integrated into the tools themselves. In terms of enhancing learning, digital tools can serve to make abstract concepts concrete (for example, a **short video** made using GoAnimate illustrates Newton’s laws of motion.

**Digital tools can used to build twenty-first century literacies**, those literacies that have emerged in association with technology. Many of our younger patrons are already well versed in a few of these literacies, such as visual literacy – the ability to understand, produce and communicate through images. However, teachers and librarians can use digital tools to reinforce many literacies, such as technological literacy - the ability to use computers and other tools to improve learning.

There are several issues to keep in mind when working with digital tools. First and foremost is access. Does your library filter the internet? Do you have the most current version of any software (Flash, Java) needed to use these tools? If working with web-based tools, do you have the ability to save your work? Will patrons be able to use this tool outside of the library? Navigating the myriad of issues surrounding copyright and fair use is often daunting, but working with digital tools gives us as librarians an opportunity to educate our patrons about things like attribution and Creative Commons Licenses. Perhaps the biggest issue many of us struggle with is time. With the digital tools I’ve outlined below, you can invest less than an hour and get a baseline knowledge of each program. Mastery isn’t necessary – your role is as a facilitator. Pick one program you or your young patrons are interested in and explore what it can do!

**Digital Storytelling for Teens and Children**


Toondoo is a flash-based comic creation tool run by a company called Jambav. The original site is free, and there’s no limit to number and size of toons you can create. The site does requires email address to sign up, which may be a barrier for younger patrons. After registering for an account, users are able to save, email, download, and print their toons. There is also a help wiki and safe search feature. Since this site is open to all, there may occasionally be objectionable content, which is why Jambav created a sister site where you can create a private virtual ToonDoo space users (fees vary depending on the size of the group).


ComicLife is desktop comic software for Macs, PCs, and even the iPhone. It has several single license options, including a trial version, in addition to the option to buy licenses for
labs. Users can use insert photos from digital cameras, webcams, clip art, scanned drawings and more into pre-made templates, or create their own. Files can be export as images or PDFs. One caveat: patrons must finish their projects at the library if they don’t have the software on their home computer. I’ve used this software with great success with groups of 7 to 12-year-old children – they are able to act out stories and create narratives within a comic format!


GoAnimate is flash-based online platform that enables users to create their own customizable animations. It’s easy to customize characters, upload images, and add your own voice; plus educators, including librarians, can register for free accounts. However, the site is often difficult to navigate. Users are constantly prompted to upgrade their account, network with others, and share their creations. Many of the options and very confusing, and users are able to create scenes with adult situations. In spite of all the drawbacks, the ease of use of GoAnimate, its online forums, and its integration with other social networking sites make this a tool that children and teens will likely want to use. Educators who want to moderate their users’ content and keep it separate from the rest of the site can request a quote from GoAnimate4Schools.

Scratch: [http://scratch.mit.edu](http://scratch.mit.edu)

Created by MIT media labs, Scratch is a tile-based educational programming language in which users snap command blocks together like Legos in order to combine animation, photos, music, sound, etc. to create interactive projects. Downloading the software is free, and there are multiple resources online for educators (video tutorials, etc). Users do not need an email account to register with the site, and they can save and upload their projects, as well as download and remix others’ projects. Though the finished product may not look as polished as a GoAnimate creation, because the target audience for Scratch is 8- to 16-year-olds, they will likely be very pleased with their animations. Mastery of Scratch is an excellent example of what it means to be technologically literate: ([http://llk.media.mit.edu/projects/clubhouse/research/handouts/fluency-v3.pdf](http://llk.media.mit.edu/projects/clubhouse/research/handouts/fluency-v3.pdf)).


Animoto is web-based video slideshow software that is almost effortless to use. Users upload photos from their computer, the web, or use the sites content, then choose from a variety of licensed music to create 30-second or longer video slideshows. They can insert up to 10-seconds of video, choose from multiple background themes, and can remix videos many times to their get desired effect. The tool’s excellent production values (the company was founded by former producers from MTV, VH1, Comedy Central and ABC) make the software the perfect choice for quickly putting together digital booktrailers.

Though users to have the ability to add text to slides, the word count is limited, so they’ll need to get creative in order to get their point across.


Available on most PCs, Windows Movie Maker is desktop video software that interfaces well with other Windows applications. The newest version has an automovie function, which allows users to select themes and transitions to quickly make a professional-looking video.
Even without the automotive function, patrons can make a 30-second to 2-minute video in under an hour. In addition to the tutorials available on the Windows website, there are several great tutorials created by librarians and educators, including this great series on creating a digital booktrailer by Naomi Bates: http://www.screenr.com/user/naomibates.

### Early Childhood Literacy Across the Pacific Northwest

**Mary Lou Mires, Cindy Christin, Martha Shinners, and Madeline Kotowicz**

Mary Lou Mires is Reference Librarian at D’Arcy McNickle Library, Salish Kootenai College, Pablo, Montana. She can be reached at: mary_mires@skc.edu. Cindy Christin is a Consultant, Children’s Services at Montana State Library and Supervisor, Children’s Services, Bozeman Public Library. She can be reached at: CChristin@BOZEMAN.NET. Martha Shinners is Assistant Program Manager at the Washington State Library in Olympia, Washington. She can be reached at: martha.shinners@sos.wa.gov. Madeline Kotowicz is StoryMakers Program Coordinator at Hopa Mountain (http://www.hopamountain.org/)

Throughout the Pacific Northwest region, there are many wonderful Early Childhood literacy programs. Panel members from Montana, Idaho, and Washington will discuss efforts to help families provide their children with meaningful early experiences that prepare them for success in school and life, encourage librarians and parents to offer resources and services for children 0-5 years of age, and meet others interested in early childhood and literacy from the Pacific Northwest.

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_Elena Perez, Yakima Valley Library District, health clinic outreach – 2003_
Montana Early Literacy Efforts/PNLA August 2011

As we know, libraries have been providing storytimes, quality books, and other resources for preschoolers and their families for decades. At Bozeman Public Library, we started a Toddler Storytime in 1989, and then our first “Books & Babies” program in 1994. Along with Gail Sherman and other librarians in the northwest, workshops were available on early childhood development and programming at both state and regional conferences.

That was about it until PLA came out with what is now called “Every Child Ready to Read” in 2000. The Montana Library Association brought Saroj Ghoting out for a fall workshop presentation, and several of us embraced the idea of incorporating the six literacy skills into our storytimes. At Bozeman Public, we received a grant for a “Raising Readers” project, which put professional publicity materials into all doctor’s offices and clinics, allowed us to purchase a core collection of picture books to use in early literacy workshops, and provided “Reading Right from the Start” pamphlets for all parents who visited the Library.

In 2001, after attending our first Collaborative Summer Library Program annual meeting, I became the Children’s Services Consultant at the Montana State Library. From that time until the present, I have represented Montana at CSLP, along with another children’s librarian who is selected at our Montana Library Association meetings each spring. This position allowed me to start looking at children’s issues from a statewide perspective.

In 2009 the Montana State Library launched the Ready 2 Read project as a way to encourage libraries to further their services to families with young children. Ready 2 Read is based on the ECRR model but we wanted something that was unique to Montana. The first step was to evaluate existing early childhood programs in public libraries, and the survey showed that only five libraries offered programs for children ages 0-3. To address the concerns of librarians (lack of funding and lack of knowledge) the State Library decided to offer bins with 40 new board books, an early literacy packet (by Saroj Ghoting), and a resource guide which includes songs, children’s activities, information on starting an infant/toddler program, and handouts on early childhood development.

The bins were offered to librarians for free, if they completed the short survey and attended two trainings. The State Library also increased its offerings in trainings on early literacy, both in workshops and online webinars. Once they got the bin of books and materials, they committed to creating a program for children 0-3 and their families or caregivers.

As of this summer, we now have over 45 public and tribal libraries in Montana offering regular programs for our youngest citizens. What’s the next step?

PlaySpace: We plan to open a unique play area in our Children’s Room in the fall of 2011 with an emphasis on wooden unit blocks, to allow for adults and children to play together and have fun. Block building provides many skills young children are developing as they prepare for school: vocabulary, math, science, problem-solving, and social/emotional abilities.

