

**AGENDA**  
**CITY OF GLENDORA**  
**LIBRARY BOARD OF TRUSTEES – Regular meeting**

**Library Bidwell Forum**  
**140 S. Glendora Ave**

**October 20, 2008**  
**7:00 p.m.**

The public is invited to address the Library Board on all items on the agenda or on any library matter not on the agenda. Comments may be given when any item is scheduled for consideration. Each speaker is requested to limit comments to three minutes. The Board President may limit redundant comments.

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Library Administrative Assistant at (626) 852-4891. Notification 48 hours prior to the meeting will enable the Library to make reasonable arrangements to ensure accessibility to this meeting.

**1. CALL MEETING TO ORDER**

**2. PUBLIC COMMENT PERIOD**

*Anyone wishing to address any Library matter that is on the agenda or not on the agenda may do so at this time. No action will be taken on items brought up at this time*

**3. ADOPTION OF AGENDA**

*Possible motion to revise order of business or other*

**4. CONSENT CALENDAR – action item**

4.1 Minutes of meeting of September 15, 2008, Encl., page 1

**5. SPECIAL PRESENTATION**

5.1 Presentation on new Readers Advisory Services  
*Senior Librarians Stone and Romero to present*

**6. REPORT OF LIBRARY DIRECTOR, Encl., page 6**

*Written report attached. No action will be taken on any items brought up at this time*

**7. UNFINISHED BUSINESS**

7.1 Parking Issues

*Discussion on limited parking available for public use*

7.2 Communication to City Council

*Report on responses received from City Council regarding Library website and establishing regular annual meeting date*

**8. NEW BUSINESS**

8.1 Approve January & February Board meeting dates – action item, Encl., page 33

*Board to discuss and establish January and February 2009 Board meeting dates, which need to be adjusted due to holidays falling on Monday*

8.2 Review Library's Strategic plan – possible action item, Encl., page 34

*Board to review key service areas in relationship to the community and future goals*

8.3 Audio recording of Library Board meetings – possible action item

*Discussion on the City Manager's instruction to record Library Board meetings*

8.4 Library Events Calendar, Encl., page 37

*A calendar of library or significant community events that include library staff participation. All or some of other Board members might choose to participate, no action is required*

**9. BOARD MEMBER ITEMS**

9.1 Agenda Planning Calendar, Encl., page 38

*Plans for future meetings to be discussed*

9.2 Board member items

*Announcements only—no action will be taken on any item brought up at this time*

**10. ADJOURNMENT**

**SB 343- DOCUMENTS RELATED TO OPEN SESSION AGENDAS**

Any writing that relates to an agenda item for an open session that is distributed within 72 hours of the meeting is available for public inspection at the Glendora Public Library, 140 S. Glendora Ave, CA; the City Clerk's Office, 116 E. Foothill Blvd, Glendora and the City's website: <http://www.ci.glendora.ca.us>.

# **4.**

# **Consent Calendar**

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Minutes  
**CITY OF GLENDORA**  
**LIBRARY BOARD OF TRUSTEES – Regular Meeting**

Library Bidwell Forum  
140 S. Glendora Ave, Glendora CA 91741

September 15, 2008  
7:00 p.m.

The Regular Meeting of the Glendora Library Board of Trustees was called to order at 7:10 p.m. by President Mike Conway.

Board members Present: Mike Conway, Sylvia Slakey, Debbie Deal, Tricia Gomer, Helen Storland

Board Members Absent: None

Staff Present: Robin Weed-Brown, Library Director; Elke Cathel, Administrative Assistant;

**2. PUBLIC COMMENT PERIOD**

There was no public to comment.

**3. ADOPTION OF AGENDA**

There were no changes to the order of the agenda.

**4. CONSENT CALENDAR**

**4.1 It was MSC (Gomer/Slakey) to approve Minutes of meeting of August 18, 2008. The motion carried 5-0-0 as follows: AYES: Conway, Slakey, Deal, Gomer, Storland; NOES: None; ABSENT: None;**

**5. SPECIAL PRESENTATION**

**5.1 Summer Reading Clubs Wrap Up**

Cindy Romero, Senior Librarian Youth Services, reported on the 2008 Summer Reading Clubs. Summer Reading Club registration numbers increased from last year with Glendora residents making up the majority of participants. Romero thanked the Friends Foundation for funding this program in its entirety.

Romero reported that 259 babies participated in this year's Baby Summer Reading Club. She elaborated on the parent participation workshops offered this year. Romero commented that one storytime during the summer brought in over 100 participants.

The Children's Summer Reading Club had 1,468 participants with children going into first grade making up the largest number of participants. 15,988 days of reading were accomplished by participants. Double showings of programs were offered every Tuesday with crafts being offered every Thursday.

The Teen Summer Reading Club had 287 participants. The Teen Advisory Board assisted in the redesign of the 2008 teen reading log. Five teen programs were offered with 166 teens attending. 3,060 days of reading for 30 minutes was accomplished by

participants and 255 book reviews were turned in. 6<sup>th</sup> grade students made up the largest number of teen participants. Storland was pleased that Painted Moon, a local business, was involved in offering a teen program.

Romero reported that 226 people registered for the Adult Summer Reading Club. Five programs were offered with 187 people attending. 218 books were read and reviews turned in. Approximately 100 people attended Game Day, one of the programs being offered thru the Adult Summer Reading Club.

Romero stated that 100 children's room volunteers and nine computer center volunteers donated a total of 1,027 hours. The children's room volunteers did jobs such as shelving books, preparing for crafts, and assisting with taking children's book reports. For the month of July circulation statistics in the children's room were extremely high.

Romero summarized that the library offered a total of 34 different events with 4,225 attendees and gave away over 2,500 books. 21,976 days or books were read this summer. Next year's Summer Reading Club theme is *Be creative @ your library*.

Storland commended Romero for a job well done. She was pleased that the library offered parent participation workshops as parents are such an important part of their children's education. In response to a question from Storland, Romero replied that the book reports are done orally and are handled like a game rather than an actual book report. In response to a question from Gomer, Romero replied that the library is not able to track the children who come during the summer and then continue visiting the library after the summer is over.

Storland stated that children should get recognition for what they read over the summer. She asked if any of the Summer Reading Club participant information is distributed to the schools. Weed-Brown explained that the Library is unable to release any information due to confidentiality laws. Deal stated that many schools already recognize students for reading during the summer. The Board thanked Romero for all her hard work. Romero said that she could not be successful without Weed-Brown's support and the support of her team Gail Jebbia, Yessica Pinedo and Susan Nock.

Weed-Brown commented that when she first came to Glendora Library, the children's room was staffed by one Children's Librarian, who was also the Senior Librarian, and Pages. She added that the previous city administration was very supportive in getting needed staff.

## **6. REPORT OF LIBRARY DIRECTOR**

In response to a question from Conway, Weed-Brown replied that the expansion project is about two weeks behind schedule. She added that the walk way, which will be the last thing to be done, will take about two weeks. Weed-Brown was not aware of an early completion clause in the contract.

In response to a question from Gomer, Weed-Brown replied that the budget amendment to accept the ELF grant was done. Weed-Brown reported that the library will start accepting credit cards tomorrow. She added that staff is looking into buying a new coin counting machine that will aid in processing the money in the morning.

Conway asked about the state budget and the impact on the library's budget. Weed-Brown stated that she was unsure if anything will be cut from the State Library's budget, as she has not received an update.

Weed-Brown stated that the City Manager reported at this morning's department heads meeting that the city's revenue stream has remained steady. When Weed-Brown inquired whether the current budget would be reviewed in September with the possibility of reinstating part-time hours, she was told that would not be occurring as originally stated during the budget hearings. The City Manager asked all department heads to be conservative in their spending.

Discussion ensued regarding the library's part-time staff budget. Weed-Brown stated that if the part-time staff budget is depleted before the end of the fiscal year, the money needs to be saved in another area. There is already one position in the Children's room that is being funded entirely by anticipated salary savings. This was a position created out of a redistribution of part-time hours to add needed support in the Children's room. The hours were retained but not funded.

Weed-Brown stated that it is unclear at this time how much money will be left from the Children's room expansion CIP to address furniture and other needs that were part of the original budget. She estimated it to be \$50,000 at most. Staff is currently working on getting estimates for shelving.

Conway asked if Weed-Brown received a response to the letter sent to City Council regarding the Library's website and the city's website redesign. Weed-Brown replied she did not. She added that any response from the City Council would probably be sent directly to Conway as Board President as the letters were officially sent by him. Conway said that he will follow up on this.

Weed-Brown reported that 10 candidates will be interviewed tomorrow for the Library Tech position.

Weed-Brown reported that the City Manager has now asked to receive a copy of the entire Board packet. Up to this point the items sent over to the City Manager included the agenda, the minutes, as well as the entire Director's report.

Conway commented on the interesting article Weed-Brown included in her report. Weed-Brown offered to email the full report, 212 pages (PDF), to any interested Board members.

