The Present and Future of Children’s Services in the Public Library

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INFO 650: Public Library Service

Professor Morris

Librarian Survey Literature Review Paper

The Present and Future of Children’s Services in the Public Library
Introduction

The purpose of this paper is to review the literature of children’s services in public libraries. In this paper, I will explore some of the themes and topics of discussion in the children’s services literature over the past decade, and I will review and discuss some possibilities for the future of children’s services. How has the past decade of technological and cultural changes shaped children’s services in public libraries? How will children’s services change in the next decade to stay relevant to a new generation of children? I will describe and discuss the answers to these questions using library literature.

Survey Results

The Skyway Library is a small, neighborhood library located in Skyway, a neighborhood in unincorporated King County between the cities of Seattle, Renton, and Tukwila in Washington State. Most of the patrons of the Skyway Library live in Renton or unincorporated King County, but some live in the Seattle city limits. The 2005-2009 American Community Survey revealed that the residents of Skyway are 38.1% White, 22.5% Black or African American, 26.9% Asian, and 12.1% Hispanic of any race (Bryn Mawr-Skyway CDP, Washington - Fact Sheet). This makes Skyway a majority-minority area, and much more ethnically diverse than the United States in the survey, which was 74.5% White, 12.4% Black or African American, and 4.4% Asian (Ibid). Skyway has significant Pilipino and Vietnamese immigrant populations, with 34.6% of all ethnic groups speaking a language other than English at home. The median family income for Skyway was $57,124, which is slightly lower than King County’s $57,246, but higher than the national median of $51,425 (Bryn Mawr-Skyway CDP, Washington - Fact Sheet, King County, Washington - Fact Sheet).
The Skyway Library was a part of the Renton Public Library, which was annexed to the King County Library System (KCLS) in May 2010 (Gracey, 2010). Residents of Renton voted on the measure, which passed by the slim margin of 53 votes (Ibid). Many residents were concerned that they would end up paying more in taxes for the KCLS libraries than for the Renton Public Library, and they felt the benefits for joining the county’s library system, such as increased selection using interlibrary holds and added computer and internet resources, weren’t that impressive and weren’t worth the money (Baker, 2010). The Skyway Library is now fully integrated into the King County Library System; its materials have KCLS barcodes and are in the KCLS catalog, and KCLS programs and services are offered at the library.

The Skyway Library is a small neighborhood library. It is approximately 3,000 square feet. The library has a fiction and non-fiction collection, as well as dedicated teen and children’s areas with collections to match. There are ten public computers for patrons to use; four are hour long computers, four are half hour long computers, one is a fifteen minute computer, and one is an hour long children’s computer. There is a black and white and color printer for patrons to use to print their seventy-five free pages a week. There is usually one librarian, one library assistant, and one library page working at the library, with an additional library assistant added in the busier afternoon period.

The Seattle Public Library (SPL) and the King County Library System have a reciprocal borrowing agreement. In 2005 a study of cross-use between the two systems was conducted, which showed that Seattle Public Library patrons were borrowing 80,000 items a month from King County Library System and KCLS patrons were borrowing 35,000 items a month from SPL (KCLS-SPL Reciprocal Use Borrowing Agreement). KCLS was providing more services than the SPL without getting any more tax dollars. In 2006 the libraries balanced the amount of
items being borrowed by placing a restriction on SPL patrons so that they couldn’t place holds on KCLS items (Ibid).

The outcome of this for the Skyway Library is that people that live within the boundaries of the City of Seattle can still get a KCLS card, but they are not allowed to place holds on KCLS items. I talked with a staff member of the Skyway Library, who I will call Fred Smith. Mr. Smith told me that many patrons who live in Seattle will come into the library looking for a book, but the Skyway Library’s collection is small, so the book often won’t be on the shelf. The library staff will tell the patron to go to the Renton Library, only two miles away, because that library has a much bigger collection and they may find the book there. The patrons see how nice the Renton Library is, and how many more computer stations there are, and they never come back to the small Skyway Library (J. Smith, personal communication, June 3, 2011). Many of the Seattle patrons also use the Seattle Public Library more heavily than KCLS because they can put holds on items at SPL.