We received grant funding to bring 45 librarians from around Montana to Bozeman for a three-day Rendezvous focusing on young children. Five speakers will present workshops on early childhood behaviors, the new ECRR model, the importance of play, and developing collaborative relationships with other early childhood organizations.
The State Library hopes to replicate the PlaySpace idea in public and tribal libraries at all levels, from our smallest rural libraries to medium and large libraries. Our goal is to have at least 75% of all libraries actively serving families with young children, with programs and materials specifically designed for ages 0-3.

I have enjoyed researching what our neighbors have been doing in early literacy efforts, and there are a lot of models that we hope to follow here in Montana. It feels like just the beginning for us, but we have a committed State Library and growing group of children’s librarians that are excited to continue to work on behalf of our youngest users.

**Washington State Resources**

- State Department of Early Learning
  
  [www.del.wa.gov/](http://www.del.wa.gov/)

- Washington State Early Learning Plan
  
  [www.del.wa.gov/partnerships/elac/elp.aspx](http://www.del.wa.gov/partnerships/elac/elp.aspx)

- WaKids (Kindergarten Readiness Pilot)
  
  [www.del.wa.gov/development/kindergarten/pilot.aspx](http://www.del.wa.gov/development/kindergarten/pilot.aspx)

- Early Learning Benchmarks
  
  [www.del.wa.gov/development/benchmarks/](http://www.del.wa.gov/development/benchmarks/)
- Thrive by Five – state/private funding
  
  www.thrivebyfivewa.org/

- Coalition Map
  

**Foundation for Early Learning** earlylearning.org/

- Early Learning Public Library Partnership under About Us/Partners
  
  http://earlylearning.org/about-us/partners

- Guest blog – Fort Vancouver Regional Library – new early learning center
  
  www.earlylearning.org/blog/archive/2011/04/26/playfully-yours-from-fort-vancouver-regional-library-district

- Connect the Dots - a program sponsored by the Foundation. A variety of speakers share for 15 minutes on early learning, families, and community from their experience. Kristie Kirkpatrick, director of Whitman County Library was one of the featured speakers. For a moving presentation watch
  
  http://www.youtube.com/fdnforearlylearning
Research

University of Washington – research – featuring the I-LABS which combines state-of-the-art brain imaging technology and behavioral measures. Features the work of Dr. Patricia Kuhl and Dr. Andrew Meltzoff.

ilabs.washington.edu/key-areas-research

• Talaris Institute – Research and support including Parenting Counts which features families in action videos.

http://www.talaris.org/

http://www.parentingcounts.org/

• Pierce County Library - Reading to Read Grant – replicated the study done by Carroll County Public Library, Maryland, training Home Child Care Providers. UW partnered on the research.

wilma.piercecountylibrary.org/kids-teens/parents-caregivers/early-learning/ready-reading-grant.htm

University of Washington – Project Views (early literacy research) A planning grant from the Institute of Museum and Library Services. An application for a National Leadership Grant to continue the project is pending.

www.ikebarberlearningcentre.ubc.ca/node/368

Resources

The Case for Early Learning by Economist James Heckman
http://www.npr.org/blogs/money/2011/06/13/137109349/the-friday-podcast-the-case-for-preschool

PreK-3 movement seeks to revolutionize early education
http://www.mcclatchydc.com/2011/06/06/115311/prek-3-movement-seeks-to-revolutionize.html#ixzz1PR078d8v

Director Bette Hyde was superintendent of Bremerton School District before being appointed to DEL. Her vision for early learning in Washington State is based on this successful early learning program in Bremerton School District that raised school readiness scores from 4% to 65% in one year.

Burgeon Group – design firm dedicated to interactive learning spaces in Public Libraries. Staff worked three years with the Fort Vancouver Public Library staff to develop the new FVPL community early learning center. [http://www.burgeongroup.com/](http://www.burgeongroup.com/)

Contact Jacquelyn Keith at FVRL for more information on the Early Learning Center. [jkeith@fvrl.rog](mailto:jkeith@fvrl.rog) or 360.699.8818


Early Learning in Washington State:

- Systemic, transparent, all stakeholders involved, advocacy, training, evaluation & feedback
- 2000 Foundation for Early Learning (Foundation)
- 2006 Department of Early Learning – (DEL) cabinet level
- 2007 Thrive by Five – public/private funding arm
- 2008 Early Learning Public Library Partnership (ELPLP)

Fort Vancouver Early Learning Center – July 2011 open house

The history of early learning and libraries in Washington– we’ve come a long way

- 2000 - Melinda Gates and Mona Locke chaired the Commission on Early Learning – no librarians were invited! Gates and Locke established Foundation for Early Learning (Foundation) in 2000 with a $10,000,000 start up gift from the Gates Foundation.
• Goals of supporting parents and working with partners
• Foundation – awarded $6.5 million in grants to community groups
• 2000 – WSL offered training - Amazing Minds: From Crib to Kindergarten, Libraries as Partners in Early Learning (500 trained)
• 2001-2004 Washington State Library – $776,000 LSTA funding for early learning project
• Training for youth services librarians and a community partner libraries collections - board books, CDs, professional resources - 300 items in all to 31 libraries

Fort Vancouver Early Learning Center – July 2011 open house

• 13 demonstration grants – systemic change
• Read to your baby booklets developed by Pierce County Library in 2001 later translated into 6 additional languages using LSTA funds. As of June 2011 over 430,000 booklet distributed to over 90 difference organizations
• 2005-2008 Paul G. Allen Grant
• Every Child Ready to Read (ECRR) $250,000 grant

• 21 trainings offered for public librarians and local daycare providers
• 11 partner trainings- WA State Migrant Council and the Superintendent of Education’s Office of Indian
• matching grants to 8 libraries
• STARS credit for 138 child care providers
• comprehensive resource collections to State Migrant Council, Indian Ed, and Reading Corp
• partnered with Libri Foundation for collections for 55 small rural libraries
• passed out 1,200 books (Eagle Crest Books) at the 2008 Canoe Journey through the Indian Education Office
• resurveyed public libraries – increases in community outreach services and training in early literacy skills and methods
• 2009-2010 What’s the Big Idea? Early Math and Science Literacy – Natl. Science Foundation grant with Vermont Center for the Books – variance used to continue training and provide training manuals and kits to every public and tribal library
• Partnered with Washington Library Assoc. youth group to sponsor training such as Jane Cobb (What to do with Baby-O) and Mary Ann Kohl (Hands on art)

Fort Vancouver Early Learning Center – July 2011 open house

• The strength of partnering – together and with others in the community
• Thrive by Five (2007) – public-private funding arm – goal to fund local partnerships – currently community wide programs in Yakima and White Center
• ELPLP (2008)
• 2011 – 27 library systems; 330 branch locations

“Libraries make great partners. They offer expertise in books and materials that comes from training and experience in using them. Libraries can be used for training sites, as meeting places, or places to gather. They maximize limited staffing, resources, and open hours—all of which need increased funding. Libraries are neutral, safe places that encourage sharing.

PNLA Quarterly 76:1 (Fall 2011) www.pnla.org 49
They offer materials and resources that support healthy families and learning, and they are located in almost every community. The formation of the Early Learning Public Library Partnership in 2008 supports Washington’s libraries commitment to continued service.”

Foundation website

- Director lead and developed
- Organizational format - % of funding
- Headquartered at the Foundation for Early Learning with the vision of becoming full, essential partners in the early learning movement.

Foundation provides:

- representation at all early learning related meetings around the state
- funding for activities that promote visibility of library early learning communities
- locally, regionally, and statewide
- a weekly newsletter
- monthly coalition calls
- Thrive by Five Coalition Map – key available in resources
- Early Learning coalitions (link to map on resource page)
- Thrive by Five coordinates 10 regionally lead early learning coalitions
- offers Community Momentum Grants
- Board of Directors include the Governor, representatives, Dr. Bette Hyde, foundations, Boeing, community activists and volunteer groups,
- Other organizations such as L-Labs (US) Success by Six, Talaris Institute, United Way, WA Dental Service Foundation, Microsoft, Foundation for Early Learning
- Another partner is the Education Services Department (ESD) – the strength of partnership is based on the local strength of the 9 ESDs and is uneven.
- Grassroots movement builds State support for early learning
- 2001 – Washington State joins Build – strong foundations for young children with the goal of creating a more cohesive and comprehensive early childhood care and education system
- 2003 Kids Matter Framework 70 - early learning partners join to create a common framework for action

Governor Gregoire’s support (elected in 2004):

- 2005 Washington State hosted the National Governors summer institute – devoted to early learning
- 2005 established Washington Learns Steering Committee - 18 month study looking at education from birth through college – 3 panels appointed by Governor Gregoire
- 2006 – cabinet level Department of Early Learning Dr. Bette Hyde current director – joined Department of Social and Health Services, Department of Community Trade and Economic Development, and Early Reading Initiative

Department develops benchmarks/outcomes/guidelines – under revision 2011

- Early Learning plan
- Birth to 3
- WA Kids

Early Learning Advisory Council (2007) - representatives from around the state, including two from Thrive by Five Washington, meet regularly to provide input and recommendation
to the state Department of Early Learning so that the strategies and actions are well-informed and broadly supported by parents, child care providers, health/safety experts and interested members of the public.