Weed-Brown reported that the staff training session with the two Glendora PD Detectives went very well. 27 library employees were able to attend. This training session was a follow-up to the *Setting Boundaries* training. The entire session, which lasted about 1 hour and 30 minutes, was recorded. Follow-up sessions will be scheduled with employees who missed this training. This recorded training session might be incorporated into the library's new employee orientation.

## **7. UNFINISHED BUSINESS**

7.1 Library Board Goals for FY 2008/2009

The Board reviewed the proposed Library Board goals for FY 2008/2009.

**It was MSC (Deal/Storland) to approve the proposed Library Board goals for FY 2008/2009. The motion carried 5-0-0 as follows: AYES: Conway, Slakey, Deal, Gomer, Storland; NOES: None; ABSENT: None;**

**8. NEW BUSINESS**

8.1 Holiday Hours for 2008

The Board reviewed the proposed Library Holiday Hours for 2008. Deal proposed to close early on Thanksgiving eve as a Thank you to staff. Weed-Brown stated that the Library Board has the authority to adjust library hours. One issue that would need to be addressed if the library closed early would be how to handle full-time staff's timecards. Based on staff MOUs employees get paid for the afternoon of Christmas Eve and New Year's Eve, but the MOU does not address Thanksgiving. Gomer pointed out that schools will be closed the entire week of Thanksgiving. Weed-Brown stated that the library will be closed Friday after Thanksgiving, and it will be open on Saturday. The library will also be open the day after Christmas and New Years.

**It was MSC (Gomer/Deal) to affirm the holiday hours as follows: the library will close on Wednesday, November 26 at 5 pm for Thanksgiving; the library will close on Wednesday, December 24, 2007 at noon for Christmas Eve; the library will close on Wednesday, December 31, 2007 at noon for New Year's Eve.**

8.2 Parking Issues

Conway voiced concerns regarding the limited parking available for Glendorans visiting City Hall, the Library or the Police Department. He added that he has heard of numerous complaints from people who are unable to find parking around city hall. Parking is diminished in both parking lots, behind City Hall and in front of the Police Department, by City employees parking there, parking enforcement vehicles being parked there and by large items, such as the dumpster, being stored there for extended periods.

Discussion ensued regarding the Ride Share parking spots in the back parking lot, the city's Altcom program and the parking enforcement vehicles taking up valuable space.

Conway suggested that employees park on the street or use the employee parking lot. Weed-Brown commented that when she first started working at the City of Glendora, city staff was told where they could park so that parking was available for Glendorans. She said that the request came from the then city administration. Weed-Brown stated that she does remind library staff on a regular basis not to park in the lots, although library staff observes other city staff parking in these lots on a daily basis.

Discussion ensued regarding the best way to contact the City Manager regarding this situation. It was decided that the Library Board President and Vice President should meet with the City Manager to discuss the parking situation and the Board's concerns.

8.3 Library Events Calendar

The Board reviewed the events calendar. Conway commented on the many events listed on the calendar. He was very impressed with the 2-part SAT workshops. Weed-Brown pointed out the *In-N-Out Food for Thought* program, which encourages children to continue reading. She reminded the Board that Battle of the Books will take place October 16. So far 7 teams have signed up. She asked any available Board members to attend. Slakey stated that she went to the Books Alive! discussion in September and Librarian Krause did a terrific job with the book group discussion in the evening. Slakey also heard that Librarian Abbondanza did a great job in the morning session.

## 9. BOARD MEMBER ITEMS

### 9.1 Agenda Planning Calendar

Weed-Brown reminded the Board that library staff will attend next month's Board meeting to talk about new readers advisory services, such as the on-line book clubs and electronic newsletters. Staff will give a short presentation to share these exciting new 21<sup>st</sup> century services with the Board.

In response to a question from Slakey, Weed-Brown explained the process of banned or challenged books. Glendora Library has had some challenges, but most of the time staff was able to solve the problem by relocating books from the Children's section to the Young Adults. Parents need to be the ones encouraging appropriate reading for their kids.

### 9.2 Board Member Items

Deal said she is looking forward to Battle of the Books and reading on Pirate's Day. She will be meeting with Miss Bonnie in early October to be a sorter in the bookstore.

Gomer stated that she really likes the new furniture. It opens up the room and is very inviting.

Slakey stated that the New Books area is very nice.

In response to a question from Deal, Weed-Brown replied that the old furniture will be sold at auction with the money going back in the general fund as the furniture was most likely purchased by the city.

Conway commended Weed-Brown on writing a very nice article for the Community News.

There being no further business, the meeting adjourned at 9:02.m.

Respectfully Submitted,  
Robin Weed-Brown, Library Director

\*The above minutes are subject to the Library Board's additions or corrections and final approval.

**5.**  
**Special**  
**Presentation**



**6.**  
**Report of**  
**Library**  
**Director**



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## MEMO

To: Board of Library Trustees  
From: Library Director *Robert*  
CC: City Manager  
Date: October 20, 2008  
Re: Director's Report

### Community

Fall Frenzy is upon us. Pirates Day, new kid's book discussion groups, writers workshops, quilting and crocheting workshops, literacy tutor training and our new teen Battle of the Books trivia contest to name just some of our activities—something for every age and interest!

We are very excited about the response to our new teen Battle of the Books. 15 teams signed up to compete in answering questions about three books. Middle and High schools, Glendora and Charter Oak, private and public schools, even homeschoolers are all represented at this event.

Our expansion project is coming along nicely. Starting the week of Oct 13, work on the front walkway/drainage issues commenced. The final steps in the expansion project may take until late November or longer to finish up due to the long lead time in ordering carpet and shelving. Finishing touches may take another month or two. Some of the library's ELF grant will be used for additional or special seating (as identified in the grant). This money has not been released yet due to the delay in the state budget. We will also be planting water-wise demonstration gardens in the front (south), side (west) and north sides of the expansion. We are partnering with Dianne Walter in Planning, Steve Patton in Water, Halla Speaker in Community Services and coordinating it with Jason Roehrbom our CIP project manager for the expansion. A planning meeting was held on Oct. 14. The library will add information on the plants and layout to our website for the public to refer to once the gardens are in. I am very excited about this project and of the teamwork across city departments that it represents.

The "Hands Creating the Future" oak trees (2) and community hands are ready to go up on the west wall of the expansion. Conrad Brazzel has done a beautiful job in creating the trees and coordinating the creation of the "hands". We hope to have the trees up on the wall by the end of October. We are sure once the community sees the beautiful artwork they will want to add their handprint to the sculptures.

When the library redesigned our website in 2006, two elements we planned to include were a history of the library and the city. The library history, including photos of former city librarians, former locations of the library and other historical photographs has been available since 2006. A city history was developed based on an article Culver Heaton, Jr., wrote several years ago. We brought it up-to-date with Culver's help, and added historical photographs. Janet Stone's expertise made it possible to finally get it mounted and it is now up on our library website! To view, go to the "home" tab and you will see it listed in the drop-down menu.

The Friends Foundation Quarterly Board meeting is scheduled for Oct. 21<sup>st</sup> in Bidwell Forum at 7 a.m.

### Staff

Anne has been very busy this fall coordinating the Holiday Gift Basket program of the Glendora Community Coordinating Council. She donates her days and evenings off to get this worthy project accomplished.

Carlos attended the annual Polaris (our library's integrated catalog/circulation/technical computer system) training in New York from Oct 1-5. A new update to the database, version 3.5, is due out in early 2009.

Carlos, Cindy and Janet attended a 2 day "Golden Guardian" training session on being a PIO (Public Information Officer). The library plays a backup role in the city's emergency plan for disseminating information and working with the media. This training was offered as part of state-wide emergency preparations. All three reported that the training was very informative and beneficial.

Library Technician second-round interviews were held Oct 7<sup>th</sup>. Unfortunately the City Manager then froze all full time vacancies effective Oct.10<sup>th</sup> until further notice. The city manager has concerns that the revival of the state budget discussion in November may ultimately impact additional local government funds. Reference checks have been done and when the freeze is lifted we will be ready to act.

Janet Stone completed her first year with the library on Oct. 8<sup>th</sup>. I am happy to report she has passed probation, and of equal importance, we have passed her probation of us!

Director

Thursday Oct. 9<sup>th</sup> the library's management team spent the majority of the day at the city's Transportation Center meeting room. Despite our desire to get away to vision and plan on an annual basis, our last planning day was in June 2006! Our management team makeup is quite different from what it was back then with the great additions of Cindy and Janet. Carlos gave us a detailed report on Polaris news; we planned for the move of the collections in the children's room; reviewed the library's strategic plan; and discussed library service points, staff and balancing public service with behind-the-scenes demands. In between, Carlos fielded calls on a nicked waterline that resulted in a cut off of the library's water, closed all our restrooms, and shut down our air conditioning system! Staff did a great job in handling the redirection of our public to the police department for restrooms and responding to unhappy patrons who were sitting in an 80 degree library with no air circulation. Such are the perils of construction projects.

