

# Section 1: Organizational Core

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# Guidelines for Quality Service

## ORGANIZATIONAL CORE

Pamela K. Kramer, DuPage Library System and Lois B. Schultz, Independent Consultant

### **Fundamental Element #1: Vision**

#1

The youth services program reflects the vision, mission, and goals of the library of which it is a part.

#### **Why It Needs to Be Present**

Children and young adults are entitled to a wide range of resources and services so that they may become informed decision-makers and life-long learners.

### **Fundamental Element #2: Policies & Procedures**

#2

The youth services program is managed by policies consistent with the mission and goals of the library as a whole and uses procedures that reflect the unique needs of the client group.

#### **Why It Needs to Be Present**

Children and young adults deserve to be treated with the same respect and equity as the other library clientele.

### **Fundamental Element #3: Planning & Assessment**

#3

The youth services program shows evidence of ongoing planning, goals setting, prioritizing and assessment.

#### **Why It Needs to Be Present**

The program's impact on children and young adults depends on consistent planning, goal setting, prioritizing and assessment to meet the needs of the clientele.

### **Fundamental Element #4: Budget**

#4

The youth services program is supported by sufficient local funding to ensure continuous development.

#### **Why It Needs to Be Present**

Children and young adults need access to qualified library staff, up-to-date materials, resources, and technologies.

*(continued)*

# #5

## **Fundamental Element #5: Professional Growth**

The youth services program offers opportunities for staff members to attend workshops, seminars and conferences, and regularly read professional journals, books and online sources to enhance knowledge and skills for serving young people.

### **Why It Needs to Be Present**

Children and young adults expect and deserve the expertise of library staff who are aware of current trends, issues, and resources, so that they may receive the most current and relevant resources and services pertaining to their needs.

# The Importance of Being Fierce

Kathleen Balcom

Arlington Heights Memorial Library

I began my career as a librarian thirty years ago as the Head of Youth Services in a busy suburban Chicago public library. I wasn't brand new to the field. I had worked in my hometown library since I was a teenager. There, I worked with the "old-style librarians," mostly strong, independent women who learned the job on the job without the benefits of a degree in library science. They had a fierce commitment to serving the public. During WWII, when coal wasn't available to provide heat in the library, they wore their coats and gloves when they worked in order to keep the library open to the community that needed its services.

These "old-style librarians" made good use of every staff member's talents because the library could afford few employees but had ambitious goals. As a teenager working in the Children's Department, I was hired to check books in and out and shelve them, but I also was allowed to sing and play my guitar for Saturday morning programs; design the art work and reading logs for the Summer Reading Club; and help with simple "where-are-the-spider-books" reference questions. I delighted in my work. Being paid a modest wage to do it was a bonus. Plus, on Saturday afternoons, the Children's Librarian always bought the teenage helpers root beer floats as a "thank you" for our efforts. Then, as today, treats were a great motivator!

I've been a public library administrator for over twenty-five years now. Looking back, I can see that those "old-style librarians" laid an important foundation for me that influenced my approach to library service to this day. The experience shaped my understanding that providing excellent service to children is serious business, though it may appear to be cloaked in whimsy and excitement when viewed from the outside. It shaped my expectations for the qualities of those people who are selected to work day-to-day with the children in the public library. I seek those who have

fierce commitment without fierce demeanor. I seek those who will bend down to hear the soft voice of a shy child and savor that moment of personal connection. I seek those who will involve children and young people in creating the "kids' world," allowing them to become part of the program and expanding their understanding of all the abilities they have to offer today and tomorrow.

Day One as a youth services librarian, I was not thinking of all the broader philosophical aspects of my job. I was concerned with doing my job right, employing the skills I learned in library school: proper reference interviews; careful selection of materials; thorough collection reviews; proper cataloging of new materials; organizing the schedule of story hours in order to accommodate the needs of every parent in the community. (It was shocking to realize that I was better at scheduling "the impossible" than I was at cataloging!) My employer was pleased with my work and I believe I improved collections and services during my tenure. Success? In a technical sense, yes. But I had yet to discover my own fierceness. That would come later when I was on the outside of service to children, looking in.

When I became an administrator of a small public library, I also began to teach in a community college program for library technical assistants. I taught the courses for children's services and young adult services. What wonderful students I had. Most of them had enrolled to become more effective in the library jobs they already held. They soaked up every bit of information I could offer. Their zeal for learning caused me to step back far enough from the technical aspects of the field to realize that I must also share the sense of commitment I witnessed in those "old-style librarians" of my youth. As I taught, I felt my fierceness for children's services grow. As I taught, I saw the light of understanding and

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between information  
and knowledge.*

commitment glow in the eyes of the students. Now this, I realized, was meaningful success to me. I was able to pass the torch of principles of my early teachers to others who worked in the field. This was a seminal point in my development as a librarian and in shaping my vision of purpose in my career.

What do I look for in someone assuming the role of Youth Services Manager today?

- A Good Foundation

Without doubt, a youth services manager must come with a good mix of the skills outlined in *Competencies for Librarians Serving Children in Public Libraries* (Revised Edition, Association for Library Service to Children, American Library Association, 1999). I also expect the manager to be well-versed and up-to-date about theories and new research in child development, reading and other learning skills, and parenting; and to be able to integrate that knowledge into the plan of service for children. No one can be fully proficient in every competency outlined in the ALSC guide, so I expect the manager to commit to ongoing skill-building through workshops or course work and active reading of professional journals and lay publications.

- An Interest in Management

A frequent error in recruitment and promotion is to select the finest youth services librarian to be the manager of the department. Instead, I wish to appoint a manager who is a talented youth services librarian with a keen interest in becoming a manager. Management requires a shift in focus from practice to process, without losing sight of the important principles of the specialty. The manager becomes responsible for the processes of planning, budget development, personnel, supervision, and service evaluation. A youth services librarian who thrives on materials selection, program planning, and interaction with children may find managerial responsibilities draining and dissatisfying. The manager must have an ongoing love and commitment to the service balanced by an equal interest in mastering and applying high quality administrative skills. Management is a distinct discipline from that of librarianship. Each discipline takes study and experience to master. When successfully overlaid, the combination of skills is very powerful in optimizing the achievements of the department.

- A Commitment to Customer Service

An essential focus for all staff, but particularly managers, is to provide high quality customer service, regardless

of the age of the customer. Children's library needs and interests deserve the same attentiveness accorded to adults. Children may not be able to articulate if they have been well-served, but efforts should be made to inquire and to interpret nonverbal signs to determine if the children are pleased with what has been provided. Children must be served with respect — not to be confused with sugary effusiveness — and with an interest in what makes each child unique. Appealing to that uniqueness often makes the child feel understood and comfortable in the library setting. Just as with adult customers, we want the children to have enjoyable experiences and to wish to return to the library again and again.

- A Model for Behaviors and Values

Managers are models for what behaviors and values are at work within the organization. I expect the manager to be a positive model for the best we can offer. I want the manager to understand that the manner in which s/he serves patrons, makes decisions, and handles situations speak volumes to the rest of the staff. The “private face” of the manager must be as positive as the “public face.” There is no room for public politeness offset by private negativity or backbiting. Managers must set the tone for a positive and supportive workplace and help each employee see that these qualities are the only ones acceptable in the library.

- A Holistic Approach

Although every specialty service in the library must be excellent, true excellence is attained when the library as a whole works well within the context of the adopted mission and offers seamless service to the public. I expect a manager to care not only about the development of his or her department, but also about the development of the entire library. This requires the manager to contribute to planning and improvement across the board in providing library service. The manager must support procedures and policy development that serve every customer well, not just the interests of his or her department.

The departments of the library must not be allowed to become “city states” within the building, each going its own way with its own code for operations and behavior. Instead, I expect managers to demonstrate interest in and support for every department, and respect for every patron's needs. I expect all managers to enjoy working together to develop the very best library service possible for the whole community. In my mind, an

excellent manager is not one who enjoys the personal power and authority of the management position, but rather is one who takes great satisfaction in working in a team with others in the library to achieve adopted service goals.

- And Finally, Fierceness

The buzzword today is “advocacy.” The type of advocacy I look for harkens back to the fierceness of the “old-style librarians.” An image consultant once said that librarians need to be able to articulate in one sentence what they stand for and why they are important, with a voice that is strong with conviction. It must convey an absolute conviction that high quality library service for children is essential; that public libraries are the bedrock of the public’s opportunity to learn and succeed; and that librarianship is a 21st century profession that provides the connection between information and knowledge. That is fierce commitment without a fierce demeanor. The listener can hear that conviction, the pride and the devotion to public service. The consultant is right—people respect librarianship when seen in such a light.

All in all, the Youth Services Manager I look for today encompasses the best of the “old-style librarians” with the best of new-style, team-oriented, holistic management theory. This manager will have mastered specialty skills and strive to translate research into practice. The manager will be able to communicate well, speak in “sound bites” when necessary, and make good decisions in the context of the library’s mission and goals. The list continues, long and demanding: respect for others, a role model for behavior and values, a sought-after member for any team, a good heart and a good head...and, of course, fierce commitment in the soul.



# The Lone Librarian

Alison Holderfield

Dongola Public Library District

The first thing I believe I should explain is why I love being a librarian. At the heart of the matter is probably the love of books that has taken me through good times and bad. You can travel through a wonderful story without ever leaving your home. You can learn new things without the assistance of a tutor. I love to impart these gifts to anyone willing to receive them. A librarian touches lives and has much to give to the community. I look at the library as a nonthreatening extension to school or any other mode of education. There is no pass or fail, and I try to make asking questions as easy as possible. I am willing to show my lack of knowledge in various fields. No matter how well-educated we may be or how old we are, we will never know all there is to know. That makes for an interesting life. Computers in libraries are an exciting new tool to help the community. I confess that computers can be frustrating, but they are a very important piece of acquiring knowledge in today's world. Rumors of books disappearing and being replaced by computers are, I hope, just that — rumors. I will never willingly give up my books, but I will work towards a balance between the use of computers and old-fashioned books.

## **The Basics at the Dongola Public Library District (DPLD)**

The library and community that I serve are in the deep south of Illinois, sitting on Exit 24 of I-57. The community sits so close to the southern tip of Illinois that within approximately one hour a traveler could reach Missouri, Kentucky, or Indiana. Nearby communities are almost always small and the area is rural. Dongola Public Library District serves the same boundary lines as the local K-12 school and has a population of 1,944. Half of local students (90% by e-rate standards) are eligible for the free and reduced lunch program.

The Dongola Public Library District was officially established in 1983 after trying various volunteer locations. The seven member Board of Trustees was dedicated to providing a library to our community, and most of them remain on the Board. Our budget (local taxes and per capita grant included) is under \$20,000 per year, which pays for overhead, materials, salary, and anything else that comes up. A referendum was passed two years ago to raise taxes. Union County is tax capped so every small growth in income must go to referendum. Whenever I get a chance, I write grants proposals for equipment, big projects, and special programming for those big projects. The Illinois State Library has supported several programs, purchases, and mini-grant proposals, which ultimately provided us with the building that now houses the library. Locally, the Shawnee Library System is our biggest benefactor. The DPLD and I are very fortunate to have the Shawnee Library System, the Illinois State Library, and the people who work there committed to helping us.

*It helps  
to have multiple  
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love variety, and be  
very flexible.*

I am the only paid staff member other than a substitute, Katherine Rider, who comes in when I am ill, attending a workshop, or taking vacation. The library is open twenty hours per week. I am also provided with two hours for housekeeping, one hour for administrative tasks, and one flex hour per week. Having told you where we started, now I can tell you where we are and where we hope to go.

“The Lone Librarian” sounds like an old TV show and plays kind of like a homemaker. It helps to have multiple personalities, love variety, and be very flexible.

There are certain dates and deadlines that have to be adhered to such as legalities, programming, grants, workshops, and meetings, but many things have to be flexible. Each day when I go to work I have certain things I want to accomplish, but many times not all of them get done. A certain amount of noise can almost

always be heard in the library. Our community has no youth center and very few recreation areas aside from the school or church, so the library has become a kind of community center with lots of books, a few games, space, the Internet, and CD-ROMs for library use.

Our collection contains about 10,000 books, over 100 CD-ROMs, 378 videos, a few audio books, book and activity bags, and several magazine subscriptions. The library offers one computer for Internet access (soon to be two), and two computers for other functions such as for word processing and CD-ROM usage (soon to be three).

In place of formal library school training, I have ten years of experience and workshop participation, an Associate degree in Business Management, and a love of books, children, and helping people. If asked which specialties I prefer I would probably choose reference, children and youth services, and special programming through grants. I don't know if I would like library work nearly as well if I had only one service to perform.

Running a one-woman show sometimes requires talking on the phone while checking out books, helping on the computer, making copies, and helping a patron find something. I look for the needs of the community, a task which is made easier because I see the books being checked out or requested, am aware of the facts and figures of the library, and get to know most of my patrons. I make all acquisitions from a very limited budget, so it is important to know what the patrons like and where we have voids to fill in the collection.

The president, treasurer, and secretary of the Library Board have certain responsibilities such as agendas, some budgets, writing checks, typing minutes, and helping with policies and planning. A retired teacher, who is the most recent addition to the Board, has become a liaison between the school and the library, which helps tremendously. There are also Board members who help with occasional fundraisers or have valuable input about programs.

The Dongola Public Library District hosts ongoing Summer Reading Programs, Storytelling Programs (funded by a Literacy Grant), Art, Poetry, and Short Story Contests for school children. The Library also has been fortunate to receive several equipment, collections, and materials grants in past years. If I could learn to write grant proposals, anyone can!

The largest program the library has sponsored was during 2000, using funds from the LSTA Reading Initiatives for Pre-Teens and Teenagers. This program

covered several different facets of choosing a career and finding a job. "Explore the Possibilities" Careers 2000 was the name chosen. The program lasted from February through May and described various fields of work to more than two hundred students in grades 6-12. The scope of the program was to introduce different fields of work to the students. The program was different from other programs because it included younger students. It included fields of work that varied from farmer, to medical doctor, to telecommuter. The programs were at the school and most were during school hours.

The first part of the program was scheduled in February and included Interest Evaluation Testing for careers. The statistics were gathered and most of the selected fields of work came from that testing. The second part of the program was to invite thirty-three speakers to speak about their chosen fields. The speakers tried to inform the students what their careers consisted of, why they chose them, the average pay, and the degree of satisfaction. The speakers also answered student questions. The third part of the program was a speaker who taught interview and resume skills. The tenth, eleventh and twelfth grades were the only classes to participate in the third part of the program.

The fourth part of Careers 2000 was a Career Fair that included information tables with representatives from Shawnee Community College, Shawnee Library System, Southern Illinois University, Education to Careers, Employment Security, Small Business Development, United States Navy, and the prison system (there are several prisons located in Southern Illinois). This program took place in the school gym. The budget was not expended because the speakers at Career Day did not charge a fee or charged very little. There were two other enrichment programs scheduled. These programs were music (summer) and environmental issues (fall).

The library now has a wonderful collection of books, videos, and CD-ROMs on careers, higher education (including apprenticeships and technical schools), how to get a job, and small business that would not have been affordable with the regular budget. From this program the library was enriched with a wonderful new collection and taken more seriously by the community as a partner in education. The young people in the community were introduced to alternative career choices, training in resume and interviewing skills, and learned about contacts in the area to help students recognize what help may be available in future endeavors. Each student also received a binder with paper, pen,

information on Web sites, colleges, etc., and a copy of a book about careers.