2007 Thrive by Five - Public private funding
Thrive by Five Washington focused on three areas of work that will make a difference for children and families and significantly advance the state’s early learning efforts. The three areas of work are:

- Deepen parent and care caregiver knowledge of child development
- Build a coordinated home visiting system to serve at-risk families
- Build partnerships and drive mobilization
- Training available for early learning library staff include:
  - Starting Strong Institute
  - Early Learning Exchange
  - Early Learning Luncheon (in 2010 the new DEL Director held a special afternoon session with public librarians)
  - UW Conference on Early Learning – newest research - ongoing
  - Early learning community fairs in the fall – coalition planned
  - Legislative update – DEL Legislative Liaison and Children’s Alliance lobbying updates
  - Children’s Alliance Advocacy Camp
  - Connect the Dots earlylearning.org/events/connect-the-dots/

2008 – Early Learning Partnership and Joint Resolution
Office of Superintendent of Public Instruction, Department of Early Learning, and Thrive by Five Washington draft a joint resolution which included a four-part readiness message, identified areas of intersecting systems work and the leadership and partner roles to address them. Following are the readiness message and a list of the areas of intersecting work.

Fort Vancouver Regional Library District Early Learning Center
A family place for nurturing literacy and healthy brain development through play.

Partners in the planning included more than 11 community agencies and local partners. In June 2011 partners meet with staff from the Burgeon Group to brainstorm community use of the space.

For more information call Jacquelyn Keith at jkeith@FVRL.org or 360.699.8818

Moving forward (and 2011 legislative update)

- 2011 legislative update – early learning funding included:
- Reach out and read
- WA Kids
- Yakima and White Center programs continued funding (systemic changes)
- Washington Libraries and research
- Project Views – University of WA (UW) LSTA National Planning Grant 2009 - Sept 2011
- Project Views – UW LSTA National Leadership Grant (awaiting word on funding)
Connecting the Dots – WSL LSTA funded project in support of Project Views
Pierce County Library System – Boeing and Muckleshoot Indian Charitable Fund grant – *Ready for Reading* - targeted in-home children providers and a study of intervention - 2010-2011
State library ECCR2 fall 2011 – 2012
Race to the Top –Early Learning Challenge – 60 million to states – grant guidelines expected soon.
Public libraries represented by the Foundation and Dr. Jill Sells – Reach Out and Read.

“We live in a world in which we need to share responsibility. It’s easy to say,’ It’s not my child, not my community, not my world, not my problem.’ Then there are those who see the need and respond. I consider those people my heroes.” Fred Rogers

**Marketing in the Library and Beyond**

Joe J. Marquez

Joe J. Marquez received his MLIS from the University of Washington in 2005. After graduating, Joe worked as an information architect/user experience architect, a taxonomist, an information specialist, and an academic reference librarian. He is currently the Web Services Librarian at Sonoma State University. When not trying to understand user needs, Joe reads, cycles, bakes, explores the North Bay and learns from his two sons. One day he would like to add beekeeping to his hobbies. He can be reached at: joe.marquez@gmail.com.

**Introduction**

Marketing the library and its resources is one of the hardest things we do. No matter what type of library—academic, public, or special library—marketing our resources is essential. We know what we have to offer and what services we perform, but sometimes our patrons don’t. The goal of marketing efforts is to educate our patrons, as well as to attract new ones.

**Marketing**

We market to remind patrons what have to offer. Marketing helps demonstrate our worth to the community and to remind public officials that of all the public services available from state and municipal governments, no one does a better job at serving a local community than the library. The library has the ability to create the cultural fabric or identity for a community, university, or business.

We also market to remind ourselves. Too often libraries and librarians get tunnel vision and focus on our core services. By creating an inventory and reviewing our potential, we remind ourselves that we are more than circulation and reference. We are archives, ESL programs, delivery of newsletters and timely topic-specific information, children’s storytime, readers’
advisory, public computing, a place to come in from out of the rain and relax. We are a public venue for the entire community.

Marketing of the library should look like a velvet glove, not a hammer. What turns more people off is that in-your-face approach that you see some for-profit groups use to attract customers. The marketing techniques reviewed in this article are geared towards the velvet glove method of marketing. While not overtly saying, “Hey, come use the library,” they gently remind patrons of the diversity of resources available to them and of the power of the library as a cultural resource.

**Where do we begin?**

We begin by creating a list of our basic and extended services. By “extended,” I am referring to instances where a public library may have a local history room or archival component. Four areas we can focus our efforts are around Library as Place, Access or Public Services, Collections, Community. Let’s review what we mean by these four areas:

Library as Place is a concept I learned about when I was in library school. Essentially, it is about the physical plant or the brick-and-mortar building and environment we call the library. It is the chairs, the tables, the public computing, the spirit or culture, if you will, of what makes the physical library an inviting place to go and to sit and read, study, play chess, interact with others, or attend programming.

Services are all those areas that serve the public. There will be some overlap between areas in the library, but we should look to define distinct services if possible. Services are access and/or public services (depending on how your library defines them). Circulation, reference, homework help, multimedia viewing, children’s storytime, ESL instruction, resume building, readers’ advisory – think of all those services that make the library a functioning element of community social services.

Collections are the physical and virtual items we buy or rent that get people in the door or using our services. Think books, DVDs, picture books, magazines, databases and electronic journals, virtual collections. Think images in a ContentDM or Omeka system. For academic libraries, think theses or dissertations. Don’t forget eBooks.

Last, but definitely not least, is community. The library is part of a community. For some public libraries, the system is made up of branches with unique characters influenced by and influencing the surrounding community. Community is that ethos that is related to a specific branch or building. Community is that element that makes the library a cornerstone of a town or a city neighborhood.

When we have a better idea of these four concepts as they relate to our specific library, we then can further define them as they relate to or are interpreted by the local community. Every library has its own unique character. So, while certain marketing techniques work for some areas and libraries, they don’t always work for every library. The best way to find out is to test a method, if possible. Or, a better way to determine what will work is to get to know your patronage. Find out which methods of communication they prefer. Find out their likes and dislikes, and then tailor your efforts to match their needs. Again, we are here for the patrons, not the other way around.
Tools

The tools I use at the SSU library are all free. With a limited budget, I have had to be creative and restrict my investment to only time and no money. Recently, I have used the following methods to market the SSU Library within the budget constraints:

- Web 2.0 (Twitter & Facebook)
- Mashups & Timelines
- Library Website
- Library Homepage (slideshow, In Focus)
- Mobile website
- Google Calendar
- QR Codes
- Analytics

Web 2.0

Everyone’s first entry into marketing of any sort is through social media. It is cheap, easy, and if it doesn’t work, you just delete the account. I had read the Horizon Report and I had seen successful attempts by larger public and academic libraries. What could be so hard? What I learned is that my patrons didn’t want to interact with the library like this. Social media is just that, social! After nearly two years of having both a Twitter and a Facebook account, the library’s accounts only had 82 likes and 218 followers. Only 300 people liked us. And that is not taking into account the library staff and faculty who are counted in that 300! A telling moment came to me in the form of a rooster.
In Spring 2011, a rooster was seen strutting around campus. Our campus is in a rural setting, so it is not uncommon to see wild turkeys, owls or even deer on campus. With many farms in the vicinity, the rooster was just another animal paroling the campus. However, what happened over the course of that semester was interesting. A student created a facebook page for the now christened “Rodney.” Within weeks the rooster had nearly 1,500 likes. There was even a brief movement amongst the students to have the mascot changed from the Sea Wolf to the Fighting Cocks. Unfortunately, our rural environment comes with its share of predators. One morning a facilities employee found Rodney’s remains, likely after an encounter with a raptor. The students had been so taken with this creature that another Facebook page was set up, asking people to attend Rodney’s funeral observance. This told me was that students liked the library for studying and for public computing, but they didn’t want was to have it come up in their Facebook feeds. It was a very telling moment, and it taught me how important it is that you know your audience.
Rodney the Rooster

Rodney the Rooster was a stray bird that walked around campus. The students wanted to change the mascot from a Sea Wolf to a Fighting Cock. One day Rodney was eaten by a raptor.