I presented an update on the library and our services to the Glendora Coordinating Council on Monday Oct. 13<sup>th</sup>. I also took copies of the "State of the Library" document and handed them out. Response was positive. Interestingly there was a comment about the library parking problem by one of the attendees. On the same day I also heard a patron at the checkout desk commenting on how they had simply given up and gone home after their inability to find library parking the previous week. At a Morning Briefing session that same week a staff member asked me why library staff was not to park in the two main lots when they see other city staff parking there. I reminded them that we are putting the community first by not taking up the limited parking spots available to patrons of the library, city hall and police. It is understandable that library staff gets frustrated when they see other city staff parking in those lots.

Anne and I attended an update session on FLSA (Fair Labor Standards Act) on Oct. 15<sup>th</sup> in Alhambra.

**Next Board Meeting: November 17, 2008**

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July 27, 2008

THE FUTURE OF READING

## Literacy Debate: Online, R U Really Reading?

By MOTOKO RICH

BEREA, Ohio — Books are not Nadia Konyk's thing. Her mother, hoping to entice her, brings them home from the library, but Nadia rarely shows an interest.

Instead, like so many other teenagers, Nadia, 15, is addicted to the Internet. She regularly spends at least six hours a day in front of the computer here in this suburb southwest of Cleveland.

A slender, chatty blonde who wears black-framed plastic glasses, Nadia checks her e-mail and peruses [myyearbook.com](http://myyearbook.com), a social networking site, reading messages or posting updates on her mood. She searches for music videos on [YouTube](http://YouTube) and logs onto Gaia Online, a role-playing site where members fashion alternate identities as cutesy cartoon characters. But she spends most of her time on [quizilla.com](http://quizilla.com) or [fanfiction.net](http://fanfiction.net), reading and commenting on stories written by other users and based on books, television shows or movies.

Her mother, Deborah Konyk, would prefer that Nadia, who gets A's and B's at school, read books for a change. But at this point, Ms. Konyk said, "I'm just pleased that she reads something anymore."

Children like Nadia lie at the heart of a passionate debate about just what it means to read in the digital age. The discussion is playing out among educational policy makers and reading experts around the world, and within groups like the National Council of Teachers of English and the International Reading Association.

As teenagers' scores on standardized reading tests have declined or stagnated, some argue that the hours spent prowling the Internet are the enemy of reading — diminishing literacy, wrecking attention spans and destroying a precious common culture that exists only through the reading of books.

But others say the Internet has created a new kind of reading, one that schools and society should not discount. The Web inspires a teenager like Nadia, who might otherwise spend most of her leisure time watching television, to read and write.

Even accomplished book readers like Zachary Sims, 18, of Old Greenwich, Conn., crave the ability to quickly find different points of view on a subject and converse with others online. Some children with dyslexia or other learning difficulties, like Hunter Gaudet, 16, of Somers, Conn., have found it far more comfortable to search and read online.

At least since the invention of television, critics have warned that electronic media would destroy reading. What is different now, some literacy experts say, is that spending time on the Web, whether it is looking up something on [Google](http://Google) or even [britneyspears.org](http://britneyspears.org), entails some engagement with text.

## Setting Expectations

Few who believe in the potential of the Web deny the value of books. But they argue that it is unrealistic to expect all children to read "To Kill a Mockingbird" or "Pride and Prejudice" for fun. And those who prefer staring at a television or mashing buttons on a game console, they say, can still benefit from reading on the Internet. In fact, some literacy experts say that online reading skills will help children fare better when they begin looking for digital-age jobs.

Some Web evangelists say children should be evaluated for their proficiency on the Internet just as they are tested on their print reading comprehension. Starting next year, some countries will participate in new international assessments of digital literacy, but the United States, for now, will not.

Clearly, reading in print and on the Internet are different. On paper, text has a predetermined beginning, middle and end, where readers focus for a sustained period on one author's vision. On the Internet, readers skate through cyberspace at will and, in effect, compose their own beginnings, middles and ends.

Young people "aren't as troubled as some of us older folks are by reading that doesn't go in a line," said Rand J. Spiro, a professor of educational psychology at Michigan State University who is studying reading practices on the Internet. "That's a good thing because the world doesn't go in a line, and the world isn't organized into separate compartments or chapters."

Some traditionalists warn that digital reading is the intellectual equivalent of empty calories. Often, they argue, writers on the Internet employ a cryptic argot that vexes teachers and parents. Zigzagging through a cornucopia of words, pictures, video and sounds, they say, distracts more than strengthens readers. And many youths spend most of their time on the Internet playing games or sending instant messages, activities that involve minimal reading at best.

Last fall the National Endowment for the Arts issued a sobering report linking flat or declining national reading test scores among teenagers with the slump in the proportion of adolescents who said they read for fun.

According to Department of Education data cited in the report, just over a fifth of 17-year-olds said they read almost every day for fun in 2004, down from nearly a third in 1984. Nineteen percent of 17-year-olds said they never or hardly ever read for fun in 2004, up from 9 percent in 1984. (It was unclear whether they thought of what they did on the Internet as "reading.")

"Whatever the benefits of newer electronic media," Dana Gioia, the chairman of the N.E.A., wrote in the report's introduction, "they provide no measurable substitute for the intellectual and personal development initiated and sustained by frequent reading."

Children are clearly spending more time on the Internet. In a study of 2,032 representative 8- to 18-year-olds, the Kaiser Family Foundation found that nearly half used the Internet on a typical day in 2004, up from just under a quarter in 1999. The average time these children spent online on a typical day rose to one hour and 41 minutes in 2004, from 46 minutes in 1999.

The question of how to value different kinds of reading is complicated because people read for many reasons. There is the level required of daily life — to follow the instructions in a manual or to analyze a mortgage contract. Then there is a more sophisticated level that opens the doors to elite education and professions. And, of course, people read for entertainment, as well as for intellectual or emotional rewards.

It is perhaps that final purpose that book champions emphasize the most.

“Learning is not to be found on a printout,” David McCullough, the Pulitzer Prize-winning biographer, said in a commencement address at Boston College in May. “It’s not on call at the touch of the finger. Learning is acquired mainly from books, and most readily from great books.”

What’s Best for Nadia?

Deborah Konyk always believed it was essential for Nadia and her 8-year-old sister, Yashca, to read books. She regularly read aloud to the girls and took them to library story hours.

“Reading opens up doors to places that you probably will never get to visit in your lifetime, to cultures, to worlds, to people,” Ms. Konyk said.

Ms. Konyk, who took a part-time job at a dollar store chain a year and a half ago, said she did not have much time to read books herself. There are few books in the house. But after Yashca was born, Ms. Konyk spent the baby’s nap time reading the Harry Potter novels to Nadia, and she regularly brought home new titles from the library.

Despite these efforts, Nadia never became a big reader. Instead, she became obsessed with Japanese anime cartoons on television and comics like “Sailor Moon.” Then, when she was in the sixth grade, the family bought its first computer. When a friend introduced Nadia to fanfiction.net, she turned off the television and started reading online.

Now she regularly reads stories that run as long as 45 Web pages. Many of them have elliptical plots and are sprinkled with spelling and grammatical errors. One of her recent favorites was “My absolutely, perfect normal life ... ARE YOU CRAZY? NOT!,” a story based on the anime series “Beyblade.”

In one scene the narrator, Aries, hitches a ride with some masked men and one of them pulls a knife on her. “Just then I notice (Like finally) something sharp right in front of me,” Aries writes. “I gladly took it just like that until something terrible happen ....”

Nadia said she preferred reading stories online because “you could add your own character and twist it the way you want it to be.”

“So like in the book somebody could die,” she continued, “but you could make it so that person doesn’t die or make it so like somebody else dies who you don’t like.”

Nadia also writes her own stories. She posted “Dieing Isn’t Always Bad,” about a girl who comes back to life as half cat, half human, on both fanfiction.net and quizilla.com.

Nadia said she wanted to major in English at college and someday hopes to be published. She does not see a problem with reading few books. "No one's ever said you should read more books to get into college," she said.

The simplest argument for why children should read in their leisure time is that it makes them better readers. According to federal statistics, students who say they read for fun once a day score significantly higher on reading tests than those who say they never do.

Reading skills are also valued by employers. A 2006 survey by the Conference Board, which conducts research for business leaders, found that nearly 90 percent of employers rated "reading comprehension" as "very important" for workers with bachelor's degrees. Department of Education statistics also show that those who score higher on reading tests tend to earn higher incomes.

Critics of reading on the Internet say they see no evidence that increased Web activity improves reading achievement. "What we are losing in this country and presumably around the world is the sustained, focused, linear attention developed by reading," said Mr. Gioia of the N.E.A. "I would believe people who tell me that the Internet develops reading if I did not see such a universal decline in reading ability and reading comprehension on virtually all tests."