Individuals from nine agencies and library Board members helped with different facets of this grant. I could not have accomplished this by myself.

The library has been involved with three years of local Family Literacy Grants and is in the second year of a partnership with Cypress Pre-K, which is not in our district, but does not have a local library. During the winter and spring, evening computer classes were offered once a month. Last summer, three weeks of computer basics were on the program schedule.

While interviewing other librarians who work alone or almost alone, I found that we share some of the same problems and joys. Budgets are always a concern wherever anyone works it seems. There was a consensus that increasing paperwork was the least enjoyable part of the job. A few talked about fears of an MLS becoming a requirement. Chances are slim to none of a small town, under-funded library attracting a librarian with an MLS. This is due primarily to minimal pay, part time hours, and minimal benefits. These same circumstances effectively close the doors of many small libraries (the very libraries which provide services to rural areas which often have high rates of poverty).

None of the director/librarians I spoke with had an MLS degree and most did not have a bachelor's degree including myself. The directors I spoke with had no Friends of the Library Group and only sporadic volunteer help. The Dongola Public Library District has made attempts to start a Friends Group, but has been unable to find anyone willing to commit the solid time it takes to establish and maintain a group.

A one-person library becomes somewhat like a small business except that our profits are measured in usage.

Youth services, adult services, circulation, building maintenance, purchasing, grant-writing, reporting, answering the phone, helping patrons, and computer and Internet tutoring, each requires a slice of time and funds that must be balanced against the needs of every other area. I try to focus on an area for a certain year or time period. The grant opportunities available and our particular needs help me to make those decisions. The LSTA Reading Initiatives for Pre-Teens and Teenagers grant provided the perfect opportunity for the year of "Explore the Possibilities" Careers 2000 programming that was provided. The Libri Grant was used to boost our Accelerated Reading collection. Many fine materials such as book bags (containing books, puppets, or videos, and activities), books, and CD-ROMs were obtained with funds from Family Literacy Grants.

Last year I concentrated on enlarging our young adult fiction collection because the number of novels in the library was low compared to the rest of the collection. The librarians I spoke with said that at least 25% of their collections were young adult and children's books. Some of the libraries had as much as 50% young adult and children's books. The majority of librarians I spoke with said that working with children was the best part of the job.

My recommendations for working with children are: read as many young adult and children's books as you can to see what is out there; ask questions to find where a child's interest lies and to recommend materials involving those interests; let a child read what he or she likes no matter what the reading level is; and do all you can to entice a child to love reading. Strangely enough when asked why they do this crazy job most librarians told me that we are indeed nuts!

## **Community Vision Statements**

*Quincy Public Library's Doorway to the Future, Long Range Plan 2000 to 2005*

1. All people in the greater Quincy area will have a convenient transportation to easily access all services.
2. All citizens of the Quincy area will have access to quality healthcare, education, entertainment and recreation, cultural enrichment, a variety of retail businesses, and affordable housing for a full, high quality of life.
3. Children and young adults will receive the life-enriching experiences, including formal education, entertainment, recreation and cultural elements to successfully and happily live in the future worlds.
4. The larger Quincy community will provide an adequate tax base and public utilities, safe water supply, affordable energy and public safety, including police, fire protection and emergency medical service, to provide a safe and healthy community environment for a high quality of life.
5. The community will develop its special districts and areas to form a whole community that will attract and serve a vital population.
6. People will wish to live in Quincy because of its strong spiritual base, safe environment, entertainment, cultural recreational, employment, and education opportunities.

## **Library Vision Statements**

*Quincy Public Library's Doorway to the Future, Long Range Plan 2000 to 2005*

1. Children and adults get the information, materials, and programs they need to help them enjoy a full personal life, including reading and research, and other cultural and recreational opportunities.
2. Children and adults receive the information, materials, and programs they need to support their educational endeavors at any level, including lifelong learning.
3. Students and adults can access information to help them choose careers, and to locate or create positions, when ready to begin or change employment.
4. Patrons can access desired information on health issues and conditions, and availability of health care, in our community and beyond.
5. Adults can access information needed to obtain appropriate house and to keep informed on housing, transportation, and other quality of life issues in our community and beyond.

# Assessing the Community

Bev Obert

Rolling Prairie Library System

**A**sk yourself what do you need to know and why? Here are some examples of questions you may want answers to and where to find the information.

## Census Information

Census information can be found from the U.S. Census Bureau, American Fact Finder Quick Tables ([http://factfinder.census.gov/servlet/DatasetMainPageServlet?\\_lang=en](http://factfinder.census.gov/servlet/DatasetMainPageServlet?_lang=en)).

Perhaps you need to know the rate of growth (or decline) of a particular segment of the population in order to plan future services. Using Census information can allow you to determine the population of the community by age group. For example, if the total 2000 population of an area is 6,324, you can find that the population 18 years and under is 1,730 and calculate the percentage to be 27.4%. If the population 65 years and over is 649, the percentage is 10.3%. Then, you can also find the total 1990 population for the same area was 5,922; the population under 18 was 1,767 or 29.8%; and the population over 65 was 461 or 7.8%. From those figures, you can then determine the growth or decline of those age groups over a ten-year time period.

Why would you want to know this? If the number of citizens over 65 is increasing at nearly the same rate as the number of children under 18 is decreasing what does this tell you about the community and the services the library might offer?

## Community Profiles

Community profiles for many Illinois municipalities can be obtained from the Illinois Department of Commerce & Community Affairs (<http://www.commerce.state.il.us/doingbusiness/Locate/communit.htm>).

There is not a profile for every community in Illinois, but there are very many profiles. Using these profiles,

some of the questions that can be answered are:

- What municipal services are available in our community?
- How many schools are there and how many students?
- What is the financial support for the school?
- Is there bus service in the community?
- What major industries are here?

Why would you want to know this? To get a feel for the services the community demands and a little measure of the quality of life in the community.

*The need for  
information  
does not lessen  
if you are poor or  
unemployed.*

## Education Statistics

A wealth of information can be obtained from the Illinois State Board of Education— Illinois School Report Card (<http://206.166.105.128/ReportCard/rchome.asp>).

You may want to know how students in the community are ranking in relation to results on standardized tests.

Why would you want to know this? Information such as this could indicate a need for tutoring help at the library or after school programs geared to reading and mathematics.

## Economic Statistics

Two other places that can provide similar or related information are the Illinois State Board of Education/ School Business & Nutrition Support Services— FY2001 National School Lunch Free and Reduced-Price Meal Eligibility Data (<http://www.isbe.net/nutrition/Eligibility%20listing%20information.htm>) and the Illinois Department of Employment Security— Labor Force and Unemployment Statistics (<http://lmi.ides.state.il.us/laus/lausmenu.htm>).

When you need to know the poverty level in the community, the unemployment rate, or how many schoolchildren receive a reduced or free lunch, these

resources can provide current information.

Why would you want to know this? To determine needs certain segments of the community could have for the services of the library. The need for information does not lessen if you are poor or unemployed. Knowing this information can help you to target the marketing of library programming and services.

### **Other Ideas**

Watch the local paper to see what studies the other organizations in the community are doing, or what new restaurants or businesses are opening or closing.

Local planning boards can be sources of information as to housing subdivisions or commercial or industrial areas in the community that can add to an overall picture of what the community is like.

The library's Per Capita Grant often has questions on special populations or demographic changes. Ask the library director to share that information with you.

## VERNON AREA PUBLIC LIBRARY DISTRICT

### POSITION DESCRIPTION

**Position Title:** Head of Youth Services

**Department:** Youth Services

**Classification:** Administrator

**General Statement:** Under the supervision of the Director, this employee is responsible for the organization and administration of the Youth Services Department, including collection development, reference and information services, readers' advisory and programming for children preschool through eighth grade. This is an exempt position.

#### **Responsibilities:**

1. Hires, trains, schedules, supervises and evaluates Youth Services staff.
  - a) coordinates and monitors work flow to determine short and long range staffing needs
  - b) schedules staff to adequately meet patron needs
  - c) conducts department staff meetings on a regular basis
  - d) encourages staff to participate in appropriate local, state and national professional organizations as staffing and financial resources permit
2. Coordinates collection development.
  - a) oversees and participates in materials selection, weeding
  - b) allocates materials budget
  - c) establishes long range goals to strengthen specific areas
3. Plans and coordinates department services and procedures.
  - a) coordinates a variety of informational and recreational programs
  - b) develops contacts with district schools; establishes schedule of regular visits
  - c) develops and implements evaluation procedures for programs and services
  - d) works with the Public Relations Department to coordinate publicity and displays
  - e) develops bibliographies and other aids to promote the use of the collection
  - f) develops and updates department procedure manual
4. Prepares and maintains departmental records, statistics and reports.
  - a) prepares a monthly report for distribution to the Board of Trustees
  - b) prepares an annual budget proposal which includes personnel, library materials, equipment, programs and supplies
5. Participates in appropriate local, state and national professional organizations.
6. Promotes community awareness of library services by participation in appropriate community organizations.



7. Participates in appropriate continuing education activities.
  - a) maintains an awareness of current trends and issues in library practices, technology and philosophy
  - b) develops and maintains managerial and administrative skills
8. Attends bi-weekly department heads and supervisors meeting.
  - a) provides input to the solution of interdepartmental problems
  - b) informs other department heads, supervisors and the Director of changes in department personnel, procedures
  - c) serves as a liaison between other managerial staff and Youth Services staff
9. Contributes to long and short range planning and goal setting processes for the entire library.
10. Understands, practices and demonstrates the library's *Standards of Service Excellence*.

**Qualifications:**

1. Comprehensive knowledge of current library philosophy, objectives and practices.
2. Minimum of three years previous employment at a professional level in a public library.
3. Previous supervisory experience.
4. Experience in collection development and work with children.
5. Ability to establish and maintain effective working relationships with staff and public to achieve overall library goals.
6. Excellent communication skills, both written and oral. Ability to communicate effectively with children and their caregivers.
7. MLS from an ALA accredited school.

VERNON AREA PUBLIC LIBRARY DISTRICT

POSITION DESCRIPTION

**Position Title:** Youth Services Clerk

**Department:** Youth Services

**Classification:** Clerk I

**General Statement:** Under the supervision of the Head of Youth Services, this employee is responsible for the performance of clerical and secretarial duties in support of the Head of Youth Services and Youth Services Librarians.

**Responsibilities:**

1. Compiles lists of materials for school loans and checks returns.
2. Checks indexes and bibliographies to determine library holdings.
3. Assists with the preparation of materials orders.
  - a) checks review journals against holdings
  - b) checks review journals for reviews of the same item
  - c) enters orders into automated acquisition system
4. Verifies call numbers on new books; arranges for preview.
5. Types bibliographies, indexes, correspondence, pamphlet file labels and other materials as necessary.
6. Prepares bulk mailings.
7. Calls patrons on program waiting lists.
8. Performs other tasks similar in nature to those listed above.
9. Understands and practices the library's *Standards of Service Excellence*.

**Qualifications:**

1. High school graduation.
2. Ability to establish and maintain effective working relationships with staff and public to achieve overall goals of the Youth Services Department.
3. Ability to communicate clearly in both written and oral form.
4. Knowledge of and ability to use word processing and other computer programs.
5. Good typing skills.
6. Ability to work regularly scheduled hours.
7. Ability to work productively without constant direct supervision
8. Ability to organize, prioritize and handle details.

## **Ela Area Public Library District Job Description**

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*The Ela Area Public Library is committed to providing excellent service to its community. Staff members are expected to interact with patrons and staff with courtesy and respect. Facing rapid technological and organizational change, libraries and their staffs must be adaptable and engage in continuous learning. Staff development will be offered in continuing education, workshops and seminars and employees are expected to take advantage of appropriate opportunities*

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**POSITION: Elementary School Liaison    SALARY CLASSIFICATION: Level 5**  
**DEPARTMENT: Children's Services    REPORTS TO: Head, Children's Services**

### **RESPONSIBILITIES**

1. Plans and implements a program of coordinated communication and activities with local elementary schools including the following
  - Plans and implements programming activities as assigned, especially for grades K-5
  - Schedules elementary school visits for formal and informal library instruction to inform students of the library services and programs.
  - Selects and checks out bulk quantities of library materials to elementary schools.
  - Maintains records of group loans, school tours, and other services for schools.
  - Collects and displays library materials for local schools and teachers.
  - Maintains a working relationship with Library/Learning center directors and other school staff.
  - Composes newsletters, brochures, and bibliographies to promote library services to schools.
  - Suggests library policies and procedures pertaining to school services.
2. Performs reference and readers' advisory services at the Children's Services Desk of the library, including evenings and weekends.
3. Participates in collection development in the Children's Services Department, including selection in designed areas, weeding, analyzing collection in regard to circulation, curriculum support, etc.
4. Participates in the planning and execution of Children's Services programs, including Summer Reading, Battle of the Books, etc.
5. Oversees the Children's Department on designated nights and weekends.
6. May supervise the library on weekends, evenings, and other designated times.
7. Executes special projects as assigned by the Head of Children's Services.
8. Assists and instructs patrons in the use of the copier, and PAC terminals. Performs simple maintenance and troubleshooting for PCs in Homework Center and game rooms.
9. Books time for computer rooms, quiet study room, and Homework Center.
10. Attends appropriate meetings and continuing education opportunities; reads relevant professional literature.
11. Assists with program registration and cancellations.
12. Assists with the housekeeping of the Children's Services Department.
13. Other duties as assigned.

# Ela Area Public Library District Job Description

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## **REQUIREMENTS**

**EDUCATION:** MLS from an ALA accredited institution.

**EXPERIENCE:** 2 years recent experience in library or elementary education desired.

### **KNOWLEDGE, SKILLS, ABILITIES:**

Professional knowledge of:

- children's literature and child development
- current library practices and procedures

Knowledge of:

- current elementary school curriculum trends
- basic reference skills and reader's advisory tools
- Internet and online computer services and reference databases
- community needs and interests

Ability to:

- conduct group presentations and public speaking
- establish and maintain relationships with appropriate school personnel and community contacts
- interpret library policies and procedures to staff and the public
- communicate effectively with staff and patrons
- organize and prioritize events and activities
- work independently
- use computer keyboard and telephone effectively
- follow through tasks to completion
- read small print
- bend, lift and, reach
- problem solve with different age levels
- train/assist others in use of equipment/software
- work as member of a team
- execute an attention to details
- get to meetings/appointments outside the library
- work nights and weekends
- exercise discretion with staff and patrons

**NILES PUBLIC LIBRARY DISTRICT  
POSITION DESCRIPTION**

**LIBRARIAN — CHILDREN’S SERVICES  
Grade IV**

**DEFINITION**

Position involving the responsibility for performing reference, reader’s advisory, and collection development work. Works independently under the supervision of the Children’s Services Supervisor. May assign work to support staff.

**EXAMPLES OF WORK**

Provides answers to reference questions; guides patrons to reference sources to locate information; assists patrons in using catalogs and indexes.

Is scheduled at public service desk as assigned.

Answers patron questions regarding library policies and procedures.