Mashups & Timelines

Mashups are excellent methods that allow you to extend the library beyond its walls. People love special collections and the archives. If your library has a local history desk or a collection of old black and white images from the local town, post them online in a usable format. There is no better method for connecting to your community than to see how much it has changed. A mashup can do that job for you.
If you don’t know, a mashup combines two forms of media into one. For my project, I used electronic versions of our geologic and topographic maps collection and put them on a Google map. This demonstrates to the user exactly where those maps occur in the county (http://library.sonoma.edu/regional/regmaps_sonoma.php). Instructions on how to create a mashup are included at the end of the paper.
Another project I did was creating an online timeline that combined Sonoma County history with images from the archives and a Google map of the county. Again, I combined historical elements with geospatial location to place an element in its historic location. The various elements include the various people and personalities who helped create the county, natural disasters like the 1906 Earthquake, and events such as the founding the university where I work.

This maps project received rave reviews from our university Geology department. The timeline is connecting the library with local historian groups. This was also an opportunity for my library to connect with the History department. I had won a grant to pay students to conduct research on the various history points and persons. These are prime examples of extending the library beyond its walls. A project like this benefits not only the outside community, but to the campus as well. Even our internal community doesn’t know what we can do or some of the contents held in our walls.

**Library Website: An Extension of the Brick and Mortar Institution**

Another area that gets too often overlooked is the library’s website. How many times have you looked at a library’s website and been confused about where to find something as basic as the catalog? We too often put emphasis on “cool” stylish things and forget the basics such as good consistent navigation. Too much of a new technology can be a bad thing. “Everything in moderation” is a good rule of thumb. Remember, our patrons don’t use the website in the same manner as the physical library. The website is open 24/7 and should be an extension, a near replica of the physical library. The website should be treated as the “other” front door.
Library Homepage as the "other" front door

When I took over web services at the SSU Library, one of my first goals was to update the website. Not only did I want to update the outdated look, but I also wanted to update the functionality of the website and bring it up to current standards. Our patrons use other websites, including commercial websites that have dedicated teams of developers. Libraries don’t often have entire teams to dedicate to the website, and sometimes an accidental web developer is born as a result. Either way, there are plenty of tools online to learn basic and effective web design. One way to start is by looking at other sites that are well designed. Mimicking aspects of these other sites doesn’t detract from your own contribution to the library’s electronic world. Unique branding of your site will make it distinctive. Branding reinforces to your patrons or visitors that they are visiting YOUR library. Create consistency across the pages and various software packages where possible. If you can, take a survey of the various software packages being used in your library and see what part of the packages you are allowed to update. If it is only the top portion, also known as the head or header, then focus your branding attention there. A consistent look is important.

The Library Website: Homepage

Another important element of redesign is standardizing your site as much as possible. What this means is creating a basic template and using the cookie cutter method of stamping pages out. Your homepage should be unique but all secondary pages should have a consistent layout. Also be thinking of a global navigation to really set the tone for how the patron navigates your site. A well done site should not require the patron to ask for help. Standardization takes effort, but it can be done. In the end, ask the patrons. They are your users, your customers, and they might actually know how they want to navigate your site.
As mentioned above, the library’s website, and more specifically, the homepage, is the library’s “other” front door. As such, the homepage is more than just a landing page. It should provide a method of contacting the library and provide hours and directions, but it is also a place to advertise what goes on in the library. What sort of programming is your library doing? Put it on the homepage. Here are a few methods I employed when redesigning our homepage and web presence.
Slideshow

Slideshow: Homepage

- Slideshow allows for ease of updating
- Not necessary to alter homepage when updating
- Slides are uniform in size
- What do we display:
  - Events (lectures, workshops, music)
  - Gallery exhibits
  - Student help
  - Technology
  - Archives/Special Collections collection

I added a slideshow to our homepage for the purpose of updating our patrons on what happens inside the library and what resources are available to them. Slideshow software is available for downloading and configuring does not take much effort. Our slideshow has gallery items, databases that might be tailored to a specific class that is being offered that semester, and information about the archives. During mid-terms and finals, we put up a slide informing the students where to get research help, if needed. The slideshow also has fun items. During Fall 2011, we started a program called Chess Tuesdays. Every Tuesday from noon-1, some of the library staff take over a couple of tables behind reference and play chess. The program is open to students, staff, faculty, and the public. So, far the turnout is positive. It shows you can do something other than study in the library. Another item that we post to the slideshow is a notice of congratulations during commencement. Again, using the homepage as a marketing tool reminds our patrons who we serve and what our role is here on campus. The slideshow also allows me to update my homepage without having to redesign it every time we have new programming. When someone has an idea of something to advertise we make a slide and have it link to a webpage or to the calendar page. It is simple, to the point, and adds a graphic element to entice the user.
In Focus

Another method to connect to users is putting their face and words on the homepage. I created a section called “In Focus” where we highlight a faculty or staff member. The section includes a photograph of the person and their answers to three brief questions. Since its inception, we have received phone calls and emails from others interested in “being on the library’s homepage.” Not only do we get to see who uses the library, but also get to hear positive feedback from them on our service and commitment. It also adds a layer of transparency to the library’s presence on campus. For public libraries, this same method could be employed with elected officials and community leaders. Nothing has more staying power than positive words from locally respected people.
Mobile Website

Libraries need to evolve with their patrons and technology. One area we can improve is how much we offer to mobile device or smartphone users. I created a mobile website that is a pared-down version of the library’s desktop site. The purpose is to ride the current trend of mobile computing. I chose the mobile website as opposed to the mobile app because it was easier to code (just plain HTML) can be viewed across all devices, whereas an app caters to one brand or device. According to our statistics, we are experiencing an increase in mobile computing, but not quite at national levels. This tells me that our patrons prefer not to use their smartphones for doing academic research, but that doesn’t mean this won’t change or that we should discontinue the program. Managing the site is easy, and I envision more and more students accessing the site with their smartphones in the near future.
“Cool” Technology: Google Tools and QR Codes

Cool technology is great. It looks, well, cool. It makes the library appear cutting edge, but is it for everyone and every library? Not exactly. You really have to gauge the users and how they interact with your library before taking the plunge. For my library, I saw two areas of growing interest at our local level: Google Tools and QR Codes. Both of these I consider “cool” tools.

**Google Calendar and Google Tools**

In the spring semester of 2011, the entire student body moved from our old webmail service to Gmail for universities. The students gained not only a web-based account, but also access to Google Docs and Calendar. Knowing this, I moved our calendars to Google Calendar so that students could integrate our calendar with theirs. Some innovation is right under our noses, and we don’t have to look far to find it.
QR Codes

QR codes are the next best thing and I see them everywhere. QR codes are two dimensional codes, essentially bar codes, that are appearing everywhere from children’s toys to bananas. They require that you have a smartphone and QR code reading app to scan and interpret the code.

Google Calendar

• Google Calendar is free
• Easy to update
• Students now have google email acts and calendar can be integrated into their school calendars
• The calendar works on the mobile site and is easily embedded
QR Codes

- QR codes are the latest and greatest technology that allows you to capture data via a 2D code with a handheld device
- The data can be text, links, even contact information
- QR codes are appearing everywhere
- We currently use them in our catalog and in the stacks for point of reference

In a move away from paper at the OPAC search terminals, we reconfigured the OPAC interface to bring the ability to text records to a cellphone to a more visual space on the screen. We also added QR codes to bibliographic records in the OPAC. Similar to the texting records, the QR codes contain author, title, call number, and availability. Now the patron can enter their cellphone number to have a text sent with the bib information or scan the QR code and get the information via a scanning application.

