

Section 3: Communication

CONTENTS	PAGE
Guidelines for Quality Service—Communication	v
<i>Created and submitted by Pamela K. Kramer, DuPage Library System, Geneva and Lois B. Schultz, Independent Consultant.</i>	
Marketing.	1
<i>Introductory article and companion forms created and submitted by Steve Mongeluzzo, FIRST Communications. Forms include: Planning Work Sheet; Ground Breaking Ceremony (Action Plan); Survey Letter to Develop Mailing List; Message Work Sheet; Message Work Sheet completed.</i>	
Teacher Talk	13
<i>Sample newsletter for school personnel reprinted with permission from the Lansing Public Library submitted by Debbie Albrecht, Lansing Public Library, Lansing.</i>	
Kindergarten Pamphlet	15
<i>Pamphlet reprinted with permission from the Schaumburg Township District Library submitted by Melissa Jones, Schaumburg Township District Library, Schaumburg.</i>	
Teacher’s Guide 2001-2002	19
<i>Brochure to school personnel describing library services reprinted with permission of the Schaumburg Township District Library submitted by Melissa Jones, Schaumburg Township District Library, Schaumburg.</i>	
Teacher and Student Services for Children (Grades K-6)	27
<i>Guide for school personnel and students reprinted with permission from the Indian Prairie Public Library District submitted by Monica A. Dzierzbicki, Indian Prairie Public Library District, Darien.</i>	
Arrangement and Marketing	31
<i>Article on marketing techniques for youth services departments created and submitted by Jane Hill, retired (formerly of Marrowbone Public Library District, Bethany).</i>	
Public Relations.	35
<i>Introductory article and companion forms created and submitted by Steve Mongeluzzo, FIRST Communications. Forms include: Q & A Work Sheet; Interview Evaluation Work Sheet.</i>	
Tips for Working with the Media	41
<i>Tip sheet from a library staff perspective created and submitted by Deb Meskauskas, Arlington Heights Memorial Library, Arlington Heights.</i>	
Public Relations Planning: What I’ve Learned in the Real World	43
<i>Article providing advice on PR planning created and submitted by Sally Brickman, Deerfield Public Library, Deerfield.</i>	
Parental Permission Form	45
<i>Sample release form to use child/children’s photographs reprinted with permission from the Des Plaines Public Library submitted by Pat Horn, Des Plaines Public Library, Des Plaines.</i>	
Parental Permission Template	47
<i>Sample template to request permission to use photograph of a minor child reprinted with permission from Klein, Thorpe & Jenkins, Ltd. submitted by Judy Hoffman, North Suburban Library System, Wheeling.</i>	
Summer Reading Program Letter to School Librarian.	49
<i>Sample letter offering visit to promote SRP created and submitted by Monica Biegel, Naperville Public Libraries, Naperville.</i>	

School Confirmation Letter for May Assemblies	51
<i>Sample confirmation letter confirming Summer Reading Club promotion visit created by the Youth Services Department, Vernon Area Public Library District submitted by Colleen Costello, Vernon Area Public Library District, Lincolnshire.</i>	
SRP Wrap-Up Letter	53
<i>Sample letter informing school of student participation created and submitted by Monica A. Dzierzbicki, Indian Prairie Public Library District, Darien.</i>	
Press Releases	55
<i>Tip sheet for submitting articles for publication created and submitted by Susan Westgate (formerly of the Thomas Ford Memorial Library), Helen M. Plum Memorial Library, Lombard.</i>	
Press Release	57
<i>Promotional program press release created and submitted by Susan Westgate (formerly of the Thomas Ford Memorial Library), Helen M. Plum Memorial Library, Lombard.</i>	
How to Get the Word Out!	59
<i>Tip sheet providing suggestions to promote library programs and services created and submitted by Linda Kelly, Evans Public Library, Vandalia.</i>	
Some Resources to Keep You Informed, and Enable You to Be a Better Advocate for Your Library and Patrons . . .	61
<i>Resource list to improve your advocacy efforts created and submitted by Judy Hutchinson, River Bend Library System, Coal City.</i>	
Outreach	63
<i>Introductory article and form on the topic of outreach created and submitted by Steve Mongeluzzo, FIRST Communications. Form included: Who is Your Audience?</i>	
Networking	67
<i>Tip sheet on how and where to network created and submitted by Jackie Weiss, Cahokia Public Library District, Cahokia.</i>	
Youth Services and School Library Communication	69
<i>Tips for establishing and keeping open channels of communications with your schools reprinted with permission of the Limestone District Library, Limestone, developed by Lois B. Schultz, Independent Consultant.</i>	
“Be Nice to the Secretary”—and other ways to work successfully with schools	71
<i>Article reprinted with permission from Sara Ryan, Multnomah County Library School Corp, Portland, Oregon.</i>	
School Liaison Five-Year Plan, 2000-2005	77
<i>Five-year plan supporting students of all ages reprinted with permission from the Indian Prairie Public Library District submitted by Monica A. Dzierzbicki, Indian Prairie Public Library District, Darien.</i>	
Letter of Introduction to Preschool	79
<i>Sample letter introducing library services to local preschool teacher created by the Youth Services Department of the Vernon Area Public Library District submitted by Colleen Costello, Vernon Area Public Library District, Lincolnshire.</i>	
Letter to Principal	81
<i>Sample letter introducing library services to local school principal created and submitted by Monica A. Dzierzbicki, Indian Prairie Public Library District, Darien.</i>	

Procedures for Scheduling and Presenting Group Tours	83
<i>Checklist of procedures for youth services staff scheduling visits from local schools created and submitted by the Youth Services Staff of the Indian Prairie Public Library District, Darien.</i>	
Class and Group Visit Form	85
<i>Sample form to use when preparing for a school visit reprinted with permission from the Alsip-Merrionette Park Public Library District submitted by Youth Services Department, Alsip-Merrionette Park Public Library District, Alsip.</i>	
Confirmation of School Visit Form	87
<i>Letter of confirmation detailing upcoming visit to local school created and submitted by the Youth Services Department of the Vernon Area Public Library District, Lincolnshire.</i>	
School Tour—Scavenger Hunt	89
<i>Sample scavenger hunt workshop for school children visiting the public library created and submitted by the Youth Services Department of the Indian Prairie Public Library District, Darien.</i>	
Korthauer Project	91
<i>Program for local Bensenville school children reprinted with permission of the Bensenville Community Public Library submitted by Julie Brady, Bensenville Community Public Library, Bensenville.</i>	
Procedures for School Assignments & Teacher Loans.	97
<i>Steps to be followed when taking school assignments or arranging for teacher loans, including Assignment Alert Form and Processing Procedures for School Assignment Materials reprinted with permission from the Indian Prairie Public Library District submitted by Monica A. Dzierzbicki, Indian Prairie Public Library District, Darien.</i>	
Assignment Alert Forms	101
<i>Sample forms reprinted with permission from the following libraries: Skokie Public Library, Skokie; Alsip-Merrionette Park Public Library District, Alsip; Lisle Library District, Lisle.</i>	
Material Request Form	105
<i>Sample letter with application to extend beyond normal loan restrictions created by the Youth Services Department of the Lisle Library District submitted by Alice Krzak, Lisle Library District, Lisle.</i>	
Teacher Request for Materials	107
<i>Sample form enabling a teacher to request specific materials created by Children's Services, Naperville Public Libraries submitted by Julie Rothenfluh, Naperville Public Libraries, Naperville.</i>	
Teacher Notification Form	109
<i>Sample form informing teacher of why library staff was unable to give adequate information for an assignment created by the Youth Services Staff, Lisle Library District submitted by Alice Krzak, Lisle Library District, Lisle.</i>	
School Liaison (K-6th grades) Fiscal Report.	111
<i>Report submitted covering interaction with local schools reprinted with permission from the Youth Services Department, Indian Prairie Public Library District submitted by Monica A. Dzierzbicki, Indian Prairie Public Library District, Darien.</i>	
School Cooperation	115
<i>Tip sheet on working with schools created and submitted by Jackie Weiss, Cahokia Public Library District, Cahokia.</i>	

Reaching Out to Homeschooling Families: Services and Programs	117
<i>Originally printed in Illinois Libraries reprinted with permission from the Illinois State Library created and submitted by Paul Kaplan, Lake Villa District Library, Lake Villa.</i>	
Homeschooling Helps—Answers to Homeschooling Question	121
<i>Pamphlet reprinted with permission from the Lake Villa District Library created and submitted by Paul Kaplan, Lake Villa Public Library District, Lake Villa.</i>	
Serving Homeschoolers	123
<i>Ideas for serving this population reprinted with permission from the Alsip-Merrionette Park Public Library District submitted by Lisa Palombi, Alsip-Merrionette Park Public Library District, Alsip.</i>	
Homeschooling Books	125
<i>Bibliography of resources available to homeschool families created and submitted by the Youth Services Department of the Indian Prairie Public Library District, Darien.</i>	
Homeschool Web Sites	129
<i>List of useful Web sites for homeschooling families created and submitted by Marge Tilley, Vernon Area Public Library District, Lincolnshire. Included with this document, Internet Sites for Homeschooling Families created and submitted by Eileen Stachler, Schaumburg Township District Library, Schaumburg.</i>	
Kids For Saving Earth Club	131
<i>Introduction and procedures from program created for and offered to homeschool families reprinted with permission from the Alsip-Merrionette Park Public Library District submitted by Lisa Palombi, Alsip-Merrionette Park Public Library District, Alsip.</i>	

Guidelines for Quality Service

COMMUNICATION

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

#1

Fundamental Element #1: Interaction

The youth services program demonstrates that the clientele are respected and their individual needs are understood and responded to clearly.

Why It Needs to Be Present

Children, young adults, parents, caregivers and teachers need to be understood and responded to in age and developmentally appropriate ways.

#2

Fundamental Element #2: Marketing

The youth services program has a marketing plan that is consistent with the library's marketing plan and includes procedures and activities for public relations

Why It Needs to Be Present

The clientele of the youth services program expect to be provided with information about library services, resources and activities that are available to them which meet their interests and needs.

#3

Fundamental Element #3: Advocacy

The youth services program advocates for children and young adults by communicating their needs and interests to library Board and staff, community youth agencies and to the community at large.

Why It Needs to Be Present

Children and young adults need to feel they are respected, that their interests and needs are listened to and understood, and they need the assurance that librarians serving them will support them.

#4

Fundamental Element #4: Outreach

The youth services program collaborates with parents, individuals, and other agencies such as schools and community groups.

Why It Needs to Be Present

Children and young adults benefit from the support and assistance of a variety of sources in the community to enhance their learning and growth to maturity.

Marketing

Steve Mongeluzzo

FIRST Communications

In order to successfully market your department or library, you need to take the most obvious step—plan ahead. Unfortunately, with busy schedules and conflicting demands, many librarians feel that they just don't have the time to be pro-active. Remember what former UCLA basketball coach John Wooden, who won 10 NCAA titles, constantly cautioned his team—“If you fail to prepare, be prepared to fail.”

Forming a Marketing Committee

Many libraries don't have the resources to have a full-time Public Relations-Marketing position. Even those libraries fortunate enough to have the resources should consider another option—forming a marketing committee. The marketing committee should include representatives from each department who meet on a regular basis—usually monthly or bi-monthly—to develop short and long term marketing plans and recommend marketing material, assign responsibility and carry out other PR activities.

Look for diversity when forming your marketing committee. Items to consider include age, length of time working at the library, members of a minority group that the library serves, and both full-time and part-time employees. A diverse marketing committee will generate a greater range of ideas and viewpoints.

Getting Library Staff Involved in Marketing Efforts

It is important to get the entire staff involved in marketing the library. There are two ways you can get them involved. First, employees can help members of the marketing committee. Their input could include anything from suggestions for new programs and identifying target audiences to helping develop messages and marketing material.

Second, employees can have a major impact marketing

library services and programs that the marketing committee targets as needing special promotion. Committee members should keep employees in their departments informed of these targeted programs, including those outside their department. They can positively engage customers by promoting a program or service that would benefit them. They can also encourage people who are signing up for a program (where attendance is low) to tell their friends to sign up. Every contact with a customer is a marketing opportunity.

Developing Action Plans

Every year libraries should develop an action plan of programs for the coming year. They should also develop short-term action plans that promote individual programs and services as well as special events, such as a groundbreaking ceremony. Each of these plans identifies the action steps to take, assigns responsibility for each action, indicates when those action steps should be completed, and identifies when it was actually completed. Action plans

should be monitored on a regular basis and changed as needed. (Copies of both long and short-term action plans are included.) Not only will an action plan help you identify your potential audiences for each program, but it will also provide a guideline on when to send them information.

Successful marketing is dependent on you developing messages that motivate your customers.

Reaching Your Customers in a Timely Manner

Reaching your customers through the news media is fairly basic. Any media guide will tell you the deadlines for your local daily and weekly newspapers, and radio and TV stations. Better yet, you should personally contact them and get to know the editors and reporters who could have a positive impact on your publicity.

Reaching your customers through specialized media is more complicated and time consuming, yet equally

important. Organizations such as schools, the PTA, churches, day care providers, and government agencies can all help you reach parents, teachers, and students through a variety of methods. Some organizations have newsletters or bulletins, while others will distribute flyers and brochures for you. You need to know the deadlines and lead time these organizations require. While gathering this information may be time consuming, it will insure that these organizations receive your information in a timely manner. (A copy of an information gathering worksheet is included.)

Developing Messages that Motivate

Successful marketing is dependent on you developing messages that motivate your customers. You should then use these messages when talking to customers, writing publicity material, and during media interviews.

A motivating message includes two parts—what action you want the audience to take, and how they will benefit if they take that action. The message may also be different for different audiences. Most people just talk about features—information that answers the “who, what, where, when, why and how” questions.

For example, when promoting the summer reading program, instead of focusing on such “features” as the schedule, what age groups are eligible and where it will be held, you should give parents a motivating reason to enroll their children:

I strongly encourage you to enroll your children in our library’s summer reading program. Children who participate in the program not only retain what they just learned in school, but they are also better prepared for the coming school year.

The message for children would be different. The benefits would be that they would have fun, see their old friends and meet new friends, and win prizes.

Developing “Memory Hooks”

“Memory hooks” are great marketing tools and should be used when talking to customers or reporters. They include success stories, examples, references, and analogies that help clarify your message and make it more memorable. Librarians should be keeping a file of “memory hooks” and use them in their publicity efforts. For example, tell your employees to immediately share success stories they hear about with you. Then write them down and file them away.

Use a message worksheet when developing messages and “memory hooks.” It will help you focus your thoughts and should be kept for future use. (An example is included.)

Evaluating Your Marketing Efforts

The final step is to evaluate your marketing efforts. Find out how people heard about the program. Have your employees ask customers when they sign up for a program, or ask them at the program.

Comparing attendance from one year to the next is one way to evaluate your marketing efforts. But there are other steps you can take that will give you other information you may need to do a more accurate evaluation. You also want to know if the programs are meeting customer needs. Talk to the people who attend. Hand out a feedback form at the end of each program. Do surveys or focus groups of others who did not attend. The more people you talk to and the more information you have, the better you will be able to evaluate your efforts.

Planning Work Sheet

One of the most effective tools for planning is to develop an activity calendar for the coming year. Many events occur each year, while others are one-time events. Identify the programs you want to publicize this coming year, and what audiences you want to reach through those programs.

<u>Month</u>	<u>Program/Events</u>	<u>Audiences:</u>
January	_____	_____
	_____	_____
	_____	_____
February	Black History Month	_____
	_____	_____
	_____	_____
March	Women's History Month	_____
	_____	_____
	_____	_____
April	National Library Week	_____
	_____	_____
	_____	_____
May	_____	_____
	_____	_____
	_____	_____

June Summer Reading Program _____

July Summer Reading Program _____

August _____

September Library Card Sign-up Mo. _____

October Hispanic Heritage Month _____

November _____

December Holiday Festival _____

GROUND BREAKING CEREMONY

September 1, 2002

ACTION PLAN

<u>Action Item</u>	<u>Responsible Person</u>	<u>Target Date</u>	<u>Completion</u>
Schedule event			
Contact special guests	_____	5/15/02	_____
Check on availability of room	_____	5/20/02	_____
Determine date	_____	6/1/02	_____
Develop Action Plan	_____	6/8/02	_____
Develop press release	_____	6/15/02	_____
Send release to specialized groups	_____		
Chamber		6/15/02	_____
Government entities		6/15/02	_____
Senior centers		7/1/02	_____
Schools		7/15/02	_____
Library partners		7/15/02	_____
Civic groups		7/15/02	_____
Others _____	_____		_____
Develop talking paper on groundbreaking	_____	6/22/02	_____
Develop flyer	_____	6/22/02	_____
Reproduce flyer	_____	7/1/02	_____
Coordinate distribution of flyer	_____	Ongoing	_____
Publicize in library newsletter	_____	7/15/02	_____
Coordinate staffing of event	_____	7/15/02	_____
Coordinate refreshments	_____	7/22/02	_____
Contact attendees at prior events (optional)	_____	7/22/02	_____

	Staff	Ongoing	_____
Publicize event at local activities (if appropriate) (list chamber and community events, government meetings, etc.)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Send release to news media	_____		
Community calendars (all media)		8/1/02	
News/weeklies		8/8/02	_____
News/dailies		8/15/02	_____
Radio/TV stations		8/15/02	_____
Day prior to event			
Make list of photos needed	_____	8/31/02	
Set up room	_____	8/31/02	_____
Check on refreshments	_____	8/31/02	_____
Other _____	_____	8/31/02	_____
Day of event			
Preparation	_____	9/1/02	_____
Hold event	_____	9/1/02	_____
Take photos	_____	9/1/02	_____
Send out "post publicity"	_____	9/4/02	_____
Send "thank you" letters	_____	9/8/02	_____
Evaluate event	Staff	9/15/02	_____

Survey Letter to Develop Mailing List

Dear _____:

The XYZ Public Library District is in the process of updating its list of key *community organizations* (*businesses, school officials, community leaders, etc.*) in order to provide better service to you and your *members* (*customers, students, constituents, etc.*).

First, we need your e-mail address so we can send you information on items that would possibly interest you personally. For example, in the past we have had the _____ and other important individuals speak at a _____ function.

Second, we need some information on how to best send you information for your _____. For example, our upcoming Community Health Fair in September will provide free health and wellness screening tests for anyone who attends. This would be a great consumer piece for your newsletter.