I gave the Public Library Services Survey to Adele Warsinske, the children’s librarian at Skyway Library. She reported that 10,000-25,000 live in the service population of the Skyway Library. Ms. Warsinske reported that the library uses the library website, blogs, online image sharing, and social networking for both patrons and staff, it uses wikis for staff, and it uses radio and television ads for the public. She noted that the most important tools for patrons were the library website (www.kcls.org), Facebook, and Twitter. She said that the library of the future will rely heavily on technology, with “most of the work in the branches [taking] place online—self checkout, self checkin, the website, the catalog.” Ms. Warsinske said that there was time set aside at all staff meetings for them to report on what new technologies they’re using, and to urge staff to use social networking as part of their jobs. Adele said that reference transactions have
present and future of children’s services

gone down for librarians as the internet and Google have become important places for people to
get information, bypassing librarians. She said that in the future she thinks she’ll do even less
reference. Ms. Warsinske thinks that the future of libraries will be on the aging Boomer
generation and on outreach, and that the trend of minimal staffing will continue.

As for children’s services in specific, Ms. Warsinske said that in the future she’ll spend
more time working on programming and doing programs in the library and wider community.
She said that children’s librarians in King County Library System were urged to post materials to
Tell Me A Story1, a website for the public that has information about early literacy topics, story
times, and YouTube videos2 of rhymes, songs, and short stories. Ms. Warsinske thinks that in
the future there will be “more choices of formats and fewer actual books. I am not sure how this
will affect the children’s collection.” As for the role of public libraries in the future, Ms.
Warsinske says, “I see them as community anchors—gathering places for what is going on,
places to get information (in whatever format), centers for the area in which they are situated.”
The role of the library might change in the future based on changes in society, Ms. Warsinske
says. “What are schools and school libraries offering? If they decrease, the public library’s role
might increase. If a community receives more immigrants, the library might increase
programming for that group. If there is a baby boom, children’s services might increase. What
kind of funding is available for libraries—both construction and staff?”

In light of my research questions, Ms. Warsinske’s survey answers are very interesting.
They propose that technological and social change will drive changes to libraries. Libraries may
become integrated with technologies in ways we can’t imagine now, and there may be a new

1 http://wiki.kcls.org/tellmeastory/index.php/Main_Page
2 http://www.youtube.com/view_play_list?p=0DCCD522AABD167B
technology developed that is very popular with children and will drastically affect children’s services. Libraries may become more about connecting with the community in tangible places, making events like children’s story time and librarian community outreach more important than ever, because patrons can get many reference and reader’s advisory services online, but they need to be physically present to participate in story time. In the future, however, there may be virtual story times, perhaps with holographic librarians coming into the homes or schools of children. This raises the important question of adopting the right technology for your uses, not just the newest – would virtual story time be as good as a real story time, where parents, children, and the librarian can communicate and participate face-to-face?

I think one aspect of future children’s services that Ms. Warsinske left out of her responses to the survey are the impacts of future research into early literacy. Story times have changed over the years as new research into early literacy development in children has been done. What new research will be done? What are the implications of that research, and how can we incorporate it into story times, outreach, and material for parents? How can we use new technologies to help children, and special needs children or non-native speakers, become literate?

Literature Review

The literature for the present and future of children’s services in public libraries deal with a number of themes, including: the role of technology and the internet in libraries, including the role of the Children’s Internet Protection Act (CIPA); literacy and early childhood literacy; and the study of how people use libraries. The literature shows how public libraries have improved children’s services, and areas that they can continue to improve on in the future.
Technology affects libraries in a fundamental way in the present. Libraries have become de facto computer and internet centers for communities. A nationwide longitudinal survey of Americans found that, in 2009, “45% of the 169 million visitors to public libraries connected to the Internet using a library computer or wireless network during their visit” (Becker, 2010). This is equivalent to 32% of the entire U.S. population (Ibid). This study did not include children under fourteen years of age in the survey, or the results would likely have been higher. A study by the Public Library Data Service found that “79.33% of libraries specified having computers available for use by children only” (Varvel, 2010). As many public libraries become places where people, especially poor or non-Caucasian people, access technology, they have become transformed by it, and will be continue to be changed by it in the future.