Last spring, after two students at the reference desk asked how to find books in our stacks, I decided to act upon the idea of point-of-reference service. This means putting the answer where the question is. In our case, it meant providing instructional links on how to find books in our stacks in the actual stacks. Why make the students walk down to the second floor? Just give them the help where they need it! I worked with a colleague to create a webpage with basic instructional text. We then linked a QR code to the page, and put the URL in print in case the patron didn’t have a smartphone. We posted signs that included the necessary help language in the stacks and spaced them out across the many bookshelves. We constantly monitor activity on these signs and webpages to see how much they are being used. The best instruction helps if the patrons know where to look for it.
We also used QR codes to create a library tour. We had an open house during the first few weeks of fall semester, 2011. Library tours are often quite popular, but time consuming. We love the person-to-person contact. Nothing sells anything like a friendly smile and someone willing to take the time to show off our facility. But, there are people who like to wander around. We created a tour that is accessed via QR codes placed at strategic points in the library. Again, we are assessing how often these get used. This is just another method if keeping the library up with the times and with the technology. And if we see no one using the QR codes, we’ll take them all down. We haven’t made much of a financial investment, so we won’t have lost anything if it proves not to be useful.
Analytics

The tools mentioned above are only effective if they get used. One inexpensive way to measure web usage is with Google Analytics (GA). GA is free to use, easy to implement,
and can provide you with a relatively easy interface to interpret. GA requires you place a few lines of code (just copy and paste) into your webpages. You can then track users as they navigate your site. You can also track specific events such as mouse clicks on a specific link. With this ability to track usage at a granular level, you can see and measure actual usage of your site. Google Analytics is on my library’s website, and I create a web usage report at the end of every semester. I then send the report and my comments on usage to my colleagues. We have seen an uptick in mobile users and more and more tablet users on our site. Employing analytics to measure usage allows you to have the actual usage at your fingertips. Anecdotal evidence is nice, but seeing actual statistics is power.

**Conclusion**

Through a combination of the tools mentioned in this article, you can create a vast array of marketing methods that highlight and showcase the various holdings your library has to offer. It is in times like these we really need to demonstrate our worth. I implemented these methods because they were cost-effective (i.e., the only real cost was my time and not a financial investment for software), and relatively easy to implement. Implementing one or two of these items also demonstrates a level of technological ability which is always invaluable to an organization and a community.

**Resource List**

Mashups & Timelines:

Mashup Example: [http://goo.gl/K13Kh](http://goo.gl/K13Kh)


Create a Mashup in 3 Easy Steps (graphicdesignr.net): [http://goo.gl/Ou9z5](http://goo.gl/Ou9z5)

Create a Timeline with Simile Exhibit: [http://goo.gl/7Rhpu](http://goo.gl/7Rhpu)

Slideshow and In Focus examples:

Sonoma State University Library Homepage: [http://library.sonoma.edu](http://library.sonoma.edu)

SSU Library Mobile site: [http://library.sonoma.edu/m/](http://library.sonoma.edu/m/)

Library Catalog with QR Code: [http://goo.gl/cKoED](http://goo.gl/cKoED)

Link to PNLA Presentation: [http://goo.gl/XTt1D](http://goo.gl/XTt1D)
Public Speaking 101 for Librarians

Cheryl Heser

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Introduction

I am a public library director who does a lot of speaking in the community and at conferences. In a former life, I taught English, including public speaking, for many years. My public speaking experiences vary from informal presentations to the Lions Club to formal presentation to library groups to living history presentations as Dolley Madison.

For the purposes of this workshop, we will begin from the point of view of the journalist, examining the who, what, where, when, why and how, but in a different order.

Why?

The most important reason for effective public speaking in a variety of settings by librarians is that the public wants to know. We have the choice of allowing that knowledge to come from rumor, no matter how false, or to present them with the truth. If you satisfy that need for knowledge, you will find that presentations greatly enhance your library and its services.

Second, having the ability to give good presentations enables you to make continuing education happen right where you are. In Montana we deal with great distances, which often present problems with both time and funding, especially for librarians in small libraries with limited staff and budget. Online courses have made things a bit easier, but online is not always the answer. We often learn more if we have more input than just the presenter.

Next, public speaking skills lend themselves to all communication. A good example comes from my son Clint, who as a part of obtaining the materials and labor he needed for his Boy Scout Eagle project, had to appear in front of the County Commissioners. He was shaken, but he did well. Years later as a Deputy Sheriff he told me that thanks to that experience, he was able to appear in court to testify for the first time with much less anxiety.

Finally, effective communication opens doors. If you are seen and heard out in your communities and in the greater communities of your counties or conventions, people will be more aware of what you offer and what you need. Collaboration will become easier.

When?

Public speaking opportunities, whether they are presentations to your board or to your elected officials, to committees, or to larger groups in the community or county, can come at budget time, at project time, at community education time, and especially at crunch time.

Sometimes you can create opportunities when you schedule them yourself. Sometimes opportunities will open up when you are invited to speak.
Where?

You can prepare a formal presentation appropriate for a Board meeting or before governing bodies. One of the best opportunities I ever got to promote what the library could do for the community came at a meeting for Forsyth long-range planning. Many people there just came to throw in a few words. I prepared a real presentation with handouts – not long, because I didn’t want to dominate the time, but organized and pointed in the direction I wanted the people there to look when it came to resources and the library’s role.

Of course you can have fun giving presentations for local organization meetings, whether it is the Woman’s Club, the Lions Club, the Young Men’s Club, or the PTSA, and notice that I deliberately gave examples which represent different ages of members. Yes, I did say "have fun", a good example when I read the older men of the Lions Club a picture book by Graham Boese.

What?

Speeches or presentations come in four basic types: informative, argumentative, persuasive, and creative. These are self-explanatory except that you need to distinguish between argumentative and persuasive, the one being to promote your point, the other being to promote action. In order to decide which to use, you must establish purpose.

How?

Exercise: Tell a stranger about the most interesting person you ever knew. (2 mins.)

Now (the other person) tell about the most fascinating animal you ever had or watched. (2)

How many of you found it really difficult to speak?

How many of you were able to look the other person in the eye while speaking?

How many of you felt short of breath or weak-kneed?

You’re ready for the Senate, right? What makes the difference? The answer is two factors: passion and familiarity. In order to speak with ease and to speak well, speak about something you care about and know about.

How many of you know something about libraries? How many of you care about libraries?

Who?

I used to entertain children with Archie Campbell’s twisted fairy tale "Rindercella", and I was invited to do it for a talent show in Judith Gap, Montana. I started in, "Tonce upon a wime, there was a gittle lirl named Rindercella", and no one laughed. I tried another line, then stopped, looked directly at the audience, and said, "Come on, folks, this is supposed to be funny". That got a laugh. I started over, they started being entertained, and we had a great time. In that moment, I discovered an interesting fact: your audience are human beings. Viewed that way, they are much easier to speak to.
Now that we have established the "five w's and h", it is time to get down to the mechanics. The first rule I would hand you for any presentation, no matter how large or small, no matter how formal or informal, is to know your purpose and stick to it.

Then pursue the "6 P's" – prepare, prepare, prepare, practice, practice, practice.

Are there times you can't prepare? You will find that experience at preparing and practicing will see you through those times when you don't get an opportunity to prepare – you have to "speak on your feet". Because the last statement is so true, you should have incentive to speak whenever you get the chance, just to gain that experience, confidence, and ability.

**Preparation:**

1) Know your purpose
2) Select and limit your subject, the limiters being time, audience, and occasion
3) Select the main ideas for the body of the speech
4) Support each idea with facts, figures, illustrations, or quotes
5) Plan the conclusion
6) Plan the introduction (remember, conclusions should be conclusive – introductions should be interesting).
7) Test the transitions. Ideas should be connected and flow smoothly.

After all of these things are established, make some notes. Old fashioned note cards are best.

The purpose of notes is clues to help you make points. Rule of thumb: write enough notes to prompt your memory but not enough notes to read. Write clearly! There is nothing worse than gazing at a card trying to figure out what you wrote. ONLY write out statistics and direct quotes; and perhaps your intro if it helps you to begin well. Use symbols (*, etc.) to indicate when to use visual aids or other accessories.

**Confidence Boost:**

Exercise: Pick a different person. Explain to each other briefly something that you know enough about to teach to someone else. (This does not have to be a library lesson)

Share.

1) Any subject can be taught in a library.