Please take a few minutes for you or a member of your staff to complete the attached request. Do not hesitate to give me a call if you have any questions.

Of course, we welcome information that you feel will be useful to our customers. You can send information by e-mail at _____ or mail it to our office.

Sincerely,

Director
_____ Public Library District

Attachment

Name: _____ **Phone:** _____

Organization: _____ **FAX:** _____

Audiences: _____

Web page: _____

Who would you like information for your constituents sent to?

His/her title?

Phone Number?

When (how frequently) is your newsletter published?

What is the deadline for your newsletter?

How would you like us to send the information?

Mail

e-mail _____

fax _____

Do you have any requirements for photos?

Miscellaneous: _____

Please FAX this sheet to _____ . A cover sheet is not required.

Message Work Sheet

Topic:

Audience:

Key points:

Action(s) I want the audience to take:

Benefit(s) to the audience (from taking that action):

Sound bite

Stories, examples, quotes, analogies, metaphors, etc.:

Message Work Sheet

Topic:

Audience: Parents/Teachers

Summer Reading Program for Children

Key points:

Runs June 15 through August 5 from 9-11am

Children 5-10 years old

Prizes include McDonald's coupons, balloons, Star Wars Toys, etc.

Action(s) I want the audience to take:

Parents—enroll your children

Teachers—encourage children to participate; send information to parents

Benefit(s) to the audience (from taking that action):

Children will not lose skills just learned

Children will be better prepared for new school year

Sound bite (for news media):

Summer reading is a *“Win-Win” program*. The Children win

because they become better readers while having fun, and the

teachers win because they have better students who want to read.

Stories, examples, quotes, analogies, metaphors, etc.:

Child who was “C-“ reader entering last year’s program got a “B+ the

next school year

TEACHER TALK FROM THE YOUTH SERVICES DEPARTMENT AT LANSING PUBLIC LIBRARY

2750 Indiana Avenue
Lansing, IL 60438
Phone 708-474-2447; Fax 708-474-9466



Volume II Issue 1 October 2001

Greetings from all of us in Youth Services at Lansing Public Library. We hope your school year is off to a good start. You'll be happy to know we have already seen many of your students working on projects or picking up a book for a report.

Summer was a lot of fun at the library. We had over 760 kids sign-up for our summer reading program. Our **1st Annual Battle of the Books** was a great success. We're now ready for another school year.

Please remember to get your updates of additions to your Accelerated Reader programs to us. These lists are used frequently by your students.

Once again we will conduct voting for the **Rebecca Caudill Young Readers' Book Award** in February. All 4th-8th grade teachers should have received a folder with this year's information. If not, please give us a call. There are some wonderful books on this year's list. We hope you suggest them to your students. If you're interested in holding a Battle of the Books at your school, please call. We have everything you need.

A big thanks to all of you who are informing us of your assignments. It is very helpful for us in serving all your students when we know what projects you have assigned. I have attached forms for your use. One is an **assignment alert**, the other is for **book collection requests**. Remember, you can fax these to us.

We are happy to announce we now have a webmaster at the library. Kelli has been working hard to post information on our website that is helpful for patrons of all ages. When you get a chance, please check it out at www.lansing.lib.il.us. You'll find a calendar of events, storytimes, access to our catalog, homework helper sites on various topics and booklists; just to name a few. We welcome your comments and suggestions. Also, we now have **adult programming**. Check it out!

We have had visits from several classes representing different schools in town. We would love to have your class visit the library. We can tailor your visit to fit your needs; tours, stories, and learning activities for all ages.

The week of November 11-17 is **National Children's Book Week**. Thursday, November 15th is **Illinois Family Reading Night**. Join us from 7-8 p.m. as we listen to stories for all ages read to us by local dignitaries. Mayor Dan Podgorski, Police Chief Dan McDevitt, a Lansing firefighter, Dr. Joe Majchrowicz from School District 171 and Mrs. Veronda Cottle from School District 158 will be guest readers. Flyers will be sent home in November with all the details!

We will again participate in the **Chicago Wolves Hockey Team Winter Reading Program, READ TO SUCCEED**. The program will run from November 1st until January 31st. Books read for this program may be the same ones used for your reading assignments. There will be a drawing at the end of each month for Wolves-related prizes. We are fortunate this year! We will host a visit from a Wolves player on Monday, January 7th from 6:30-7:30 p.m. for children who participate in the program. Help us promote this event. Flyers will be sent home the end of this month.

Art teachers! We love to show off children's artwork at the library. The room just brightens up when we have a display. This doesn't happen enough. We have lots of shelf space and a small locked display case for fragile items. **Please call.**

The holidays are coming. Do you know about our hidden treasure, **The Lansing Historic Society**, housed here in the library? They have a wonderful *Christmas Trees Around the World* display that is a lot closer and less crowded than the Museum of Science and Industry's and it's **free!** Call Mrs. Johnson at 708-474-1524 to set up a visit. Then call us, we'd love to tell you some stories.

Would you like to use our library, but you live in Indiana? Teachers in Lansing Schools may get a special card for use at our library only. Please call Youth Services for the details.

We leave you with this thought: *"Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written world; someone has to show them the way."* Orville Prescott

Kindergarten Pamphlet

Library Services for the *New* Kindergartner

Schaumburg Township District Library

Introduction:

Dear Parent,

Congratulations on the beginning of your child's education! This pamphlet was put together to let you know about some of the programs and services that the Schaumburg Township District Library can provide for your child as he or she moves through school. The following pages include information on library cards and general information about the Central Library as well as our branches in Hoffman Estates and Hanover Park.

The library is here for your child. If your child does not already have a library card, simply, clip out the application form from this pamphlet, fill it out and bring it to the Central, Hoffman Estates or Hanover Branch Libraries with two forms of identification. We will be happy to issue a card to your child and tell you more about our programs. Have your child show their new card at the Youth Services Information desk and receive a bookmark and Reggie Reading Raccoon coloring book!

Youth Services Department

The Youth services Department of the Schaumburg Township District Library is one of the biggest and busiest on the Chicagoland area. It serves young people, preschool through eighth grade. Youth Services reference staff members are available during all library hours to assist young people and adults in finding information for school, assignments and other needs. Reference assistance is also available by telephone. Additional information on the following services can be obtained from the Youth Services Information Desk at (847) 923-3439.

Collection

The Youth Services Department houses over 100,000 books and other materials for young people. The collections are arranged by category including Reference, fiction non-fiction, Easy books, readers, foreign language and the Parent Collection. An audiovisual collection of videos, Compact Discs, CD-ROMS and other materials are also available. Many of the textbooks used in District 54 and in the private schools in the Schaumburg Township are available for use.

Programs

The Youth Services Department offers a wide variety of programs throughout the year including storytimes, after-school craft programs, and special events featuring professional speakers, entertainers and author visits. Current program offerings can be found in the library's monthly Program Guide, and in Browsing a newsletter mailed to each household in the library service area several times a year.

Readers Services

Youth Service librarians are happy to help young people find good books to read. Librarians take into consideration the interests and reading ability of each child in recommending titles. A large collection of suggested book lists is available to help young library users find books they will enjoy.

Computers/Computer Lab

The Youth Services Department has over twenty computers for use by young people, ages 14 and under (adults must be accompanied by a child). Computers in the Youth Services Computer Lab are equipped with a variety of software including word processing and Internet access. Additional computers located throughout the Youth Services Department feature educational software for preschool and primary age students and a variety of reference sources.

Craft Room

A craft room is available for all individuals who are working on projects or with materials that may otherwise stain or damage library property. The Craft Room is open at all times and for all ages, except when it is being used for a library program. Children under eight must be accompanied by an adult to use the room. Seating in the room is on a first – come basis. Additional information on the use of these rooms can be obtained at the Youth Services Information Desk.

Bibliography **I'm Going To School**

Middle section top and bottom.

Enchanted Forest

The magical world of the Enchanted Forest allows children to interact with their favorite books in the ways they never dreamed of. The castle features figures from the book *Tomie de Paola's Mother Goose*. The interior of the cottage represents the mole's cottage from the children's book *Wind and the Willows*. Three dimensional dioramas features scenes from other familiar stories including *The Hungry Caterpillar*, *Tales of Uncle Remus*, and the *Tale of Tom Kitten*. Don't forget to look for the library's official mascot, Reggie Raccoon, who greets you as you enter the forest.

Pictures if possible.

Story Phone

Children may call the library and listen to a story read by library staff members through a program called *Story Phone*. Stories change each week. The Story Phone number is (847) 923-3445. Children can also hear the story by pressing the Story Phone button in the Enchanted Forest.

Library Card Information

To apply for a library card for your child, fill out this application, clip it out and return it to the library with two forms of identification.

Library card application _____ →
English on one side, Spanish on the other.

Library card
application.

Original Illustrations Gallery

A gallery housing original illustrations from children's books is located in the Youth Services Department. Some of the top illustrators in the country (including many Caldecott award winners) are represented in this collection. The illustrations are the actual paintings or collages that the artist created, which were then reproduced in the book.

Pictures if possible.

Back page should have the library location map and addresses.

TEACHER'S GUIDE 2001-2002

Schaumburg Township District Library

INTRODUCTION

The Youth Services Department is ready and eager to offer you and your students a variety of materials and services that will help to make this school year the best ever.

We ask that you take a look at this Teacher Guide for information on our many school services, including Class Visits, Library Adventures, Treasure Bags and the Young Readers' Choice Award program. Library Quarterly, our newsletter especially for teachers, is sent to the schools. Look for it in your mailbox.

We hope these publications keep you informed of the programs and services that our Youth Services Department and Branches have waiting for you. Please call us anytime (847-923-3439) if we can help you during the 2001-2002 school year.

WHO'S WHO

Todd Morning is the Director of the Your Services Department (847) 923-3426.

tmorning@stdl.org. Melissa Jones is the Assistant Director of the Youth Services Department. She is the Coordinator for School Services for K-8 and for Reference Services (847) 923 3427. mjones@stdl.org.

Jeanne Korn handles requests and inquiries for Treasure Bags. jkorn@stdl.org.

Other Reference staff who help with School Services include Roxy Ekstrom rekstrom@stdl.org, Eileen Stachler estachler@stdl.org, Yolanda Robertson yrobertson@stdl.org, Nancy Hawkins Murzyn nmurzyn@stdl.org, Jo Giese jgiese@stdl.org and Gail DeVet gdevet@stdl.org.

TEXTBOOKS

District 54 and local private schools provide copies of some of their textbooks for student use at the library. These textbooks are shelved in the Reference area and may not be checked out. We are not provided with workbooks. Students should be directed to the Youth Services Reference Desk or the Branches to use these materials.

REFERENCE MATERIALS AND SERVICES

STDL provides general and specialized materials for persons preschool-age through adult.

Reference librarians are available every hour the library is open to assist teachers and students in finding information. Central Library hours are 9 a.m. to 10 p.m., Monday through Friday; 10 a.m. to 5 p.m. on Saturdays; and noon to 9 p.m. on Sundays during the school year.

Online requests are taken through the "Ask a Librarian" link on the STDL homepage at <http://www.stdl.org>.

The Youth Services reference collection is able to meet the information needs of students and many adults. Cooperation between Adult and Youth Services Reference Departments ensures the students every possible access to the information they seek.

Teachers and students are invited to call the library and ask for the Youth Services Reference Desk for assistance by phone (847) 923-3446. Books and other materials may be placed on reserve by phone. The Reference Librarian will pull up to five items per request and these materials will be held for four days at the Youth Services Reference Desk.

ASSIGNMENT ALERT

In order to make materials that are in demand more accessible to students, teachers are encouraged to take advantage of our Assignment Alert reference service. Submitting a copy of the actual assignment, if possible is very helpful also. You may inform us of any special assignment by fax at (847) 923-3428, online through our Youth Services link, or e-mail to mjones@stdl.org. You can always give us a call at (847) 923-3446. We will pull books on the assignment topic and hold them at the Youth Services Reference Desk for student use in the library.

It is to the student's advantage that we receive an Assignment Alert, especially when more than one class has an assignment. It is frustrating for students, teachers, parents and librarians to find that the shelves have been depleted in a subject area. We can also let you know if we have sufficient materials on a particular subject.

Please encourage your students to bring their assignment with them when they come to the library. This helps us to clarify the information needs of the student.

SCHAUMBURG TOWNSHIP DISTRICT LIBRARY ASSIGNMENT ALERT

Please contact the Reference Desk, Youth Services Department, prior to the assignment. Our phone number is (847) 923-3446. Our fax number is (847) 923- 3428. Please send to the attention of Melissa Jones.

Assignment Dates From _____ To _____
School _____ Phone # _____
Teacher _____ Grade _____ # of Students _____
Assignment _____
Should the material be held for library use only? Yes _____ No _____
Is bibliographic citation required?
Describe the type of materials needed: _____

Please attach a copy of the assignment.

COMPUTERS

You and your students can now visit the Schaumburg Township District Library on the World Wide Web (<http://www.stdl.org>). At our Internet site you can receive general information about the library, gain access to a wide variety of Internet search engines, and pursue links (including an entire section of Youth Links). You can also use the library's home page to access the library's computerized card catalog. Holders of Schaumburg Township District Library cards can gain access to *Infotrac*, which indexes (and sometimes provides the full text) of magazine and newspaper articles. *Searchasaurus*, providing full text of articles from children's magazines and pamphlets, information about animals, and a general encyclopedia, is also available from the library's home page to Schaumburg Township District Library cardholders.

Students coming to the Central Library and the branches also have access to the World Wide Web through computers at each facility. In the Youth Services Department of the Central Library, the Internet, several on-line encyclopedias, and *Microsoft Office* are available in the

computer lab as well as on several computers by the reference desk. Other terminals by the reference desk offer multimedia encyclopedias and magazine indexing (including *SIRS Discoverer*, which provides full text articles appropriate for the elementary and junior high student). Students will find *Microsoft Publisher*, a typing tutorial, and other applications available in the computer lab. Computer classes for students as well as parent/child classes are available throughout the year.

LIBRARY ADVENTURES

Have a Library Adventure in your own classroom! You may select from two library programs, including puppet shows for kindergarten through 2nd grade classes and booktalks for third grade through junior high classes. Presentations last about 30 minutes. Library Adventures are offered on Thursday afternoon, and will begin on October 4, 2001 and continue throughout the school year.

To book your own Library Adventure, call the Youth Services Information Desk at (847) 923-3439. The first day to book will be Monday, August 27, 2001.

Our puppet shows for this school year include *Red Riding Hood* by James Marshall and *The True Story of the 3 Little Pigs* by A. Wolf as told to John Scieszka

You may elect for us to booktalk the YRCA books at any of the three levels, or if it would enhance your curriculum, you might choose an American History booktalk instead. We can only talk on one time period per session, and would appreciate a booking six weeks in advance. You may choose Africa American History, Revolutionary/Colonial period, U.S. Civil War, or World War II/Holocaust.

We can perform for more than one class at a time, but we recommend no more than two classes in one room. We prefer to set up our puppet equipment in one location and have the students come to us. We can perform two thirty-minute programs in one afternoon. Videotaping is permitted.

CLASS VISITS

Class visits to the library conducted by our librarians will continue in the new school year. This year District 54 has targeted several schools for field trips to the library. These library field trips are being arranged through the Language Arts office and the principals of the buildings involved. These trips are designed to meet the building's improvement plan at specific grade levels. An STDL staff member will contact the classroom teacher one-week prior to the school visit to address special areas of interest for the tour. In addition Family Nights will be offered to each target school as an extension of the class visit. Bus arrangements for the school visit must be made through the District's Language Arts Office.

Schools within walking distance of the Central library are welcome to call the library to arrange a drop in visit. Please contact Melissa Jones 847-923-3427 to arrange a drop in visit at the Central Library.

LIBRARY CARDS

In September we provide each media center with applications for library cards. Teachers should get these cards from the Library Media teacher and distribute them to their students who are eligible for an STDL card. A parent must sign the application and return it via their child to the

classroom teacher. The teacher then brings or mails the applications for the class to the Library Card Desk at the Schaumburg Township District Library, 130 South Roselle Road, Schaumburg, IL 60193. Please include a note with the application cards that includes the **date of the visit** and the **teacher's name**.

The Library is now using picture ID's; therefore the card issued to the child on the day of the class visit will be temporary, to be used only on that day. In order to receive a permanent library card, the parent and child will need to visit the first floor vestibule at the Library Cards area at the Central Library, or the branch libraries, where a picture will be taken. Your school's Family Night at the library is a great opportunity for students to get their permanent library cards. Please call us if you have any questions about this new procedure.

Some students in District 54 will not be eligible for an STDL card. They may use their home library card when they visit. Please remind students to bring their Library cards, whether STDL, or otherwise, with them on the day of the class visit.

YOUNG READERS' CHOICE AWARD SELECTIONS 2001-2002

Insert YRCA logo here

Here are the new lists of YRCA books for students in 3rd through 8th grade to read during this school year. We encourage you to support our Young Readers' Choice Award Program by promoting these books in your school library and classrooms. Students who read at least two titles from this list will be eligible to vote for their favorite book during National Library Week in April 2002. Our librarians would love to book talk these selections on a Library Adventure in your classroom.

3rd and 4th grade

5th and 6th grade

7th and 8th grade

insert list here

HOLES BY LOUIS SACHAR -- 2001 YRCA WINNER

Students voted *Holes* their favorite book in the Young Readers' Choice elections held in April 2001. Mr. Sachar received a certificate as the favorite author of the students in Schaumburg Township and wrote back to us thanking us for this honor. He had to decline our invitation to visit us this school year, but sends his best wishes us all.

MARTHA FREEMAN TO VISIT STDL IN OCTOBER

We are pleased to invite you to join us in welcoming Martha Freeman to Schaumburg Township. *The Year My Parents Ruined My Life*, by Martha Freeman was voted one of the favorite books from the 2000 YRCA list. . She will be visiting 5 schools and speaking here at the library October 25th and 26th 2001. She will visit Aldrin, Enders-Salk, Einstein, Fox and Hoover Schools. More information regarding her schedule at the schools will be available in the fall issue of *Library Quarterly*.

STAFF DEVELOPMENT

We welcome the opportunity to work with your school staff during the Wednesday afternoon staff development time. Please contact Melissa Jones at (847) 923-3427 if you would like to schedule a meeting.

TREASURE BAGS

Teachers may request public library materials for their classroom through our Treasure Bag program. This program is not designed to satisfy curriculum needs, but rather **to enhance existing teacher resources**. Library patrons are our first priority; therefore, we may need to place restrictions on the availability of materials for Treasure Bag request.