Nicholas Carr sounded a similar note in "Is Google Making Us Stupid?" in the current issue of the Atlantic magazine. Warning that the Web was changing the way he — and others — think, he suggested that the effects of Internet reading extended beyond the falling test scores of adolescence. "What the Net seems to be doing is chipping away my capacity for concentration and contemplation," he wrote, confessing that he now found it difficult to read long books.

Literacy specialists are just beginning to investigate how reading on the Internet affects reading skills. A recent study of more than 700 low-income, mostly Hispanic and black sixth through 10th graders in Detroit found that those students read more on the Web than in any other medium, though they also read books. The only kind of reading that related to higher academic performance was frequent novel reading, which predicted better grades in English class and higher overall grade point averages.

Elizabeth Birr Moje, a professor at the University of Michigan who led the study, said novel reading was similar to what schools demand already. But on the Internet, she said, students are developing new reading skills that are neither taught nor evaluated in school.

One early study showed that giving home Internet access to low-income students appeared to improve standardized reading test scores and school grades. "These were kids who would typically not be reading in their free time," said Linda A. Jackson, a psychology professor at Michigan State who led the research. "Once they're on the Internet, they're reading."

Neurological studies show that learning to read changes the brain's circuitry. Scientists speculate that reading on the Internet may also affect the brain's hard wiring in a way that is different from book reading.

"The question is, does it change your brain in some beneficial way?" said Guinevere F. Eden, director of the Center for the Study of Learning at Georgetown University. "The brain is malleable and adapts to its

environment. Whatever the pressures are on us to succeed, our brain will try and deal with it.”

Some scientists worry that the fractured experience typical of the Internet could rob developing readers of crucial skills. “Reading a book, and taking the time to ruminate and make inferences and engage the imaginal processing, is more cognitively enriching, without doubt, than the short little bits that you might get if you’re into the 30-second digital mode,” said Ken Pugh, a cognitive neuroscientist at Yale who has studied brain scans of children reading.

### But This Is Reading Too

Web proponents believe that strong readers on the Web may eventually surpass those who rely on books. Reading five Web sites, an op-ed article and a blog post or two, experts say, can be more enriching than reading one book.

“It takes a long time to read a 400-page book,” said Mr. Spiro of Michigan State. “In a tenth of the time,” he said, the Internet allows a reader to “cover a lot more of the topic from different points of view.”

Zachary Sims, the Old Greenwich, Conn., teenager, often stays awake until 2 or 3 in the morning reading articles about technology or politics — his current passions — on up to 100 Web sites.

“On the Internet, you can hear from a bunch of people,” said Zachary, who will attend Columbia University this fall. “They may not be pedigreed academics. They may be someone in their shed with a conspiracy theory. But you would weigh that.”

Though he also likes to read books (earlier this year he finished, and loved, “The Fountainhead” by Ayn Rand), Zachary craves interaction with fellow readers on the Internet. “The Web is more about a conversation,” he said. “Books are more one-way.”

The kinds of skills Zachary has developed — locating information quickly and accurately, corroborating findings on multiple sites — may seem obvious to heavy Web users. But the skills can be cognitively demanding.

Web readers are persistently weak at judging whether information is trustworthy. In one study, Donald J. Leu, who researches literacy and technology at the University of Connecticut, asked 48 students to look at a spoof Web site (<http://zapatopi.net/treeoctopus/>) about a mythical species known as the “Pacific Northwest tree octopus.” Nearly 90 percent of them missed the joke and deemed the site a reliable source.

Some literacy experts say that reading itself should be redefined. Interpreting videos or pictures, they say, may be as important a skill as analyzing a novel or a poem.

“Kids are using sound and images so they have a world of ideas to put together that aren’t necessarily language oriented,” said Donna E. Alvermann, a professor of language and literacy education at the University of Georgia. “Books aren’t out of the picture, but they’re only one way of experiencing information in the world today.”



## A Lifelong Struggle

In the case of Hunter Gaudet, the Internet has helped him feel more comfortable with a new kind of reading. A varsity lacrosse player in Somers, Conn., Hunter has struggled most of his life to read. After learning he was dyslexic in the second grade, he was placed in special education classes and a tutor came to his home three hours a week. When he entered high school, he dropped the special education classes, but he still reads books only when forced, he said.

In a book, “they go through a lot of details that aren’t really needed,” Hunter said. “Online just gives you what you need, nothing more or less.”

When researching the 19th-century Chief Justice Roger B. Taney for one class, he typed Taney’s name into Google and scanned the Wikipedia entry and other biographical sites. Instead of reading an entire page, he would type in a search word like “college” to find Taney’s alma mater, assembling his information nugget by nugget.

Experts on reading difficulties suggest that for struggling readers, the Web may be a better way to glean information. “When you read online there are always graphics,” said Sally Shaywitz, the author of “Overcoming Dyslexia” and a Yale professor. “I think it’s just more comfortable and — I hate to say easier — but it more meets the needs of somebody who might not be a fluent reader.”

Karen Gaudet, Hunter’s mother, a regional manager for a retail chain who said she read two or three business books a week, hopes Hunter will eventually discover a love for books. But she is confident that he has the reading skills he needs to succeed.

“Based on where technology is going and the world is going,” she said, “he’s going to be able to leverage it.”

When he was in seventh grade, Hunter was one of 89 students who participated in a study comparing performance on traditional state reading tests with a specially designed Internet reading test. Hunter, who scored in the lowest 10 percent on the traditional test, spent 12 weeks learning how to use the Web for a science class before taking the Internet test. It was composed of three sets of directions asking the students to search for information online, determine which sites were reliable and explain their reasoning.

Hunter scored in the top quartile. In fact, about a third of the students in the study, led by Professor Leu, scored below average on traditional reading tests but did well on the Internet assessment.

## The Testing Debate

To date, there have been few large-scale appraisals of Web skills. The Educational Testing Service, which administers the SAT, has developed a digital literacy test known as iSkills that requires students to solve informational problems by searching for answers on the Web. About 80 colleges and a handful of high schools have administered the test so far.

But according to Stephen Denis, product manager at ETS, of the more than 20,000 students who have taken the iSkills test since 2006, only 39 percent of four-year college freshmen achieved a score that represented

“core functional levels” in Internet literacy.

Now some literacy experts want the federal tests known as the nation’s report card to include a digital reading component. So far, the traditionalists have held sway: The next round, to be administered to fourth and eighth graders in 2009, will test only print reading comprehension.

Mary Crovo of the National Assessment Governing Board, which creates policies for the national tests, said several members of a committee that sets guidelines for the reading tests believed large numbers of low-income and rural students might not have regular Internet access, rendering measurements of their online skills unfair.

Some simply argue that reading on the Internet is not something that needs to be tested — or taught.

“Nobody has taught a single kid to text message,” said Carol Jago of the National Council of Teachers of English and a member of the testing guidelines committee. “Kids are smart. When they want to do something, schools don’t have to get involved.”

Michael L. Kamil, a professor of education at Stanford who lobbied for an Internet component as chairman of the reading test guidelines committee, disagreed. Students “are going to grow up having to be highly competent on the Internet,” he said. “There’s no reason to make them discover how to be highly competent if we can teach them.”

The United States is diverging from the policies of some other countries. Next year, for the first time, the Organization for Economic Cooperation and Development, which administers reading, math and science tests to a sample of 15-year-old students in more than 50 countries, will add an electronic reading component. The United States, among other countries, will not participate. A spokeswoman for the Institute of Education Sciences, the research arm of the Department of Education, said an additional test would overburden schools.

Even those who are most concerned about the preservation of books acknowledge that children need a range of reading experiences. “Some of it is the informal reading they get in e-mails or on Web sites,” said Gay Ivey, a professor at James Madison University who focuses on adolescent literacy. “I think they need it all.”

Web junkies can occasionally be swept up in a book. After Nadia read Elie Wiesel’s Holocaust memoir “Night” in her freshman English class, Ms. Konyk brought home another Holocaust memoir, “I Have Lived a Thousand Years,” by Livia Bitton-Jackson.

Nadia was riveted by heartbreaking details of life in the concentration camps. “I was trying to imagine this and I was like, I can’t do this,” she said. “It was just so — wow.”

Hoping to keep up the momentum, Ms. Konyk brought home another book, “Silverboy,” a fantasy novel. Nadia made it through one chapter before she got engrossed in the Internet fan fiction again.

October 6, 2008

THE FUTURE OF READING

## Using Video Games as Bait to Hook Readers

By **MOTOKO RICH**

CARLSBAD, Calif.— When PJ Haarsma wrote his first book, a science fiction novel for preteenagers, he didn't think just about how to describe Orbis, the planetary system where the story takes place. He also thought about how it should look and feel in a video game.

The online game that Mr. Haarsma designed not only extends the fictional world of the novel, it also allows readers to play in it. At the same time, Mr. Haarsma very calculatedly gave gamers who might not otherwise pick up a book a clear incentive to read: one way that players advance is by answering questions with information from the novel.

"You can't just make a book anymore," said Mr. Haarsma, a former advertising consultant. Pairing a video game with a novel for young readers, he added, "brings the book into their world, as opposed to going the other way around."