For example, if you know something about photography – invite the 4-H kids and do a presentation on photography using library materials. What happens when you get 4-H kids in a library? What projects are you taking? Sewing? Did you know that we've got . . . .
2) Any subject that you teach in a library can be turned into a lesson for librarians. Is it valid CE to teach librarians what you did with the 4-H kids? Of course, and great for discussion as to what they can do.

3) Do you need props? We have some great things in the library. Show them!

I'm Still Not Confident:

1) Use mental imaging, picturing yourself successful, which works for many.

2) Make it all hands on. Back to the 4-H idea, why do beginners do best with demonstrations? Because they are hands on. Take a box of books and other materials to the Lions Club or the Senior Citizens. Hold on to a book and talk about what you have to offer. It will really help.

3) Buddy up and present together. Two speakers can often bring out each other's personalities. If you want a great example of this, watch Emeril and a guest sometime. It’s magic.

4) Use a panel discussion. This a great way to collaborate and to ease your personal fears. Make sure that each person handles a different aspect of the subject, so that you don't repeat.

5) If extreme, let someone else do it – but be sure it happens.

What Do Good Speakers Do?

Discussion. What's the best presentation you've ever experienced? Why?

1) They make eye contact. We don't talk to walls.

2) They define terms and give the full meaning of acronyms, which often are confusing.

3) They arrange points logically, such as from least important to most important or the other way around, and review them often.

4) They use repetition effectively, as in Martin Luther King's "I Have a Dream": talk about an example of passion, knowledge, and repetition for effective communication!

5) They use language well. They use logical connectives (first, next, in addition, for example)

6) They use pauses well. (No uhs, ands, etc.) Time to digest, time to connect, time to laugh.

7) They project to the farthest away listener. Use that diaphragm and project!

8) They respond to the audience, another reason for that eye contact.

9) They pay attention to appearance and use body language and gestures.
10) They prepare and practice. Use the mirror, use a friend, etc.

11) They listen to speakers and learn from them.

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**Multi-Media Marketing with New and Traditional Media**

Tim Mallory

Jeff Kleingartner

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*Project: Publicize 6th Annual One-Book, One-Community Reading Program*

Timberland Reads Together (TRT) is an annual celebration of reading and community throughout TRL’s five-county library system. TRT encourages people to read and talk about the same book or author and attend related presentations including book discussions, arts activities, theater performances, dramatic readings, films and more.

**Situation**

- Big Read Grant Application from NEA. Received 20,000 in 2008.
  - Chosen theme - Stories & Poems of Edgar Allan Poe
- Although grant not awarded decided to continue with Edgar Allan Poe theme for reading program.
  - Without grant $$ had to determine how to finance program using free and very low-cost communications channels to build awareness, interest and attendance among the public.
  - Given chosen theme was not a single book, and didn’t have resources of NEA materials and graphics for publicity, TRL staff created proprietary illustrations for marketing pieces.
  - Usually The Big Read has a reader’s guide, banners and useful publicity materials.
  - Without the Big Read grant, these were inaccessible to TRL.
- Continued with Edgar Allan Poe
- Got creative with marketing & PR
- No resources or graphics. So what?
- Limited experience/skills with online marketing tools

**Lessons Learned**

- Find talent
- Find out the talent in your library. Ask around if any staff or volunteers are skilled in various fields, such as photography, lighting, video editing, acting, painting/illustration.
- Work backwards
  - Work backwards when planning (Planned backwards for brainstorming concepts, story boarding videos, props needed, talent, locations, music, camera equipment, editing, posting, etc…)
- Get to know your media
  - Get to know your media These people keep changing dramatically, especially in newspapers. Become familiar with TV and Radio station reporters, Business publication writers, Blogs and social media websites related to your library and community. Be responsive to inquiries – think about what would appeal to the paper and its readers.
- Partner up
Partner up with like-minded organizations. Consider logical partners such as literacy organizations, reading foundations and community non-profits that may have a similar mission, then related partners such as book stores, school districts and then community businesses and local/national retailers.

- Ask for help
  - You’ll be surprised when you ask what is possible.

- Traditional Media
  - Like radio station interviews (they have time to fill), free or additional newspaper ads, free production of two PSAs.
  - Ask staff
    - Martin the Raven, creative book series, art contests, displays

- Press release to radio & newspapers – Media calendar
  - Send press release to media in all five counties. Customize with major events in each county. Also produce media calendar listing all events for month.

- Newspaper ads (daily & weekly publications)
  - Newspaper advertisements –Negotiated to purchase an online ad and received ad in Sunday paper for no extra cost. Also asked for and received free ad in Friday (weekend edition).

- Program guide/brochure
  - Comprehensive program guide included all details about the program including Poe’s life, primary poems and stories, events, films based on his writing, websites, book discussion starter questions.

- Posters
  - Universal marketing piece that has all information in one resource. Posters (general and specific to each library’s events). Template converted from InDesign to MS Word to enable Admin staff to update for each of 27 libraries individual events.

- Newsletter article
  - Newsletter article Made top/front page story. Sent to library friends, chambers, businesses, and legislators

An Evening with Edgar Allan Poe: The Poet's Journey

A FREE TIMBERLAND REGIONAL LIBRARY PUBLIC EVENT!

Monday, October 4th
7 P.M. – 9 P.M.
Washington Center for the Performing Arts
6th Annual Timberland Reads Together

Actor Tim Hoban offers a glimpse into the spirit of master poet, critic and writer Edgar Allan Poe. Set in an 1849 literary salon, Poe shifts from conversation to lectures and recitations from his works.

(360) 704-4636
www.TRL.org

New Media

- Videos & Public Service Announcements
• YouTube; TRL Website; Thurston Community Television - TCTV Public Service Announcements (audio) – Produced by KAOS, then sent to dozens of radio stations throughout library service area (7,000 square miles).

• Social Media postings
  o Social Media postings (Facebook & Twitter next two pages) & Flickr. Facebook posts (District and individual sites) – 41% Americans have FB account (May 2011). 600 Million users with half logging in daily.

• Email quarterly newsletter
  o Email newsletter – Sent link to quarterly newsletter with top story being TRT to 90,000 people have email with TRL to receive “due date reminders” notices for almost overdue items.

• Website banner graphic
  o Website banner graphic – Create large, rotating banner graphic for homepage of TRL website centered at top of fold on website. Highly visible and matches other publicity materials. Website homepage rotating banner ads Email newsletter (front page story) to 90,000 patrons with email accounts.

• Video: Poe in the library
• Video: The Raven
• Public Service Announcements (Radio)
• Did Well

• Staff motivated to participate.
• Private Exchange led to every branch in summer to build excitement for program, encourage events around book for adults and teens.
• Planned and presented 129 adult events & 12 teen events in October 2010.
  o Among 27 libraries held 141 events in October related to program theme. Increased attendance with smaller advertising budget. Saw huge attendance numbers with more than 2,500 people attending one or more events.
• Increased attendance with smaller advertising budget.
  o Used limited budget for two main performers, one newspaper ad and printing brochure.
• Found “Martin” the Raven by asking staff.
  o By asking around found staff member who connected us with a person with a Raven. Needed his own dressing room (noisy)
• Used new marketing channels.
  o Learned new marketing channels (videos, public service announcements, social media and email marketing)
• Formed stronger partnerships.
  o WA Center flyer to promote event at event 2 days earlier.
• Every library hosted a book discussion and live performance.
  o Arranged so one live performer at each library.
Do Better

- Contact more radio stations in district to request airtime.
  - Contact stations in five county region requesting live airtime to publicize program and events.
- Stronger effort to connect with colleges and high schools.
  - More effort in contacting local colleges and high schools to grow interest and attendance at events.
  - Difficult as events in October so promote in September right when back in school. Design and produce merchandising displays in libraries in high traffic areas in libraries.
- Create POP merchandising displays in libraries.
- Check into advertising at movie theaters and malls.
  - Check into promotion at local movie theaters and display advertising at malls in service area.
- Start earlier with Comcast in hopes of appearing on local “Newsmakers” segment of CNN Headline News.
  - Need many months in advance with application and lottery type situation in hopes of getting 4.5 minutes of airtime.
Advertising Trends