These restrictions include:

1. The possible exclusion from Treasure Bags of non-fiction materials that are in demand due to several classes, or even schools, assigning the same topic. Requests for specific topics should be directed to the Youth Services Reference desk (847 923-3446).
2. No renewals-materials are checked out for three weeks only.
3. Teachers with overdue books will not be sent another Treasure Bag until the books are returned or paid for. Teachers may be charged for lost materials.
4. Teachers may call in for weekly or monthly requests. We limit the weekly requests to three per week.
5. We will not send out any Treasure Bags in December.
6. Kindergarten teachers who need books on **specific themes** will be referred to the Preschool Library for these books.
7. Holiday materials are available at our discretion.
8. **We do not pull specific titles for Treasure Bags.** Teachers may request up to 5 titles at the Youth Services Reference Desk (847 923- 3446), and we will hold them for 4 days.

Here are some additional Treasure Bag facts:

1. Requests for Treasure Bags begin on August 27, 2001. We will need teacher's name, school, grade, materials requested and the date materials are needed. Call (847 923-3439). The first bags will be sent out on September 12, 2001.
2. Treasure Bags may include up to 20 books from our fiction, readers, easies, non-fiction and Young Readers' Choice Award collections. Non-fiction requests may include up to 10 books, **depending on availability**. When appropriate, foreign language books, picture file, vertical file and audiovisual materials will be included. Braille books and sign language books are also available.
3. If you teach in Schaumburg Township you are eligible to request a Youth Services Treasure Bag. We ask that the Library Media Teachers place the requests. Phone (847 923-3430), fax (847 923-3428) or email (jcalvey@stdl.org) your request to Janice Calvey.
4. The District 54 van picks up the Treasure Bags from the Schaumburg Township District Library on Wednesdays and delivers them to the schools. **Please review the specific drop off/pick up area at your school.**
5. The label on the Treasure Bag lists the school, the teacher, the arrival date and a route number for sorting. The due date of the materials can be found in a pocket inside the books.
6. Teachers are encouraged to come to the library and select specific materials for their curriculum needs. These materials may be checked out on his or her personal library card.
7. It is very important that bags are tied securely when being returned to the public library. This is to prevent damage and loss of books.
8. The last day for Treasure Bag requests is April 17, 2002.
9. The last day Treasure Bags will be sent is April 24, 2002.
10. All materials are due back at STDL May 15, 2002.
11. Correspondence and overdues will be sent through e-mail. Please contact Janice Calvey at (847 923-3430) or Melissa Jones at (847 923-3427) or e-mail (jcalvey@stdl.org) or (mjones@stdl.org) if you have any questions regarding Treasure Bags.

BRANCH LIBRARIES

THE HOFFMAN ESTATES BRANCH LIBRARY

The Hoffman Estates Branch Library is smaller than the central library, but it has many materials for students and a very helpful staff. The children's area features life-size fairy tale characters. Children can listen to recorded stories on special phones. Computer stations have educational software and CD-ROM products for children in preschool through junior high. A circulating magazine collection includes popular magazines for every age group. The branch library also circulates records, cassettes, compact discs, children's videos, games and puppets.

The branch library is located at 1890 Hassell Road in Hoffman Estates. If your school is close to the branch, please call and arrange a class visit. School groups are welcome on Tuesdays or Thursdays. Hoffman Estates Branch Library hours are: Monday-Thursday, 10 a.m. - 9 p.m.; Friday and Saturday, 10 a.m. - 5 p.m.; Sunday, Closed. Call (847) 995-3511 for more information.

Please note the plans are underway for a new Hoffman Estates Branch Library to be built on the site of the former branch library located at 1550 Hassell Road. We anticipate opening the new Hoffman Estates Branch Library in late 2002.

Hanover Park Branch Library
Same text as before.

PRIVATE SCHOOLS

CLASS VISITS

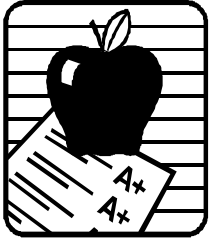
We welcome a visit from your class. Class visits may be scheduled beginning August 27th 2001 through Melissa Jones at (847) 923 3427. Class visits are an excellent way to acquaint students and teachers with the variety of resources available at the public library.

LIBRARY CARDS

Same text from last year

TREASURE BAGS

Same text as last year.



Teacher and Student Services for Children (Grades K-6) At the Indian Prairie Public Library, Darien, Illinois

■ YOU ARE THE KEY

Because the Indian Prairie Public Library District serves 20 schools in nine school districts as well as many private schools, please consider the following:

- Let us work with you to help your students learn to use the library to develop their information seeking skills.
- Before giving a library assignment, please speak with a librarian to see if information is readily available on the subject.
- To prevent one student from checking out our entire collection of material on a subject, please give the library advance notice by using an **Assignment Alert** form. The Assignment Alert form is available on our Web site at ***www.indianprairie.lib.il.us***.
- Let the library know of your assignment source, particularly if it is unique.
- Consider your deadline; if materials must be requested from other libraries, deadlines of less than one week may be unrealistic.
- The library district boundaries may differ from school district boundaries. Some students may live outside the library district.
- Students under 18 must have an **Internet Agreement** signed by a parent or legal guardian to use the library's Internet computers. Talk with a librarian for possible alternative choices.
- REMEMBER to apply for and use your library card.

■ TEACHER SERVICES

Assignment Alert Forms: Advance notice of assignments is critical to serving your students well. **Assignment Alert forms can be obtained in your school's office as well as from the library's Web site. E-mail your completed forms directly back to the library.** Assignment Alerts can also be done over the phone by calling (630) 887-8760, ext. 264.

With your **Assignment Alert** information we can:

- *Help define your assignment*, its deadline, alternative resources and materials.
- *Help you choose materials* for a Teacher's Loan or a Student's Loan (for either 3 days, 1 week, or in-library use only).
- *Label materials to be used* by your students and place them on our Assignment Shelves.
- *List your assignment* on our "School Assignments" sign board.
- **"Sorry....We Tried":** This form notifies you that your student did, in fact, try to find the information needed, but was unsuccessful for the reasons indicated.

Group Visits: The library considers group visits a valuable tool in helping students understand how to use the library and in developing strong information seeking skills. Group Visits include hands-on instruction using the library's computers and reference

materials. Contact the Children's Librarian at least two weeks in advance to arrange a visit and to discuss your visit.

Teacher's Cards: Teachers who work in the Indian Prairie Library District, but who live outside the library district, may obtain one-year teacher cards. Applications are available in your school's office. Your school district needs to sign a reciprocal agreement and verify your employment.

■ COLLECTIONS

Our Children's collection supports the educational, informational, and recreational needs of children through grade six, as well as their parents, teachers, and caregivers. Our collection includes the following materials for in-library use and/or check-out:

- Books: Picture, easy readers, step-ups, junior fiction, paperbacks, biographies, non-fiction, parents and reference
- Informational and popular videos and DVDs
- Music CDs
- CD-ROMs: Educational games, skill-builders and living books
- Audio cassettes
- Books-on-tape and CD
- Book and tape kits
- Large print books
- Magazines
- Textbooks from Districts # 61, #62, #63, #66 and #180 (Anne M. Jeans) for in-library use only
- Reference

■ LIBRARY SERVICES

Reference Services

Both our Children's and Adult reference staff are available in person or over the phone to help with questions any time the library is open.

Interlibrary Loan

If we do not own the material you or your student needs, we will try to borrow it from another library. Most magazine articles not available in the library can also be obtained.

CD-ROM Databases

The library has *InfoTrac* databases of popular magazines and health periodicals. Other databases that may help your students with their assignments include *Chicago Tribune Index* and *NewsBank*.

Internet

World Wide Web access is available at the Indian Prairie Library to cardholders who have signed an Internet agreement. **Note: A parental or legal guardian signature is required for cardholders under 18.**

Computers

The Children's Department has four multimedia computers with color and black and white printers available for use by library cardholders.

Two of the PCs include educational games, literacy programs and skill building CD-ROMs such as *Magic School Bus*, *Human Body*, *Amazing Writing Machine* and several "Living Book" titles for building reading skills.

The other computers are available for assignments and project research. Some of these CD-ROMs include *Appleworks 5*, *Encarta Africana*, *Encarta*, *Encarta's Virtual Globe*, *DK's Encyclopedia of Science* and *Eyewitness History*.

■ OUTREACH SERVICES

- TDD Hearing impaired patrons can call 887-1421 for any library services.
- Talking Books These books are available through the Library of Congress program on cassette or in braille. Both fiction and non-fiction children's titles are available.
- Homebound Resident cardholders who are unable to come to the library may request home delivery of materials.

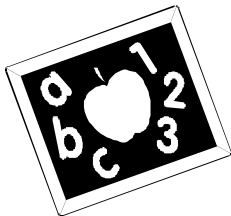
■ BOOKMARK THIS SITE!

(www.indianprairie.lib.il.us)



- Indian Prairie Public Library's Web site includes special pages just for teachers and their students wherever Internet access is available.
- You may access us at: www.indianprairie.lib.il.us
- On our "**Kids Connection**" pages you'll find links to creative and helpful "Teacher" pages. Help with lesson plans, funding, parent issues, new classroom ideas and much more.
- For your students we have added a "Homework Help" page and links to your school and classroom Web pages.
- In addition to educator and student Web links, the Indian Prairie Web page also allows you access to the Library's databases (i.e., *InfoTrac*, *Firstsearch*, *Electric Library* and *ERIC*) and the Suburban Library System's computer catalogue. Using the online catalogue lets you check the availability of either subject matter or titles.

Children's Services would be happy to show you and your students the Web site and all of the great resources it holds. **Call us to arrange a visit!**



**Remember to apply
for your library card!**

HOURS

Monday-Thursday	10 a.m.-9 p.m.
Friday	10 a.m.-6 p.m.
Saturday	10 a.m.-5 p.m.
Sunday (September-May)	1 p.m.-5 p.m.

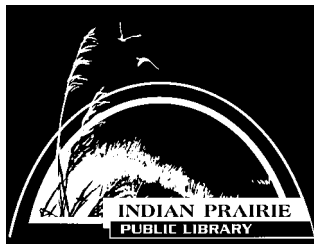
STAFF

Children's Services Department Head

- Suzanne Lippencott
(630) 887-8760, ext. 262
lippenco@sls.lib.il.us

Children's Librarian/School Liaison

- Monica A. Dzierzbicki
(630) 887-8760, ext. 261
dzierzbi@sls.lib.il.us



INDIAN PRAIRIE PUBLIC LIBRARY
401 Plainfield Road, Darien, IL 60561
Phone: 630/887-8760
Fax: 630/887-1018
TDD: 630/887-1421

Bookmark our Web site:
www.indianprairie.lib.il.us

Please save this guide for future use.
9/01 MD/pax

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Arrangement and Marketing

(This does not deal with arranged marriages, or marketing livestock. If that is your area of interest, please stop reading now. Thank you.)

Jane Hill

Retired, formerly of Marrowbone Public Library District

Is anyone out there a Christopher Lowell fan? For those who are not, he is currently the “How cool is that!” interior designer featured on the Discovery Home channel. Does that have anything to do with arranging and marketing your collection? Absolutely! Approaching your library is very similar to decorating your home. Some things are mandated: electricity and plumbing must meet standardized codes or you can’t participate in the network that provides those necessary services. Once those basics are in place, you look at your own space, floor layout, budget and tastes, to create your own ideal library.

Your style, (with apologies to Shakespeare) should be based on “to your own Library Service Area be true.” Our home decorating reflects our personalities, and organization of a library should be based on characteristics of those you serve. How do we accomplish this feat? Join my 7-Step program today!

Step 1: *Will the librarian please leave the building!*

Sounds like a bomb threat doesn’t it? Truth is you can’t know your library service area unless you go out into it. You already know the ones who come in, but where are the rest of the folks? What are their needs and interests? And why aren’t they coming in? Marketing not only consists of getting your message out, but also of knowing what people want and providing it in the most attractive and easy to use manner.

Step 2: *Crime always pays.*

Reinventing the wheel is highly unprofitable, and you’ll never get a patent, so get out there and *steal, steal, steal*. Seriously, most of your colleagues are proud of their accomplishments, and will be happy to share them with you if you remember to give them credit when you in turn share those ideas. Few of us live in a vacuum where our space constraints, financial constraints,

staffing constraints, or mind-power constraints are unique. Network and share with your colleagues from all sizes and types of libraries. Visiting other libraries is a great way to learn. Many of our display techniques we feel are common sense, but may be something someone else may never have considered. Attend system events. Even if the topic of the day is budgeting or reporting (boring!) over coffee, share your concerns and listen as great ideas begin to flow. If time or finances don’t allow you to travel, use some of the wonderful opportunities for networking on the Internet. We are all in this thing together, and in an increasingly Interlibrary Loan dominated work style, sharing is essential.

*You’ve reached
the top, because
“if it works —
it’s right!”*

Step 3: *A minute saved is a minute earned.*

What do you spend much of your time directing people to? Why did you put it there in the first place?? OK, OK, that is the correct Dewey Decimal shelving, but take a lesson from the bookstores — everyone wants instant gratification these days. Put all those “how-to” books

the guys are wanting in a special spot near the door with large colorful directional signs. We all know how guys hate to ask for directions. (Send all angry letters over the previous statement directly to the Library of Congress for detailed cataloging analysis.) “But,” you are probably wailing “they don’t all have the same call number!” Melville Dewey *will* forgive you. (However, if you use Library of Congress cataloging, you may be required to apply for a pardon. Paperwork Reduction Act requires that I inform you it takes approximately 874 days to complete required applications.) Pull off all the how-to and repair books from their current homes in your collection. Give them all the same colorful easy-to-comprehend subject label, and Voila! Happy male patrons in your library. How-to is just one example. There is a myriad of labels out there to choose from

and it is easy to create your own as well.

Are you still with me? Here's where the need to follow the building codes comes in. You *HAVE* to follow the rules on title records or no one will ever find out that you own your own materials. Joint records have to be uniform, like electricity. However, no one said your light bulbs have to be white. Purple bulbs will work with the existing current. In the same manner your call number can be whatever you choose. Linking the label categories to your call number is the best trail of breadcrumbs since Hansel and Gretel (Oops! I guess it didn't work too well for them.) I usually denote a special section with a prefix to the regular call number. For example, DIY/728/SOL reveals that this item can be found in the Do It Yourself section of the library. A bright spine label with a hammer is an easy reminder to the staff to place them in their special section. This can be applied to any special topic of use to your patrons. I have used this display technique for Needlework, Parenting, and Small Business. In youth services it may be necessary to do this as special assignments arise like the good old Around-the-World reports. Pull off everything dealing with history, geography, cooking, holidays, costumes, etc. that might be of use and put them in a special section with a temporary sticker. This may mean changing call numbers at each end of the project, so evaluate your best use of time. Perhaps a special permanent display of Newbery winners, or Caudill selections, will meet your patrons' needs. Also, in my library, some special collections are in what might be considered strange places. My computer books are shelved in the same area as the banks of patron access computers. My local history and genealogy works are near the microfilm machine where dedicated family tree sleuths pour over back issues of our local newspaper. Use your imagination, the sky's the limit. Hmmmmm. Maybe that would be a good place for my astronomy collection...

Step 4: *There is no such thing as the library collection police.*

I am, of course, a very ancient person, and often my ramblings really date me (unlike carbon dating which does not go back far enough). One of my favorite TV characters from my era was Dr. Johnny Fever, the slightly warped DJ on "WKRP in Cincinnati." He spent one entire episode hiding from the phone cops because he had destroyed a phone in frustration. Fear not my fellow librarians. Just as there were no phone cops then, there are no collection police. No authority on

high can come down and tell you how your collection must be arranged, or labeled, or not arranged, or not labeled (with the exception of your Director or Principal, of course). Remember, authorities have their limitations. Even that well-known wise man, the great and powerful Wizard of Oz didn't have a clue how to get himself back home.

Recently there has been a raging debate concerning genre shelving. I must admit to holding the heretical view that if your folks want it, give it to them. Making a visit to the library a pleasant, non-threatening experience is part of the goal of the word "service" as in the term Library Service Area. Obviously adaptations will be made depending on your patrons. Our patrons want large type books shelved in one place, except western books, which they prefer to have shelved by genre. Therefore, some books have two labels in addition to the Dewey/author label, and we have created a "label hierarchy"—top label designates in which area the book is shelved, yet both labels appear for informational purposes. Mystery is such a difficult genre to define from the public's standpoint that it is interfiled in general fiction in my library. A person who considers mystery books to be of the fairly bloodless variety of a Diana Mott Davidson might be a bit horrified at the grisly tale of a Jeffrey Deaver. Again, know your patrons and respond to their needs.

Step 5: *Mix and match—it's not just for fashion anymore!* Mine is a small library, and I have found that interfiling all nonfiction (Juvenile, Youth, and Adult) provides an opportunity for all. Many adults are looking for a simple explanation or a good illustration, both of which they will find in a children's book. Some children start with a colorful book on their interest level, and as they dig are lured into a deeper more informative source. Interfiling is also a way for an adult with a low reading level to find information without embarrassment. Of course *one size does not fit all* in fashion or in libraries, so this again is strictly an option to fitting your library to the needs of your patrons. If you do not choose this approach, you still might want to mix in a few books on a lower reading level to meet the needs of those whose reading level doesn't match your nonfiction collection.

Step 6: *How do you barcode a globe?*

What material types do you put where? If at all possible, ignore material type and try to get topical

material centralized. In my idea of a perfect library all shelves would be at eye level. No bending over and needing a crane to restore me to an upright position—no neck brace from trying to read the top shelf through bifocals. The shelves of my dreams would also stretch to accommodate any sized book or material so it stands upright and is easy to access. Unfortunately, I do not know of any perfect libraries, so sometimes we just have to do the best with what we have. While shelving a globe in the geography section is probably not going to happen, I like to put video, audio, books, pamphlets, and back-issues of periodicals all on the same shelf. I have done this in several areas such as horses, which is a big demand area in my community. On the same shelves I have everything on horses—feeding, veterinary care, training, riding, rodeo competition, periodicals, videos, and pamphlets—all together. (With a horse label of course, of course. Anybody else out there old enough to catch my reference to the equine TV star Mr. Ed?) You may notice I said pamphlets, and you're probably saying "how quaint," but some of that stuff

you used to keep in a dusty old vertical file which no one ever remembered to look in has real value, and if you put it on the shelf by the books in a manila folder, it will be used. (Ever read a longer sentence in your life??) Interfiling by material type is one technique that takes a lot of trial and error. I tried shelving my National Park Travel videos with books on those areas, and quickly learned that the video viewers and the book pursuers in that area were totally different groups, so I separated them back out. This brings us to my final point.