Gives reader’s advisory assistance and develops bibliographies.

Participates in collection development in assigned areas.

Plans and conducts in-house tours and library instruction; may conduct programs.

Takes part in appropriate library, community, and continuing education activities.

May visit schools and preschools in the library district.

May take reserves and interlibrary loan requests.

Performs related work as required.

**DESIRABLE KNOWLEDGE, ABILITIES, AND SKILLS**

Knowledge of library materials, practices, techniques, and technology.

Ability to meet, communicate, and work effectively with members of the community, the library public, other library employees, and professional colleagues.

Ability to function effectively as a team member.

Ability to make decisions within stated guidelines.

Knowledge of literature and ability to learn skill of stimulating interest in books and other library resources.

Ability to speak and write clearly and concisely and to make thoughtful recommendations.

Ability to learn to use a variety of office and library equipment.

**QUALIFICATIONS FOR EMPLOYMENT**

Possession of a Master's Degree from a library education program accredited at the time of graduation by the American Library Association.

Ability to work in a public service environment.

Knowledge of library resources related to specialty.

Ability to apply the principles and practices of library science effectively.

Any combination of education, experience or training that satisfies the requirements of the position.

**NILES PUBLIC LIBRARY DISTRICT  
POSITION DESCRIPTION**

**CHILDREN'S SERVICES SUPERVISOR  
Grade III**

**DEFINITION**

Supervisory position with responsibility for the Children's Services Department. Works independently under the supervision of the Library Services Manager.

**EXAMPLES OF WORK**

Works with the Library Services Manager to plan and develop services which meet the library needs of children (from birth through grade six) in the district.

Plans for the staffing needs and participates in the hiring process of the Children's Services Department.

Evaluates the performance of the Children's Services staff.

Provides answers to reference questions: guides patrons to reference sources to locate information; assists patrons in using catalogs and indexes.

Selects, and oversees selection of, all new and replacement materials.

Conducts department meetings to review plans, accomplishments, and budgets for the Children's Services Department.

Takes part in appropriate library, community, and continuing education activities.

May act as Person-in-Charge for evening and weekend hours.

**DESIRABLE KNOWLEDGE, ABILITIES, AND SKILLS**

Ability to maintain and improve the image of the library with patrons and others within the library community.

Ability to work cooperatively with other library departments in order to achieve the library's goals.

Ability to speak and write accurately and effectively.

Ability to manage and motivate employees.

Knowledge of library materials, practices, techniques, and technology.

Ability to learn to use a variety of office and library equipment.

**QUALIFICATIONS FOR EMPLOYMENT**

Possession of a Master's Degree from a library education program accredited at the time of graduation by the American Library Association.

Experience in planning, budgeting, staff development, and evaluating programs and services for the public.

Three years progressively responsible library experience, public library experience in a children's department preferred.

Any combination of education, experience or training that satisfies the requirements of the position.

PROGRAMMER/SOUTHERN ADAMS COUNTY  
QPL's CHILDREN'S DEPARTMENT (part-time)

Quincy Public Library

QUALIFICATIONS

1. Baccalaureate degree or near-completion thereof.
2. Knowledge of children's literature.
3. Excellent oral and written communication skills.
4. Creativity—especially for working with children.
5. Valid Illinois driver's license.
6. Demonstrated computer experience.
7. Ability to work well with others.

DUTIES

- A. Plans and presents literature-based and multi-media programs, including puppetry, drama, and story-telling, for children and residents of SAC.
- B. Selects books and audio/visual materials for children.
- C. Performs circulation functions.
- D. Selects and schedules community programs and the personnel to conduct these programs.
- E. Keeps program statistics.
- F. Serves on committees.
- G. Performs other duties relevant to the position as needed.



Job title: Head of Youth Services  
Reports to: Library Director  
Summary: Under the administration of the Library Director,  
is responsible for the operation of the youth services department.

Duties and responsibilities:

1. Administers and supervises department.
2. Interviews, hires, trains, evaluates, coaches, and schedules departmental employees.
3. Develops, plans and implements goals and objectives for the Youth Services Department.
4. Drafts policies and recommends procedures for departmental operations.
5. Prepares reports and maintains statistics of departmental activity.
6. Advises director on matters related to department operations.
7. Participates in professional activities and continuing education.
8. Represents library within the library system and consortium.
9. Prepares departmental budget and monitors expenditures
10. Serves on the library management team and other committees as assigned.
11. Plans, schedules, promotes, implements, and evaluates programs for children newborn through 6<sup>th</sup> grade.
12. Serves as intermediary for patron concerns, interpreting library policy, resolving conflicts that arise.
13. Develops, maintains, and promotes the youth services collection.
14. Supervises reference and readers advisory activities in the youth services department.
15. Coordinates outreach services to schools, preschools, day-cares and other organizations that focus on the needs of children.
16. Maintains current awareness of trends in area of responsibility.
17. Performs other duties as assigned.

Knowledge and skills:

1. Knowledge of library practices, procedures, and technology as they relates to services to children.
2. Knowledge of children's literature and child development.
3. Demonstrated ability to tell, read, and interpret stories for children.
4. Ability to empathize and relate to the needs of children and their parents.
5. Ability to communicate clearly and effectively.
6. Ability to follow tasks through to completion.
7. Ability to establish and maintain harmonious working relationships.
8. Ability to motivate staff.
9. Ability to set priorities, make decisions, and exercise discretion with patrons and staff.
10. Ability to use a keyboard and telephone.
11. Ability to use integrated office software.
12. Ability to stoop, bend, lift, and push carts.
13. Commitment and desire to provide excellent service to library users.

Qualifications:

1. MLS from an ALA-accredited program.
2. 3 years' experience working with children.
3. 2 years' supervisory experience.
4. Ability to work evening and weekend hours as needed.
5. Access to transportation.

Lake Villa Public Library District

Department: Youth Services  
Classification: Clerk II

Job title: Youth Services Clerk

Reports to: Head of Youth Services

Summary: Under the administration of the Head of Youth Services, performs tasks to support department operation.

Responsibilities:

1. Responds to patron requests for assistance in identifying and locating materials. Refers more complex inquiries to librarian as appropriate.
2. Registers participants for youth programs.
3. Assists patrons in placing holds and requesting interlibrary loans.
4. Performs clerical tasks to prepare for programs.
5. Troubleshoots minor equipment problems.
6. Assists librarian during class tours.
7. Performs other duties as assigned.

Knowledge and skills:

1. Ability to communicate clearly and effectively.
2. Ability to follow tasks through to completion.
3. Ability to establish and maintain harmonious working relationships.
4. Ability to use good judgment in making decisions and referring questions to appropriate staff.
5. Ability to use a keyboard and telephone.
6. Ability to stoop, bend, lift, and push carts.
7. Commitment and desire to provide excellent service to library users.

Qualifications:

1. High school diploma or equivalent.
2. Experience working with children preferred.
3. Schedule includes evening and weekend hours.

4/26/01

**LIBRARIAN OR INFORMATION ASSISTANT  
YOUTH SERVICES  
PART-TIME**

Hours: Fridays from 4:30 p.m. to 9:00 p.m. plus alternating Saturday from 9:00 a.m. to 6:00 p.m. or Sunday from 12:00 noon to 6:00 p.m.

Duties include:

- Assists patrons with reference and information requests.
- May assist with programs.
- Other Library-related duties as assigned.

Requirements:

- Bachelor's degree from an accredited college or university, **MLS Preferred.**
- Basic knowledge of Children's Literature and Child Psychology.
- Two years experience in public library service to children or other successful work experience with children.
- Experience in use of microcomputer.
- Physical mobility.
- Good oral and written communication skills with people of all ages

Grade P-1: Information Assistant range starts at \$13.68 per hour.

Grade P-3: Librarian/MLS range starts at \$16.55 per hour.

Interested staff may submit a letter of interest to Gail Kay, Assistant Director for Human Resources, **by Friday, September 28th, 2001.**

## **Part-Time Computer Assistant**

### **Skokie Public Library Youth Services**

Hours:

Every Tuesday and Thursday from 3-9

Alternate Fridays from 3-9 plus Sundays from 12-6, and Saturdays from 9-6

Maintains public access PCs and software, and assists users. Also answers phone at information desk, troubleshoots minor problems with computers and software, schedules appointments for use of PCs, study rooms and Internet. Performs other duties as assigned.

Requirements include knowledge of Mac and IBM compatible PCs and their major software, Internet knowledge, completion of at least 3 years of high school, physical mobility, and oral and written communication skills.

Pay from \$8.01 per hour. Grade S-2.

Applications accepted in Administration Office, Skokie Public Library, 5215 Oakton Street, Skokie, IL 60077, Monday-Friday from 9-5.

**Interested staff need only submit a letter of interest to Gail Kay, Assistant Director for Human Resources by *Friday December 8, 2000.***

## **Wilmette Public Library District**

Librarian, Youth Services

Full-time (37.5 hrs.) Preschool Services Librarian. Available June 1. Job duties will include programming, outreach, collection development, maintenance of department's web page, and some coverage of the Youth Services Reference Desk. Computer experience and experience with young children required. MLS preferred but will consider candidates with Bachelor's Degree and relevant experience. Our community loves books, children, and its library! This is a great job for the right person. Please fax, email, or mail a cover letter and resume to Lyn Persson, Head of Youth Services, Wilmette Public Library, 1242 Wilmette Ave., Wilmette, IL 60091. Email [lpersson@wilmette.lib.il.us](mailto:lpersson@wilmette.lib.il.us). Fax# is 847/256-6933, attention Lyn. Position open until filled.

QUINCY PUBLIC LIBRARY

Adapted from memo to Department Heads

RE: Hiring Procedures for Department Heads (when hiring new staff)

Comment: Completed applications will be turned in to the office.

The Department Head and Administrative Librarian will examine and evaluate the applications and select the most promising candidates.

The Department Head will intensively interview the candidates.

The Administrative Librarian will briefly interview the candidates.

The Department Head and Administrative Librarian will discuss all candidates and select the best one.

The Administrative Librarian will send a letter to the successful candidate offering her or him the position.

The Department Head will send the rejection letter to the unsuccessful candidates.

# Pre-employment Questions: To Ask or Not to Ask

Gail Kay

Skokie Public Library

## Inappropriate Questions

What is your maiden name?

Have you ever used another name?

Have you ever changed your name?

How old are you?

What is your date of birth?

Can you show proof of your age?

When did you graduate grammar/high school?

Are you married?

Do you wish to be called Miss, Ms., or Mrs.?

Do you have children?

How many children do you have?

How old are your children?

What are your child-care arrangements?

Are you pregnant?

Do you plan on having kids?

How tall are you?

How much do you weigh?

Do you have any disabilities?

Do you have any diseases?

Of what country are you a citizen?

Where were you born?

Where were your parents born?

What is your nationality?

What kind of name is that?

What religion are you?

Does your religion prevent you from working on Saturdays or Sundays?

What are your hobbies and interests?

Do you have a driver's license?

Have you ever been arrested?

## Appropriate Questions

Is there any information relative to a change of name that would help us do a reference check?

Are you at least 16 years of age?

The hours for this position are \_\_\_\_\_.

Are you able to work these hours?

This job requires lifting up to 20 pounds, seeing a computer screen and hearing patrons. Would you be able to do these things with or without reasonable accommodation? Answer yes or no.

Are you legally permitted to work in the U.S.?

(No inquiries regarding religion. You can state the job hours and ask if they can work those hours.)

Have you served in the U.S. Military? Describe your duties while in the service.

Do you belong to any professional associations?

Do you have any hobbies or interests that are relevant to this job?

(Only ask about a driver's license if it is needed to do the job.)

Have you ever been convicted of a felony?

# Interview Questions for Reference Librarians and Assistants

Jan Watkins  
Skokie Public Library

1. What are some of your favorite picture books? Fiction titles? Who are some of your favorite children's book authors?
2. Why do you want to work in a Youth Services Department?
3. A woman comes up to the desk and seems upset. She hands you a book by Alvin Schwartz, *Scary Stories to Tell in the Dark*, and says it should not be in a kid's department because her eight-year-old son had a nightmare last night after reading it. How do you respond?
4. Please describe your knowledge of computers. What experiences have you had helping children use the Internet, databases, and word processing?
5. A sixth grade girl asks for information on stars. What is your response?
6. A young boy asks you for a good book to read. What criteria will you use to assist him?
7. How would your co-workers describe you?
8. What aspect of your work experience have you liked the most? The least?
9. A parent approaches you at the desk with a nine-year-old and asks for information on the Cherokee Indians. How would you respond?
10. What has been your biggest challenge on the job and how have you handled it?
11. What are some of your work-related accomplishments? What do you think contributed to your success?



## Librarian Interview Questions

1. Tell us about your background and why you're interested in this position.
2. What do you think is the most important role or function of children's services?
3. What would be 2 titles on your emergency storytelling shelf?
4. What is the most current children's book you've read? What did you like or dislike about it?
5. Who is your favorite children's author or illustrator & why?
6. Being the "new kid on the block", how would you develop relationships with your co-workers; how would you present ideas for new programs or procedures?
7. What's your philosophy of Internet use for children?
8. Are there particular areas of programming that you feel you are especially strong in? If so, what? If not, what programming do you most enjoy?
9. How would you go about developing a collection of children's materials?
10. What would be your strongest area of interest in collection development? Why?
11. If you have a conflict with a co-worker, how would you resolve it?
12. What type of management style best fits your working style?
13. If 2 pre-school children are laughing and running around the children's department while their mother is selecting materials, how would you handle the situation?

14. A child, left unattended at a computer while his father has gone upstairs to get some materials, calls for his father and begins to cry. While you are talking to the child, the father returns. How would you handle the situation?
15. What is your familiarity and comfort level with current technologies (Internet, CD-ROMs, various computer applications)?
16. Take a few minutes to look at this reference book. Describe to us how you evaluate such a tool.
17. A parent comes up to you and says “My child hates to read.” How do you proceed?
18. What is your experience with outreach to different groups or organizations?
19. What do you most look forward to in this position? What most concerns you about it?
20. Where do you see yourself in 5 years?

## CANDIDATE REJECTION LETTER

Date

Thank you for applying for the position of \_\_\_\_\_ in the  
\_\_\_\_\_ Department of the \_\_\_\_\_ Public  
Library. After careful consideration we have made our selection from a number of  
suitable candidates.

We regret that we are not able to offer you employment at this time. Your application  
will be kept on file six months to be reviewed for future openings.

We do hope you will be successful in finding the type of position you desire.