- The shift is on
  - Huge shift in how advertising dollars spent
  - Only 8% of adults under 30 get news from printed newspaper.
  - NYT has strong web presence has mobile and tablet products. Has younger readers than most newspapers.
  - $4.05 billion 2011 spent to advertise on Facebook.
- 5 Billion people online by 2020
- Ads will find you (Location-based advertising)
  - Location based advertising.
  - Online ad spending increasing 20% in 2011. In 2010 spend $31.3 billion in online ads
- Game on
- Game advertising – Consumers playing lots of online games. Major increase advertising here
  - YouTube videos vs. network commercials
    - Video ads spent $1.42 billion in 2010 and $7.11 in 2015.
    - $55 billion spent on online advertising; $2 billion on mobile advertising.
    - Rise of mobile apps and smart phones.
  - Online readership to exceed print by 2013
    - Younger generations are driving newspaper readership online. Online readership to exceed print in 2-3 years.
  - Broadcast/cable news losing viewers to online choices
    - Broadcast and cable news losing viewers to online choices. 41% Americans get national/international news online. Only 19% those 18-34 read print newspaper. Average age NP reader is 55
  - Internet infomercials on the rise
    - Spending on online advertising will surpass print in 2010 for first time. (report from Outsell) $119.6 vs. $111.5 billion.
    - eMarketer analyst firm predicts online advertising hit $50 billion by 2015. $26 billion in 2010
    - Ads will become bigger, more emotional, more like content.
    - Even pay celebs to tweet their product.
    - Product subsidization through advertising.
    - Latest Kindle $25 cheaper than previous one.
    - Screensavers replaced by sponsor slots and ads for special offers.
- Streaming video ads – 2 of 5 are local advertisers
- TVs becoming internet terminals
- Product subsidization via advertising
  - Subsidize products and services with advertising. Would you want more ads for a discounted tablet or cheaper phone service?
What’s next

- Real-Time Bidding
  - Buyers bid on each ad impression, based on person on website. Publishers sell at high price.

- HTML5
  - Multimedia content and ads w/o flash.

- Retargeting
  - On a site didn’t buy anything, go to other site and are targeted for ad there.

- Dynamic Creative
  - Customizing ad you receive based on sex, age, geography, favorites.

- Geofencing
  - Location based ads mostly on mobile devices, fence around specific area.
Developing Policies and Best Practices for Virtual Reference

Robert Perret

Robert Perret is a reference librarian at the University of Idaho in Moscow, Idaho. He can be reached at: rperret@uidaho.

What is Virtual Reference?

“Virtual reference is reference service initiated electronically where patrons employ computers or other technology to communicate with public services staff without being physically present.” –RUSA Guidelines

Synchronous

- Why add VR services?
- Equitable access
- Save the time of the reader
- Electronic collections call for electronic reference services
- Policy

Big Picture

- Why are we adding virtual reference?
- What specific need is being addressed?

Who?

- Who will we serve with virtual reference?
  - Only cardholders or anyone?
  - Only distance patrons?
  - Who will provide VR service?
  - Librarians only? Paraprofessionals?
  - Special assignment or general duty?
  - Consortia? Contracted service?

How?

- What kind of questions will you answer via VR? Directional? Ready reference? In-depth?
- Is a full reference interview encouraged or discouraged?
- Document delivery? (texting)
- At what point do you refer a patron to a "traditional" reference venue?

Where?

- At the Reference Desk or somewhere else?
If at the Ref Desk, how to prioritize virtual and face-to-face patrons? (Equity of access)

When?

- When will you provide VR? When do your patrons need (or want) it, when is your staff available?
  - Limited hours
  - Parity with Reference Desk
  - 24/7 (or extended hours)
- Off-site reference?
  - Who pays for hardware/Internet connection?
  - Union rules/state labor laws
  - Workers comp?
  - How to track hours?
  - No access to physical collection – Sometimes the best resource not on the Web!

Before you start

- Outline start-up costs such as equipment, software, training, and staff support
- Identify the impact to staffing and be prepared to make adjustments
- Anticipate the ongoing costs and secure recurring budget allocations
- Is there an external IT organization that needs to be involved?
- Privacy
  - Does your privacy policy cover VR?
  - Does your staff understand your privacy policy and the potential issues surrounding VR?
  - Do you need a retention policy for patron communications?
  - Discard
  - Secure

Training

- Software-specific training
- VR competencies
- General chat/text competency
- Behavior guidelines
  - Staff
  - Patron

Launch

- Soft launch or make a splash?
- Do you want to ease staff into VR, or do you want a stress test for assessment purposes?

Assessment

- IM/text logs allow a depth and comprehensiveness of assessment not available for “traditional” reference
Natural fit with online surveys
Do you treat VR as:
  o Separate but equal?
  o A horse of a different color?
  o Indistinguishable from traditional reference?

Challenges for consortia

- Partners may have different catalogs and databases
- Lending rules may be different
- Organizational cultures may be different
- Areas of authority/responsibility may be unclear

Other challenges

- Is your virtual reference service accessible to patrons and staff with disabilities?
- Best Practices
- Marketing
- Is your marketing appropriate for the target audience?
  o Content
  o Placement
- Are you refreshing/updating your marketing materials?
- Assessment
  o How will VR be assessed and who will assess it?
  o Usage statistics
  o Patron feedback
  o Transcript review
  o Continuous improvement
- Privacy
  o How are you protecting the privacy of patrons?
  o Do you have control of chatlogs, etc.?
  o Do you strip personal identifiers?
  o How do you notify patrons of your privacy policy?

Core Reference Skills

- In-depth knowledge of electronic and print resources
- Advanced search techniques
- Evaluate for authority and bias (on the fly)
- Reference interview expertise
  o Meola and Stormont (2002)

Chat Techniques

- Use short, frequent messages
- Don’t sweat a few typos
- Be informal and friendly – within reason
- Clarity first, conciseness a close second
- Multitask, but don’t over-multitask
  o Meola and Stormont (2002)
Scripts

- **Pros**
  - Quick
  - Complete
  - Easy
- **Cons:**
  - Impersonal
  - Information overload
  - Thompson (2010)

Sources


Get the Word Out: Painless Procedures for Producing Publicity

David Townsend

David Townsend is Communications Coordinator at the Coeur d’Alene Public Library in Coeur d’Alene, Idaho. He can be reached at: dtownsend@cdalibrary.org

Libraries – like many nonprofits around the country – are facing challenges to their budgets. At a time when more and more people need to use the services we offer we are doing so with few resources.

At conferences of this sort we are given a lot of information on marketing and the changes in technology and communications, Unfortunately small staffs and budgets put many of these methods out of reach for small to medium libraries. I am here to talk about practical publicity resources available to any library using traditional journalism tools and new social media.

I should tell you that I am not an MLS librarian. My education and experience is in community journalism. I attended Northwest College in Powell, Wyo., for printing and later the University of Montana College of Journalism and worked for small newspapers in Wyoming, South Dakota, and finally Coeur d’Alene, Idaho, for about 20 years before I turned from the dark side and took my current job as the Communications Coordinator for the Coeur d’Alene Public Library in 2000.
A lot of what I do focuses on print media, but there are applications for getting the word out through broadcast sources.

The first step is to identify who you are trying to reach. With the exception of public broadcasting the news media in the United State are operated as profit-making businesses. Their profits depend on reaching the maximum number of people. The price on the front of the newspaper covers one thing – getting that paper from the printing plant to your doorstep or the news stand. Everything else depends on advertising and advertising rates depend on the number of readers, viewers, and listeners.

Depending on the market, smart newspapers and small broadcasters are using local news to boost their numbers. And that can mean us – the local libraries. If we establish a relationship with the local media what we have to share can benefit both parties.

A couple of things to keep in mind as we begin the process. Local newspapers and broadcasters are to a large extent a training ground for journalists. News staffs are small and getting smaller. Reporters are generally young, underpaid, and overworked.

Depending on their beat a reporter may need to file four or five stories a day, more if they are also working on special sections.

If you can simplify the process of collecting news for them, you will have a grateful partner.

So, build a relationship. Make a point to introduce yourself. If you and they have the time. Take them out for coffee. You can’t buy a reporter with free food, but you can create goodwill. Find out who covers what beat, who is responsible for collecting news from the library.

Find out who runs the newspaper. Is it locally owned? Who is the publisher? Are there old skeletons in the closet that need to be overcome to smooth your relationship?

Learn how the media works. What are their deadlines? How soon do you need to deliver a press release to be timely without it getting lost in the shuffle?

Develop your contact list – these days this is primarily going to be your e-mail list – and make sure it is current. News staffs change frequently and it doesn’t do you any good to send PR to people who are there anymore. It is doubtful anybody is checking that e-mail.