Step 7: *Don't be a chiseler!*

Moses was the last literary giant to have to deal with stone tablets, so flexibility is much more possible for you than it was for him. Try shelving things in one way or place, and if it doesn't work, try something else until it does work. When you find things that really work for your people, sing a song, and do a little dance of rejoicing. You've reached the top, because "if it works—it's right!"

Public Relations

Steve Mongeluzzo

FIRST Communications

Never take a media appearance lightly, even if you have done numerous interviews in the past and the topic is not sensitive or controversial. There are certain techniques you should practice in all media interviews. There are also numerous pitfalls you should avoid. These techniques will enhance your performance and help you to successfully deliver your messages.

Have a Media Policy

Every library should have a media policy. You want to have control over who will talk to the news media so your library can provide consistent information from a designated source. You also want your spokesperson to not only be knowledgeable about the issues, but also be a good communicator who has had media training. Finally, you want to provide the media with the latest, most complete and accurate information possible consistent with the policy of your library. You should take several steps when developing your media policy:

- Your media policy should be in writing.
- Your policy should be clear on who makes the decision to talk to the media, who can be a spokesperson, and on what issues.
- All policy issues should be referred to designated individuals.
- It is best to have sensitive or controversial issues handled by one person.
- Your policy should be communicated to all employees on a regular basis.

Preparing for Media Interviews

As in all forms of communication, preparation is essential for effective news media interviews. Never go into an interview situation with the goal of just answering the reporter's questions without "putting your foot in

your mouth." Think positively and go into each interview determined to deliver your messages. Remember, *Preparation = Control!* Take the following steps before the interview:

- **Buy time.** Don't drop everything and do the interview. Tell the reporter that you have something important to complete and will call back. Give yourself enough time to research the topic, develop messages, and anticipate questions.
- **Know what you can and cannot talk about.** Be aware of privacy rules, legal and political issues, and other topics that you cannot discuss.
- **Be prepared for other issues.** Unless specifically agreed upon, any issue is fair game, including filtering. Has any negative story appeared in the recent past?
- **Develop messages and "memory hooks."** See this information in my article on "Marketing."
- **Anticipate questions.** You want to anticipate both background questions and difficult questions, and what message you want to bridge to if asked these questions.
- **Know your rights.** You have rights. Don't agree to anything unreasonable. Set the ground rules before the interview.
- **Practice.** It is best to have someone ask you the questions you anticipate and record your answers. Then you can jointly critique your performance.

*As in all forms
of communication,
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interviews.*

Tactics You Should Practice

There are certain tactics you should practice in all media interviews. They will help you enhance your success as a communicator, avoid pitfalls, and seem more human to the reporter and his or her audience. You will be surprised how much better you will position yourself for success and deliver messages if you practice these guidelines:

- **Have your messages in front of you.** Unless you are doing a live TV interview, you should always keep your messages in clear view and refer to them as needed.
- **You are always “on the record.”** Anything you say can be quoted.
- **Be truthful.** Answer questions as honestly and completely as possible to the best of your knowledge. But that doesn’t mean you have to share everything with the reporter.
- **Admit mistakes.** The best way to diffuse a negative is to admit any mistake and apologize for any inconvenience. Then tell what the library has done or will do to prevent it from happening again.
- **Correct misinformation immediately.** Never, ever let misinformation go unchallenged. Always correct it immediately, even before you answer a question.
- **Never go off-the-record.** Going off-the-record will eventually lead to problems and confusion.
- **Avoid a straight “no comment.”** Instead, explain why you cannot comment—privacy rules, legal issues, or other reason.
- **Don’t be afraid to say, “I don’t know.”** You are not expected to know everything. Let the reporter know you will find the answer and get back.
- **Don’t introduce or repeat a negative.** It will become your quote.
- **Don’t become defensive.** Remain courteous and professional at all times. A defensive person appears to be guilty, or to be hiding something.
- **Avoid an “off-the-wall” comment.** It will be the quote used by the reporter.
- **Avoid personal comments.** You are a spokesperson for the library.
- **End with your key message.** One approach is to say, “The one thing your readers should remember is. . .”
- **Silence.** Don’t continue to talk if you finished your answer.
- **Repeating questions.** If you answered the question correctly the first time, just repeat it. Don’t become defensive or change your answer.
- **Sympathetic to your viewpoint.** Sometimes people say more to those who appear to sympathize with them. Don’t say anything you don’t want quoted.
- **Putting words in your mouth.** Don’t let a reporter finish your answer.
- **Quoting another source.** Although you wouldn’t answer a direct question, you may feel compelled to correct a misstatement by another person. Don’t.
- **Intimidation.** Don’t respond if a reporter says something like, “This will make you look bad” or “I know you can tell me more.”

Handling challenging questions

A reporter can greatly influence the interview and the direction of your answers by the type of questions he or she asks. Don’t fall into the trap. Instead, stick to the topic of the interview and use certain techniques to diffuse the questions.

- **Hypothetical questions.** These are the “what if” questions that want you to predict the future. Instead, tell the reporter you cannot predict the future, but “Here is what I can tell you” and bridge to a message.
- **Forced choices.** Here the reporter gives you two choices, neither of which is accurate or the best choice available. State that neither is accurate, or there are other options to consider, and bridge to a message.
- **Loaded questions.** The reporter begins with inaccurate information and then asks a question. Always correct the misinformation before answering the question.
- **Judgment questions.** A reporter may ask you to judge someone’s behavior. Tell the reporter you cannot speculate on a person’s behavior.

Evaluating Your Media Interview

Your job is not yet done. You still have several important tasks—and they should be done right after the interview, before your memory starts to fade.

- **Send follow-up information.** If you promised additional information, send it. Even if it won’t be in time for this story, it may be used at a later date.

Avoiding media tricks

Reporters may use certain techniques, especially on sensitive issues. These “tricks” could catch you off guard if you are not prepared for them. They could slant the story to the reporter’s viewpoint or trap you into saying something you did not intend to say. If a reporter tries one of these techniques, it should immediately raise a red flag.

- **Evaluate your performance.** Did you answer a question particularly well or have any problems? Keep a record of both. Did you use a good “memory hook” or sound bite? Record those also.
- **Thank the reporter for a good story.** Everyone likes a compliment, even reporters. Let them know if they did a good job, especially if the story resulted in increased attendance at a program.
- **Should you complain?** Although you may feel the reporter did a poor job, it is usually best not to complain. Never make such a decision immediately or by yourself. Bounce it off several people. Then review the story one more time before making a decision. There should be a clear mistake on the reporter’s part, and not just a misunderstanding or a different viewpoint.

Q&A Work Sheet

Topic: _____

Background questions:

1. _____

2. _____

3. _____

Difficult questions:

1. _____

2. _____

3. _____

Questions you want asked:

1. _____

2. _____

Messages:

1. _____

2. _____

3. _____

Message:

1. _____

2. _____

3. _____

Message:

1. _____

2. _____

Interview Evaluation Work Sheet

Reporter: _____ Date: _____

Key points you covered:

Points you did not cover (missed opportunities):

Questions that surprised you:

Answers, sound bites, stories, analogies, metaphors that worked:

After interview appears—*What quote(s) used?* (Attach copy of print story)

Did you want it to be your quote? _____ *Was it a key message?* _____

Tips for Working with the Media

Deb Meskauskas

Arlington Heights Memorial Library

- 1. Be prepared to answer the standard “Who-What-When-Where-Why and How” questions.** Have supporting facts and examples available. Be an educator; be quotable, but avoid library language and acronyms.
- 2. Think before you respond. Never be pressured into responding immediately.** It is a good idea to pause before answering questions to think about what you want to say and the best way to say it. Keep your comments positive, and be aware of not repeating a negative (which may be tucked into the reporter’s question to you).
- 3. Keep your answers brief and to the point.** This is even more important with broadcast media when you are being taped, and you usually have only 20-30 seconds to respond.
- 4. Never say “No comment.”** Maintain an open, positive attitude. If you are waiting for a direction from your board or a confirmation of facts from law enforcement authorities, say so. It is responsible to indicate that you need more time to study the issue in question before responding.
- 5. Be credible — never lie to a reporter.** It will take YEARS for you and your institution to regain respect in the community after a false or misleading answer has knowingly been given to the press.
- 6. Don’t be afraid to admit you don’t know.** Reporters do not want incomplete or incorrect information — even when on deadline. Again, indicate you will consult with the resource people you need to and will get back to them with the answers needed. And then DO get back to the reporter. Even when you must admit unpleasant news, it is better to respond factually and straightforwardly. Say only what you must, then move on.
- 7. Beware of manipulation.** Some reporters will ask leading questions, often at the end of the interview, like “would you say...” followed by an idea of their own for your agreement. Make your own statement, but do not rush to provide ANY OTHER information other than what has been asked. People have been known to hang themselves with their own loose tongues.
- 8. Last but by no means least — never speak off the record!** There is no such thing as “off the record.” A reporter is not your friend; you are each operating in a business relationship. Never discuss any information you (or your boss or board) would not want to see headlined on the 10 p.m. news or on the front page of tomorrow’s newspapers.

Public Relations Planning: What I've Learned in the Real World

Sally Brickman
Deerfield Public Library

“Daily practice consists of a multitude of little tasks and a few big tasks,”
Scott Cutlip and Allen Center’s *Effective Public Relations*.

“Everybody’s job is nobody’s job.”

My library director’s comment: “It’s simple; just sit down and sweat blood.”

1. **Don’t do it alone.** Your colleagues will respect you more and “take ownership” if they can share ideas. Two heads are better than one. If your staff is not inclined to help, communicate with your counterparts in other libraries. Brainstorm!
2. **Beware partnerships.** Every organization wants to toot its own horn and let you do the work. Include “partners” in a subtle way. Know your community like a glove.
3. **Keep all staff informed along the way,** so they are not in a position of looking stupid. This also goes for the Library Board. Let them know all that you are doing, so they realize PR is essential in libraries.
4. **Budget.** Ask your boss, “How much do we have?” He/she will usually answer, “How much do you need?”
5. **Communication:** Is your Director on your side? Try to include him/her in planning. It is your job to make him/her look good.
6. **Everything takes more time and money** than you expected.
7. **You can’t start too early.**
8. **You are at the same time** wrapping up yesterday, working on today, and planning tomorrow.
9. **Two things that are a sure draw:** Food and Awards or other recognition.
10. **You gotta have a gimmick.** Linking is the key. For example, one year we did our annual report in the shape of a firecracker and handed it out at July 4 Family Days in Deerfield. Tie in everything to the collection, as much as you can.
11. **Don’t keep secrets.** Sometimes you work so hard at something and no one else knows. Talk about your work with other staff and library patrons. Mention it in the community so that others associate your enthusiastic self with the library. Go beyond your community and network with other libraries and the state and national organizations. Promote your library through the professional journals.
12. **Evaluate.** Ask program attendees to evaluate your programs. Our director goes on the firing line monthly as the “Librarian in the Lobby.” Once a month for several hours our director and a member of the Board of Trustees sit in our lobby, and greet customers to encourage their input and suggestions. This has proven to be a very effective opportunity for market research. Remember also to read the local papers to get a feel for what’s important in your community.
13. **“Creativity cannot be bought or manufactured,”** said Jack Hicks, our library director.
14. **Coordinate repeatedly.** Keep all informed. Never assume someone else has ordered the food, etc.
15. **If the media calls, grab the phone.** Train your staff to let you handle these calls, whether angry press or angry patrons. Target your press releases. The ripple effect often works. PR 101: know your local newspaper reporters personally and make friends with new ones. Keep all mailing lists updated regularly.
16. **To everything there is a season.** The newsletter defines our planning timeline. NEVER announce ahead of time what you can’t deliver or what might fail to happen. Let all staff on whom you are depending

know your project deadlines.

17. **Logos are good.** Yearlong themes are really hard, difficult to keep up the momentum, and does anyone care?
18. **Activity is good.** Fall is good for programming. Winter can present a holiday problem; but if you include families, it works. In spring, National Library Week usually occurs too late in the season, and my colleagues and I have found it hard to draw program participants. Besides the Summer Reading Program, are there events that fit the lifestyle of your community during the summer? We have a big bash on July 4th in tune with the community, while August is usually pretty quiet for us.
19. **Prioritize!** That way all your important stuff will get done.

Parental Permission Form

I hereby give permission to the Des Plaines Public Library to use the photographs made of me and/or my minor child(ren) on this date for promoting, publicizing, and advertising the library and its programs, services, and collections. I release the Des Plaines Public Library from all claims for financial compensation now and in the future.

I understand that these photographs may appear in newspapers, in library brochures and/or in other library publications, and on the library Web site. I understand that my name and/or my minor child(ren)'s name(s), age(s), and hometown may appear in newspapers and/or library publications. My name and/or my minor child(ren)'s name(s) will not be used on the library Web site.

I certify that I am over 21 years of age. I am the parent or guardian of the minor child(ren) named below (if applicable).

Signed: _____

Print name: _____

Name of minor child(ren): _____

Date: _____

Parental Permission Template

As the parent or legal guardian of _____, a minor, I grant permission to the Library to use his/her attached picture and name (first name only), and to post the attached picture in the Library and/or on the Library's web site. I understand that no further identification of the minor child will be provided by the Library, or on the Library's web site.

Parent/Guardian Signature: _____
Date: _____
Home Telephone: _____
Work Telephone: _____

Library Witness to Parent/Guardian
Signature: _____
Date: _____

Judy, please call if there are any questions.

Very truly yours,

KLEIN, THORPE AND JENKINS, LTD.

Gerard E. Dempsey

GED:est

NAPERVILLE PUBLIC LIBRARIES

April 9, 2002

Dear Linda,

The Naperville Public Libraries' annual Summer Reading Program will begin on June 2. This year the theme is "Reading Rocks!" The Summer Reading Program is a great opportunity for children to maintain the reading habit through the summer. Hopefully, many White Eagle students will join our reading-incentive program and will be encouraged to read this summer. Prizes include coupons to local merchants, a book bag, and a paperback book of their choice.

The Naperville Public Libraries would like the opportunity to have staff visit all interested elementary schools in our service area during May. At this time, we will be presenting a ten-minute program to generate interest in our Summer Reading Program. Although we have very high participation every summer, we are concerned that children who are not regular library users may be unaware that such a program exists. Last summer, over 8,100 students registered for our program.

If you are interested in hosting a visit from us, please call me at 961-4100 x201. As stated above, we will need about 10 minutes per group and are flexible as to how this is arranged. We can piggyback upon an existing program, visit one grade level at a time, or set up shop in the LMC and funnel classes through. Please discuss this with your principal.

We will need as much advance notice as possible in order to schedule a day and time that works best for your school. This is a wonderful opportunity for your students over the summer and we hope to have this chance to inform them about our program.

Hope to hear from you!

Sincerely,

Monica Biegel
School Liaison Librarian
Naperville Public Libraries

Vernon Area Public Library District

Sample Confirmation Letter for May Assemblies

Date

School
Street
Town, IL 600

Attn.:

Dear ,

We are looking forward to presenting our Summer Reading Club assembly program
“**Wild About Books**” to your students on

Wednesday, May 9, 2001
at the following times:
9:00 – 9:45 a.m. (1st & 2nd grade)
11:00 – 11:45 a.m. (5th grade)
1:00 – 1:45 p.m. (3rd & 4th grade)

We will need one large (six-foot) table, and twelve chairs to set up our materials. Twelve students will be selected from each assembly audience to help with the presentation.

Thank you for your help in scheduling this event.

Sincerely,

Youth Services Librarian

September 14, 2001

Lakeview Jr. High School
Mr. Bill Ward
701 Plainfield Road
Downers Grove, IL 60516

Mr. Ward:

We would like to let you know that this year's Summer Reading Program was a great success. "Get Carried Away with Books" ran from May 14th through August 11th with over 1,960 children (pre-K – Grade 6) participating. Enclosed is a list of the names of the students (6th grade) at your school who completed the program by reading at least six hours. We encourage you to recognize these students for their achievement.

Sincerely,

Suzanne Lippencott
Head of Children's Services

Monica A. Dzierzbicki
Children's Librarian

Press Releases

Susan Westgate

Helen M. Plum Memorial Library

The local newspaper is where libraries can expect to receive the highest rate of media coverage. They are often looking for local news and information stories as well as photograph opportunities. Youth Services departments are able to fill most of the criteria that local newspapers are looking for. The following are some general guidelines to assist you in preparing and sending a press release.

Writing a Press Release

WHO? Who is presenting the program? (A specific department, a librarian, a hired performer or speaker). Who is the author or authors of any featured books or collections you are mentioning? Be sure to include the full titles and correct spelling of any individuals mentioned.

WHAT? What is the press release about? A new program, a meeting, services, collections, new hires, etc. Do not assume that they know what you are talking about; be clear in your explanations of events and materials.

WHEN? Be sure that you include the exact dates and times when an event is taking place or has taken place. The day, date, and a.m. or p.m. should always be included when giving the date and time.

WHERE? Include the exact place that an event is to take place. For example, "Meeting Room of the Thomas Ford Memorial Library, 800 W. Chestnut, Western Springs, IL, 708-246-0520." I like to include the telephone number so that interested individuals may call the library for further information.

WHY? Include why people would be interested and which people would be interested in the specific event. Is it a family program? Preschoolers? Young adults? Be sure to let the readers know who the intended audience is.

Send your press release on Library letterhead. If you have a contact at the paper, send it to that person's attention. Put "Press Release" at the top of the page and your name and phone number as the contact person. Put a release date for the information: "Immediate Release," "Not before June 8," "Not after Sept. 12," "For release Friday, August 13." Have the fax numbers for the newspapers handy. It is best to drop the press release off in person, but you will generally not have the time to do so. Keep it to one sheet of paper and double space. Keep the release short. If there is a photograph opportunity, include that at the top also. End the release with ###, this is an indicator to the editor and typesetter that it is the end of the news item. Do not be surprised by any omissions or changes that they may make. Check with your local newspaper for any specific guidelines that they may have for press releases. They may or may not use your release, but be consistent. They will have you in mind and will even start coming to you for stories.