Sincerely,

## **ORIENTATION NEW LIBRARY EMPLOYEES**

### Office—Forms and Information

Application form

Resume

Letters of Reference

Letter of Acceptance

IRS Forms

IMRF Forms

Insurance Forms

Explanation of:

Lunch hour

Breaks

Pay period and computation

Sick leave

Vacation

Retirement Benefits

Time sheets

Policies

Personnel Manual

List of current staff and their departments

History of library

List of board members

Time of board and board committee meetings

Library hours

### **DEPARTMENTAL INFORMATION**

Tour

Schedule

Memos

In-house brochures and flyers

Use of computers

Use of phones

Copy of job description

Departmental guidelines

Departmental procedures

Opening and closing of department

Expectations of productivity and behavior

### **GENERAL INFORMATION**

Locking of staff doors and security procedures

QPL day

Tour of building and staff introduction

Explanation of Public Library Districts

List of their board members and meetings

Parking

**Children's Services Monthly Report for the month of:  
Submitted by:**

1. Programs & Tours  
(A blue Meeting Room form should be submitted for each program or tour.)
  
2. Meetings: Please list date, time & purpose
  
  
  
  
  
  
  
  
  
  
3. Training: If you trained anyone or received any training, list dates, times & who trained you or whom you trained.
  
  
  
  
  
  
  
  
  
  
4. Special projects:
  
  
  
  
  
  
  
  
  
  
5. Other: Any other information you want to share

# VERNON AREA PUBLIC LIBRARY DISTRICT

## ***STANDARDS OF SERVICE EXCELLENCE***

Personnel Mission Statement: *We are committed to providing the highest level of service in everything we do. We are committed to projecting an image of service excellence through every employee. We are committed to practicing these Standards of Service Excellence with every employee, every patron, individual or organization with whom we interact.*

Purpose: *These standards are based upon the premise that the actions of one single individual can create or change the image of the library and of all staff members in the eyes of our patrons and associates. Therefore, we have standardized certain behaviors and responses so that all may receive the same consistent level of excellent service.*

### I. Standards of Personal Behavior

- A. ***Friendly*** – Create an atmosphere that makes people feel welcome the moment they enter the building or your work area. Greet with an “Hello!” when possible.
- B. ***Attentive/Observant*** – Acknowledge with eye contact or a smile as quickly as possible the presence of an individual who approaches you. Always leave paperwork to help a person. Be aware of the actions of an individual that may signal the need for special assistance.
- C. ***Enthusiastic*** – Be enthusiastic, whether employed for only a few hours or full time. Enthusiasm is contagious; it improves the work environment and causes patrons to look forward to visiting the library.
- D. ***Empathic*** – “What if this were happening to me?” is one of the best questions to ask ourselves when an individual is experiencing a problem. “What would I want the library to do for me if I were in this situation?” gives us an indication of the action necessary to show that we understand and want to assist in the solution of the problem.
- E. ***Knowledgeable*** – Develop a thorough knowledge of the library’s services and which department(s) provide them. Use this knowledge to answer questions, solve problems or direct an individual to the appropriate department or person.
- F. ***Professional*** – Professionalism is a matter of attitude, not academic degrees. We must appear and conduct ourselves in a professional manner, regardless of our job classification. Professional appearance should be consistent with the highest standards in the field. Professional demeanor includes such things as: refraining from personal conversations and telephone calls, eating, drinking or chewing gum in the public view; refraining from making any negative comments about other employees, patrons, the library or other organizations where it may be overheard by the public.
- G. ***Proud*** – Display an attitude of pride in the quality of our work and the services we provide. Acknowledge the achievements of our colleagues.
- H. ***Diplomatic*** – Be diplomatic and tactful in all situations. Although patrons or colleagues may not always be in the right, it is essential that they never be treated as though they are wrong. Care must be taken to avoid offending or embarrassing an individual, or causing one to lose face in front of his or her peers.
- I. ***Listener*** – Communication occurs only when what is being said is heard by the person to whom we are talking. We should always listen carefully to understand — not to judge — a situation or individual. By understanding, we are able to respond in calming,

confidence-building language and avoid aggravating, confidence-destroying language. By restating what we have heard, we indicate that we have understood what has been said.

- J. **Personal service provider** – Avoid robot-like responses. Learn and use patrons' names. Recall details of a patron's last visit that you can ask about, such as "Did you enjoy that novel?" Be sincere in wishes for a "nice day."
- K. **Courteous** – Always conduct ourselves in a gracious and courteous manner to everyone.
- L. **Appreciative** – Always thank patrons for using our services and facility. Always thank other employees for their thoughtfulness or help.
- M. **Cooperative** – Be a team player. Understand, accept and practice these standards. Understand that they are the benchmark against which all our activities will be seen and evaluated.

## II. Standards for Processes and Procedures

- A. **Convenient** – Within the framework of the library's purpose and mission, all our processes and procedures are designed for the convenience of the library patron, not ourselves. Our services and facilities must be easily understood and used. Our responsibility is to accommodate the patron.
- B. **Flexible** – Although rules and regulations are important, they can never be detailed or extensive enough to cover every situation. Rules cannot solve problems — people can. Rules exist to give us guidelines and parameters within which to solve problems. Unnecessary rules or rules that are too difficult to explain or enforce do not permit excellent service. These should be brought to the attention of management.
- C. **Solution-driven** – Avoid giving the patron the run-around. Every effort should be made to respond positively to every question or complaint when and where it is received, even if the response is "Yes, that is a problem. Let me take you to someone who will help you."
- D. **Efficient/Accurate** – We are responsible to understand all procedures and processes within our area of responsibility or that have direct bearing on our area of responsibility. We must stay informed regarding changes so that all tasks can be performed correctly the first time that they are done.
- E. **Responsive** – Always indicate our course of action with every request. Be as specific as possible with a patron concerning when he or she may expect a response. Always respond by the time we said we would, even if it is to tell the patron that we are still working on his or her request. Remember that the entire organization—every staff member—has promised the patron excellent service, and that you are acting in our behalf.
- F. **Image conscious** – Every employee must guard and promote our image, being aware that image and quality are linked. Understand that every move we make, every word we say, every decision we make is always a statement about quality, and reveals what we think about ourselves, our patrons and our services.

### III. Standards for Telephone Etiquette

*For many patrons, the telephone may be their first or only contact with the library. Their image of the library will be based on the impressions they receive over the telephone. We must make every effort to project over the telephone the same standards of excellence, the same desire to serve, as we do in the library. We must be aware that, when serving a patron by telephone, we do not have the advantage of eye contact or body language to help us convey these standards, and therefore we must concentrate fully on what we say and how we say it.*

- A. Answer the telephone by no later than the third ring.
- B. Use an enthusiastic, “smiling” tone of voice.
- C. All answers to calls must include these three elements: a **greeting**, such as “Good morning” or “Hello”; an **identification**, such as “Vernon Area Public Library,” “Youth Services Department” or your name; an **inquiry**, such as “How may I help you?” or “How may I direct your call?” These responses may be individualized to fit your own style, but all three elements must be present.

For internal calls when the caller is identified on the telephone display screen, only a greeting is required.

- D. Allow the caller to hang up first to avoid the possibility of missing an additional comment or question, or the unpleasant sound of our receiver being hung up.
- E. When it is necessary to take a message, always make sure the message is complete: name; telephone number; date; time of call; best time to return call; message-taker’s name; message if possible or appropriate. Repeat the information to the caller if necessary to verify accuracy.
- F. When taking a call for an employee who is not at work or who is unavailable, answer “(---) will be in on (----) at (---).” Or “(----) is unavailable at the moment. May I take a message?” Never say “not in yet,” “at lunch,” “on vacation,” “in a meeting,” or any other phrase of this nature.
- G. Never give out any personal information about an employee, such as name, address, home telephone number, department or hours of employment. Information regarding an employee’s health, vacation status (see F above) or any other activities is also considered personal information.
- H. If it is necessary to place a caller on hold, ask first if you may put him or her on hold. As much as possible, let the caller know how long he or she will be on hold, and give the option of having the call returned.



#### IV. Proactive Standards

*Every employee must be aware that these standards require the acceptance and cooperation of all to be effective. These standards are only as good as our understanding and implementation of them. Just as with rules and procedures, they are designed to be guidelines and set parameters. They are regularly reviewed and revised.*

- A. Every employee is responsible to contribute ideas for changes and/or improvements to these standards and to the general work environment.
- B. If an employee has trouble understanding or meeting any of these standards, that employee has the responsibility to communicate that trouble to his or her supervisor. Each supervisor has the responsibility to respond to employees questions, problems and ideas concerning these standards.
- C. Library administration—the Board of Library Trustees, the Director and Department Heads — are committed to these standards. A major responsibility of administration is to enable all employees to meet these standards.
- D. Every employee should look for opportunities to go beyond these standards when serving patrons. These added value actions will be remembered long after the need for a specific service has been met, and will cause a patron to support the library more strongly.

VERNON AREA PUBLIC LIBRARY DISTRICT

*STANDARDS OF SERVICE EXCELLENCE*  
**PERFORMANCE EVALUATION**

Person evaluated \_\_\_\_\_

Evaluated by \_\_\_\_\_

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*This form is provided to evaluate each employee's understanding and practice of the library's Standards of Service Excellence. Each standard evaluated is clearly defined in the Standards; both the evaluator and the individual being evaluated should refer to that document when completing and reviewing this form. Recognizing that behavior is variable over a period of time, this form is designed to display a range of performance. Ratings may fall between the indicators defined below.*

---

Rating Definitions

**Exemplary:** This employee displays the highest degree of understanding and practice for the standard being rated, and provides an example for others to follow.

**Satisfactory:** This employee exhibits minimally acceptable performance of the standard being rated, but should consider ways to improve. "Minimally acceptable" means that the employee displays an understanding of the standard being rated, and practices it at least eighty percent of the time.

**n/m:** Not met. This employee does not display an understanding of the standard being rated, and/or fails to practice it at least eighty percent of the time. Corrective action is needed.

**n/e:** Not evaluated. This rating is used in situations where a supervisor has not sufficiently observed performance to fairly rate, or when the fulfillment of position description responsibilities does not involve a specific standard, such as *Standards for Processes and Procedures* or *Standards for Telephone Etiquette*.

---

		Exemplary			Satisfactory				
I.	Standards of Personal Behavior								
A.	Friendly	/	/	/	/	/	/	n/m	n/e
B.	Attentive	/	/	/	/	/	/	n/m	n/e
C.	Enthusiastic	/	/	/	/	/	/	n/m	n/e
D.	Empathic	/	/	/	/	/	/	n/m	n/e
E.	Knowledgeable	/	/	/	/	/	/	n/m	n/e
F.	Professional	/	/	/	/	/	/	n/m	n/e
G.	Proud	/	/	/	/	/	/	n/m	n/e
H.	Diplomatic	/	/	/	/	/	/	n/m	n/e
I.	Listener	/	/	/	/	/	/	n/m	n/e
J.	Personal Service	/	/	/	/	/	/	n/m	n/e
K.	Courteous	/	/	/	/	/	/	n/m	n/e
L.	Appreciative	/	/	/	/	/	/	n/m	n/e
M.	Cooperative	/	/	/	/	/	/	n/m	n/e
II.	Standards for Processes and Procedures								
A.	Convenient	/	/	/	/	/	/	n/m	n/e
B.	Flexible	/	/	/	/	/	/	n/m	n/e
C.	Solution-driven	/	/	/	/	/	/	n/m	n/e
D.	Efficient/Accurate	/	/	/	/	/	/	n/m	n/e
E.	Responsive	/	/	/	/	/	/	n/m	n/e
F.	Image conscious	/	/	/	/	/	/	n/m	n/e
III.	Standards for Telephone Etiquette								
A.	Timely answer	/	/	/	/	/	/	n/m	n/e
B.	Tone of voice	/	/	/	/	/	/	n/m	n/e
C.	Greeting	/	/	/	/	/	/	n/m	n/e
D.	Ending call	/	/	/	/	/	/	n/m	n/e
E.	Complete message	/	/	/	/	/	/	n/m	n/e
F.	Availability of employee	/	/	/	/	/	/	n/m	n/e
G.	Confidentiality	/	/	/	/	/	/	n/m	n/e
H.	Holds	/	/	/	/	/	/	n/m	n/e
IV.	Pro-active Standards								
A.	Contribute	/	/	/	/	/	/	n/m	n/e
B.	Communicate	/	/	/	/	/	/	n/m	n/e
C.	Respond/Enable	/	/	/	/	/	/	n/m	n/e
D.	Added value	/	/	/	/	/	/	n/m	n/e

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**Comments:**

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Supervisor

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Date

---

Employee

---

Date



The following guidelines are for the use of management to aid in the use of the new evaluation form.

### **GUIDELINES TO NON-EXEMPT STAFF SERVICE EXPECTATIONS**

These service expectations are the behaviors expected of everyone in daily work and interaction with other staff.

=====

**Quality #1:** Knows and follows library policies and procedures.

**Quality #13:** Assumes appropriate responsibility.

Behaviors :

- Knows and follows the service statement, policies and procedures, and personnel code. Refers questions about policies and guidelines to appropriate staff member.
- Does not abuse phone for personal calls.
- Wears staff name tag when at work.
- Checks out all library materials for personal use so that computer status is accurate.

Meets Expectations :

- has read and knows location of policy and procedure manuals
- follows the information in these documents
- wears staff name tag while at work
- does not abuse telephone for personal use
- checks out all library materials for personal use

Exceeds Expectations :

- exhibits all base line behaviors PLUS the following:
  - \* takes the initiative to suggest improvements in guideline and/or participates in writing and revising guidelines
  - \* displays a positive attitude in following guidelines

Needs Improvement :

- fails to meet one or more of the expected behaviors and/or exhibits one or more of the following :
  - \* does not know where to find policies and procedures manuals
  - \* creates staff unrest regarding these documents
  - \* inconsistently follows the library's policies and procedures

Unacceptable :

- fails to meet several of the expected behaviors and/or exhibits one or more of the following:
  - \* disregards the policies and procedures of the library
  - \* is not aware of the policies and procedures of NPL

**Quality #2:** Communication: acts in a manner that encourages positive staff and patron interaction.

**Quality #5:** Approachability: acts in a manner that encourages patrons to ask questions.

**Quality #8:** Demonstrates principles of customer service.

Behaviors :

- Keeps conversations in work area quiet and to a minimum.
- Communicates with other staff without interfering with their job responsibilities.
- Greets staff/patrons in a courteous manner.- Remains calm in dealing with other staff/patrons.
- Does only appropriate, library-related work in the work area.
- Knows how to use voice mail as a means of communication. Checks voice mail regularly. Practices phone etiquette.
- Is courteous and respectful of other staff, and sensitive to individual personalities and needs.
- Welcomes questions, concerns, complaints and suggestions from staff and gives a timely response.
- Shares knowledge of systems and processes with other staff making sure the information is appropriate and understood.
- Employs Houston principles of customer service in dealing with patrons.

Meets Expectations:

- exhibits common courtesy and respect toward staff
- adjusts to diverse personalities
- listens carefully
- shares information; keeps supervisor and other staff informed of situations
- provides accurate information and careful instructions in a timely manner
- respects the work environment; avoids unnecessary distractions and interruptions
- has a positive attitude
- knows how to use voice mail as a means of communication and checks voicemail regularly; knows how to answer, transfer and put calls on hold

Exceeds Expectations:

- exhibits all expected behaviors PLUS the following:
- demonstrates tolerance, patience and understanding when dealing with fellow staff and patrons
- takes initiative to help, support and encourage staff members
- recognizes problems and offers solutions
- turns confrontation into respectful dialogue
- creates a harmonious work environment

Needs Improvement:

- fails to meet one or more of the expected behaviors and/or exhibits one or more of the following:
  - \* frequently complains about supervisor and other staff
  - \* distracts other staff
  - \* is inconsistent in passing on information or responding to fellow staff members
  - \* exhibits temper
  - \* creates divisiveness among the staff
  - \* has a negative attitude
  - \* is inconsistent in treatment towards staff and patrons

Unacceptable:

- fails to meet several of the expected behaviors and/or exhibits one or more of the following:
  - \* is unresponsive to fellow staff and patrons
  - \* is discourteous, belligerent or uncooperative
  - \* harasses or verbally abuses other staff or patrons
  - \* makes derogatory remarks about staff members
  - \* demeans other staff or patrons

**Quality #3:** Creates positive atmosphere and promotes team building

**Quality #12:** Support Function – shows commitment to library goals & policies. Implements departmental goals & policies. Balances personal needs & goals with those of NPL.