And don’t overlook resources – shoppers (those free-distribution want ads), bulletin boards, blogs and website (we’ll talk a little more about those later). Shoppers don’t get the respect they deserve. They often accept filler material and a three-paragraph story there may reach more people than a longer story in a regular newspaper. People who read shoppers tend to be very regular about it and tend to look at every page.

It’s important that local news media begin to think of you as a news source. You can do this by keeping your eyes open for news tips all around you. Are there members on your staff who are dong interesting things that may not be directly related to your library? Does a patron have an interesting hoppy or interest that would make a good story? Naturally, you can’t violate their privacy, but if you have their permission to do so, pass it on.
Be sure your library is a welcoming place for reporters. Don’t expect them to become immediate members of your book club or an advocate for things you library needs, but you will become in their eyes a news source and a community representative.

Remember that newspapers and small broadcasters like “people” features. People buy papers to see themselves. Try to focus on how people are involved in programs.

Be a proactive news source. If you have been interview, follow it up with a phone call to make sure the reporter have everything they need.

Be honest and helpful. If you don’t know an answer, but the reporter in touch with the person who can provide it. If your policies keep you from being able to respond to something fully say so and tell why. “No comment” is never an acceptable response.

Try to keep the relationship positive. Be prepared. Know what you are going to say and have information at your fingertips.

If you are discussing an issue that effects your library, keep your personal opinion out of it.

Most important of all don’t try to do things by word of mouth. Put it in writing with press releases, posters, press packets.

I find it helpful when I am publicizing an activity to begin with the poster. The flyer is going to have everything you want to tell people reduced to its basic form. And that’s a good framework to use when you create a news story. Also, it provides elements, such as photos, that can be passed on for newspapers to use.
The poster can also be reduced and duplicated to create handouts for the circulation desk. With slight modification these elements can also be turned into a bookmark. If you don’t have a logo, create one and make sure it is going out on all your graphic materials.

When you create a poster, keep things at a minimum and don’t be afraid to use white space to frame the information.

Create a press release template for yourself. Don’t try to recreate everything every time you sit down to write. The top of this page is actually a jpeg that contains my logo, the library hours, and all the contact information people need.

The bottom of the page, the part in italics, is a standard statement about accommodations for patrons who need them, and statements about other sources for library information – our website, the city newsblog, and our Facebook and Twitter pages.

When I started doing publicity I would sit and generate two or three-page press releases and was pretty satisfied with myself. Unfortunately news holes – space in newspapers devoted to articles and photos are getting smaller – and the longer an article is the less likely it is to get used.

Keep press releases to one page.

I always provide a suggested headline – one deck. It might not always get used, but it helps the editor to know what the story is about and gives them something to start with.

If I have a mugshot available I provide it as a jpeg attached to the e-mail. But make sure you find out what format the newspaper can use.

You don’t necessarily have to produce a news story, but it’s preferable if you can. By that I mean you want to give them something that they can take the text from and put it directly into their page-building process with a minimum of changes.

Put the story directly into the body of your e-mail. That text is something that can be universally used. If you attach the press release as a Word document, for example, The newspaper may not use it as their word processor and you have create a hurdle for them to overcome. Many small papers use Mac systems for writing and page building. So keep things simple.

If you have the time you may find it useful to follow up a press release with a hand-delivered hard copy. This gives reporters and editors a reminder that there is something in their e-mail they may be interested in.

Press releases should be on white paper, in a clean font, double spaced. Just because you can do something exotic with your word processor it doesn’t mean you should.

Your first paragraph should have the basics – who, what, when, where and why. Even in these modern journalistic times, stories get cut from the bottom.

Avoid jargon. People don’t know what the circulation desk is. They go to the checkout counter. If you use acronyms be sure to write out what they mean in the first reference.
Write times and dates to assure clarity – day and date – and look at your calendar to confirm they match. The newspaper may change it to include either the day or the date or even the words “today, yesterday, or tomorrow,” but they need to have it clear to start with.

Make sure you keep a copy and distribute it to your staff, your friends groups, etc. I email press releases to everyone on my list.

Make sure everybody gets the same thing at the same time. Even if your community is served by more than one paper and one of them never prints anything about you. You never know when perseverance with pay off.

Don’t be surprised if not all you sent gets used and remember that not every press release is going to turn into a story.

It’s frustrating, but you have to keep plugging away.

If you are trying to get something included on the radio or mentioned on other broadcast sources, then reduce it to the basics. When I do a press release I do a separate send in just a simple calendar format that goes out to the print sources and the broadcast.

Don’t add any attachments. They don’t need photos or headlines.

A digital camera is one of the best investments our library ever made. If your newspaper will accept photos you produce then you are in luck. If not, photos can be used in a variety of ways through other methods. Most newspaper can use a jpeg format. But make sure you are sending it large enough. A big number of megapixel can always be reduced. A small number can’t be increased. The photo becomes bit-mapped.

Take pictures of people, not things.

Most people don’t take photos close enough to their subject. Don’t count on cropping the photo after the fact. Compose through you viewfinder. Take a look at photos you enjoy in a newspaper or magazine and ask yourself what you like about them.

Get recognizable face and be sure to write down names. If you are dealing with a patron, get their permission to give their name to the paper. I am especially cautious not to use photos of unaccompanied children, but if you have parental permission there is usually not a problem. A general announcement that photos you are taking might end up being publish publically is normally enough.

Action shots beat static.

Watch where your light is coming from and try to avoid shooting with a light behind your subject. Look for neutral backgrounds.
Worth a thousand words.

This was taken at our annual American Girls Tea Party. It’s not a great shot, but it says more about the event than
Worth a thousand words.

This shot.
This one is OK, but it really has too much going on in it.

Almost everything I do now is digital. I have a series of e-mail lists so I can zone who gets what. Normally everybody gets everything, with the exception of the difference print and broadcast.
Make sure what your sending is packaged in a format your newspaper can use and back it up with hard copy when needed.

Use your spell checker, but make sure someone else is reading everything you write before it is sent out. Our mind tend to correct errors that would be visible to someone who didn’t write it.

Once you have something in writing is easy to put it to use in other ways.

When I started out I was creating a multipage newsletter for distribution in the library. That newsletter has now been reduced to a single sheet printed both sides with one side dominated by a calendar. This is very popular with both our patron and our staff. Every activity for the month is right there.

I also convert the newsletter to a pdf and send it out to my Friends list as an attachment.

It’s cheap and easily put together in an afternoon.

My new story can also be used to update the library website. Our IT coordinator uses a website builder that allows me to go in and update those portions of the website dealing with the news.
It’s also set up so that when I update the website, our Facebook and Twitter pages are also automatically updated. This is another reason why it’s important your press release has all the important information in its first paragraph.

And can also go into the Facebook page and directly add additional photos, status updates and even video.

The Coeur d’Alene library is a department of the City of Coeur d’Alene. The city has its own newsblog – separate from its website – and I have privileges to update it with library news.
There are several different blogging services out there that you can use for free. This is an E-blogger page. If your library website doesn’t have much capability for publishing news, setting up a newsblog with a link to your website is a good alternative. It provides a lot more flexibility for you in many ways.
Another source to consider is video. In Coeur d’Alene I have the good fortune to have the services of a professional videographer who contracts with the city for its local access cable channel CDA-TV.

I work with him to produce a weekly spot that is broadcast on the channel. He also provides me a copy of that spot in a format that can be uploaded to YouTube or Facebook. I use a still from the spot that the patrons can click on in the library website with an embedded link to YouTube.
But even if you don’t have access to a cable channel and a videographer you still have the option to shoot and edit your own video and create a free YouTube channel. This video was shot entire with a Flip-style camera, edited using the tools available on nearly all Microsoft computers, and posted. It’s not especially sophisticated but it is still a lot of fun.
And fun is a large part of getting the message across. Don’t be afraid to dress up and get a little silly. Your patrons will love it and you will share the information you want them to see.

In conclusion, Getting the Word out comes down to:

- Establishing a relationship with the press – make yourself and your organization approachable.
- Make yourself a community resource.
- Use the technology available to ease the job of collecting and distributing the news.
- Use all the free resources available to you.
- Make sure you are having fun with it. If it is not a pleasure for you, it will be apparent to the people you are trying to reach.