PRESS RELEASE

Clara Barton Visits the Thomas Ford Memorial Library

March 10, 2001

Contact: Susan L. Westgate, Head of Youth Services, 708-246-0520

Immediate Release

In honor of Women's History Month, the Thomas Ford Memorial Library's Youth Services department will be hosting a special program. On Saturday, March 10 at 1:00 pm, an actress from Historical Perspectives will present "Clara Barton: A Great Humanitarian." Clara Barton is an outstanding role model for children. She dedicated her life to helping others. Historical Perspectives will bring Clara to life and the times in which she lived, from her childhood days of nursing an ill brother to teacher, Civil War nurse, and founder of the American Red Cross. This program is appropriate for children in grades K-6 and will take place in the library's meeting room. Registration is required to attend this special program. For further information or to register, stop in the library or telephone the Youth Services department at 800 W. Chestnut, Western Springs, IL, 708-246-0520.

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*Helen Plum Memorial Library
(formerly of the Thomas Ford Memorial Library)*

How to Get the Word Out!

Linda Kelly
Evans Public Library

Half of the success of your library's programs depends upon the community knowing what's going on at the library!

1. Develop a contact at the local radio station and newspaper—I'm more likely to get a picture in the paper if I call my contact.
2. Radio stations usually have free community activity announcements as well as local talk shows that feature community happenings.
3. Newspapers may also have free community bulletin boards that list activities.
4. Have a "What's going on!" bulletin board at the library.
5. Schools are also helpful in getting the word out, especially about reading programs. Small fliers can be posted in classrooms, announcements made, or (my all time favorite for the summer reading program) small announcements included with the final report card! Thankfully, teachers are willing to do this.
6. Program fliers are sent to local daycare providers and preschools, and they are encouraged to participate.
7. Our staff is encouraged to tell people about special programs that are going on. This will reach some people who do not listen to the radio or get a newspaper

Some Resources to Keep You Informed and Enable You to Be a Better Advocate for Your Library and Patrons

Judy Hutchinson
River Bend Public Library

Advocacy Portion of the American Library Association Web Site

<http://www.ala.org/pio/advocacy/>
Includes advocacy handbook and support materials.

Alawon

<http://www.ala.org/washoff/alawon/>
Alawon is a free, irregular e-mail publication of the ALA Washington Office that is a good way to keep up with important legislative issues.

ALA Office for Literacy and Outreach Services

<http://www.ala.org/olos/>

Advocacy Portion of the Association for Library Service to Children

<http://www.ala.org/alsc/partnership.html>
Includes links to Born to Read, Connect For Kids, I Am Your Child.

ALSC Liaison with National Organizations Serving Children and Youth

http://www.ala.org/alsc/outside_orgs.html
A page of links to national organizations serving children that ALSC works with.

Advocacy Portion of the Illinois Library Association Web Site

<http://www.ila.org/advocacy/index.htm>
Includes state legislative updates, information on banned books, etc. Join ILA to receive periodic ILA Updates via e-mail.

Children's Book Council

<http://www.cbcbooks.org/>
A non-profit trade organization dedicated to encouraging literacy and the use and enjoyment of children's books. It is the official sponsor of Young People's Poetry Week and Children's Book Week each year.

International Reading Association

<http://www.ira.org/>
A professional membership organization dedicated to promoting high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit.

ISLMANET

<http://www.islma.org/listserv.htm>
An electronic discussion list for anyone who is interested in school library media programs and who has an e-mail address. Keep informed of what's going on in school libraries.

Library Day

<http://www.ila.org>
Generally held in April each year in Springfield. It is co-sponsored by the Illinois Library Association, the Regional Library Systems, and the Illinois School Library Media Association. Attendees have an opportunity to visit with their legislators in person and share their concerns for their library and their community. Contact ILA for more information.

PUBYAC

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

Outreach

Steve Mongeluzzo

FIRST Communications

A great way to meet customers and market your library or department is to make presentations to community groups, attend local functions, join organizations, and look for other outreach activities. These activities provide you with an opportunity to promote the library, network with influential people, identify the needs of the community, and look for ways to improve your service. The more visible you and your library are, the more successful you will be in your outreach activities.

Know Your Audience

The first step in any outreach activity is to know your audience. Who are they? Knowing the demographics of the group will help you answer other questions. What is their knowledge level about library programs and services? What is their interest level? Do they support, might they resist, or are they neutral about your position? Do they have any expectations and can you enhance those expectations? Are there any special facts you should know about your audience? The better you know your audience, the easier it will be for you to craft messages that will motivate them (see Developing Motivating Messages in my “Marketing” article).

Using Effective Presentation Skills

Making a formal presentation requires both good content and effective delivery skills. Too often people concentrate on content with little regard for how effectively they deliver the presentation. Here are a few tips to help make your next presentation a memorable one:

- **Preparation:** Determine your objectives. What action would you like the audience to take and how will that action benefit them? Develop “memory hooks” to clarify and expand your message. Consider visual aids and handouts. Visual aids will make your presentation more interesting and give you an opportunity to

highlight key information, but don’t make them too detailed. You should use handouts for more complex information, but distribute them after you are finished. Organize your presentation as a road map, giving the audience a preview of your key points and then expanding on those points. Then put your presentation on note cards or outline. Use only trigger words. The less information you have in front of you, the more spontaneous and natural you will look and sound. Anticipate questions—both easy and difficult ones—and then practice out loud.

- **Before the presentation:** Arrive early and check any equipment in advance. Don’t study your notes; instead, mingle with the audience. Get to know them. Not only will you then have several friendly faces in the audience, but also you may be able to use something you learn in your presentation. In addition, you will be more relaxed than if you study your notes right up to the last moment.

- **During the presentation:** Your goal is to look and sound confident, knowledgeable, and trustworthy. Think of your presentation as a one-on-one conversation with each person. Be yourself. Practice sustained eye contact with individual members of the audience, but don’t be afraid to use your notes. Stand or sit erect. Gesture normally. Your vocal tone should match the situation. If you are talking about a new library program or service, you should be excited. If you are talking about a problem or sharing bad news, demonstrate concern through your vocal tone. Project your voice so everyone can hear you, don’t talk too fast, and don’t be afraid to pause. Pauses give you a chance to breathe, think of what to say next, and highlight key information. It also gives the audience an opportunity to comprehend what you just said. When using visual aids, don’t read the information or block the audience’s view. The visual aid

*...see how you
and your library
can help the people
you meet and their
organizations.*

should support your presentation, not be it. Let the audience know upfront how you will handle questions. Usually you can answer questions during your presentation if the group is small; the larger the group, the more you could lose control of your time. After the Q&A session, take 20 seconds to repeat your top message.

- **After the Presentation:** After completing your presentation, stay and answer any more questions. You will find that some people would rather talk one-on-one than ask a question before the group. Finally, evaluate how you did. What worked and what didn't? What questions stumped you? Prepare answers to those questions for your next presentation.

Other Outreach Opportunities

Your library will have many outreach opportunities besides formal presentations. You will have to decide which ones to take advantage of based on the audiences you want to reach and the time you and others have available. Here are just a few of the many audiences and activities to consider:

- **Students:** Individual classes; orientation days; school activities.
- **Parents:** PTA meetings; school activities; orientation days; community events; church functions; Parents Without Partners meetings; homeowners association meetings.
- **Teachers:** Individual classes; PTA meetings; staff meetings; school activities.
- **Businesses:** Chamber luncheons and after-hour mixers; Rotary and Lions club meetings; business expos.

- **Older Americans:** Senior centers; retirement homes; church functions; health fairs; community events.
- **Government officials:** Town council meetings; local festivals and charity events; chamber events.
- **Young adults:** Local festivals and charity events; homeowners association meetings; church functions.
- **News media:** Chamber events; town council meetings; local festivals and charity events; sporting events.

Making a presentation is not the only outreach activity you should consider with these groups. Joining local organizations, participating on committees, sponsoring a booth at a community event, or just attending a meeting are all good ways to become visible in your community.

Evaluating Your Outreach Activities

Hopefully, your presentations before community groups and organizations will result in increased attendance at library programs and increased use of library services. If you can develop motivating messages, and enthusiastically deliver those messages, your chances of accomplishing this are good.

Don't expect immediate benefits from all of your outreach activities. Your first goal may be to just network and become known in the community. Don't ask for anything. Instead, see how you and your library can help the people you meet and their organizations. Eventually, you will find that people will ask you how they can help you and your library, and they will refer you to others who can also help.

Who is Your Audience?

(Fill out form for each major audience group)

A. Who are they (demographics and size)?

B. What is their knowledge level on my subject?

- High
- Moderate
- Low
- Mixed

C. What is their interest level on my subject?

- High
- Moderate
- Low
- Mixed

D. How do they feel about my position?

- Support
- Neutral
- Resistant
- Mixed

E. What are their expectations?

F. Are there any special facts I should know about them?

Networking

Jackie Weiss

Cahokia Public Library District

- Be a member of various groups or organizations: Friends of the Library, Kiwanis, Rotary, Youth groups, Women's club, etc.
- Meet and get to know people. Building trust and rapport are very important.
- When asking a business or someone to support you, contact them only once a year. Keep certain ones for the summer reading program and others for different things throughout the year. This establishes consistency and you're not always asking the same people all the time. You know yourself you don't like to be asked several times a year to purchase something from, or to make a donation to, the same organization.
- It's helpful to do a little research and know when a business or organization begins and ends its fiscal year. (Some are eager to give donations early in the year while others must have money spent by year's end.)
- When a business or organization gives you a helping hand, recognize it with a press release. You can take pictures and do your own news releases. This makes it easy on the local papers. They don't have to book a certain time to be there. It makes it easy on you. You get the picture you want in the paper and the story is correct! News releases are more likely to get put in the paper when you have a picture available, and quotes are even better!
- When the news release comes out in the paper, clip a copy and personally deliver it to the business or organization. This builds the connection and friendship, making your next contact easier.
- Keep a "contacts and donations" folder for quick future references.

Youth Services and School Library Communication

Developed by Lois B. Schultz for Limestone District Library, January 2002

Tips for establishing and keeping open channels of communications with the school(s) (Remember - whatever you do it will be the students who benefit!)

Invite the school librarian(s) and teachers to the public library (and feed them, too!). Discuss what they are doing, what assignments are being prepared, and how you might help students have access to what they need when they are researching these assignments.

Ask to be included in any institutes and in-service days for teachers and the school librarian.

Set up email communication with the school librarian and exchange information about assignments and reports - how can the public library support the school's collection?

With the school librarian(s) plan a way to collaborate on teaching reference skills. What happens in the school library? What can the public library do to support this?

Ask to be invited to classrooms to give book talks, to promote library programs and to promote reading.

Develop "assignment alert" forms to give to teachers to fill out and send to you so you know about upcoming assignments. You might want to include an "online form" on the library's Web page to make it easier for teachers to do this. Or just send them email and ask for information.

Find out if your school district(s) belong to your local library system. If so, you have an established "delivery system" to send resources and communications back and forth .

Send copies of newsletters, flyers, book lists, etc. to the school librarian(s) and ask her/him to send copies of the same to you.

With your school librarian(s) plan a way to share the expense of buying professional resources - books and magazines for reviews, articles, and how-to-do-it information.

Review your library's reference plan of service to ensure that all students and their teachers are treated equally with regard to reference assistance and numbers of resources needed.

With the school librarian and the school district, sponsor a joint resolution that states the role and services of each type of library (school and public) within the community.

Meet regularly with the school librarian(s) - early morning, after school - whenever it is most convenient - to discuss what's happening, share information, concerns, successes, etc.

Work with school librarian(s) in sponsoring programs that highlight reading for youth and parent groups, i.e. author visits, poetry contests, young authors festivals, etc.

Share expertise with school librarians whenever you are together at events such as system workshops, seminars, and conferences.

Link your library's Web page with the school library's Web page - work together on what links to include and how to make both of them work well for students.

“Be Nice to the Secretary” – and other ways to work successfully with schools

Sara Ryan, Multnomah County Library School Corps Librarian

One of the most important ways that public librarians in youth services can make a significant positive impact in their communities is by developing strong relationships with the students, teachers, and media specialists at local schools, as well as with parents and children involved in home schooling. But it is often difficult to determine the best ways to make those connections.

At Multnomah County Library, we are lucky enough to have at least one full-time youth librarian in every location, as well as a large staff in several different youth outreach programs. As a result, we have tried a wide variety of strategies in our efforts to connect with those involved in k-12 education, and can offer some insights on what works well and what has not been effective.

Promotion

The first step toward a stronger relationship with any customer is to make them aware of the resources and services you offer. There are three main ways to increase this awareness: via in-person contact, through printed brochures and other mailings, and through your Web site.

- ❑ Prepare a *short* presentation explaining your services that can be given at school staff meetings. School administration will be much more willing to give you space on their meeting agenda if they know you will only need a few minutes. Bring brochures that describe your services and include your contact information.
- ❑ Emphasize what the library can do for teachers and media specialists, rather than making them worry that they may have to do additional work and/or take up valuable class time to accommodate you.
- ❑ Send a mailing to school staff at the beginning of the school year, but don't stop there. The School Corps, a school outreach program that supports curriculum and increases student and faculty awareness and use of print and electronic information resources available through the public library, has found that it is effective to send out short newsletters every quarter. Each newsletter describes a specific School Corps service, explains exactly how that service can be incorporated into curriculum, and also includes a booktalk of a new title and news about upcoming library events of interest to teachers and students. For example, in our last newsletter, we explained how the WilsonWeb Biographies Plus database, which is now remotely accessible to Multnomah County Library cardholders, can be used for class assignments. As a result, several teachers asked us to come to their schools to present trainings on Biographies Plus.
- ❑ Katie O'Dell, coordinator of the Talk it Up! Book Discussion Groups for Kids program, says: “Cross-promote yourself. Advertise in the school paper, in mailings to educators, on a Web site, to electronic discussion lists. Make sure there are many, many ways a teacher or student can find out about you. It isn't enough to say, 'But I sent a flyer.' Schools are sent thousands of items each week. Send them the same message in many formats.”
- ❑ Don't forget that the rest of your library staff needs to know what services and resources are available to students, teachers, media specialists and parents, because there's no guarantee that everyone who could benefit from your services will contact you directly. Staff members will need regular updates about your offerings, especially if your services are changing and/or expanding. You don't want a customer to be told that “the library doesn't do that” when the library most definitely does.

Within the library

Of course, many of the interactions teachers, students and parents have with you and your services take place within the library building. In addition to making sure that your entire staff is knowledgeable about the resources and services available for schools and home schooling families, you may want to try some of these ideas.

- ❑ Offer tours for school classes. A tour can be a very simple introduction to library resources and services, or it can be a more elaborate event incorporating a storytime, booktalks, technology training, or other services requested by the teacher. Ruth Allen of Central Library says: “One of the ways we’ve made school tours more manageable, which has also allowed us to offer more tours, is by using volunteer tour guides. If the teacher requests a storytime, booktalks, or other special services, the youth librarian will do those parts of the tour, and the volunteers are able to do the rest.”
- ❑ Invite school classes to author/illustrator presentations and exhibits. We have interested schools fill out applications to have classes attend the presentations. Brianne Williams of Central Library says: “We often choose classes from targeted schools whose students need some extra help getting inspired to read. After a school is chosen, we work with the media specialists to select classes that are appropriately aged and would be responsive to us coming in to the classes and talking to them about the author or illustrator. We go out to the classes and do booktalks to get the students excited about the author or illustrator, and then bus the students to the library for the actual visit.”
- ❑ Use volunteer homework helpers in the afternoons and evenings. Our Homework Helpers, who wear green aprons with our Homework Helper logo to make them easily identifiable, give students one-on-one assistance when they are doing homework assignments in the library. They help children learn how to use the library catalog and find the books and information they need, using all the library’s resources. Of course, when the students’ questions are extensive or complicated, the Homework Helper will refer them to a librarian. But the Homework Helper program accomplishes several things simultaneously: it reinforces the library as a good place to work on school assignments; it offers community members a chance to help students; and it allows library staff to serve a greater number of patrons.
- ❑ Hold open houses for home schooling parents and children. We have held several open houses in various library locations, during hours when the library is closed, so the parents and children really feel that they “own” the library. The open houses include storytimes and crafts for younger children, and training for older children and parents in the use of the library catalog, Web-based databases, and the library Web site. These open houses make the homeschooling families more comfortable using the library by giving them an in-depth introduction to the resources we offer.
- ❑ Hold similar open houses for teachers and media specialists.

Outreach programs

Several of our outreach programs work extensively with the schools. For instance, part of our Early Childhood Resources program focuses on working with teen parents in high schools, helping them understand the value of reading to their babies. Joanne MacNamara, Parent Educator, shares these strategies that work well with teen parents:

- ❑ Convey acceptance of their situation and who they are. These young parents are already prejudged by most of society as well as by many of their families.
- ❑ Be honest. They will quickly dismiss anyone who seems phony.
- ❑ Listen with respect and interest.
- ❑ Involve the teen actively in the presentation. Ask “What are some of the things that would make this book attractive to your baby?”
- ❑ Let them know how early literacy will benefit their child in real life.
- ❑ Find out about their interests and gear your presentation toward them.
- ❑ Accept different learning styles and comfort levels. Some teens are uncomfortable with eye contact in the beginning, and some may act as if they couldn’t care less about what you are talking about, but they may seek individual attention after you have finished your presentation.

Cathy Schneider, David Shephard and Carol Silva of our Books 2 U program, who, along with trained volunteers, booktalk high-interest titles to students, recommend the following to ensure that working with schools goes smoothly:

- ❑ Always confirm your appointments. Busy teachers may have forgotten that they scheduled you for a visit on a particular day. Books 2 U sends out reminder postcards a week before their visits, to make sure that teachers know that they are coming.
- ❑ Regularly survey your contacts in the schools. Ask them what could be done to make it easier to work with you.
- ❑ Let the teachers know that you want to complement, not reinvent or replace, what they do.
- ❑ Try to avoid being part of a top-down decision, where the principal has decided that your program will be a great thing for the school and simply mandates that the teachers use it. You are far more likely to be welcomed in the school if the teachers themselves also believe that your program will be a great thing. If a principal is excited about a program you offer, wonderful! Ask her or him if you can speak about it at a staff meeting.
- ❑ If you work with volunteers, make sure they are very well trained. The volunteers will represent the library to your audience, who will almost certainly not know the difference between a paid professional and a volunteer. Volunteers should give out the same message about the library as you do, and they should understand how important it is for that message to be consistent.