**Quality #14:** Problem-solving: receptive to new ideas; handles & resolves conflicts & problems.

Behaviors :

- Arrives punctually.
- Adheres to hours scheduled.
- Flexible about hours worked when asked to change.
- Offers assistance to co-worker when needed.
- Fills in for an absent co-worker when asked, barring schedule conflicts.
- Alerts co-workers regarding changes in daily operation.
- Cooperates with other staff.
- Notifies co-workers of whereabouts if leaving work area for more than a few minutes.
- Keeps shared work area neat.
- Promotes harmony in staff relations.

Meets Expectations:

- is cooperative and willing to help when requested
- is a team player
- arrives punctually and adheres to hour scheduled, but flexible when need arises
- assists department in running smoothly
- keeps shared work area neat
- considerate of need and time of other staff
- is flexible

Exceeds expectations :

- exhibits all expected behaviors PLUS the following:
  - \* promotes teamwork through encouragement and praise
  - \* shows leadership
  - \* maintains consistent level of performance under conditions of stress or uncertainty

Needs Improvement:

- fails to meet one or more of the expected behaviors and/or exhibits one or more of the following:
  - \* inconsistent effort to work with others
  - \* has habits which interfere with positive interaction among staff and with patrons such as poor hygiene, distracting voice level, whistling
  - \* exhibits mood swings and inconsistent behavior towards others

Unacceptable:

- fails to meet several of the expected behaviors and/or exhibits one or more of the following:
  - \* disregards ideas and suggestions from fellow staff – consistently shows disdain for administrative/supervisory decisions
  - \* belittles other staff and/or patrons
  - \* creates poor morale by continually complaining to other staff; criticizes without offering solutions

**Quality #4:** Exhibits knowledge of the job; continues to develop new skills as needed.

**Quality #7:** Exhibits knowledge of materials & sources; continues to develop knowledge of collections and service.

**Quality #9:** Quality of work (how well job is done); is accurate, neat & thorough.

**Quality #10:** Quantity of work (amount accomplished); completes assigned tasks on schedule.

**Quality #11:** Staff development: participates in workshops, training, opportunities for job enrichment.

**Behaviors:**

- Effectively uses resources needed for job.
- Attends workshops on job-related topics in or out of the library.
- Keeps skills current in using new technology.
- Demonstrates proficiency in routine maintenance of equipment and knows who to contact when repairs are needed.
- Regularly reviews materials in information binders in the staff room or in staff room or in department.

**Meets Expectations:**

- demonstrates knowledge and understanding of the job
- performs tasks accurately and in a timely manner
- learns new procedures and technology as needed
- needs little supervision
- performs tasks with care and attention
- accepts changes in job
- demonstrates proficiency in routine maintenance of equipment and knows who to contact when repairs are needed
- regularly reviews materials

**Exceeds Expectations:**

- exhibits all expected behaviors PLUS the following:
  - \* develops techniques to make job tasks more effective and efficient
  - \* resourceful in dealing with problems; has problem-solving skills
  - \* has a depth of knowledge about the job
  - \* understands how job fits into library operations
  - \* takes initiative to learn new skills

**Needs Improvement:**

- fails to meet one or more of the expected behaviors and/or exhibits one or more of the following:
  - \* often needs supervision and direction
  - \* resents change and new procedures
  - \* shows little initiative in furthering job knowledge

**Unacceptable:**

- fails to meet several of the expected behaviors and/or exhibits one or more of the following:
  - \* does not maintain basic skills
  - \* shows no initiative in learning necessary tasks
  - \* consistently requires supervision and direction

**Quality #6:** Conducts reference interview and follow-through activities.

Behaviors:(all reference inquiries...telephone, voice-mail, onsite, electronic)

- is approachable and welcoming; smiles, makes eye contact; gives friendly verbal greeting; acknowledges receipt of electronic or telephone request.
- shows interest; pays patron full attention and practices good listening skills.
- verifies patron requests by asking open-ended questions and paraphrasing what patron has said.
- works with patron to find what the patron needs; instructs patrons in use of materials or equipment when needed; offers referral when information is not quickly found.
- makes certain patron is satisfied with answers by asking a final question, such as "Does this completely answer your question?"
- regards all information requests as confidential.

Meets Expectations:

- is consistently approachable and friendly to all patrons.
- consistently shows attention and interest in the patron's request.
- consistently uses open-ended questions and paraphrasing techniques.
- consistently insures the patron has received an answer to an information request and provides instruction when necessary.
- consistently displays a positive attitude.
- consistently displays good judgment.
- consistently regards all information requests as confidential.
- consistently communicates effectively with patrons regarding information requests.

Exceeds Expectations:

- exhibits all baseline behaviors PLUS the following:
  - \* takes the initiative to suggest improvements in procedures and/or participates in writing and revising procedures.
  - \* analyzes processes to improve performance and effectiveness of reference transactions.
  - \* goes beyond expected service requirements to satisfy a patron request.

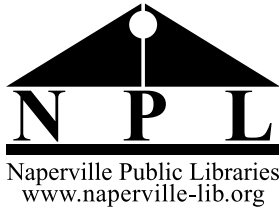
Needs Improvement:

- fails to meet one or more of the expected behaviors and/or exhibits one or more of the following:
  - \* does not regard information requests as confidential.
  - \* interprets information, rather than providing what is available in print.
  - \* inconsistently follows the reference policies and procedures.

Unacceptable:

- fails to meet several of the expected behaviors and/or exhibits one or more of the following:
  - \* disregards the reference policies or procedures.
  - \* is not aware of the reference policies and procedures.
  - \* makes derogatory remarks about patrons or their requests.
  - \* is unresponsive to patrons' needs.
  - \* is discourteous, belligerent or uncooperative.





# NAPERVILLE PUBLIC LIBRARIES

## Non-Exempt Performance Review

<b>NAME:</b> _____	<b>Appraisal</b> _____ <b>to</b> _____ <b>Period (from) (ending)</b>
<b>DEPARTMENT:</b> _____	<b>Date of Appraisal</b> <b>Discussion:</b> _____
<b>JOB TITLE:</b> _____	<b>Type of Review:</b> ___ <b>annual</b> ___ <b>6 mo.</b> ___ <b>other</b>

### PERFORMANCE REVIEW GUIDELINES

(+ or - may be used in rating column for broader range of ratings with qualifying comments)

4. **PERFORMANCE EXCEEDS EXPECTATIONS:**  
Work is of exceptionally high quality and quantity. Work is thorough, accurate and on-time. Staff member is reliable, responsible and resourceful. Works independently — exhibits initiative and good judgment.
3. **PERFORMANCE MEETS EXPECTATIONS:**  
Work is of good quality and quantity. Work is thorough, accurate and on-time. Staff member is reliable and responsible. Has good judgment and initiative. Seldom needs supervision and direction.
2. **PERFORMANCE NEEDS IMPROVEMENT:**  
Work should show better quality or quantity. Work needs to be more thorough, accurate and on-time. Staff member needs to be more reliable and responsible. Judgment is inconsistent, shows some initiative, but often requires supervision and direction.
1. **PERFORMANCE IS UNACCEPTABLE:**  
Quality and quantity of work are well below requirements. Work is seldom completed thoroughly, accurately, or on-time. Staff member is unreliable and not responsible. Shows consistently poor judgment. Lacks initiative and requires constant supervision and direction.

NAME \_\_\_\_\_

**I. KEY JOB RESPONSIBILITIES:** (To be filled out by evaluator)

Utilize the guidelines and their descriptors to evaluate the staff member's work. Raters are expected to include backup explanation to indicate a category that does not fully apply.

<b>Responsibilities</b>	<b>Results Achieved and Comments</b>	<b>Rating</b>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

P.3

**II. SELF-APPRAISAL: (To be written by employee)**

**1. What have been my major achievements over the past year?**

**2. What are the most important strengths I bring to the job?**

NAME \_\_\_\_\_

**3. What resources do I need to improve my job performance and meet my objectives?**

**4. How do I feel about my present position in terms of challenge and opportunities to grow and contribute?**

**III. GOALS: (Compilation of evaluator & employee's input)**

**1. What progress was made on last year's goals?**

**2. Establish goals for the year ahead.**

**P.6**

**NAME** \_\_\_\_\_

**COMMENTS:** (To be written by employee—may list by line # or in paragraph form.)

**IV. PERFORMANCE QUALITIES: (To be filled out by evaluator)**

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	N/A
1. Knows & follows library policies & procedures.					
2. Communications: acts in a manner that encourages positive staff & patron interaction.					
3. Creates positive atmosphere and promotes team building; offers assistance to and cooperates with other staff members.					
4. Exhibits knowledge of job; continues to develop new skills as needed.					
5. Approachability: acts in a manner that encourages patrons to ask questions.					
6. Conducts reference interview and follow-through activities.					
7. Exhibits knowledge of materials & sources; continues to develop knowledge of collections and services.					
8. Demonstrates principles of customer service.					
9. Quality of work (how well job is done) – is accurate, neat & thorough.					
10. Quantity of work (amount accomplished) – completes assigned tasks on schedule.					
11. Staff Development—participates in workshops, training, opportunities for job enrichment.					
12. Support Function—shows commitment to library goals & policies. Implements departmental goals & policies. Balances personal needs & goals with those of NPL.					
13. Assumes appropriate responsibility.					
14. Problem-solving: receptive to new ideas; handles & resolves conflicts & problems.					

**NAME** \_\_\_\_\_

**V. JOB PERFORMANCE SUMMARY: (To be filled out by manager).**

	Yes	No
Request Copy	_____	_____
Request Conference	_____	_____

Staff member's Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Signing this review does not constitute agreement or disagreement; it indicates only that I have read it.)



**Alsip-Merrionette Park Public Library District**  
**PAGE PERFORMANCE APPRAISAL FORM**

Name \_\_\_\_\_ Department \_\_\_\_\_

Date hired \_\_\_\_\_ 6 month/ annual review (please circle)

Date of evaluation:

**The asterisk marks the minimum standard performance level for each category.**

**ACCURACY IN SHELVING**

- \_\_\_\_\_ rarely makes errors
- \_\_\_\_\_ seldom makes errors
- \_\_\_\_\_ \*\* makes an average number of errors \*\*
- \_\_\_\_\_ makes many errors
- \_\_\_\_\_ makes frequent errors

**SPEED IN SHELVING**

- \_\_\_\_\_ exceptional speed
- \_\_\_\_\_ above average speed
- \_\_\_\_\_ \*\* average speed \*\*
- \_\_\_\_\_ works slowly
- \_\_\_\_\_ works very slowly

**WORK HABITS**

- \_\_\_\_\_ always stays on task during each work shift; performs more than fair share of workload
- \_\_\_\_\_ consistently stays on task during each work shift; performs fair share of workload
- \_\_\_\_\_ \*\* usually stays on task during each work shift; performs fair share of workload
- \_\_\_\_\_ sometimes socializes or engages in non-work activities during each shift; does not perform fair share of workload
- \_\_\_\_\_ frequently socializes or engages in non-work activities during each shift; does not perform fair share of workload

**COURTESY**

- \_\_\_\_\_ always exceptionally polite and pleasant
- \_\_\_\_\_ very polite and pleasant
- \_\_\_\_\_ \*\* agreeable and pleasant \*\*
- \_\_\_\_\_ sometimes rude, blunt, sullen
- \_\_\_\_\_ often rude, blunt, sullen

## RESPONSIVE TO SUPERVISION & DIRECTION

- \_\_\_\_\_ needs only minimal instructions; able to perform all routine and many complex procedures; readily accepts directions and assignments
- \_\_\_\_\_ needs only minimal instructions; able to perform all routine procedures; readily accepts directions and assignments
- \_\_\_\_\_ \*\* needs only general instructions; able to perform most routine procedures; accepts directions and assignments \*\*
- \_\_\_\_\_ requires considerable instruction; has some difficulty following routine procedures; sometimes does not follow directions or accept assignments
- \_\_\_\_\_ repeatedly needs detailed instructions; unable to follow routine procedures; frequently does not follow directions or accept assignments

## INITIATIVE

- \_\_\_\_\_ exceptionally self-reliant; follows through on all assignments independently; often notes other tasks to be done and does them; asks for assignments as needed
- \_\_\_\_\_ follows through on regular assignments without monitoring; sometimes notices and completes other tasks; asks for additional assignments as needed.
- \_\_\_\_\_ \*\* follows through on regular assignments without monitoring; asks for additional tasks when necessary \*\*
- \_\_\_\_\_ follows through on some assignments without direction; requires some monitoring; sometimes needs to be told what to do next
- \_\_\_\_\_ requires constant supervision to complete tasks; needs reminders to keep busy and often needs to be told what to do next

## ROLE AS PART OF THE LIBRARY AND DEPARTMENT TEAM

- \_\_\_\_\_ makes an extra effort to cooperate with co-workers; always refers patrons to appropriate staff members
- \_\_\_\_\_ consistently cooperates with co-workers and refers patrons to appropriate staff members
- \_\_\_\_\_ usually cooperates with co-workers and refers patrons to appropriate staff members
- \_\_\_\_\_ seldom cooperates with co-workers or refers patrons to appropriate staff members
- \_\_\_\_\_ frequently does not cooperate with co-workers or refers patrons to appropriate staff members

## PERSONAL APPEARANCE

- \_\_\_\_\_ exceptionally well groomed and dressed
- \_\_\_\_\_ takes extra care with grooming and dress
- \_\_\_\_\_ \*\* satisfactory grooming and dress \*\*
- \_\_\_\_\_ sometimes untidy and poorly groomed; sometimes inappropriately dressed
- \_\_\_\_\_ often untidy and poorly groomed; often inappropriately dressed

## ATTENDANCE

- \_\_\_\_\_ extremely regular in attendance; always makes up lost time
- \_\_\_\_\_ very regular in attendance; makes up lost time
- \_\_\_\_\_ \*\* usually present; makes up lost time \*\*
- \_\_\_\_\_ sometimes absent; sometimes does not make up lost time
- \_\_\_\_\_ often absent; does not make up lost time

## PROMPTNESS

- \_\_\_\_\_ arrives early, ready to work
- \_\_\_\_\_ always prompt
- \_\_\_\_\_ \*\* seldom late \*\*
- \_\_\_\_\_ sometimes late
- \_\_\_\_\_ often late

## OVERALL EVALUATION

- \_\_\_\_\_ excellent; meets all minimum standards; exceeds most standards
- \_\_\_\_\_ above average; meets all minimum standards; exceeds some standards
- \_\_\_\_\_ average; meets all minimum standards
- \_\_\_\_\_ unsatisfactory; does not meet some minimum standards
- \_\_\_\_\_ unacceptable; meets few or no minimum standards

Plan of action for any unsatisfactory categories addressed above:

Describe any changes in duties or performance since the last evaluation. Include any aspects that were unsatisfactory in the last evaluation.