Mr. Haarsma is not the only one using video games to spark an interest in books. Increasingly, authors, teachers, librarians and publishers are embracing this fast-paced, image-laden world in the hope that the games will draw children to reading.

Spurred by arguments that video games also may teach a kind of digital literacy that is becoming as important as proficiency in print, libraries are hosting gaming tournaments, while schools are exploring how to incorporate video games in the classroom. In New York, the John D. and Catherine T. MacArthur Foundation is supporting efforts to create a proposed public school that will use principles of game design like instant feedback and graphic imagery to promote learning.

Publishers, meanwhile, are rushing to get in on the action. Scholastic, the American publisher of the Harry Potter series, recently released "The Maze of Bones," the first installment in a 10-book mystery series that is tied to a Web-based game.

In advance of the publication of "Brisingr," the third book in the best-selling "Inheritance" fantasy series by Christopher Paolini, Random House Children's Books commissioned an online game. About 51,000 people have signed up since June to play and chat on message boards on the site.

But doubtful teachers and literacy experts question how effective it is to use an overwhelmingly visual medium to connect youngsters to the written word. They suggest that while a handful of players might be motivated to pick up a book, many more will skip the text and go straight to the game. Others suggest that video games detract from the experience of being wholly immersed in a book.

Some researchers, though, say that even when children don't read much text, they are picking up skills that can help them thrive in a visually oriented digital world. And some educational experts suggest that video games still stimulate reading in blogs and strategy guides for players.

To be sure, some of the experiments pairing electronic games with books will be little more than marketing gimmicks. But publishers and authors suggest that some projects may push creative boundaries, helping to extend storytelling beyond the traditional covers of a book.

The premise of Scholastic's series "The 39 Clues," for example, is that online players search for some of the clues themselves, encountering background stories about new characters as well as text and pictures about everything from the Titanic to the Iditarod sled-dog race, material that supplements the novels and inevitably entails some reading.

### A New Narrative

A recent poll by the Pew Internet & American Life project found that 97 percent of children 12 to 17 play games on computers, consoles and handheld devices. But while video games may seem to have little in common with books, some see a clear connection.

"I think gamers and readers are looking for the same thing," said Rick Riordan, author of the popular "Percy Jackson and the Olympians" novels, who has written the first book in Scholastic's "39 Clues" series. "They are looking to be dropped into an intriguing story and to become a character in the story."

Still, avid readers who have compared the narrative arcs of video games with books sometimes find the games wanting. When Jacob Bagley first arrived as a freshman at Brown University, he was rapidly sucked into "World of Warcraft," an online game set in a medieval landscape where players collaborate to slay monsters and complete quests.

Mr. Bagley, now a senior, was so addicted that he sometimes abandoned friends in the dining hall to return to the game. But the story was never the attraction. Both the narrative and the characters, he said, were too simplistic, and he gave up "World of Warcraft" in his sophomore year.

Video games, said Mr. Bagley, 21, "certainly don't have the same degree of emotional and intellectual complexity of a book."

Some people argue that video games are an emerging medium likely to undergo an evolution. "I wouldn't be surprised if, in 10 or 20 years, video games are creating fictional universes which are every bit as complex as the world of fiction of Dickens or Dostoevsky," said Jay Parini, a writer who teaches English at Middlebury College.

Writers have also started to adopt the pace and perspective of video games. Quinn Clark, a video game player in Vista, a San Diego suburb, was drawn to Mr. Haarsma's novel, "The Software: Virus on Orbis 1," because of its similarities to some of his favorite games.

The novel is narrated by J. T., a 13-year-old boy who has the ability to burrow into a computer with his mind

and fights aliens. His viewpoint mimics the behind-the-eyeballs feel of a video game.

"I felt like I was in 'Call of Duty 4,'" said Quinn, a beanpole thin 12-year-old, referring to a popular combat game.

### Libraries Check In

Gaming advocates suggest that even if video games don't motivate more traditional reading, they have the potential to teach players how to absorb visual information and think strategically.

Inspired in part by such theories, librarians now stage tournaments for teenagers with games like Super Smash Brothers Brawl and Dance Dance Revolution. In the first half of this year, the New York Public Library hosted more than 500 events, drawing nearly 8,300 teenagers. In Columbus, Ohio, nearly 5,500 youngsters have participated in more than 300 tournaments at the public library this year.

"I think we have to ask ourselves, 'What exactly is reading?'" said Jack Martin, assistant director for young adult programs at the New York Public Library. "Reading is no longer just in the traditional sense of reading words in English or another language on a paper."

In some cases, librarians may guide young gamers towards other resources — including, occasionally, books. But critics argue that most children who play games at the library simply do just that. And games like Dance Dance Revolution, in which players follow dance steps on a screen, seem to have little to do with literacy of any kind.

At a gaming tournament at a branch of the Ann Arbor, Mich., public library earlier this year, more than 30 boys gathered in a darkened room, feverishly sparring in matches of Super Smash Brothers Melee for more than six hours. Most of them said they did not read much, and rarely checked out books.

Derek Hibbs, 18, a regular tournament player, said reading felt too solitary. "You can't say: 'I charge you to a reading duel. Go!'"

Researchers, who are just beginning to explore the cognitive effects of video games, have found that in laboratory settings, action gamers are better than nonplayers at focusing on tasks and ignoring irrelevant distractions.

Some gaming evangelists suggest reading feels too passive to youngsters who want the sense of power conferred by a control pad.

"Games are teaching critical thinking skills and a sense of yourself as an agent having to make choices and live with those choices," said James Paul Gee, the author of the book "What Video Games Have to Teach Us About Learning and Literacy." "You can't screw up a Dostoevsky book, but you can screw up a game."

Skeptics point out that psychological research consistently shows that skills often don't transfer from one setting to another.

Nevertheless, some educators argue that students may learn more by playing an active role in the simulated

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world of a game than they might by simply reading a book.

Such ideas led Lyn Lord, a social studies teacher at Kimball Union Academy, a boarding school in Meriden, N.H., to introduce students to Civilization, a role-playing game in which players build and lead cultures like the Aztecs or the ancient Romans through thousands of years of historical development.

Holly McLaughlin, a senior at Kimball who played Civilization as a sophomore in Ms. Lord's class, said that at first she failed at the game, choosing to develop culture and religion at the expense of roads and the military. Playing, she said, helped her gain a deeper appreciation for why leaders made certain decisions.

"Rather than just reading about it," Holly said, "you would understand everything about it, because you had built a network of roads yourself."

There is still little research on whether students ultimately absorb information better by playing games. "I actually think reading is pretty great and can compete with video games easily," said Mark S. Seidenberg, a professor at the [University of Wisconsin](#) in Madison who specializes in reading research. "So rather than say, 'Oh, books are irrelevant in the modern era because there are all these other media available,' I would ask shouldn't we be doing a better job of teaching kids how to read?"

Some gaming advocates suggest that video games may help with that. The reading that gamers do in instructional manuals, strategy guides or message boards, though often cryptic and more technical than narrative, might serve as a "gateway drug for literacy," said Constance Steinkuehler, an assistant professor in the school of education also at the University of Wisconsin at Madison.

For the past year, Ms. Steinkuehler has been testing this hypothesis with a group of teenage boys who play World of Warcraft.

Noah Tropp, 14, who participated in Ms. Steinkuehler's program for several months this year, regularly reads sites like [gamewinners.com](#) and [supercheat.com](#). While looking for hints online, he read about "Death Note," a novel based on a Japanese video game. Over the summer, he read it.

Noah also wrote about the games and other pastimes on a group Internet forum. "I was so surprised because he does not like writing," said William Tropp, Noah's father. "I said, 'Why aren't you like this in school?'"

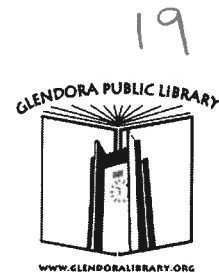
In one posting, Noah recommended "xxxHOLIC," a graphic novel based on Japanese manga cartoons.

"You should check it out if you get the chance," Noah concluded, "and it is a good book!"