Marcela Villagrán, coordinator of the youth portion of our Library Outreach in Spanish program (LIBROS), says about working with ESL teachers, Latino students and their families:

- ❑ Have handouts available in Spanish that describe your services. Sometimes a child will bring home, say, a library card application and the parent will sign it without really understanding what it is. Your library card applications should be available in Spanish as well.
- ❑ Work with Latino clubs to involve bilingual students in volunteering for the library. Bilingual student volunteers contribute a great deal to the success of our annual Día de los Niños y Día de los Libros celebrations, for example.
- ❑ Attend Latino parent nights at the schools. This gives parents a chance to learn about what you offer before they come to the library, which can be an intimidating place to visit, especially for people who are new to the idea of a public library. Plan library tours for parents based on what you find out about their interests and schedules.
- ❑ If you work with ESL teachers, make sure they understand exactly what you can offer them. Sometimes a teacher will be interested in a presentation that uses very basic English, or one that uses both English and Spanish, rather than in a presentation in Spanish only – especially if not all of the students speak Spanish.

Overall, the more you can accommodate the specific needs of your community, the more successful your outreach will be. Our Juvenile Justice program, for instance, strives to meet the needs of incarcerated youth by working with their classroom teachers to determine the services that will be most useful for them. And if you have several different outreach programs, it is especially important for your outreach staff to understand each other's work. Then they will be able to refer interested teachers and media specialists to other programs when appropriate.

Online

If you don't already have a library Web site, make one. Web sites are already an important way for patrons, especially nontraditional patrons, to find out about you and your services, and they will only get more important as the Web becomes a more and more integral part of people's lives. Local Internet Service Providers (ISPs) often offer discounted rates for nonprofit organizations. And if no one on your staff has experience with making Web pages, involve community members. Many young adults are experienced Web designers. Here are some strategies for making the most out of your Web site:

- ❑ It should be easy for anyone using your Web site to contact the staff who are involved with services for schools and home schooling families. (It should be easy for people using your Web site to find contact information for *any* member of your staff, but that's a different article.) If you have more than one outreach program, include a short description of each one so that patrons know who to contact based on what services they want. This is another place

where it's important for your staff to understand the different services that are available, so that they can refer patrons who may only contact the staff members whom they already know.

- ❑ Include both telephone and email contact information on your Web site. Even some Web-savvy patrons would rather call you than send you an email message.
- ❑ Your Web site can complement the other services you offer. For example, the Talk it Up! Book Discussion Groups Web site includes resources for book group leaders, including how to start a book group, guidelines for book discussion, and guides for discussing specific books, among other features. And the School Corps Web site includes examples of the customized booklists and webliographies that we compile for teachers. Spanish teachers use the Spanish sites we link to on our Spanish-language Web pages.
- ❑ When possible, make your work do double duty. When School Corps makes a list of Web sites on a curriculum topic for a teacher, we incorporate those sites into the appropriate categories on our Homework Center. If you produce booklists, make them available on your Web site as well. Our KidsPage Books page includes all of our graded reading lists, plus several other lists. Students and teachers can print out the lists and then find the books in the library's collection.

Conclusion

Most of the strategies in this article can be generalized to these “top three” principles:

- ❑ Make it easy for teachers, media specialists, students and parents to find out what you do.
- ❑ Make it easy for them to communicate with you.
- ❑ Base everything you do on the needs of your community.

If you are interested in more information about any of the programs mentioned in this article, contact information for all of them can be found at the following URL:

<http://www.multcolib.org/kids/ylct.html>.

**SCHOOL LIAISON FIVE YEAR PLAN
2000 – 2005
Youth Services Department
Indian Prairie Public Library District**

As part of the library's mission to support students of all ages we have developed a plan to work closely with the elementary and secondary schools in our district.

1) School Contact

Annually, August, 2000-2005

a) Contact the schools to arrange a visit to a faculty meeting to deliver Junior and YA "Mini Apples".

b) Bring schools information about student and teacher library card registration
Annually, Winter, 2000-2005

a) Promote library programs at least once a year by sending a letter to K-8 school principals and librarians requesting time to visit classes to promote summer reading programs.

b) Send letter to schools about including library card registration with school registration packets at the schools whose boundaries completely overlap with Indian Prairie's boundaries.

Annually, May 2000-2005

a) Visit scheduled schools to promote summer reading

2) Programs

Annually, 2000-2005

a) Participate in school programs (i.e. Career Day) as requested

b) Booktalks for elementary and junior high school students as scheduled by the schools

c) Schedule visits to the library as requested by the schools.

3) Ongoing Assignment Support

Support students and teachers by:

a) Sending Assignment Alert forms through SLS delivery mail periodically or taking them to the schools in the fall.

b) Helping teachers choose appropriate level materials to be used in the classroom as requested.

c) Maintaining assignment shelves in both the Children's and Adult Departments.

d) Preparing new bibliographies or updating existing materials for reoccurring assignments. (i.e. Science Fair, Native Americans, Mythology) Also, review the Assignment Alert form for any possible changes.

e) Keeping abreast of changes in school curriculums. (I.e. whole language, block scheduling, ESL classes) through professional reading and teacher contact.

f) Continuing to offer Indian Prairie School Reciprocal Agreement.

4) **Collection Development for Assignment Support**

- a) Follow the Collection Development Plan information about reoccurring assignments such as Chicago or Ancient Egypt. Consider purchasing duplicate copies of materials in these areas as well as in “hot topic” areas such as abortion and homelessness.

Annually, 2000-2005

- a) Review collected Assignment Alerts, Collection Failures Logs, ILL Request Study, and Circulation Statistics Analysis for any noticeable collection weaknesses.
- b) Contact selector to consider purchasing materials to support school assignments, including copies for the Reference collection, if needed.

Spring, 2001

- a) Continue to expand collection to size given in Library Building Program, following the library’s collection development standards.

Fall 2001

- a) Streamline and update “Mini Apple” brochures to be distributed in Fall 2001.
- b) Update the school liaison plan to reflect changes suggested by the survey to the schools.

5) **Evaluation 2000-2005**

Annually, June,

- a) In a written report to the director, evaluate the effectiveness of the school contacts for the previous school year and recommend changes that need to be made to the School Liaison Five-Year Plan. This report is due by July 1.

Annually, Summer, 2000-2005

- a) Make needed changes in School Liaison Five-Year Plan.
- b) Review “Mini Apple” annually for minor changes.

6) **Possibilities for the future**

- a) Promote our library’s web site through school visits

07/00 MAR/MAD

Letter of Introduction to Preschool

Youth Services
Vernon Area Public Library District

September

Dear Preschool Teacher,

Our library offers various services for the preschools in our area. One of the services is a story time visit to your school. Our staff visits the children once during the months of November through February. We bring books to read, finger plays or songs to sing and a filmstrip to view. During the month of April we set aside time so that your school can come to the library for a special tour and program. This visit is an excellent way to expose the children to the concept of a library and also to enhance your literature program.

Since your preschool is invited to bring your classes to the library during the month of April, we like to display your preschool's artistic talents during this time. Space is limited so we ask that you send a sampling of artwork. To ensure that the artwork is displayed before the tours begin, we ask that all work be at the library on or before Friday, March 20.

During the month of November we invite all the preschools to the library for a special program, which has been graciously donated by the Friends of the Library. Some of our past performances have been Mother Goose, Kathleen Gibson (singer), the puppet show *Rumplestiltskin* and a magician. In November the library also sponsors a Preschool Fair. We provide the facility, publicity for the event and refreshments. We ask that you bring any materials you would like to use or handout to publicize your school.

Another service the library offers is the ability to checkout books on a school loan. To be eligible for this service, a school must fill out a school institute card. An up-dated list of staff authorized to use this card is also necessary. Teachers using the school loan institute card are eligible to take out 30 items for a six-week period (no renewals). Please see the information we have enclosed explaining this procedure.

We hope this letter explains some of our services, and we look forward to working with you.

Sincerely,

LETTER TO PRINCIPAL
Indian Prairie Public Library District

Dear (principal's name)

Now that the 2001-2002 school year is beginning we would like to take this opportunity to introduce our many services to you and your staff. We will be calling you to arrange a visit and to discuss how we can work together to benefit your teachers and students.

Indian Prairie Public Library has been adding new materials and technologies that will help your teachers and students meet their educational and informational needs. Our Web pages offer new ways to access Library materials, to notify us of upcoming assignments and to access the Internet. We know your staff's time is limited so we would like to show you and them how these new services can help. We also invite you and your staff to call us and arrange teacher or teacher/student tours of the library.

In addition, we would also like to let you know that this year's Summer Reading Program was a greater success than last year. "Get Carried Away with Books" ran from May 14th through August 11th. 1,960 students (PreK-6th grade) participated in this year's program, this is an increase of about 150 students from last year. A list of the names of the students at your school who joined the program will be sent to you soon. We encourage you to recognize these students for their achievement.

The Indian Prairie Public Library Children's Services staff is looking forward to working with you, the teachers and students of our district.

Sincerely,

Suzanne Lippencott
Head, Children's Services

Monica A. Dzierzbicki
Children's Librarian

PROCEDURES FOR SCHEDULING AND PRESENTING GROUP TOURS
Indian Prairie Public Library District

Scheduling Tours:

- All requests for group tours (i.e., public schools, private schools, homeschoolers, scouts, pre-schools, etc.) should be forwarded to the Children's Librarian or Department Head for scheduling.

Presenting Group Tours:

- **All department staff may be asked to assist in tours**
- **Depending on the age, size and purpose, tours can include the following:**
 - a. Story or brief Storytime
 - b. Tour of department
 - c. Tour of whole library
 - d. Reference instruction
 - e. Computer catalog instruction
 - f. Internet, reference and game computer instruction
 - g. Library materials scavenger hunt
 - h. Materials and computer instruction on a specific topic
- Check "Group Visit Policy" (Library Policy 455) and Group Visit Guidelines for specific details.

Revised 1/31/02 MAD
Indian Prairie Public Library,
Darien, IL

CLASS AND GROUP VISIT FORM
Alsip-Merrionette Park Public Library

NAME OF SCHOOL OR GROUP: _____

CONTACT PERSON: _____

PHONE: _____

DATE OF VISIT: _____ TIME: _____

LOCATION OF VISIT: _____ AT LIBRARY **OR** OTHER: _____

AGE OF GROUP: _____ NUMBER IN GROUP: _____

TYPE OF VISIT:

_____ TOUR OF LIBRARY

_____ STORYTIME (stories, songs, fingerplays) or BOOKTALK (introduce great books)

THEME: _____

_____ LESSON IN LIBRARY USAGE, SUCH AS:

_____ LOCATING RESOURCES IN AUTOMATED CATALOG

_____ USING MAGAZINE INDEXES

_____ SEARCHING THE INTERNET

REQUESTING A VISIT IS AS EASY AS 1-2-3!

1. MAIL FORM TO ADDRESS AT TOP **OR**

2. FAX FORM TO 708-371-5672 **OR**

3. E-MAIL INFORMATION TO AMPL@SSLIC.NET

FOR LIBRARY OFFICE USE:

ASSIGNED TO: _____

MEETING ROOM RESERVATION: _____

MATERIALS TO PULL:

PROMOTIONAL MATERIALS:

BOOKMARKS _____ BIBLIOGRAPHIES _____ COLORING SHEET _____

POSTER _____ CURRENT PROGRAM BROCHURE _____

CONFIRMATION OF SCHOOL VISIT FORM
Vernon Area Public Library District

Date

School
Street
City, IL Zipcode

Attn.:

Dear ,

We are looking forward to visiting with your (insert grade level) grade classes on:

Thursday, January 31, 2002
at the following times:
9:30 - 10:00 a.m.
10:15 – 10:45 a.m.

The only equipment needed is a display table and a VCR set up.

Thank you, again, for arranging the class schedule.

Very truly yours,

Name
Youth Services Librarian

VAPLD

SCHOOL TOUR - SCAVENGER HUNT

Indian Prairie Public Library

Write down or collect at least five examples of the following:

USING THE COMPUTER CATALOGUE:

A Bad Case of the Stripes by Shannon

A fairy tale

The “Magic Tree House” Series

An audio cassette version of E. B. White’s Charlotte’s Web

A Biography about Colin Powell on video

A book on Komodo Dragons

USING THE INTERNET COMPUTER:

Find your School Districts website

Name a website where parents can find Internet safety information

Name a search engine

Name a site you could use for homework about planets

Name a site you could find biographies on

What is the name of the site where you could find information on

Arthur & DW, Ms. Fizzle, and ZOOM!

KORTHAUER PROJECT

Information for Second Grade Teachers

Youth Services Staff
Bensenville Public Library District

Background

The Korthauers were one of the founding families of Bensenville in the mid 1800s. Other families include the Franzens and the Fischers.

The Korthauer Log House was built in Bensenville in 1844. Korthauer descendents expanded the house encasing the original structure in drywall and siding. In 1989, the owners of the house decided to tear it down and discovered the log structure. They offered the structure to the Bensenville Historical Society if the Society would move it to another site. The Bensenville Library offered a site on their property. Volunteers carefully labeled the logs before removing them and then properly reconstructed the pieces on the library property. All restoration work was and continues to be done by volunteers as time and materials become available.

The German built log houses differed from log cabins in two significant ways. First, the logs were planed flat on all sides instead of remaining round. Second, the log houses had cast iron stoves rather than large fireplaces for cooking and heating. The architectural design resembles the log houses built in the region of Germany where the Korthauer family and other German families emigrating to Bensenville lived prior to their arrival in the United States. The timber frame construction was influenced by the timber frame construction of the Middle Ages.

One of the reasons the German settlers came to this area of the Midwest was its resemblance to the land and climate area in their German homeland. In addition, the soil was suitable for growing flax, which had been a major crop in the old country.

Before the German settlers arrived, the Potawatamie Indians frequented this part of the Great Lakes. The use of American Indian and German names can be traced backed to the early influence of both groups.

AT THE LOG HOUSE

Bus Arrival

A “Time Traveler ” will meet the bus at the parking lot entrance to the Library on Wood Street. When all the children have filed off the bus, the Time Traveler will explain that we are going to travel back to the time when the Potawatamie Indians lived here. If they are very quiet and listen, they can hear the birds singing in the trees and imagine what it was like to walk with an Indian child through the woods. We will travel to a Log House of one of the early German families and spend time with Mrs. Korthauer.

As they “travel,” Indian flute music is played to help set the mood. The Time Traveler will lead the children single file to the boardwalk that goes to the Log House. Mrs. Korthauer will greet the classes and invite them into her home.

In the House

After the children are settled on the rug mats, Mrs. Korthauer will tell them a little about her family and then identify various tools and artifacts around the room. She will show them the iron pot on the stove filled with cabbage, potatoes, onions and carrots, the staples of a German meal.

Activities

The children will divide into their “teams” (as assigned in their classrooms prior this field trip) for the chores and games. Mrs. Korthauer will oversee the “butter” group and keep everyone moving from activity to activity.

- One group will go upstairs to see the rope bed in the bedroom and take turns fluffing the feather comforter. This will require two adults (one at the top and one at the bottom) as the stairs are very steep.
- A second group will “make butter” by shaking the small jars of cream.
- A third group will plant seeds that will later grow in Mrs. Korthauer summer flower garden.
- The fourth group will play “Hoops and Sticks” outside on the front lawn (on fair weather days) or “Indian Stones” in the (on rainy days). All groups will rotate so that all children have a chance to do all four activities.

It is imperative that there are two adults with each class. Three adults (Mrs. K. being one) will be able to handle each class. We need one adult upstairs with all groups, one below assisting with the stairs and overseeing other chores and one adult outside with the games.

Gathering for the Stories

Mrs. Korthauer will lead in singing “Oh, How Lovely is the Evening” (a German round) as everyone is finishing the activities and gathering to hear her stories.

It is helpful to have a teacher pass around Mrs. Korthauer’s oatmeal cookies (compliments of District 2’s Mary Seilkopf) at this time. The children can munch on them as they settle down and listen to Mrs. Korthauer.

Mrs. Korthauer will tell the children what it was like to come to America aboard a ship in the early 1800s. She will take items out of the trunk and tell a story about each as to why she chose to bring that item to America.

Then, Mrs. Korthauer will tell a Grimm’s folktale that she heard as a child growing up in Germany. The fathers of scientific folklore study, Jacob and Wilhelm Grimm published their first collection of German tales, [Kinder- und Hausmärchen] in 1812; the second collection in 1815. The tales were collected from those told by women in the German households. The tales would have been heard by Mrs. Korthauer when she was a child. It wasn’t until 1884 that Household Tales was translated into English.

Traveling Back to Present Day

After the folktale, Mrs. Korthauer will see the children to the door. The Time Traveler will greet them at the end of the boardwalk. When all the children are assembled, the Time Traveler will turn on the Native American flute music and take the children back to the present-day which will be indicated by turning off the music. The Time Traveler will then lead the children to the library for more activities.

AT THE LIBRARY

Overview of

When the 9:00 class arrives at the Library, a member of the Youth Services staff will greet them and lead them to the sofa area.

The 10:45 class will go immediately into the meeting room where tables will be set up and their lunches will be waiting. They will be ushered into the sofa area at 12:30.

The Time Traveler will ask about their “trip” (who did they see, what happened there, what did they like, etc). A Library staff member will tell the children about the letter they will write to Oma and Opa (their “German Grandma and Grandpa”). Craft stations will be explained with a sample (each craft represents an item Mrs. Korthauer brought with her from Germany). Pictures will be taken before the children leave the sofa area.

Letter to Oma and Opa (Grandma and Grandpa)

Using words from a white board as “triggers” (Mrs. Korthauer, planting, quilt, hoops, etc.) all the children will write a letter to “their grandparents” in Germany. They will tell about what they

did and saw while at the Log House. The letters will be kept in a notebook that they and their parents can see at the Library. Each class has its own section complete with a Polaroid picture taken of the class. The notebooks from previous years are available for anyone to view.

Scherenschnitte (paper cutting)

Patterns are pre-drawn for the children to cut and glue.

Recipe Book

Pre-printed pages are assembled with front and back covers. They are “bound” with twine.

Pocket or Handkerchief Doll

Dolls are assembled from pre-cut fabric, cotton balls and twine.

Quilling (paper curling)

Shapes are assembled from pre-cut strips of paper (for child-size hands).

Quilt Block

Colored triangles are assembled on pre-drawn quilt block patterns.