Additional comments:

# Researching Funding Opportunities

Tina Hubert

Lewis and Clark Library System

It is incredible the amount of money available through awards and grants to make a difference in the lives of children. Children’s librarians have a unique opportunity with a target audience that funders wish to support. However, locating those funders can be a daunting task. Researching grant opportunities can be fun, challenging, time consuming, and quite rewarding. Here are some hints for tapping into funding sources.

## Know Your Community

Have information gathered and filed in an easily accessible place. Update the information on a regular basis. Having basic information about your community at your fingertips will allow you to concentrate on preparing a proposal rather than gathering statistical information. Things funders will want to know include how many people in the target audience are actually in your service area, how many of these folks actually meet the criteria set, and general economic and literacy trends in your service area.

## Know Library Needs

Have already thought about services and programs the library would like to offer to the community if only the funding were available. This is often called the “wish list.” Keep a file with short summaries of special projects you’d do if only you had the funds.

## Locate Appropriate Funders

When you know your community and the library’s needs, it’s much easier to identify opportunities to pursue. For example, it’s not a good idea to apply to a healthcare organization for funding to support a bird identification project. It is important to know your purposes and goals for the projects you wish to find funding for and to match them to organizations with similar purposes and goals. Don’t just go after money — go after support to be able to offer services to your community.

## Do What the Funders Ask

Be easy to work with. Save your arguments for when you really need them. Ask questions if you don’t understand the application. Make your application easy to read. Don’t use jargon. Follow all application directions. Answer all the questions before the reviewer asks them. Ask for what you want.

A few resources for further information and advice are:

### The Catalog of Federal Domestic Assistance

Developing and writing grant proposals  
<http://www.cfda.gov/public/cat-writing.htm>

### Connect for Kids Weekly Newsletter

August 27, 2001 (special funding edition)  
[http://www.connectforkids.org/newsletter-url1571/newsletter-url\\_show.htm?doc\\_id=79552](http://www.connectforkids.org/newsletter-url1571/newsletter-url_show.htm?doc_id=79552)

### Fundraising and Grantwriting Resources

<http://www.fundsnetsservices.com/grantwri.htm>

### Nonprofit Guides

Grant writing tools for nonprofit organizations  
<http://www.npguides.org/index.html>

### Scholastic Teacher Resource Center

Top tips for grant seekers  
<http://teacher.scholastic.com/read180/discover/funding/tips.htm>

# Grant Tips

Judy Groom

Freeburg Area Public Library District

**D**isclaimer: These are ideas that have worked for me. You might have some ideas that work better for you. The following statements do not mean this is the only way to write a grant.

## Where to Begin

- Read through the grant application guidelines.
- Make extra copies of the application so you can make notes on the extras.
- Look at your community and its needs.
- Discuss ideas with staff members and patrons.
- Make a wish list of programs, etc. related to this particular grant. Don't think about money constraints at this point.
- Now look at your wish list. Decide which programs, etc. would really be feasible and relate to the grant. Stay within the grant amount limit.
- Make a schedule of tentative times for possible programs, field trips, etc. Staff needs should definitely be a part of this schedule.
- Make phone calls to the performers, bus company, etc. to get an idea of costs involved. I have set-up tentative schedules with performers in the past. Make sure they understand that it is tentative and that you will let them know if the grant is funded or not.

## Costs

Make sure the library can cover some of the costs. It is better to write on the application that you want to purchase something at a lower cost and have the library pay a portion of the item.

Example: If an item you want to purchase is \$25.00. You might want to put \$23.00 on the grant application.

The reason to write in a lower amount: Some vendors offer discounts so you can get an item cheaper. Then you have money left over. You would have to return any left-over money to the state.

Special Note: The state expects you to spend the entire grant amount. The state cannot give the left-over

money to someone else... SO SPEND THE ENTIRE AMOUNT!!!!

- Round off to the nearest dollar.
- You can include an estimate of shipping costs.
- Make sure your figures match on each page.

## Certified Mail

I send ALL correspondence by certified mail. This includes the Grant Application, Assurance Letter, and all reports. Even though there is some cost involved you will know your correspondence has been received when you are sent the postcard. Tell the post office clerk you want to send the envelope by certified mail.

- Fill out the postcard on both sides.
- The clerk will make out a certified receipt. Keep this with your grant folder.
- You also need a receipt for the money you just spent getting certified mail so you can get reimbursed from the library.

## Writing the Grant Application

Have several options ready so in case one idea doesn't work, a second idea can be used just as effectively.

Example: I added a special clause in the successfully funded Collection Connection Grant. Since the grant was for a specific collection I wanted to cover any changes that might occur because a title goes out-of-print or I was able to obtain a better discount:

Some titles become out-of-print and new titles become available. The following list is what was available through several sources. Since changes are possible, the following criteria will be followed:

1. If a sale occurs, I will be able to add extra titles in the SCIENCE area for the same allotted money.
  2. If a title becomes out-of-print, another suitable title will be purchased.
- Re-read the grant information that summarizes what the grant can include to make sure you comply with the guidelines.

- Some grants have statements such as “Limit of 250 words.” This means up to 250 words. You don’t even need to make sure you have up to 250 words. It simply means “Don’t go beyond the limit!” In fact, if you can write brief statements way under 250, that’s even better!
- Start writing on the extra application copy. For me, typing the info on the computer works best—that way I can move ideas and wording around. I even cut and paste the wording onto the form.
- Check your spelling and grammar.
- Check the guidelines again to make sure you are in compliance.
- Send in the correct number of copies asked for in the guidelines.
- Send the application(s) by certified mail. Ask for a certified mail receipt

### **Your Grant Has Been Funded... Now What?**

Create a grant folder. I have separate manila folders that are labeled for items such as receipts, application, vendors, the schedule, and programmers.

- Send in the ASSURANCE LETTER as soon as you receive it from the state.
- Call the entertainers, etc. to give them notice of the dates and prices.
- Contracts should be signed, if there are any.
- Write up the official schedule that includes staff and programs dates and times.
- Be sure to cash the check immediately.
- Order any materials you requested in the grant.
- Be sure to keep all receipts with the other grant information.
- All reports must be turned in by the deadline.

### **What If the Grant Isn’t Funded... Now What?**

- DON’T GIVE UP ON WRITING GRANTS!
- The state allows you to call them after a certain date to find out why your grant wasn’t funded. You will have a better idea of what will work if the grant is available next year.
- Call all of the programmers, etc. that you had tentatively scheduled to let them know your grant wasn’t funded this time. When you follow up like this, the programmers most likely will try to work with you again next year.
- Start a folder for any ideas you come up with or hear about for the next grant.
- DON’T GIVE UP ON WRITING GRANTS!

### **You Received the Grant but Need to Make a Change in the Grant**

Suppose a performer doesn’t show up. Now you have extra money. You MUST SPEND ALL OF THE GRANT MONEY!

- Think of other ways to spend the money that would still be within grant guidelines
- Check your grant notification letter for the phone number and contact person’s name. Give your contact person a call and explain the problem.
- Some grants do have a time limit on requesting changes. However, if the time limit runs out and then you find yourself without a program, etc. call the state anyway. They will most likely work with you since the program was after the time limit.

### **One More Tip**

I’ve had several grants at the same time. I made a chart to track deadlines so I didn’t have to continually look through the grant folders.

# Grant Tips

Amy Kellerstrass  
Illinois State Library

He who has the money sets the rules.

- Grants need to address the goals of the funding agency before they address the needs or dreams of the applying agency.
- Always have a plan for where the library wants to be in five years both in terms of services and technology.
- Always make a copy of the grant offering or request for proposal; then use it as a working copy. Save the original, as it is often part of the application that has to be signed and returned.
- Read the grant offering carefully. In many cases, specifications are scattered throughout the document. Make a list of all specifications.
- If the specifications are not understood, ask for clarification. If the agency holds a preconference attend and learn. ALWAYS ASK QUESTIONS, DO NOT ASSUME.
- Always write down all thoughts about the project before beginning to prepare the application. Usually the answer to the questions posed in the application can be answered with those notes.
- Write the abstract last.
- Do not use jargon. Watch sentence length, and grammatical construction when preparing the application. Typos and neatness also count in how the reviewer looks at your application. Do not reduce the typeface.
- Write to communicate information. Make sure the reviewer has all the information needed to understand the proposal. Questions that are not answered usually lead to not funding an application. Keep it simple and to the point.
- If charts, maps or diagrams are used, make sure to describe them.
- Include a short introduction about the applying agency. Even if applicant's agency is considered well known, do not assume the reviewer knows the agency.
- Know the difference between "due date," "due on or before," and "postmarked."
- Know the difference between a tax-exempt number and a tax identification number.
- Follow the specifications exactly.
- Send the grant via a method that guarantees delivery and provides the applicant with a receipt.
- Attend any open meeting at which the grant is reviewed.
- If rejected, ask why. Do not give up.
- If awarded a grant, follow all reporting requirements.
- IF AWARDED A GRANT, SAY "THANK YOU" TO THE FUNDING AGENCY.

## CONTINUING EDUCATION

Although it might be desirable to have only professional librarians with Masters degrees from ALA-accredited library schools serving as children's librarians in public libraries, the reality is quite different. Many libraries consider themselves lucky if they can afford to assign even a clerical staff member the responsibility of overseeing children's work in their libraries. In many small libraries children's services are provided by a paraprofessional trained on-the-job assisted by technical and clerical staff who also must undertake other work and, possibly by volunteers.

The hodge-podge of staffing patterns in public libraries can make the task of continuing education extremely difficult, but also absolutely essential to the concept of providing equal service to children and adults who use the children's area. All staff who serve children in any capacity **MUST** be trained. If they are not trained to undertake successfully a particular aspect of children's work, they **MUST NOT** be required to do it. An untrained or under-trained storyteller or reader advisor can and, often does, do more harm than good.

What does continuing education consist of? It is not simply a matter of reading current professional books and journals. It requires a great deal of self-motivation because staff members must make a commitment to explore new concepts in areas related to children's library service; to read new children's books, view films and video cassettes and listen to audiocassettes; to read adult books on topics which are being treated in children's materials; and to explore systematically a particular topic or topics to acquire a level of expertise that will enhance the service given to their clientele.

Any in-service training that a library can develop in spite of limited resources must be made available to all staff working with children. If courses or classes are offered at local community colleges or through the various children's library organizations or professional associations, staff should be encouraged to attend. If at all possible, some kind of continuing education fund should be negotiated with the jurisdiction which governs the library.



PERSONNEL POLICIES

Excerpt reprinted with permission of The Elk Grove Village Public Library

SECTION: V PERSONNEL  
SUBJECT: A SALARY & BENEFITS

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CONFERENCES & MEETINGS

**The following guidelines define and regulate wage and expense reimbursement issues in cases of staff attending conferences, seminars, meetings, and workshops out of the building.**

**The Library encourages staff members to attend both local and out-of-town conferences, etc. as time and the budget permit. The Library's philosophy is that such attendance enhances knowledge, expertise, and enthusiasm that are brought back to the Library.**

**The staff member also realizes that it is for those reasons that the Library is willing to incur the rather substantial expenses that obtain from these trips. In short, conferences, etc. are an aspect of work at the Library.**

**Thus, the following provisions must be agreed to in advance by staff wishing to attend such conferences:**

REQUEST FOR AUTHORIZATION TO ATTEND CONFERENCES & MEETINGS

The Library Director is to notify the Library Board of Trustees whenever personnel are being sent to conferences where expenses are estimated to be over **\$500.00**. The request for authorization shall be completed and submitted for approval prior to the conference.

The Library will provide forms for reimbursement if prepayment is not possible.

RESERVATIONS: If travel is required by public carrier, reservations should be made, and tickets purchased, through the Administration Department. (First class airfare is not authorized.)

MILEAGE: If a private automobile is used, mileage will be reimbursed at the amount currently allowable by the Internal Revenue Service. A request for reimbursement will be submitted to the Administration Department prior to each month's Board Meeting.

EXPENSES: Staff members designated as official representatives of the Library for the purpose of attending conferences and other professional meetings will be compensated for reasonable Library-related expenses.

TRAVEL: **Payment for travel for the trip is from the Elk Grove Village area to the destination of the conference. Side trips or "combination packages" are not authorized.**

**A Travel day is paid at 7 hours. A maximum of 1 travel day is allowed in going to a conference; and a maximum of 1 travel day is allowed for returning from a conference.**

**PAY: A limit of 7 work hours per day (excluding Sundays) is authorized. Any amount of work time over 7 hours is not authorized. This and following provisions do not apply to “Exempt” employees.**

**Full-time “non-exempt” employees are limited to 4 hours and 40 minutes work time on Sunday; any work time beyond 4 hours and 40 minutes on Sunday is not authorized. Part-time “non-exempt” employees are limited to 7 hours work time on Sundays.**

**Meal periods of any sort, including awards ceremonies, are not regarded as work time.**

#### MEALS and LODGING

**The cost of meals and designated moderately-priced lodging, when taken in conjunction with meetings and conferences, will be reimbursed. Whenever possible, such expenses should be prepaid, if such a service is offered by the conference officials.**

#### REPORTING RESPONSIBILITY

Staff members attending state, national, **and other major** conferences shall submit a written report in a **subsequent monthly board report.**

APPROVED:

SECTION: IV PERSONNEL  
SUBJECT: C BENEFITS

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CONFERENCES & MEETINGS (CONTINUED)

SAMPLE: REQUEST FOR AUTHORIZATION TO ATTEND CONFERENCES FORM

REQUEST FOR AUTHORIZATION TO ATTEND  
MEETINGS AND CONFERENCES

NAME \_\_\_\_\_  
MEETING \_\_\_\_\_

DATE OF  
MEETING \_\_\_\_\_

TIME MEETING  
BEGINS & ENDS \_\_\_\_\_

LOCATION OF  
MEETING \_\_\_\_\_

SPONSOR  
OF MEETING \_\_\_\_\_

PURPOSE OF  
MEETING \_\_\_\_\_

ESTIMATED EXPENSES:

Registration \_\_\_\_\_  
Transportation \_\_\_\_\_  
Meals \_\_\_\_\_  
Lodging \_\_\_\_\_  
Other \_\_\_\_\_  
Total \_\_\_\_\_

Supervisor Approval \_\_\_\_\_  
Date:

Director Approval \_\_\_\_\_

Date:

SECTION: IV PERSONNEL  
SUBJECT: C BENEFITS

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TUITION REIMBURSEMENT

The intent of the Library Tuition Reimbursement program is to improve an individual's performance and knowledge in ways that will directly benefit the Library with respect to the employee's specific job, or library functions, generally, and provide promotional opportunities within the Library. It is not the intent of the Library to provide general tuition reimbursement to an employee in pursuit of an academic degree. Courses to be taken at an accredited college, university, trade or technical school which constitute part of a degree program will be evaluated on an individual basis and treated in accordance with the following rules:

- A. All employees who have completed one year of employment are eligible;
- B. The employee must make application for approval prior to the beginning of the course;
- C. Approval is required in writing by both the employee's Department Head and the Library Director;
- D. Types of courses which may be approved include those related to a degree which will further the employee's specific job as determined by the Library;
- E. The Library will reimburse up to six (6) credit hours per semester. Courses must be taken at an accredited college or university, Or an accredited trade or technical school.
- F. Employees must successfully complete an approved course to qualify for reimbursement. There will be no reimbursement for failing or incomplete grades. Reimbursement does not include the cost of books, registration fees, sundries, and other expenses (e.g. meals, mileage, etc.)
- G. Subject to budgeted funds being made available in the Library's budget, reimbursement shall be at the applicable percentage set forth below of the cost of tuition to take the course in question at a public college, university, or trade/technical school in the Chicago metropolitan area or the cost of th tuition at a private college, university or trade/technical school if a reasonable equivalent course is not offered by a public college or university:

SECTION: IV PERSONNEL  
SUBJECT: C BENEFITS

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TUITION REIMBURSEMENT (Continued)

<u>Reimbursement Percentage</u>	<u>Final Grade</u>
One hundred percent	B or better
Fifty percent (50%)	Passing grade below B
Seventy-five percent Only on a pass/fail basis (i.e. where there is no option to receive a letter grade)	Pass for a course offered

Notwithstanding the following, the amount of reimbursement to any employee for any twelve (12) month period shall be subject to a cap of 25% of the employee's Library earnings in the prior twelve (12) months.