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# Division Monthly Reports



To: Robin Weed-Brown

From: Carlos Baffigo, Anne Pankow, Cindy Romero, Janet Stone

Date: September 2008

## **Public Services** - Cindy Romero, Janet Stone

### **Children's**

Date	Event/Outreach	# of participants
Sept. 4, 2008	La Fetra school Teacher meeting	30
Sept. 4, 2008	District PTA	30
Sept. 8, 2008	Willow School Teacher meeting	25
Sept. 9, 2008	TAB	13
Sept. 11, 2008	Sutherland Teacher Meeting	25
Sept. 13, 2008	SAT Workshop Part 1	43
Sept. 18, 2008	Books n Brownies - Airborn	3
Sept. 18, 2008	Goddard School Teacher meeting	30
Sept. 20, 2008	SAT Workshop Part 2	34
Sept. 20, 2008	Pirate Day	300
Sept. 24, 2008	Marie Torres Cimarutsi Author Visit	45
Sept. 24, 2008	Washington School Teacher meeting	25
Sept. 25, 2008	Sandburg School Teacher meeting	30
Sept. 25, 2008	Cullen School Teacher meeting	20
Sept. 26, 2008	Sandburg Avid Class Visit	60
Sept. 26, 2008	Whitcomb Teen Parent	5
Sept. 30, 2008	Cullen library tour 1st & 4th	80
	<b>TOTAL Number of participants</b>	<b>798</b>

We are off to another full and exciting year as school commenced in late August. Gail and Cindy have been making the rounds at the local schools speaking to their staff at teacher in-service meetings. We have been promoting the new services and programs, highlighting Battle of the Books, Brainfuse, and Dear Reader. We have had the opportunity to speak at 6 elementary schools, and both middle schools. Mrs. Summers from Glendora High stopped by to meet with Cindy and discuss resources and programs for the high school students. We are looking forward to a great year of collaboration with the schools. Cindy was also able to visit Sandburg Middle School's AVID classes this month to promote Battle of the Books and demonstrate Brainfuse, the new online tutoring site.

Cindy has begun a new year of visits to the Teen Parent program at the Sunflower campus arranged by Chris Cravens in the Development office. We are also looking forward to a renewed relationship with Whitcomb School. Becky Tourtelotte, the principal, is eager to have the library as part of a support group for the pregnant and parenting teens at Whitcomb. We made our first visit in September.

Teen programming was the big hit of the month. We held a 2 part SAT workshop. Participants took a sample test during the first session. Test scores were returned and reviewed during the second session as the provider gave tips for improving the scores. Unfortunately, the high school had a similar program scheduled for the same day. We have been in contact with the School Administration to prevent overlapping programs in the future. The local Toastmasters chapter is providing a public speaking workshop for the teens on November 1<sup>st</sup>. I have attached the flyer for your information, The Teen Advisory Board started up again with 13 participants! The teens have taken a leadership role and are now running the meetings with Gail's assistance.

Pirate Day was a swashbuckling success. Thank you to all our guest pirates for reading to our little ones. In cooperation with Blue Chairs books, author, Marie Torres Chimarusti visited PJ storytime and taught us all some new songs.

We are looking forward to a busy October. Final preparations are underway for Battle of the Books. We have a full compliment of 15 teams! It is sure to be a fun and exciting evening. We are also preparing for Creepy Cuisine, Trick or Treat, and Spooky Stories. We are always in need of helpers to hand out treats at Spooky Stories. Please stop by if you are available on Wednesday, October, 29<sup>th</sup> at 7 pm. We have begun 2 new book groups, Book Buddies for kids grades 1-3 and Ravenous Readers for kids grades 3-6. They will have their first meetings in October.

**Adult**

Date	Program/Event	# of participants
Sept. 8, 2008	Books Alive - Three cups of tea - am	8
Sept. 8, 2008	Books Alive - Three cups of tea - pm	12
Sept. 27, 2008	Sisters in Crime Writers Workshop	21
<b>TOTAL number of participants</b>		<b>41</b>

Sandy journeyed to Calabasas for her first meeting as MCLS Audio Visual Services Committee secretary. She made it back to Glendora in time to attend the "Patron Support: Become an OverDrive Download Library Specialist" webinar that same day – catching, as she put it, "a glimpse of the new MP3 audio book format that we will soon have available for our patrons." A later OverDrive webinar covered community outreach: how to "Introduce New Patrons to Download Media."

Sandy and Janet, in partnership with Elke Cathel, concluded their quest for the first materials to preserve/convert as part of the "library history project." Accordingly, they are preparing a proposal and rationales for Robin; exploring State standards for digitization; and assessing



possible volunteer roles. Sandy represented the “history” team at an exploratory webinar on the possibilities of outsourcing library digitization projects.

Our monthly Reference meeting was graced by the presence of IT’s Dave Guzak as well as our own Carlos Baffigo; they provided valuable guidance regarding our public Internet signup system (PC Cop). At the collection development meeting the following week, our selectors wrangled overlaps in subject areas and fiction genres, discussing the effects on ordering, processing, and cataloging.

Janet, with Carlos, participated in a citywide Technology Committee meeting, where we assessed Vision Internet’s design offerings – and decided to request some revisions. One week later, the committee reconvened and approved the final artwork, setting Vision to its next task: starting the conversion of old web pages to new structure and feel.

With both Carlos and Cindy, Janet spent two full days at the Public Information Officer Joint Information Center Workshop, sponsored by California’s Office of Emergency Services and Office of Homeland Security. Later, Janet attended the monthly Coordinating Council meeting with presenter Robin and Holiday Baskets chair Anne, and also attended City Attorney Wayne Leech’s Brown Act training class.

Meanwhile, of course, the Information desk continued to be manned 55 ½ hours per week, often with two of our expert staffers. As we leveraged our new readers’ advisory tools to reach out to the public, more than 2500 flyers, newsletters, emails, and other announcements kept Glendora Public Library users in touch with our events and resources.

Shepherded by Sandy, the first in a series of writers’ workshops was held in the Homework Center. Bringing in more and more participants as the program progressed, Sisters in Crime panelists Gayle Bartos-Pool, Darrell James, and Kate Thornton covered character, plot and dialogue techniques. The second workshop, “Writing for Wellness” with Julie Davey, was hosted by both Gaetano and Sandy as part of Gaetano’s transition into the role of Adult Services’ programming coordinator.

As always, Public Services staff members strike a handsome balance between behind-the-scenes development and personal, face-to-face customer service.

### **Support Services** – Carlos Baffigo

First interviews for the vacant Library Technician position were conducted on September 16<sup>th</sup> and resulted in the ranking of the top eight candidates. Second interviews for the top three candidates were conducted on October 7<sup>th</sup>. A conditional offer will be made to the top candidate as soon as approval from the City Manager has been received.

Jennifer Dunlop has given notice that she will be leaving her position as Library Aide III as soon as a replacement can be found. The recruitment process has started and interviews will be held the week of October 20<sup>th</sup>.

Courtney Sweet and Carrie Wilson were hired as Library Aide Is. Welcome Courtney and Carrie! ☺

Library Aide I Leah Gasser-Ordaz' last day was September 25<sup>th</sup>.

Carlos attended Public Information Officer (PIO) training with Janet Stone and Cindy Romero on September 22<sup>nd</sup> and 23<sup>rd</sup>.

***Circulation:***

Credit Cards processing started in September 15<sup>th</sup>. The library now accepts Visa and MasterCard credit card payments for fines and fees of more than five dollars.

***Facilities:***

Expansion update: The front entrance of the library will be closed starting Monday, October 13<sup>th</sup> to allow for work crews to demolish the existing walkway and excavate for sewer and drainage.

On September 24<sup>th</sup>, Carlos Baffigo met with John Menke, Public Works Maintenance Superintendent to discuss this year's Capital Improvement Projects (CIPs). Project details such as timelines, scheduling and scope of work were set.

***Technology:***

Carlos Baffigo attended the annual Polaris Users Group meeting in Syracuse, NY on September 30<sup>th</sup> through October 4<sup>th</sup>. This meeting is a good time to network with other Polaris libraries, get information about upcoming enhancement, have one-on-one meeting with Polaris executives about site issues, and have an active part in the enhancement process for upcoming software releases.

Public laptop statistics:

21 new users  
88 sessions

**Development & Educational Services** – Anne Pankow

Events and Outreach are listed below.

Date	Program/Event	# of participants
9/6/08	Coffee N' Books Planning for Future Events and Programs which begin in October	50
<b>TOTAL number of participants</b>		<b>50</b>
Date	Community Outreach	# of participants
9/4/08	Expectant Parents at FPH Outreach to Teen Parents at	49
9/2008	Arrow High School begins in October	
<b>TOTAL number of participants</b>		<b>49</b>

Anne Pankow will co-chair the GCCC Holiday Basket program this year with Judi Rudd. This is her second and final year as chair of this committee. This worthy program culminates

in November when approximately 250 Holiday Baskets will be distributed to needy families and individuals in Glendora.

Christine Cravens has been busy creating a new look and focus for the Annual Appeal. The theme is "Meeting the Needs of the Community." She did a great job (as usual). The appeal will be mailed in early October. You should be receiving your copy soon.

September is a time for planning and preparing for upcoming events. Beginning in October, the library will be offering a variety of exciting events and programs for everyone, some repeats of popular events such as Creepy Cuisine or Spooky Stories and some new programs sure to become annual favorites. Could I be referring to Battle of the Books? I hope to see all of you at the fun!