Returning to School

Each child will be given a book bag for her/his finished activities to carry back to school. Names will be written on the bags in permanent black marker for easy identification.

Buses picking up the students to return to their schools will pull into the Library driveway. The children can walk directly out of the library and board the buses.

OTHER IMPORTANT THINGS FOR TEACHERS TO KNOW BEFORE THE FIELD TRIP

1. We need a minimum of three adults in the Log House. We can use five adults at the Library to help with the craft stations.
2. Unless there is an electrical storm and torrential rain, the field trip will go on. Rain dates will be made for cancelled trips. We have not been rained out yet, but we have walked in drizzle!
3. The bus will drop the children off at the entrance to the Library’s parking lot on Wood Street.
4. The 9:00 class will return to school for lunch. The 10:45 class will bring sack lunches. Please put all the lunches in a cardboard box or plastic bag. The bus driver for the 10:45 class will drop the lunches off at the library **after** dropping off the children for the Log House . That class will eat in the library’s meeting room from 12:00 to 12:30 before doing the library activities.

Revised 2/02



PROCEDURES FOR SCHOOL ASSIGNMENTS & TEACHER LOANS

Indian Prairie Public Library District, Darien

The Assignment Alert Form:

1. An "Assignment Alert" form should be used whenever...
 - a. a teacher calls, faxes or emails an assignment or request for materials
 - b. a student or parent brings an assignment to your attention
 - c. you notice repeat questions on the same topic or titles
 - d. high traffic in collection area
 - e. no more material in collection area

2. Forms can be found in the Children's Reference Desk 1 file drawer in file marked "Assignment Alerts". (See attached copy. When you are taking the last form additional copies should be made on lilac paper.)

3. Make sure to fill in the following areas:
 - a. Today's Date
 - b. Staff
 - c. Assignment
 - d. School
 - e. Teacher(s) or Contact persons name and phone number
 - f. Grade level and number of students
 - g. Any details available (attach a copy of assignment or worksheets when available)

4. Staple a copy of the yellow processing form (read "Processing Procedures for School Assignment Materials) and inform the Children's Librarian or the Department Head about the assignment or request for a teacher's loan.

ASSIGNMENT ALERT
Indian Prairie Public Library District

Today's Date: _____ Staff: _____

School Assignment

Teachers: please fax or call in the assignment at least one week before giving the assignment to your class.

Assignment: _____ Date given: _____ Date Due: _____
--

School: _____ **Phone:** _____

Teacher(s): _____ **Grade level:** _____
_____ **# of students:** _____

Details of Assignment: _____

Library use only

Teacher Loan

of titles found: _____ **# of titles taken:** _____

MAXIMUM # of TITLES THAT CAN BE TAKEN : _____

Teacher Loan _____ **Assignment shelf** _____ **In stacks (7 day)** _____

Staff time needed to gather materials: _____ **to process materials:** _____

of staff who worked on the assignment: _____

Recommendations/Comments/Call Numbers (list on back of page)



401 Plainfield Road • Darien, Illinois 60561-4207
PHONE: 630/887/8760 FAX: 630.887.1018
TDD: 630/887-1421
www.indianprairie.lib.il.us

PROCESSING PROCEDURES FOR SCHOOL ASSIGNMENT MATERIALS

1. The Children's Librarian or Department Head will fill out the processing checklist form and assign completion of processing to available staff. (See attached copy. Forms can be found in the Children's Reference Desk 1 files in the file marked "Assignment Alerts". When you are taking the last form, additional copies should be made on light yellow paper.) Steps on form must be checked off as they are completed.

A: 3 and 7-Day Taping---

- a. Pull materials for the assignment.
- b. Apply appropriate tape (tape can be found in Child 1 desk drawers or in workroom cupboard) according to the directions on processing form.
- c. Tape should be placed on the upper spine of item.
- d1. If you have been trained to, change the computer catalog location to "injd" on all tagged materials.
- d2. If you have NOT been trained, place all the tagged materials on a cart and leave at the Children's workroom computer area, with the processing form.
- e. Post the assignment on the "Assignment Board" located on the wall by the "boys" washroom. Post the school name, grade and title of the assignment.
- f. After the materials have had their catalogue location changed, place them on the assignment shelf.
- g. Label the shelf where the items are placed with the name of the assignment. (label makers are in the workroom cupboard above the computer).

B: Blue Banding ---

- a. Pull materials for the assignment.
 - b. Fill out the blue bands according to the directions on processing form. (Bands can be found in front of the "Assignment Alerts" file or in the bottom drawer of the four-drawer file cabinet between the Children's Librarian and Librarian Assistants' desks.
 - c. Securely fasten the blue band around the front cover of the item with tape.
 - d. Follow steps d through g from Section A above.
2. After "assignment" due date has past, materials must be de-processed. (Check Assignment Alerts clipboard for other schools who may be doing the same project. Do not remove materials.) The reverse side of the form outlines procedure for removal of materials from the Assignment shelves. Steps on form must be checked off as they are completed.

STEPS INCLUDE;

- A. removing either blue bands or tape
- B. removing the label from the shelf(ves)
- C. removing the Assignment Board information
- D. following step d1 or d2 from Section A above to change location back to "insj"
- E. Put the materials on "re-shelving" carts at the end of the corresponding shelves.

ASSIGNMENT ALERT!
Skokie Public Library

Please contact the Youth Services Desk, at 847-324-3149, or Fax us at 847-673-7797, with the following information , PRIOR to giving your students an assignment. We will be able to better help your students find the information they need. Please send to the attention of Louise Barnett. Thank you!

SUBJECT OF ASSIGNMENT _____

DATES: FROM _____ TO _____

School _____ Grade _____ # of students _____

Teacher _____ Phone no. _____ Ext. _____

Should material be held for library use only? ___Yes ___No

Describe the amount and type of materials needed:

ASSIGNMENT ALERT-TRUMPET YOUR PLANS

Alsip-Merrionette Park Library District

Date: _____

Teacher: _____

Phone at school: _____

School: _____

Subject Area: _____

Grade Level: _____

Number of students involved: _____

Description of Assignment: _____

Assignment Due Date _____

Check materials that may be used for the assignment and give minimum or maximum numbers, ie: only one encyclopedia, if applicable:

Books _____ General Encyclopedias _____ Videos _____

Magazines _____ Internet _____ CD-Roms _____

4 Ways to ALERT: 1) Call the Youth Services Desk at 371-5666

2) Fax it to (708) 371-5672

3) Email us at: **ampl@sslic.net**

4) Mail it to us at:

Youth Services Department

Alsip-Merrionette Park Library District

11960 S. Pulaski Road

Alsip, Illinois 60803

ASSIGNMENT ALERT
Lisle Library District

FAX to 630/971-1701 one week prior to start of assignment or call 630/971-1675 or mail to Youth Services, Lisle Library District, 777 Front Street, Lisle, IL 60532. Go online to: www.lislelibrary.org and click on the Assignment Alert Form, fill in the information and click on submit—we'll do the rest!

Date: _____

Teacher's name: _____

School: _____

Phone number: _____ FAX number: _____

Grade/Subject: _____ Number of Students: _____

Assignment Begins: _____ Assignment Ends: _____

Brief description of assignment (include student's copy of assignment, if possible)

With proper notification, our staff can put together an assignment shelf of materials your students can use, but not check out. This will assure that **ALL** students will get the chance to successfully complete their assignments.

Thank you for helping us to better serve your students!

MATERIAL REQUEST FORM

Dear Teacher;

From time to time, you may need to check out materials that extend beyond our loan restrictions, (usually limited to 3 items per subject). We ask that you fill out this form and submit it to the Lisle Library Youth Services department one week prior to your needing the items. We will do our best to assist you based on current demands and subject availability.

Thank you for your cooperation and understanding.

Name_____

Phone Number_____

School_____

Items or subject area of request_____

Number of items requested_____

Length of time items will be needed_____

We can check these items out to you and have them ready for your pick-up if you provide us with your library card number.

Library card number_____

ajk 4/02

Lisle Library District

**Teacher Request for Materials
Naperville Public Libraries**

Date _____
Initials _____

Teacher _____

School _____

Grade _____

Library Card # _____

Phone (home) _____ **(school)** _____

Date materials will be picked up _____

Materials needed:

(please give a complete description of the assignment, materials requested, formats needed – the more we know, the better we can meet your needs)

Materials will be checked out for 3 weeks and may be renewed by phone for an additional 3 weeks. Please note: videos and magazines circulate for only 1 week!

**Naperville Public Libraries
Children's Services
200 W. Jefferson Ave.
Naperville, IL 60540
(630) 961-4100 X201**

***Please allow 7 days before pick-up for materials to be gathered.**

TEACHER NOTIFICATION FORM

We tried.....

Dear _____

Your student _____, came to the Lisle Library
on _____.

We regret that we were unable to give adequate information for the assignment
on _____

The reason is circled below.

All material on the subject is in use.

Further clarification is needed.

Reasonable search failed to supply suitable material for the assignment.

Due to heavy demand of materials on this subject, the student is limited to ____ items.

Other:

If you wish to speak with us please call Youth Services at the Lisle Library District,
(630) 971-1675. We will be glad to help in any way we can.

Lisle Library District
777 Front Street
Lisle, IL 60532

ajk 4/02

SCHOOL LIAISON (K-6th GRADES) FISCAL REPORT

ASSIGNMENT ALERTS requesting...

Materials for Student Check-out =	114
Materials for Teacher Check-out =	39*
Materials for In-Library Use Only =	<u>61</u>
Combined Total =	214
Plus Young adult Assignments handled Jointly by YA and Children's Services =	<u>9</u>
FY Total =	223

Notes:

- *Includes three known teacher assignments that requested Internet use to complete the assignment and at least one that directly used the Library's webpage and databases. Considering the webpage revision was not available until after our annual visit to the teachers, I find this very promising.
- This Fiscal Year showed an increase in Teacher Check-out requests. Other request categories nearly doubled from the previous year.
- With the help of one of the Departments' volunteers, a historical file was created on Word to track school assignments. This has allowed the Department to add additional materials, duplicate copies, and new materials to support those assignments that will continue to be used by the schools served by Indian Prairie Library.
- October through mid-November and late February through early April remain the Departments' heaviest assignment request months.

CLASS VISITS:

Annual class visits to Indian Prairie Library were conducted for twelve (12) Pre-School, Kindergarten, 4th and 5th grade classes and two (2) classes of Hinsdale South High School Communications students. Visits varied from; Children's and Adult Department tours, modified Storytimes, Bibliographic Instruction, Hands-on computer training, library material scavenger hunts and use of requested assignment materials.

The in-library visits are presented by one or two Children's Department staff, the Computer Technology Department Head (when available) and myself.

CHILDREN'S STAFF SUMMER READING SCHOOL VISITS:

Letters announcing the Departments annual Summer Reading school visits were sent out to all eleven public and one parochial K-6th grade school in early April 2000. All schools were visited this year. All Children's Department staff participated in these visits. The end of the year statistics for Summer Reading Club registration showed an increase of over 200 participants, with a 65% completion rate.

Note I was invited to speak at the end-of-year parents meeting held at Lace Elementary School for the parents and caregivers of students in Lace and Mark Delay School. This program focused on what parents and caregivers can do to help their child to continue to read during the summer break. Plans were made to make this an annual joint venture between the schools and Indian Prairie Library.

FACULTY SCHOOL VISITS:

During September and early October 1999 I visited the teaching faculty at ten of the Library's in-district K-6th grade schools. During these visits non-resident teachers are offered the opportunity to apply for an Indian Prairie Library teachers card. Group visits to the library, Assignment Alert forms and other Library services were also discussed.

At the time of the visit the Library's revised website was not yet completed and was unavailable for demonstration. Plans to include it in the 2000-2001 school year presentation have been made.

PRE-VOCATIONAL EMPLOYMENT:

The Children's Department was thrilled to again be asked to employ two students from the Hinsdale South High School Special Needs classes. Job coaches accompanied both students. Salaries for these students are paid by federal government funds.

Dan Para worked Tuesday and Thursday afternoons preparing and shelving the Department's magazines, organizing and shelving the book & tape kits, CD-ROMs and toddler board books. Dan will be with us again during the 2000-2001 school year.

Lisa Mullins helped three days a week and worked on sorting and shelving videos, books on tape and several book collections.

ADDITIONAL NEWS:

- The Children's Department added Textbooks from District #66 to its in-house textbook collection.
- On April 11th and again in August a Parent/Child (grades 3 - 6) Internet and computer use workshop was offered at the Library by Dan Kloepper and myself. Unfortunately the registration has not met our expectations. During the Focus Groups this type of programming was mentioned as the type of programming some of the Focus group members would like to have offered by the Library. We will offer this program again.
- The K-6th grade "Mini-Apple" brochure has been revised to include the Library's revised website information and will be used in the fall 2000 teacher visits.
- The Assignment Alert form has been added to the "Teacher's Services" section of the Library's website and is available for teachers to print the form directly from the page.
- I attended a joint Teacher/School Media Specialist/School Liaison meeting held at the Suburban Library System. Plans to make this a regular meeting of area Teachers, School Media Specialists and School Liaisons were discussed.

School Cooperation

Jackie Weiss

Cahokia Public Library District

Host a School Staff Meeting

We've had school staff meetings at our library. They have been successful; we provide space and a few donuts and give a short overview of what the library has to offer. When they are finished, they are given a short tour of the library.

Library Tour by Power Point Presentation

We made a library tour on Power Point presentation. This way we can go into the schools and give them a tour of the library. This works well for those who can't come to the library for a live tour on a field trip due to transportation issues. When the students arrive at the library for the first time they will feel comfortable with the surroundings.

Be a Guest at School Functions

Offer to set up a library information table at different school functions, open house, orientation night, PTA meetings, book fairs, etc. Have flyers on library hours, programs, and calendar of events. A drawing for free books is always a good attention getter.

Be a Judge

Offer to be a judge for special contest and events. This is a fun one, plus you get to know not only the teachers and staff but also the students.

REACHING OUT TO HOMESCHOOLING FAMILIES: SERVICES AND PROGRAMS

Author: Paul Kaplan, Lake Villa Public Library District

Originally printed in *Illinois Libraries*.

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Illinois public libraries serve an increasing number of families electing to homeschool. Indeed, it has been estimated that well over a million children are homeschooled in the U.S. These numbers have had a dramatic impact on library service as traditionally home-schoolers make heavy use of libraries. Libraries stress their role as institutions of informal education and the partnership of libraries and homeschoolers seems like a natural one.

The increased emphasis on serving homeschoolers has been the subject of programs at library conferences too. For instance, "Putting Together the Pieces of the Homeschooling Puzzle" was a popular program held at the annual Illinois Library Association conference in June 2000. This author was one of the presenters at this program and it came as little surprise that there were many creative ideas about homeschooling services from librarians across the state.

At our library we offer a variety of services and programs for homeschoolers. We were fortunate to recently win two mini-grants to improve and expand our offerings. A FY2000 LSTA Marketing mini-grant from the Illinois State Library helped us design a brochure to promote our programs. A 2000 Innovative grant from the North Suburban Library Foundation (www.nslsilus.org/ Foundation) allowed us to bring in an expert, David C. Brostrom, to advise us on our efforts and to make a presentation to community and staff. Incidentally Brostrom's book *A Guide for Home-schooling for Librarians* should be read by every librarian who wants to expand services to home-schooling families.

Experts have been helpful but we have learned a lot through trial and error too and we wish to share our ideas with other libraries. In this article I hope to provide some low cost and easy to implement ideas for services targeting homeschoolers.

GETTING STARTED WITH HOMESCHOOLERS

HAVE A STAFF CONTACT PERSON

It may seem obvious but it is essential to designate one staff person as the contact for home-schoolers. Sometimes when responsibilities are divided among many people results become increasingly diffuse. By having a special designatee programs and ideas can be implemented in a more efficient manner. The homeschooling community too can readily funnel their concerns through one person rather than through a committee.

One of the key roles for the contact person is to act as an advocate for homeschoolers. There still exists a great deal of misunderstanding about homeschooling. Many members of the public and some staff may have negative attitudes towards homeschoolers.

Some librarians have expressed to me their concern that homeschoolers often ask for out of print titles that need to be obtained through interlibrary loan. It is our role as librarians to promote the latest and fullest information on a subject and when patrons ask us for dated materials there can be a slight measure of reluctance. But we should not be judgemental. We can both "give the patron what he/she wants" and provide additional titles to patrons who may be interested. The cost of interlibrary loans is another issue. If a library finds that a high degree of interlibrary loans is becoming too costly then the policy should be reexamined. The new policy would be more realistic. In either case, every patron should be treated equally.

There are other awkward situations that lead to misunderstanding between homeschoolers and library staff. Some libraries, for instance, have children enter their school name on the sign up sheet for Summer Reading Programs. Homeschool children may feel embarrassed entering the words “homeschool” on the form. (Homeschooling parents have told me that their children may be gawked at or questioned when they accompany a parent on a daytime errand such as a visit to the grocery store. “Why aren’t you in school?” some adult will blurt out. One can imagine the increased sensitivity to slighting comments after an experience like this). It is the duty of the contact person to make the homeschooling family feel welcome and comfortable in the library.

The contact person can change staff attitudes by offering inservice sessions on how to serve homeschoolers. The program will explore why people homeschool, their methods, philosophies and techniques and how the library can serve them. The underlying theme of this inservice program is to stress a positive attitude in serving homeschoolers.

LIBRARY SERVICES

The contact person is in a unique position to take charge of a few great services that homeschoolers will surely appreciate. These include:

Every Reference desk should have a homeschooling notebook or binder. The notebook can be used by both new and veteran homeschoolers. The notebook will have contact information of local homeschooling experts along with statewide and national organizations. It may also have a copy of the laws of Illinois regarding homeschooling. At our library we keep the telephone number of the regional superintendent for our county of the Illinois State Board of Education. Prospective homeschoolers can receive a packet of information from this office spelling out state guidelines for homeschooling. Keep in mind that there is a superb directory to help you get started with your notebook in *The Librarian’s Guide to Homeschooling Resources* by Susan G. Schepps.

Librarians might consider starting a pamphlet file of free homeschooling catalogs. It should be noted that the main expense a homeschooler will incur is through obtaining curriculum. While libraries do not carry curriculum they can make the decision process easier for homeschoolers by having catalogs available.