- I. The employee agrees to continue in the employ of the Library for a period equal to one (1) year from the date of exact completion of the course, regarded as the date shown on the final grade report. If the employee shall voluntarily terminate employment prior to the completion of the one (1) year period, the employee shall repay all tuition amounts received from the Library. Employees shall execute promissory notes to the Library as evidence of an obligation to repay the funds received in the event that the employment requirement stated above is not fulfilled.
- J. Employees eligible for other Educational Assistance Benefits such as those available under the Veteran's Educational Assistance must apply for and utilize such benefits before approval under the Library plan will be allowed. [Contract, p. 53-54].

APPROVED: 1-8-02

SECTION: IV PERSONNEL  
SUBJECT: C BENEFITS

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TUITION REIMBURSEMENT (CONT'D)

SAMPLE: APPLICATION FOR EDUCATIONAL ASSISTANCE

APPLICATION FOR EDUCATIONAL ASSISTANCE

Employee's Name: \_\_\_\_\_  
Department: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Date Employed: \_\_\_\_\_  
Name & Address  
Of School: \_\_\_\_\_  
Name of Course \_\_\_\_\_ Tuition Amount \_\_\_\_\_  
Date of Enrollment: \_\_\_\_\_  
Date of Completion: \_\_\_\_\_

Why are you pursuing the above course of study?

\_\_\_\_\_

If attending for a degree, please answer the following:

What type of degree: \_\_\_\_\_  
Total credits toward  
Degree earned: \_\_\_\_\_  
Estimated date of degree: \_\_\_\_\_  
Are you eligible for Veterans Educational Assistance Benefits? \_\_\_\_\_  
Are you eligible for any other educational benefits? \_\_\_\_\_

I register this information with Elk Grove Village Public Library and apply for those benefits to which I may be eligible if my application is approved. I agree to continue my employment with Elk Grove Village Public Library for a period of one year after course completion. If I voluntarily terminate my employment prior to the completion of this period, I will repay all tuition fees received on my behalf from the library. If required, as evidence of my obligation, I will execute promissory notes to Elk Grove Village Public Library for repayment of funds received in the event that I do not fulfill employment requirements.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPLICATION APPROVAL

Department Head: \_\_\_\_\_  
Library Director: \_\_\_\_\_

PAYMENT APPROVAL

Successful Completion: Yes \_\_\_\_\_ No \_\_\_\_\_  
Total Tuition Fee: \_\_\_\_\_ Final Approval: \_\_\_\_\_

# Listservs of Interest to Youth Services Librarians

Barb Lintner

The Urbana Free Library

## ALSC-L

[http://www.ala.org/alsc/discussion\\_lists.html](http://www.ala.org/alsc/discussion_lists.html)

ALSC-L is an electronic discussion list of the Association for Library Services to Children (ALSC) to disseminate information about ALSC activities and issues in children's librarianship.

To subscribe send the following message to [listproc@ala.org](mailto:listproc@ala.org):

- Leave the subject line blank.
- Message: Subscribe ALSC-L (first name) (last name). Do not use parentheses in message.

## CCBC-Net

<http://www.soemadison.wisc.edu/ccbc/listserv.htm>

CCBC-Net is an electronic forum of the School of Education at the University of Wisconsin-Madison to encourage awareness and discussion of issues essential to literature for children and young adults.

To join the discussion on CCBC-Net, visit the above Web site and click on Join CCBC-Net button. Fill out form and submit.

## CHILD\_LIT

[www.rci.rutgers.edu/~mjoseph/childlit/about.html](http://www.rci.rutgers.edu/~mjoseph/childlit/about.html)

Child\_Lit is an unmoderated discussion group convened for the express purpose of examining the theory and criticism of literature for children and young adults.

To subscribe, send the following message to [listserv@email.rutgers.edu](mailto:listserv@email.rutgers.edu):

- Leave the subject line blank.
- Message: SUBscribe child\_lit (first name) (last name). Do not use parentheses in message.

## ISLMANET\_L

<http://www.islma.org/listserv.htm>

ISLMANET is a listserv sponsored by the Illinois School Library Media Association for discussion of issues related to school librarianship.

To subscribe, send the following message to [listserv@listserv.uiuc.edu](mailto:listserv@listserv.uiuc.edu):

- Leave the subject line blank.
- Message: SUBSCRIBE ISLMANET-L

## LM\_NET

[http://ericir.syr.edu/lm\\_net/](http://ericir.syr.edu/lm_net/)

LM\_NET is a listserv discussion group that focuses on library/media services to children and young adults in school libraries. This discussion group is intended to be one of practical appeal, focusing on services, materials, issues, and topics pertinent to school librarianship.

To subscribe, send the following message to [listserv@listserv.syr.edu](mailto:listserv@listserv.syr.edu):

- Leave the subject line blank.
- Message: subscribe LM\_NET (first name) (last name). Do not use parentheses in message.

## PUBYAC

<http://www.pallasinc.com/pubyac/>

PUBYAC is an Internet discussion list concerned with the practical aspects of Children and Young Adult Services in Public Libraries, focusing on programming ideas, outreach and literacy programs for children and caregivers, censorship and policy issues, collection development, administrative considerations, puppetry, job openings, professional development and other pertinent services and issues.

To subscribe, send the following message to [listproc@prairienet.org](mailto:listproc@prairienet.org):

- Leave subject line blank.
- Message: subscribe pubyac

## YALSA-BK

<http://www.ala.org/yalsa/professional/yalsabk.html>

Sponsored by the Young Adult Library Services Association, a division of ALA, YALSA-BK is an open list for book discussion. Subscribers are invited to discuss specific titles, as well as other issues concerning young adult reading and young adult literature. Subscribers can access the YALSA-BK archives via the following Web site, which includes instructions on how to view the YALSA-BK archives.

To subscribe, send the following message to [listproc@ala1.ALA.org](mailto:listproc@ala1.ALA.org):

- Leave the subject line blank.
- Message: subscribe yalsa-bk (first name) (last name). Do not use parentheses in message.

# Continuing Education Links

Barb Lintner

The Urbana Free Library

## **Courses in Colleges and Universities**

### **College of DuPage, Glen Ellyn**

Library Technical Assistant courses:

<http://www.cod.edu/Catalog/>

Choose Library Technology for a subject.

Click on Go.

### **Dominican University Graduate School of Library and Information Science, River Forest**

Graduate Courses in Library Science:

<http://www.dom.edu/gslis/catalog.html>

Calendar of events:

<http://www.dom.edu/events/events.html>

### **University of Illinois Graduate School of Library and Information Science, Urbana-Champaign**

Graduate Courses in Library Science:

<http://alexia.lis.uiuc.edu/gslis/degrees/courses/index.html>

GSLIS Calendar of events:

<http://alexia.lis.uiuc.edu/gslis/school/calendar/index.html>

Center for Children's Books Events:

<http://www.lis.uiuc.edu/~ccb/EEnews.html>

### **University of Wisconsin, Madison, School of Library and Information Studies**

Continuing Education:

<http://www.slis.wisc.edu/academic/ces/index.html>

CCBC Events:

<http://www.soemadison.wisc.edu/ccbc/thisseas.htm>

### **Directory of all accredited Master's programs from the ALA Web site**

[http://www.ala.org/Content/NavigationMenu/](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Accreditation1/lisdir/LIS_Directory.htm)

[Our\\_Association/Offices/Accreditation1/lisdir/](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Accreditation1/lisdir/LIS_Directory.htm)

[LIS\\_Directory.htm](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Accreditation1/lisdir/LIS_Directory.htm)



# Calendar of Conferences, Workshops, and Storytelling Festivals

Barb Lintner

The Urbana Free Library

<b>January</b>	ALA Midwinter Butler University Children’s Literature Conference, Indianapolis, IN (last Saturday)
<b>February</b>	Ohio Children’s Literature Conference, Ohio State, Columbus, OH PLA Conference (every other year)
<b>March</b>	PLA Cluster Conferences, Chicago Riverwind Whirlwind Weekend Workshop for Storytellers, Columbia Northern Illinois University Children’s Literature Conference, DeKalb Illinois Reading Council Conference
<b>April</b>	Alliance Library System Children’s/YA Literature Institute Reaching Forward— Metro University of Wisconsin, Children’s Literature Conference, Madison, WI (first Friday and Saturday in odd-numbered years) Big Grove Storytelling Festival – Urbana Northlands Storytelling Conference, Madison, WI
<b>May</b>	ILA Youth Services Forum Workshops Illinois Family Literacy Conference, Springfield St. Louis Storytelling Festival, University of Missouri, St. Louis, MO
<b>June</b>	ISL Bradley University Institute ALA Conference
<b>July</b>	Illinois Storytelling Festival, Spring Grove
<b>August</b>	New Salem Storytelling Festival, Petersburg
<b>September</b>	Reaching Forward— South Fox Valley Music and Storytelling Festival, Geneva NIU Young Adult Conference, Glen Ellyn
<b>October</b>	ILA Conference ISLMA Conference (can be in November) National Storytelling Festival, Jonesborough, TN
<b>November</b>	Champaign Literature Festival, Champaign University of Iowa Festival of Books, Iowa City, IA Bluestem Storyfest, Springfield
<b>December</b>	

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Skokie Public Library

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# How to Get on an Awards Committee

Barb Lintner

The Urbana Free Library

1. Join the organization presenting the award.
2. Become an active member of the organization presenting the award.
3. To find out more about how the committee is selected and the names of current committee members check the Web sites and talk to members of the organization, especially those who have served on the awards committee.
4. Let the President of the organization or person selecting the awards committee know you are interested by writing a letter including your experience and unique qualifications.
5. Be persistent; keep working in the organization; keep letting people know you are interested.

# Book Awards

Barb Lintner

The Urbana Free Library

## **American Library Association, Association for Library Service to Children**

List of awards:

[www.ala.org/alsc/awards.html](http://www.ala.org/alsc/awards.html)

## **Center for Children's Books, Champaign**

List of current book awards:

[www.lis.uiuc.edu/~ccb/DD/D\\_awards.html](http://www.lis.uiuc.edu/~ccb/DD/D_awards.html)

## **Rebecca Caudill Young Readers' Award**

[www.rebeccacaudill.org/](http://www.rebeccacaudill.org/)

## **Margaret A. Edwards Award**

[www.ala.org/yalsa/edwards/](http://www.ala.org/yalsa/edwards/)

## **Pura Belpré Award**

[www.ala.org/alsc/belpre.html](http://www.ala.org/alsc/belpre.html)

## **Mildred L. Batchelder Award**

[www.ala.org/alsc/batch.html](http://www.ala.org/alsc/batch.html)

## **Robert F. Sibert Informational Book Award**

[www.ala.org/alsc/sibert.html](http://www.ala.org/alsc/sibert.html)

## **Michael L. Printz Award for Excellence in Young Adult Literature**

[www.ala.org/yalsa/printz/index.html](http://www.ala.org/yalsa/printz/index.html)

## **Coretta Scott King Award**

[www.ala.org/srrt/csking/](http://www.ala.org/srrt/csking/)

## **Coretta Scott King/John Steptoe Award for New Talent**

[www.ala.org/srrt/csking/new\\_talent.html](http://www.ala.org/srrt/csking/new_talent.html)

## **Caldecott Medal**

[www.ala.org/alsc/caldecott.html](http://www.ala.org/alsc/caldecott.html)

## **Newbery Medal**

[www.ala.org/alsc/newbery.html](http://www.ala.org/alsc/newbery.html)

## **Laura Ingalls Wilder Award**

[www.ala.org/alsc/wilder.html](http://www.ala.org/alsc/wilder.html)

## **Jane Addams Children's Book Awards**

[www.soemadison.wisc.edu/ccbc/public/jaddams.htm](http://www.soemadison.wisc.edu/ccbc/public/jaddams.htm)

## **Kate Greenaway Medal**

[www.carnegiegreenaway.org.uk/](http://www.carnegiegreenaway.org.uk/)

## **Carnegie Medal**

[www.carnegiegreenaway.org.uk/](http://www.carnegiegreenaway.org.uk/)

## **National Book Awards**

[www.nationalbook.org/nbaenrty.html](http://www.nationalbook.org/nbaenrty.html)

## **Book of the Year for Children Award**

[www.cla.ca/awards/boyc.htm](http://www.cla.ca/awards/boyc.htm)

## **Amelia Frances Howard-Gibbon Illustrator's Award**

[www.cla.ca/awards/afhg.htm](http://www.cla.ca/awards/afhg.htm)

## **Young Adult Canadian Book Award**

[www.cla.ca/awards/yac.htm](http://www.cla.ca/awards/yac.htm)

## **Boston Globe-Horn Book Awards**

[www.hbook.com/bghb.shtml](http://www.hbook.com/bghb.shtml)

## **Scott O'Dell Award for Historical Fiction**

[www.scottodell.com/sosoaward.html](http://www.scottodell.com/sosoaward.html)

## **Hans Christian Andersen Awards**

[www.ibby.org/Seiten/04\\_andersen.htm](http://www.ibby.org/Seiten/04_andersen.htm)

## **Edgar Allen Poe Awards**

[www.mysterywriters.org/awards.html](http://www.mysterywriters.org/awards.html)

## **Charlotte Zolotow Award**

[www.soemadison.wisc.edu/ccbc/zolotow.htm](http://www.soemadison.wisc.edu/ccbc/zolotow.htm)

## **Tomás Rivera Mexican-American Children's Book Award**

[www.schooledu.swt.edu/Rivera/mainpage.html](http://www.schooledu.swt.edu/Rivera/mainpage.html)

## **Carter G. Woodson Book Awards**

[www.ncss.org/awards/woodsonlist.shtml](http://www.ncss.org/awards/woodsonlist.shtml)

## **Orbus Pictus Award for Outstanding Nonfiction for Children**

[www.ncte.org/elem/pictus/](http://www.ncte.org/elem/pictus/)

## **Américas Award for Children's and Young Adult Literature**

[www.uwm.edu/Dept/CLACS/outreach\\_americas.html](http://www.uwm.edu/Dept/CLACS/outreach_americas.html)

## **National Outdoor Book Awards**

[www.isu.edu/outdoor/books/](http://www.isu.edu/outdoor/books/)

## **Sydney Taylor Book Awards**

[www.jewishlibraries.org/ajlweb/awardsscholarships\\_files/taylor\\_book.htm](http://www.jewishlibraries.org/ajlweb/awardsscholarships_files/taylor_book.htm)

# Establishing the Rebecca Caudill Young Readers' Book Award

Written by Carol Fox

Submitted by Bonita Slovinski, Lincoln Jr. High School

**H**istorically, children's books were written, published, reviewed, selected, and, in some cases, read mostly by adults. Additionally, the awards given for children's books were given by adults. Adults believed they had more mature reasoning and critical skills, more experience from which to make judgments, and better understanding of children's interests than children themselves. Therefore, adults were more capable of making book selections that would be good for children. These books were often books which would "stretch" the child's mind. In all fairness, there is a case to be made for this position. However, children have a present and immediate need for literature that meets them where they are as well as literature which will help them to grow. It appears that children are quite capable of addressing both of these needs and responding to books which also address them.