Glendora Public Library hosts:

# Professional Speech Building for Teens

Presented by:  
Toastmasters  
Club 5880: Toast to the Best

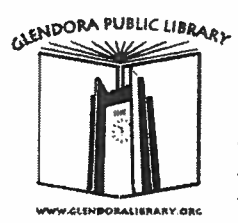
**When: Saturday, November 1, 2008**  
**10:00 a.m.-11:30 a.m.**

**Where: Glendora Public Library, Bidwell Forum**

**This event is free to the public. Refreshments will be served.**

*Come join us as we talk about the benefits of developing excellent speaking skills.*

- ◆ Tips for Job Interview Techniques and Senior Project presentations.
- ◆ How to speak and present yourself at a job interview.
- ◆ Feel the fear and speak anyway!
- ◆ Understand why listening is an art form.
- ◆ Learn why the development of good communication skills are important for your current life and your future and much, much more.



Glendora Public Library  
140 S. Glendora Ave.  
Glendora, CA 91741  
Phone: (626) 852-4891

Glendora Public Library brings to the community:  
Information ~ Inspiration ~ Imagination

## Glendora Public Library Summary Data for September 2008

<u>Service Indicators</u>	This Year September	Last Year September	Percent Change	This Year-to-date	Last Year-to-date	Percent Change
I. E. Total Library Visitors	22,652	21,625	5%	78,919	69,447	14%
I. D. Total Items Loaned	33,496	28,208	19%	111,390	91,233	22%
I. D.4. Electronic Circulation	149	122	22%	541	310	75%
III. A. Total Requests for Information/Adult Services	2,463	2,450	1%	8,173	7,378	11%
II. A. Total Items Owned	149,851	147,129	2%	-----	-----	-----
V. A. Total Web & Electronic Resources & Databases	35,986	8,313	333%	100,613	25,941	288%
V. A.2. Library Home Page Views	31,128	3,144	890%	86,382	9,273	832%
VI. A. Total Number of Programs	10	6	67%	38	29	31%
VI. E. Number of Literacy Students Active	37	30	23%	-----	-----	-----
VI. E.1. Literacy Hours Tutored	134	93	44%	393	263	49%
VI. F.1 Total Number of Volunteer Hours	571	416	37%	3,879	3,375	15%
I. G. Total General Fund Revenue	\$8,437	\$4,282	97%	\$19,715	13,534	46%

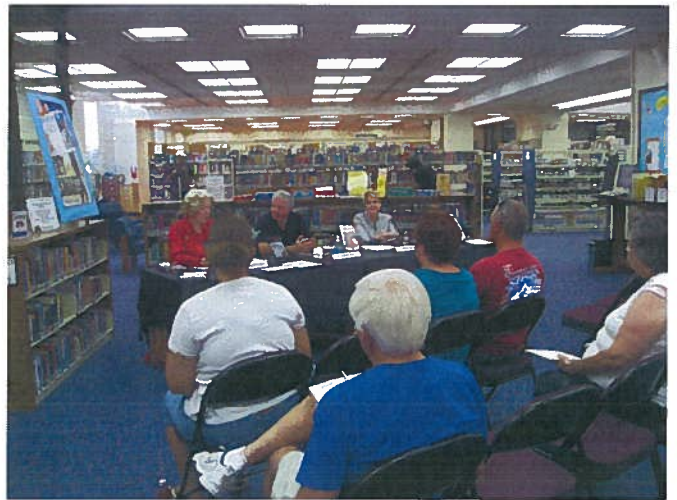
These statistics are subject to verification.

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**September and October 2008 Events**



Writers Workshop -  
September 2008



Pirate's Day-  
September 2008



Children's Author visit - September 2008



SAT Workshop  
September 2008

Children's Book  
Group discussion  
October 2008



Quilting Class  
October 2008



Teen Advisory Board  
Meeting  
October 2008

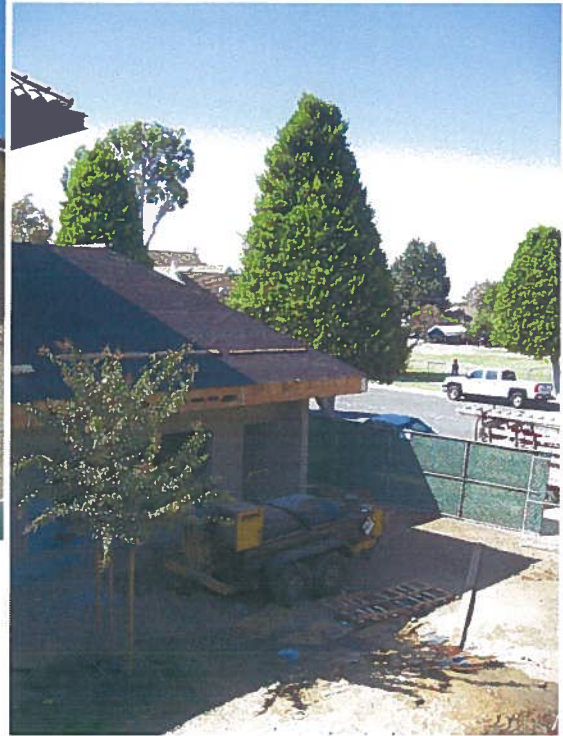




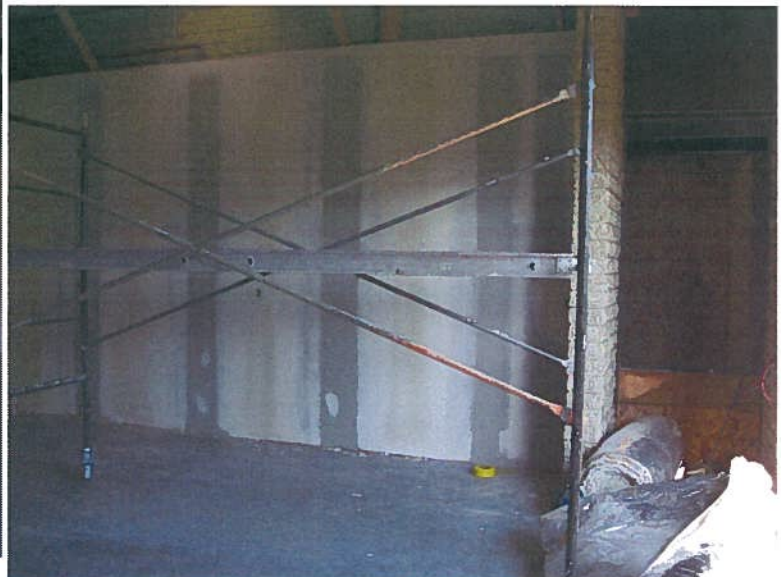
# Children's Room Expansion—Construction September - October 2008



September 19, 2008



September 22, 2008



October 1, 2008



October 7, 2008





October 8, 2008



October 10, 2008



October 13, 2008



# *State of the Library 2007-2008*



-  1,000 visitors a day, 6 days a week, 263,000 visitors annually: a community hub for all ages and interests
-  374,000 engaging books, CDs & DVDs taken home; 1,234 items each day
-  641 youth-focused programs inspired & entertained 26,903 kids from infancy through high school
-  85 adult brain fitness programs: book discussions, 'Learn It & Do It' workshops, author visits & musical performances
-  285,719 inquiries handled by the library's website and electronic resources
-  53,000 customized responses for information seekers
-  1,500 tutoring hours invested in improving adult reading and writing skills
-  2,173 volunteers from age 10 to 80
-  9,619 service hours donated to the library
-  87,000 library promotional publications produced to reach out to the community

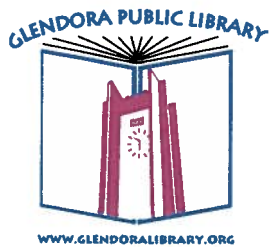
***Glendora Public Library: Responding to the Needs of  
All Generations***

# **7.**

# **Unfinished Business**

**8.**  
**New**  
**Business**

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Glendora Public Library  
 (626) 852-4891

140 S. Glendora Ave.  
 library@glendoralibrary.org

Glendora, CA 91741

# MEMO

To: Board of Library Trustees

From: Robin Weed-Brown, Library Director *RWB*

Date: October 20, 2008

Re: Agenda Item # 8.1: Jan. and Feb. 2009 Meeting Dates

The board needs to establish the dates for the January and February 2009 meetings. Martin Luther King, Jr., Day (Jan. 19) and Presidents' Day (Feb. 16) fall on the third Monday of their respective month. Options to consider would be to move the meetings to the following week: Monday January 26 and Monday February 23; or consider a different day during the same week that the meeting would normally fall on: January 20-23; February 17-20.

## 2009

**January** (Adj. for MLK, Jr., Day)

**February** (Adj. for Presidents' Day)





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# MEMO

To: Board of Library Trustees  
 From: Robin Weed-Brown, Library Director *Robin*  
 Date: October 20, 2008  
 Re: Agenda Item #8.2: Review of Library's Strategic Plan

Periodic review of the Library's strategic plan makes sure the library is on track and responding to the needs of Glendorans. It is also beneficial in assisting in establishing annual and long-term goals for the library.