A brochure of library services to homeschoolers should be made. Even if a library offers a minimal number of programs and activities for homeschoolers the resources and materials in a library are of great interest to a homeschooler. Do you own a homeschooling magazine? If so, mention it in your brochure. You might also mention where homeschooling collections may be found. Show how the traditional library services of reference and readeris advisory can be helpful to homeschoolers. Use plenty of graphics to illustrate your point and donit forget a dab of humor.

A newsletter is a great way to communicate too. Why not devote a small portion of your library newsletter to information of particular interest to homeschoolers? You might even start a simple one page newsletter wholly devoted to homeschoolers. At our library we have compiled a large mailing list of homeschoolers and we send a newsletter out twice a year.

ORIENTATION PROGRAMS

Orientation programs get the message of the library out to homeschoolers. Librarians should consider offering an orientation program at least once or twice a year. At the orientation program library staff will talk about some of the services and resources a library offers. Homeschoolers can ask questions and find out about procedures and policies. Homeschoolers can network with one another at these meetings too. Keep in mind these few pointers for sponsoring a successful program:

• **Get the word out!** Be sure to write up a few paragraphs for the library newsletter. Homeschoolers are always on the lookout for educational opportunities. News releases to the local media are essential too. Don't forget to send a flyer to local religious institutions as many homeschoolers form support and activity groups through these places. Take advantage of everyday opportunities to advertise your upcoming program too. A well placed colorful poster in the library is always helpful.

• **Pick a suitable meeting room.** Many librarians do not have the luxury of choice. The meeting room may be a small or cramped one but changes can be made to even rooms like these. Always leave a table with chairs in a corner so that homeschoolers can have their children work while the adults listen to the presentation. You might have some board books and picture books available for the younger children. For the overall meeting be sure to set up the tables and chairs in a circle or square and not theatre style. You will find that the interaction between homeschoolers is often as informative as what you have to offer. This too leaves them with an opportunity to network.

• **Bring a book truck for your presentation.** Naturally any presentation should have plenty of book and materials to show and tell. Don't take for granted the seemingly obvious reference tools that may help homeschoolers.

• **Annotated bibliographies and handouts are always welcome.** You will notice that homeschoolers will be steadily taking notes of titles that you mention. You will make things much easier by having some annotated handouts available. Be sure to list books that have activities and exercises.

• **Be open to suggestions for new programs.** At your orientation program poll the audience and see what they would like to see at the library. We found out that homeschoolers were interested in programs on basic research for parent/guardian and child. Research programs would highlight some of the skills and searching techniques that librarians use on a day to day basis. A simple research program can focus on the use of the indexes and guides. One librarian told me that she has had a series of programs on reference resources. A basic almanac, for instance, provides a treasure trove of information for the novice.

• **Don't forget electronic resources.** We have offered a class on homeschooling sites on the Internet. There are so many great sites now. Or you can do a program on electronic research sources on the Internet. You can also show the great First Search sites that are provided by the Illinois State Library.

• **Consider offering a book discussion!** We have hosted monthly book discussions for the past three years. We have these meetings in the early afternoon. We have focused on learning about American history through fiction. Originally our aim was to reach young adults. But we soon found that our real target age was children ages 8 to 12. We also found that any one child might have a brother or sister attending the discussion too. Therefore we try to find well illustrated books that appeal to many ages.

• **A tour of the library is fun and educational way to begin or end a program.** There may be home-schoolers who are new to your library. Why don't you provide a tour at the end of your orientation. You may even consider a behind the scenes look at how books and materials are received and cataloged.

SOME FINAL ADVICE

Some of our best programs have come through experimenting. Don't be afraid to try a new program! Each community is different and results can vary widely. The orientation program is the simplest way to start. By offering an orientation program you can test to see the level of interest for homeschooling programs.

But even if you do not offer any homeschooling programs consider a homeschooling service such as promoting a notebook at the reference desk listing helpful organizations.

We have found that homeschooling families are very grateful for any positive efforts made by library staff. Most libraries have books and material on homeschooling. Try promoting these materials through a bibliography or brochure. You should also promote the real day to day work you do involving reference and readeris advisory. If you have a friendly attitude homeschooling families are sure to tap into your knowledge and make use of the vast resources your library contains.

Added material.

Paul Kaplan, is Public Services Coordinator of the Lake Villa District Library.

REFERENCES

David C. Brostrom, *A Guide for Homeschooling for Librarians*, (Fort Atkinson, Wisconsin: Highsmith Press, 1995).

Barbara Kantowitz and Pat Wingert. "Learning at Home: Does it Pass the Test?" *Newsweek* (October 5, 1998).

Susan G. Scheps, *The Librarian's Guide to Homeschooling Resources*, (Chicago, American Library Association, 1998).

What curriculum choices are available?

Publishers of traditional textbooks for grades K-12 in all subjects:

- ✧ A Beka Books & videos
(1-800-874-2352) or www.abeka.com
- ✧ Bob Jones University Press
(1-800-845-5731 or www.bjup.com)
- ✧ Rod and Staff Publishers, Inc.
(1-606-522-4348)
- ✧ Illinois H.O.U.S.E.
www.geocities.com/Athens/Acropolis/7804/index.html

This homeschool organization has an alphabetical listing of curriculum providers.

Unit studies for grades K-12 provide integrated subject learning:

- ✧ Advanced Training Institute of America
(1-630-323-7073)
- ✧ Konos (1-972-924-2712) or
www.konos.com
- ✧ Sonlight (1-303-730-6292) or
www.sonlight.com

What if I have limited lesson preparation time?

Worktexts for K-12 that are self-instructional or require minimal teacher input:

- ✧ Alpha Omega (1-800-622-3070) or
www.home-schooling.com
- ✧ School of Tomorrow (1-800-925-7777) or
www.schooloftomorrow.com

Are there any homeschool organizations?

- ✧ The Christian Home Educator's Coalition
(1-773-278-0673) or www.chec.cc
CHEC provides information about political issues affecting homeschooling and applicable homeschool laws for the state of Illinois.
- ✧ Home School Legal Defense Association
(1-540-338-5600) or www.hsllda.org
HSLDA offers legal defense and assistance to homeschool families who are part of its membership.
- ✧ Illinois Christian Home Educators
(1-815-943-7882) or www.iche.org
has contacts for local homeschool support groups.
- ✧ Lake Villa District Library has a listing of contacts for local organizations in our *Homeschool Happenings* folder.



Homeschooling Helps

Answers to Homeschooling questions

Lake Villa District Library
1001 E. Grand Avenue
Lake Villa, IL 60046
(847) 356-7711

Should we homeschool?

To make an informed decision on whether homeschooling is for you, examine some of the many resources about homeschooling:

- ✧ Home Grown Kids by Dorothy and Raymond Moore
- ✧ The Homeschooling Book of Answers compiled by Linda Dobson
- ✧ The Beginner's Guide to Homeschooling by Patrick Farenga
- ✧ Homeschooling Almanac
- ✧ Homeschooling 101 (Video series)
- ✧ Getting Started on Home Learning by Rebecca Rupp

Which curriculum should we use?

Choose a curriculum that fits your child/ren's learning style, your personality and your parenting goals. Resource books include:

- ✧ The Way They Learn by Cynthia Ulrich Tobias
- ✧ You CAN Teach Your Child Successfully by Ruth Beechick
- ✧ The Ultimate Guide to Homeschooling by Debra Bell (Book & Cd-Rom)
- ✧ The Big Book of Home Learning by Mary Pride
- ✧ The Christian Home Educator's Curriculum Manual by Cathy Duffy
- ✧ The Complete Home Learning Sourcebook by Rebecca Rupp

Are there homeschool correspondence courses?

Yes! Enrollment is available in these and other homeschool satellite programs:

- ✧ Christian Liberty Academy, Arlington Heights, IL (1-800-348-0899) or www.homeschools.org
- ✧ Calvert School, Baltimore, MD (1-888-487-4652) or www.calvertschool.org
- ✧ Lincoln Christian Academy, Lincoln, IL (1-217-732-6901) or www.cwd.com/lca

What if I want to design my own curriculum?

These homeschool suppliers carry a wide range of materials for all subjects and grades to enhance or design your own curriculum:

- ✧ The Elijah Company (1-888-2ELIJAH) or www.elijahco.com
- ✧ Christian Book Distributors (1-978-977-5000) or www.christianbook.com
- ✧ The Book Peddler (1-800-928-1760) or www.the-book-peddler.com
- ✧ Children's Books (1-864-968-0391)
- ✧ The Home School (1-800-788-1221) or www.thehomeschool.com
- ✧ Timberdoodle Company (360-426-0672) or www.timberdoodle.com

What other resources are available?

Resources for selecting age appropriate books for lots of reading pleasure:

- ✧ Books Children Love by Elizabeth Wilson
- ✧ Honey For a Child's Heart by Gladys Hunt
- ✧ Read for Your Life by Gladys Hunt

Homeschool magazines have a wealth of information you can use:

- ✧ *Practical Homeschooling* (1-800-436-6322) or www.homeschool.com
- ✧ *Homeschooling Today* (1-954-962-1930) or www.homeschooltoday.com
- ✧ *The Teaching Home* (1-503-253-9633) or www.TeachingHome.com
- ✧ *Home Education Magazine* www.home-ed-magazine.com



Serving Homeschoolers

Lisa Palombi

Alsip-Merrionette Park Public Library District

- Provide catalogs for perusal, such as those from book publishers, school and craft supplies, multimedia, and audiovisual distributors.
- Carry magazines such as: *Book Links* (1055-4742), *Copycat* (0886-5612), *Home Education Magazine* (0888-4633), *Homeschooling Today* (1073-2217), *The Mailbox* (0199-6045), *The Mailbox Bookbag* (1088-6397), *Pack-o-Fun* (0030-901X), *Practical Homeschooling* (1075-4741), and *Totline* (0734-4473).
- Be a drop site for publications such as *Homeschooling Parent* (www.homeschoolingparent.com).
- Be pro-active and approach families who are using the library during the day. Find out which local organizations they are using for support and curricula.
- Be open to co-sponsoring, either by providing a meeting space, giving tours of the library, or working together on a program.

HOMESCHOOLING BOOKS

Indian Prairie Public Library

PARENT'S COLLECTION (found in the Children's department)

- Parent's 371.042
Albert
Albert, David H.
And The Skylark Sings with Me: Adventures in Homeschooling and Community-Based Education, 1999.
- Parent's 371.042
Boyer
Boyer, Rick
Kids First! A Family Education Program, 1997.
- Parent's 371.042
Dobson
Dobson, Linda
First Year of Homeschooling, 2001.
- Parent's 371.042
Dobson
Dobson, Linda
Homeschooling the Early Years: Your Complete Guide to Successfully Homeschooling the 3-8 Year Old Child, 1999.
- Parent's 371.042
Dobson
Dobson, Linda
Homeschooling Success Stories: 15 Adults and 12 Young People Share the Impact that Homeschooling has Made on their Lives, 2000.
- Parent's 371.042
Griffith
Note: Additional copy located in the Adult department
Griffith, Mary
Homeschooling Handbook: from Preschool to High School: a Parent's Guide, 1999.
- Parent's 371.042
Henry
Henry, Shari
Homeschooling, the Middle Years: Your Complete Guide to Successfully Homeschooling the 8 to 12 Year Old Child, 1999.
- Parent's Video 371.042
Homeschooling
Homeschooling 101, 1993. 2 vols.
- Parent's 371.042
Homeschooling
Homeschooling Book of Answers: the 88 Most Important Questions Answered by Homeschooling's Most Respected Voices, 1998.
- Parent's 371.042
Lahrson-Fisher
Lahrson-Fisher, Ann
Foundations of Homeschooling: Building Excellence in Family-Based Education, 2001.
- Parent's 371.042
Leppert
Leppert, Mary
Homeschooling Almanac, 2000-2003.

Parent's 371.042
Morgan

Morgan, Melissa
Homeschooling on a Shoestring, 1999.

Parent's 371.042
Perry
Note: Additional copy located in the
Adult department

Perry, John
Complete Guide to Homeschooling, 2000.

Parent's 372.13
Lambert

Lambert, Becky Jane
Beyond Five in a Row, 1997. 3 vols.

Parent's 372.13
Lambert

Lambert, Jane Claire
Five in a Row, 1994. 3 vols.

Parent's 372.19
What

Hirsch, E.D.
**What Your Kindergartner Needs to Know: Preparing
Your Child for a Lifetime of Learning** (K-6 Series)

Parent's 649.88
Perrone

Perrone, Vito
**101 Educational Conversations with Your Kindergartner
– First Grader** (K-6 series)

CHILDREN'S REFERENCE

J/ Reference 371.042
Scheps

Scheps, Susan
The Librarian's Guide to Homeschooling, 1998.

J/Reference 372.64
Raines

Raines, Shirley
**Story Stretchers: Activities to Expand Children's
Favorite Books**, 1989.

J/Reference 372.64
Raines

Raines, Shirley
**More Story Stretchers: More Activities to Expand
Children's Favorite Books**, 1991.

ADULT (found downstairs in the Adult department)

370.11
Guterson

Guterson, David
Family Matters: Why Homeschooling Makes Sense,
1992.

370.19
First

**A First Dictionary of Cultural Literacy: What Your
Child Needs to Know**, 1996.

370.192
Glenn

Glenn, Stephen
7 Strategies for Developing Capable Students, 1998.

371.042
Gorder

Gorder, Cheryl
Homeschools: an Alternative, 1996.

- 371.042
Gorder
Gorder, Cheryl
Home Education Resource Guide, 1996.
- 371.042
Griffith
Griffith, Mary
The Unschooling Handbook: from Preschool to Highschool: a Parent's Guide, 1998.
- 371.042
Hensley
Hensley, Sharon
Homeschooling Children with Special Needs, 1995.
- 371.042
Pride
Pride, Mary
The Big Book of Home Learning, 1991. 4 vols.
- 371.042
Things
Things We Wish We'd Known, 1999.
- 375.001
O'Leary
O'Leary, Jenifer
Write Your Own Curriculum: A Complete Guide to Planning, Organizing, and Documenting Homeschool Curriculums, 1993.
- 500
Trefil
Trefil, James S.
Sharks Have No Bones: 1001 Things You Should Know about Science, 1993.
- 973
Axelrod
Axelrod, Alan
What Every American Should Know about American History: 200 Events that Shaped the Nation, 1993.
- 973
Garraty
Garraty, John
1001 Things Americans Should Know about American History, 1989.

ADULT REFERENCE

- Reference 371.042
Homeschooling
Homeschooling in Illinois: Information for Parents Considering the Homeschooling Alternative, 1996.

PERIODICALS (located downstairs in the Adult department)

- Periodical
Home Education Magazine,
1993 – Current.



Homeschool Web Sites

Marge Tilley, Vernon Area Public Library District

Eileen Stachler, Schaumburg Township District Library

Books4HomeSchool

<http://www.books4homeschool.com/curric.htm>

Lists and reviews of books

Homeschooling and the Public Library

<http://leep.lis.uiuc.edu/seworkspace/homeschool/index.html>

Includes suggestions for library activities; Good links to resources

Homeschool Central

<http://homeschoolcentral.com/>

New homeschoolers page; Resources for states; Homeschool Central Mall

Homeschool World

<http://www.home-school.com/>

Articles (by their writers) (Practical Homeschool Magazine; Organizations; Events list

Homeschooler's Curriculum Swap

<http://www.theswap.com/>

\$5 charge; Free discussion forums; Variety of topics

Homeschooling Conferences and Fairs by State

<http://www.sound.net/~ejcol/confer.html>

A personal page but she does try to verify the information. The one for Illinois has a web link to an organization. (Illinois H.O.U.S. E. — <http://www.illinoishouse.org/>)

Waterboro Public Library

<http://www.waterboro.lib.me.us/homeschool/home.htm>

Some excellent resources. See the General Curriculum Resources

American Homeschool Association

<http://www.americanhomeschoolassociation.org/>

Pushes Home School Education magazine (It's always first link.) It's still a good site.

National Home Education Network

<http://www.nhen.org/>

Information for librarians (see what services...)

Home Education Magazine

<http://www.home-ed-magazine.com>

Articles, information, resources.

Home Oriented Unique Schooling Experience

<http://www.illinoishouse.org/index.html>

Facts for parents, plus activities and field trip information.

Home School Internet Resource Center

<http://www.rsts.net/home/home.html>

A "family-safe" source on curriculum from the Home School Academy

Home School Legal Defense Association

<http://www.hsllda.org>

Includes state laws relevant to home schooling issues.

ABC Teach

<http://www.abcteach.com>

Activity sheets for children in preschool and the primary grades.

Child Safety Web Ring

<http://www.startup-page.com>

This "Family-Safe Startup Page" includes many reference and homeschooling links.

Family Fun

<http://family.go.com>

Online magazine from Disney.

Illinois Standards Achievement Test: Sample Tests.

<http://tp1.clearlearning.com/ISBE>

Internet Field Trips

<http://teacher.scholastic.com/fieldtrp/index.htm>

Online resources arranged by subject.

Kids Health

<http://kidshealth.org>

Health information pertaining to kids and teens.

Learning Page

<http://www.learningpage.com>

“A huge collection of professionally produced instructional material.”

Lesson Plan Search

<http://www.lessonplansearch.com>

Lesson plans on a variety of subjects.

Parents and Children Together Online

<http://eric.indiana.edu/www/indexfr.html>

Online magazine for families.

Parents Choice

<http://www.parents-choice.org>

Guide to children’s books, toys, videos, software, TV, special events.

PBS Parents

<http://www.pbs.org/parents>

Resources on health, places to go, things to do.

Sites for Teachers

<http://www.sitesforteachers.com>

Over 500 sites with descriptions.



Kids For Saving Earth Club

<http://kidsforsavingearth.org>

The Alsip-Merrionette Park Library and the Grassroots Homeschoolers KSE Club have combined efforts to create a program for area homeschoolers called *USE IT UP, WEAR IT OUT, MAKE IT DO OR DO WITHOUT*. We will be comparing the recycling, reducing, and reusing efforts begun during the World War II era to those which are being practiced today. The program will begin at 12:30pm.

Each participant will need to bring a completed Survey Questionnaire and one clean, NON-food item that is no longer being used, such as an old toy, old clothing item, book, magazine, etc (you will be taking this item back home with you). You may receive the Survey Questionnaire from the Youth Services Desk, or download it from the Grassroots website at <http://GrassrootsHS.tripod.com>.

RSVP's must be turned in by Wednesday, November 21, 2001. For further information, visit the Youth Services or send an email to GrassrootsHS@yahoo.com.