Adults would not know that children have the capacity to appreciate books for pleasure and growth if we had not begun to allow them to make some judgments about the books they read. Allowing children the pleasure of reading books and expressing their opinions about them is a movement which has been fostered by the critical thinking, whole language, and literature-based reading approaches to learning prevalent in educational circles in recent years, but one avenue for expression of preference by children generically called the "children's choice awards" have a longer history. Begun first by the Pacific Northwest Library Association in 1941, children's choice awards have been growing in number since then. Today more than half the states in the union have awards of this nature including the Sequoyah Award in Oklahoma, the Bluebonnet Award in Texas, the William Allen White Award in Kansas, the Mark Twain Award in Missouri, the Dorothy Canfield Fisher Award in Vermont and the Rebecca Caudill Young Readers' Book Award in Illinois (RCYRBA). Other states which support award programs are Nebraska, Colorado, Arizona, Utah, Arkansas, California, Iowa, Ohio, Florida, Hawaii, Indiana, Georgia, and Kentucky.

## Establishing the Award in Illinois

The task force for a children's choice award in the state of Illinois met for the first time on January 18, 1985, at the Schaumburg Township Public Library. Members of the first committee were Mary Walker representing the Youth Services Section (YSS), Todd Morning representing the Public Library Section (PLS), and Mary Lathrope and Carol Fox representing the Illinois Association in Media in Education (IAME), all sections of the Illinois Library Association. At its first meeting, the task force established that the award should try to foster cooperation among educational and library groups to sponsor the award. This underlying principle has been the strength of its success as the RCYRBA has gone through the process of award acceptance.

During 1985 and 1986 the task force wrote guidelines for the administration of the award, developed a brochure and packet for materials, developed a budget, and recommended the establishment of a committee to oversee the award process from year-to-year. This committee, known as the Rebecca Caudill Young Readers' Book Award Committee, was approved by the sponsoring organizations, consisting of two members from each of the organizations as well as a chair from one of the organizations, and may accept members from other groups which support the purposes of the award. The Rebecca Caudill Young Readers' Book Award Committee initiated the first award process statewide in 1987.

## Purposes of the Award

The purposes of the Rebecca Caudill Young Readers' Book Award are to encourage children and young adults to read for personal satisfaction, to develop a statewide awareness of outstanding literature for children and young adults, to promote a desire for literacy, and to encourage cooperation among Illinois agencies providing educational and library service to young people. Children in grades four through eight in every elementary and middle school in the state are eligible to vote if their schools are participating in the award program. A public library may assume the role of award sponsor if

the schools in the area decline to do so. The award process also offers further opportunity for school and public library cooperation. Each school or library is responsible for the award program, however, the RCYRBA committee provides a packet of materials and guidelines for a nominal yearly registration fee. This fee pays for the packets to perpetuate the award.

### **The Award Process**

Each spring a brochure is sent to every elementary and middle school in the state and information is sent to all youth services consultants at library systems throughout the state. Children are encouraged to read books from a master list of twenty titles and vote in an election held during the month of February. Tallies from each school are sent to the award committee which then compiles the final tally. The winning title is announced in March at statewide functions including Northern Illinois University's Children's Literature Institute and the Illinois Reading Council conference. In addition, a postcard announcing the winner is mailed to each participating school or library.

A plaque is given to the author of the winning book at a statewide function during the award year. In 1988 and 1989 the awards were presented at the Illinois School Library Media Association's fall conferences. (Note: As of this printing, this plaque is still given at the ISLMA fall conference.)

### **The Master List Selection Process**

Included in the packet of materials each year is a reproducible nomination form. (The 1990 program participants nominated the books for the 1992 award program since the process requires two years' lead time for the program development. From these nominations, the list of books is alphabetized and divided into equal parts. A reading committee administered by the RCYRBA committee consisting of teachers, school and public librarians, university professors, and children's booksellers throughout the state read the nominations list. Using the following criteria, on a scale of one to ten, they rate each book they read for:

1. literary quality
2. qualities of originality, imagination, and vitality in text and illustration
3. elements of timelessness
4. clarity and readability

5. appropriateness in subject, treatment, and format to the age group, grades fourth through eight, for which the award is intended
6. theme and subject matter of value to children and young people
7. likelihood of acceptance by young people
8. factual accuracy

### **Rebecca Caudill**

Rebecca Caudill must have been a lady of much gentle and honest good will. Those who knew her speak of her with deference as if recalling memories of her rekindles a heartwarming experience. Her books speak of an honesty, a mirror of the heart, that crosses all geographic and social barriers. She was born on February 2, 1898, and grew up in Harlan County, Kentucky in the midst of the Appalachian Mountains. Her parents were both teachers and taught Rebecca and her ten brothers and sisters to value the written word. After college Rebecca Caudill traveled widely including trips to South America and the U.S.S.R. until she met and married James Ayers and settled in Urbana to raise a family. During the next fifty years she carefully researched and wrote many highly acclaimed books for young people from her home in Urbana. Some of those which are still in print today include *Tree of Freedom*, a Newbery Honor winner (Viking, 1949); *Did You Carry the Flag Today, Charley?* (Holt, 1966); *A Pocketful of Cricket* (Holt, 1964); and *Schoolroom in the Parlor* (Dell, 1987), one of the titles from the newly reissued "Happy Little Family" series. Ms. Caudill's Midwestern roots, her belief in and support for good books for children, her own enormous talent, and her lifelong residence in Illinois make her eminently suited for the award distinction. The Rebecca Caudill Young Readers' Book Award Committee is pleased to honor Ms. Caudill in this way.

Bonita Slovinski (Lincoln Junior High School) is the current chair of the Rebecca Caudill Young Readers' Book Award 2003 Steering Committee. For the most current information on this award, visit [www.rcyrba.org](http://www.rcyrba.org).

The Rebecca Caudill Young Readers' Book Award is sponsored by:

Illinois Reading Council  
Illinois School Library Media Association  
Illinois Association of Teachers of English

# Open Letter to Illinois YS Staff

Becky Baker  
Rebecca Caudill's daughter

April 22, 2003

Dear Illinois Librarians:

Shortly after my mother's death in 1985, a group of her closest friends approached me with the news that they were going to set up an award in my mother's name. This was the Rebecca Caudill Young Readers' Book Award.

It is something that Rebecca Caudill would have been very proud of, and not only because the award carries her name. The award honors reading, but more importantly, it honors the reading of, and teaches young people how to select good literature. Rebecca Caudill often referred to her introduction to good literature in her speeches, and said good literature caused her imagination to "simply soar." And isn't it significant that, with all the high-tech inventions that we have in our midst, nothing whets the imagination more than reading a good book.

Imagination is very important in today's world. From imagination comes creativity, and from creativity comes new solutions to age-old problems. So the selection of good literature that causes the imagination to "simply soar" is still one of the most important processes in our society, and the Rebecca Caudill Young Readers' Book Award makes an important contribution to that process.

Rebecca Jean Ayars Baker

# The Rebecca Caudill Web Site

## www.rebeccacaudill.org

This is the original Web site of the Rebecca Caudill Young Readers' Book Award. Originally funded by a Library Service and Construction Act grant, this site is maintained by the Bensenville Community Public Library. Throughout the year, the site provides an opportunity for students to give back to the Web community through their participation in the Rebecca Caudill Young Readers' Book Award. The following is a list of some of the special features of the Rebecca Caudill Web site.

### Poster Contest

Every year the Bensenville Library and the Rebecca Caudill Web site sponsor a poster contest open to schools and libraries that participate in the Rebecca Caudill Young Readers' Book Award. Students submit a drawing based on the current winner of the Caudill Award. The winning drawing will appear on the Web site's official poster, which is distributed to schools and public libraries throughout the State of Illinois. In addition, the winning student receives a complete set of the 20 nominated books for the upcoming year (as does the school/library) and will attend the Caudill Breakfast honoring the winning author at the ISLMA annual conference. The contest calendar goes like this:

- mid-March: Caudill winner is announced, poster contest begins
- mid-May: All submissions are due to the Bensenville Library
- end of May: Winner is notified
- June to August: Poster is put into production
- mid-August: Poster is distributed through the systems
- mid-October: Student and family attend Caudill Breakfast at ISMLA

### Book Reviews

Students can submit book reviews via a form on the Web site. Once received, reviews are arranged by school, then by book title. Starting in 2002, the site began an archive of reviews that is arranged by title of book. When they are older, students will be able to look back and see some of their past work online.

### Drawings

Students can also submit drawings to the Web site. This can be done two ways. First, if the drawings have been scanned and saved as image files they may be e-mailed to the webmaster: bcpl@clearnet.org. Drawings can also be sent via the mail to the Library. The webmaster will scan and post them to the Web site. Drawings do not need to be a certain size. The site has posted drawings ranging from 8½ × 11 inches to large, presentation size posters.

### Support Materials

The content on the Web site is not limited to student information. The site also has booklists, annotated bibliographies, booktalks, curriculum suggestions, author profiles, and more.



## **BECOMING A *SCHOOL LIBRARY JOURNAL* REVIEWER**

Dear Prospective Reviewer:

Thank you for volunteering to review for *School Library Journal*.

As stated in our annual policy statement, SLJ's purpose is to provide its subscribers with short, critical reviews written by their colleagues in the library field. These reviews are used for selection purposes, often by librarians who do not have access to the books before purchasing them.

If you are a librarian currently working with children or young adults in a school or public library or teaching children's literature in a college or university, please fill out the enclosed form and return it to me, along with two sample reviews that you have written. Choose any two books that you wish, but please include one review that is positive and one that is negative.

If you are not a librarian currently working with young people in library service, we will not be able to accept your offer to review for SLJ. We do, however, thank you for your offer and your interest.

Sincerely,

Trevelyn Jones  
Book Review Editor

PLEASE COMPLETE THIS FORM AND RETURN TO:

Trevelyn Jones  
Book Review Editor  
School Library Journal  
245 West 17th St.  
New York, NY 10011  
212/463-6757  
FAX: 212/463-6689  
E-MAIL: slj@cahners.com (subject: bkrev)

Your name as it should be printed with your review:

Name and address of library or school where employed:

Your position:

Business telephone number (including area code):

E-mail address:

Home address:

Home telephone number (including area code):

Books should be sent to: HOME BUSINESS

Educational background and experience in library service with children and young adults:

Do you purchase books for your collection? What subject areas are you responsible for? What review sources do you use to make purchasing decisions?

Do you have access to a variety of materials for comparison to new titles?

Size of your collection?

Does your library collection focus on any specific subject areas?

Subject specialties or types of books you would like to review (include grade or age levels):

# Writing for *Book Links*

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Writers interested in submitting to *Book Links* should have a strong background in children's literature and should study the magazine for its style, approach, and focus prior to sending a manuscript. An overly academic style should be avoided in submissions to *Book Links*.

## Issue Themes

Each issue of *Book Links* explores a curricular theme. Topics include multicultural literature, social studies, language arts, history, geography, science, math, and the arts. While not every piece published in *Book Links* is theme-related, the bulk of articles do have relevance to one of the above topics.

## Article Categories

Most articles in *Book Links* fall into the "Classroom Connections" category, which focuses on a wide range of topics. "Classroom Connections" articles consist of a brief introduction of 200-400 words, followed by a list of 20-30 books that advance the subject, and in general should not exceed 3,500 words total.

Other article categories in *Book Links* include "Visual Learning," which analyzes an aspect of picture-book illustration; "Book Strategies," which focuses on teaching a particular book as a classroom unit; and "In the Trenches," in which educators relate techniques they have developed that successfully connect children with books. We are especially looking for "Visual Learning" articles at this time. Recent topics in this category include a discussion of artist David Shannon's work and an article on the artwork in the 2001 Caldecott books.

## Bibliography Guidelines

Effort should be made when appropriate to include picture books, novels, biographies, poetry, folklore, and nonfiction in the bibliography. A bibliography may be organized by book type (picture book, novel, nonfiction, etc.) or by age level.

Bibliographic entries should be in alphabetical order by author (last name first), followed by title, illustrator (first name first), date of publication, number of pages, publisher (main publisher/imprint if applicable), hardcover price, and ISBN, and, if available, paperback publisher, price, and ISBN. Note the following example:

Ada, Alma Flor. *My Name Is Maria Isabel*. Illus. by K. Dyble Thompson. 1993. 64p. Simon & Schuster/Atheneum, \$14 (0-689-31517-1); Aladdin, paper, \$3.95 (0-689-80217-X).

One or two out-of-print books may be included in the bibliography if they are widely available in libraries (include author, title, original publication date, publisher, and "o.p." in imprint information).

Each title should be annotated in the bibliography. Annotations, short but substantive, should make clear how the book relates to the subject and include a grade level range.

Following the bibliography, consider including a list of discussion questions and mind-stretching activities that are related to the books. Relevant Web sites, audiobooks, videos, professional resources, and other sidebar information should also be included if appropriate.

## Manuscripts

*Book Links* accepts detailed queries and complete articles. Submissions are evaluated within two months. Queries and articles may be submitted electronically (by e-mail or on disk) or on paper. The submission should include author's name, mailing address, e-mail address, fax, and telephone numbers. If the submission is accepted, a small honorarium is paid at time of publication, and the contributor will receive two complimentary copies of the issue. Queries should be addressed to Laura Tillotson, Editor, *Book Links*, 50 E. Huron, Chicago, IL 60611, [ltillotson@ala.org](mailto:ltillotson@ala.org). For general information, contact Beth W. Leistensnider, Assistant Editor, (312) 280-5713, or [bleistensnider@ala.org](mailto:bleistensnider@ala.org).

## Mission Statement

*Book Links: Connecting Books, Libraries, and Classrooms* is a magazine designed for teachers, librarians, library media specialists, parents, and other adults interested in connecting children with books. In response to the trend of using children's trade books in the classroom, the curriculum role of the school library media center, the increased programming in public libraries, and the heavy reliance of day-care centers and nursery schools on children's literature, *Book Links* publishes bibliographies, essays linking books on a similar theme, retrospective reviews, and other features targeted to a preschool through eighth grade audience.