In preparation for the board's discussion, library staff reviewed the strategic plan at our October 2<sup>nd</sup> All Staff meeting. Staff felt that the library had done well in responding to the service roles and goals outlined in the document. Staff then explored how the library could continue to build on our progress. New ideas on marketing, outreach and the use of new technologies were suggested as well as expanding on current practices. The management team further explored these suggestions at a follow up meeting on Oct 9<sup>th</sup>. I have attached a copy of my notes from these meetings for your information.

In reviewing the plan the Board may want to:

- Consider changes in the community and their expectations for library service
- Evaluate the soundness of the plan-does it need revision or does it hold up?
- Give direction to staff on further implementation, goals or desired information

### October 2008: Staff Strategic Plan Discussion

Staff felt we were on track with the Strategic Plan and had done a good job in addressing the findings outlined in the document; new/expanded ideas:

- Be at more community/ one time events to increase community awareness
  - This year we are participating in: Home Depot Eco day-Nov 1; presentations/outreach to: Sr. Computer Club, Sr. Center; and expanded interaction with the local bookstores; staff saw this as a good step and we should look for more opportunities;
  - Mids: use of volunteers? Create a display kit for a mobile display bd

The library has done various forms of event specific promotion from the county fair, to health expos, volunteer expos, and earlier versions of Glendora's Farmers Market and the Glendora Chamber's business expo, etc. It is staff intensive and results hard to measure; perhaps this reaches the "support but do not use library" group mentioned in the OCLC/Bill Gates study "From Awareness to Funding"; (summary in Aug 08 BLT packet)

- Adding/looking for new marketing techniques:
- External
  - Barnes & Noble bulletin board at their store: tie in with author visits or other book-related programs at lib;
  - Hospital website-highlight our services, events (schools were mentioned but for the most part they do link to the library); expanded partnership with hospital has been a desired outcome for awhile now-with a full management team now in place perhaps we can address in near future
  - Wider distribution of newsletter-downtown businesses, Diamond Ridge/Marketplace, on giveaway table at Flashback; it is currently available in our library, @ the chamber, on website; sent to all city depts.;
  - BLT actively promoting to more groups in community
- Internal:
  - Host more interest groups: a writers group (mentioned at a recent writers workshop event), establish regular game days; space and the need to be able to book space for extended periods of time in advance (more than 3 months/bumping rights by city) can be problematic; at one point we did have a poetry group that developed under Trustee Slakey's support and guidance and funded by the FF;
  - Current topics/issues and how to tie into it: ex: economy issues: career changing, job searching, resumes, financial literacy, etc

- Video (for lack of a better word)
  - PSA in front of movies @ new AMC Theater in Diamond Ridge
  - “Webisodes”: highlight services by staff; a YouTube-type video done by patrons: tell us about your library experience and we put it up on website; we could create a staff committee to explore this
    - Mids: ties in with patrons contributing evaluations, reviews, ratings, ‘social community’;
  - Channel 3 expanded promos of events, tutorials (will need to check with Jeffers on this option); currently we: run a list of events, Miss Bonnie’s story time, Trivia Challenge;
  
- Self check-out machines, pay point machines for fines

Some staff felt that the personal touch was very important to Glendorans; that use of self check out machines would be minimal; others felt that with more and more self-use services being employed by business from grocery stores, to retail and ATMs that more would be willing to use them; library literature documents patron use from as low at 10% to 60%; in the new Singapore library it is 100% self-checkout. Many libraries fall somewhere in the 25-30% range; One concern is that the machines do not handle both AV and print materials without expensive add-ons (if at all-with our security cases that add another level of consideration); a large amount of library barcodes on our materials would need to be replaced/relocated for the machines to “read” them and location can be machine specific (not standardized across all manufacturers); if a patron has fines or other blocks on their card they cannot use the self-check machines; this brought up the idea of the self-use pay point machines for fines as a complimentary option;

  - Mids: key-chain sized library cards can be a problem; \$6,000/machine + annual fee; Polaris and Envisionware partnership may help with this eventually;
  
- Other:
  - We need to be realistic-staff, resources-time to catch up to ourselves-we’ve been going forward at light speed these past few years!
  - What themes are being represented by these ideas?
  - De-emphasize adult programming @ lib and do more road shows?
  - Book talks on and off site



## Glendora Public Library Events

### October 2008

- 02 4 p.m. Book Buddies-children's book discussion grade 1 thru 3-*Frindle* by Andrew Clements-main floor  
04 9:30 a.m. Adult Literacy Tutor Training Workshop – Bidwell Forum  
06-11 Book sale all week in the Library – main floor  
07-12/2 6:30 p.m. Quilting Class, no registration required – Bidwell Forum  
09 4 p.m. Ravenous Readers-children's book discussion grade 3 thru 6-*The City of Ember* by Jeanne DuPrau – main floor  
11-11/22 In-N-Out Food for Thought Program  
16 6:30 p.m. *Battle of the Books*-A Trivia Competition for Teens – Bidwell Forum  
18 11 a.m. Crocheting Class, registration required- Bidwell Forum  
18 2 p.m. Writers workshop featuring Julie Davey – main floor  
20 7 p.m. Library Board meeting – Bidwell Forum  
22 7 p.m. *Novel Idea* Book discussion; *Moloka'i* by Alan Brennert – main floor  
23 & 30 3:30 p.m. Creepy Cuisine for Kids & Teens – main floor  
28, 29&30 10:30 a.m. Trick or Treat in the Library – main floor  
29 7 p.m. Spooky Stories Under the Stars – Bidwell Forum

### November 2008

- 01 9 a.m. – 2 p.m. National Energy Conservation Event – Home Depot  
01 10 a.m. *Coffee 'n' Books* in the Library – main floor  
01 10 a.m. Toastmaster Teen event – Bidwell Forum  
04 6:30 p.m. Quilting class – Bidwell Forum  
11 Veterans Day - Library closed  
15 11 a.m. Learn It & Do it: Crochet class – Registration required - Bidwell Forum  
15 2 p.m. Writers Workshop: *Write Your Own Life Story* with Gordon Dyer – main floor  
17 7 p.m. Library Board meeting – Bidwell Forum  
17 11 a.m. & 7 p.m. Books Alive! *My Ántonia* by Willa Cather – main floor  
18 6:30 p.m. Quilting class – Bidwell Forum  
19 2 p.m. Fall Open House: Citrus Jazz and Book sale – main floor  
20 4 p.m. Teen Book Discussion group - *Double Identity* by Margaret Peterson Haddix – main floor  
22 In-N-Out Food for Thought Program ends  
25 6:30 p.m. Quilting class – Bidwell Forum  
26 Library closes at 5 p.m. – Thanksgiving Holiday  
27-28 Library closed - Thanksgiving

### Storytimes

- "Time for Tykes" – ages 3 -5- Tuesday & Wednesday 10:30 a.m.
- "Family PJ Storytime" – ages 3 -5 - Wednesday 7 p.m.
- The third Wednesday of every month is **craft night** after "Family PJ Storytime"
- "Mother Goose Storytime" for infants & toddlers- Thursday 10:30 a.m. & 11:30 a.m.
- "Family Storytime" – ages 2-5 – Saturday 10:30 a.m.

### Community Outreach

- Babies, Books and Bibs/Family Literacy Outreach, 1<sup>st</sup> Thursday of every month, FPH
- Born To Read/Teen Parent Outreach, 1<sup>st</sup> Wednesday of every month at 12:30 p.m. at Arrow High School

### Foundation Executive Board Meeting

- November 7, 2008 @ 7:00 a.m. Library – Main Floor

### Foundation Quarterly Board Meeting

- October 21, 2008 @ 7:00 a.m. Library – Bidwell Forum

**9.**  
**Board**  
**Member**  
**Items**



**Glendora Public Library**  
**Board Agenda Planning Calendar**  
**FY 08- 09**

- July 21** Elect officers; appoint Foundation Liaisons; discuss Library Board Goals
- August 18** Finalize Library Board Goals;
- September 15** SRC wrap up; Discuss Holiday Hours-Thanksgiving & Christmas
- October 20** Approve January & February Board meeting dates; review strategic plan; presentation on Readers Advisory services
- November 17** Budget Priorities FY 09-10-initial discussion;
- December 15** Mid-year review of goals 08-09
- January ?** Budget FY 09-10; Board Award discussion; CALTAC  
*Monday?* workshop attendance (wkshp usually in March); review  
 (Adjusted for MLK Day) Admin Policy 4.05-Collection Development
- February ?** Goal planning FY 09-10; Friends Foundation funding staff  
*Monday?* requests for FY 09-10  
 (Adjusted for President's Day)
- March 16** Candidates for Board vacancies; Bookmark contest judging; goal planning for 09/10; review Admin Policy 4.06-Glendora Library Volunteer Policy
- April 20** Begin process of self-evaluation and evaluation of Lib Dir and assist new members with this process (include past Board evaluations & the Board's current goals)
- May 18** Self-evaluation of the Board; evaluation of the Lib Dir-begin process (possible closed session); Library Board award
- June 15** Agenda planning 09-10; Eval. Lib Board; Closed session: Eval- Lib Dir; Orientation planning for new Board member