Costello’s 2009 blog post suggests more ways that public libraries, and their websites more specifically, can become more powerful by using technology such as mobile apps, an online calendar to link with patron’s computer calendars, the ability to pay fines and donate money online, and volunteer opportunities. Costello suggested that cloud computing on public access computers would save libraries money and would give patrons the ability to access their files from any computer (2009). Pretlow and Jayroe attest that cloud computing can also be used by staff for cheaper and better online staff training (2010). These ideas relate to public libraries as a whole and not specifically children’s services, but one can imagine that they would also affect children’s computer use at public libraries and their parents use of computers to manage their children’s activities.

The Children’s Internet Protection Act, or CIPA, is a law, passed in 2000, that greatly affects public libraries and children’s services at those libraries. The law requires schools and libraries that receive federal funding to: have an internet safety policy (called an acceptable use
policy) that’s shared with teachers, parents, students, staff, and patrons; to install internet filtering software “designed to keep minors away from images that are “obscene,” “child pornography,” or “harmful to minors’””; and to hold a public meeting to inform the school or library community of the law and the precautions the institution is taking to comply with the law (Menuey, 2009). It has been a controversial law in the public library since it was passed because the filtering of computers was felt by some to “violate the First Amendment’s guarantee to free speech. All computers in schools and libraries were required to filter all patrons, even adults, all of the time” (Ibid). Others felt that the library was not a place for anything that could be viewed as obscene. Herring “emphatically stat[ed] that Web pornography should be outlawed and that all libraries should filter all computers” (2008).

When public libraries implemented internet filtering, “rampant overblocking” occurred, because many filtering software systems were designed to block any website that matched sets of taboo words (Pretlow, 2009). Many of the sites blocked did not “meet the three-pronged definition set by CIPA; that is, they are not obscene, nor do they do not contain child pornography or material “harmful to minors”. Reports compiled to show the negative effect of overfiltering give a multitude of examples of sites banned by school and library filters, such as breast cancer, HIV/AIDS, or drug abuse sites, as well as those containing red-flag words, such as the site of former U.S. Representative Dick Armey” (Ibid). Adding insult to injury, filters are unreliable, sometimes letting children see sites that CIPA would deem obscene or harmful, and do not fully protect children (Ibid). One of the major philosophical failings of CIPA is that, “in reality, children and adults interact in different social, physical, and cognitive ways with computers because of different developmental processes. CIPA fails to recognize that children as individual users are active processors of information and that children of different ages are going
to be affected in divergent ways by filtering programs. Younger children benefit from more restrictive filters while older children benefit from less restrictive filters” (Menuey, 2009). The law does not give children or their parents a chance to prove that they can be wise users of the internet, but seeks to block anything harmful for the lowest common denominator, very young children. “One of the strongest suggestions came from both the ACLU and the ALA and reminded parents and teachers to supervise children when they are online and to instruct children in how to make responsible decisions.” (Pretlow, 2009).

A sign of its controversy has been the libraries that have intentionally opted out of getting federal funds so that they don’t have to comply with CIPA’s internet filtering. “CIPA …was not widely implemented in public libraries until the 2003 Supreme Court decision (United States v. American Library Association) upholding the law’s constitutionality (Jaeger, 2009). In 2008, 100% of public schools in the U.S. were complying with CIPA filtering, while only 51.3% of public libraries were filtering internet access in compliance with CIPA (Ibid). Furthermore, in 2008, “31.6 percent of public libraries refused to apply for E-Rate or LSTA funds specifically to avoid CIPA requirements, a substantial increase from the 15.3 percent of libraries that did not apply for E-Rate because of CIPA in 2006” (Ibid). Varvel’s 2010 study also showed that, of the 79.33% of public libraries that have computers for children’s-only use, “66.97 percent were indicated as filtered and 32.36 percent were indicated as unfiltered.”

As the court battles surrounding the Children’s Internet Protection Act continue, there will surely be much debate over the best course of action for protecting children from potentially harmful information on the web. Public libraries will have to weigh the advantages of participating in CIPA, including saving money by getting a discount on internet and computer purchases and doing something to protect children from harm, with the disadvantages, including
overfiltering content without guarantee of child safety and potentially infringing on the First Amendment rights of adult and children patrons.

Another topic of library literature is literacy. Gordon and Gordon define literacy as “the degree of interaction with written text that enables a person to be a fluent, functioning, contributing member of the society in which that person lives and works” (2003). Fluency, on the other hand, is the ability to comprehend and be comprehended. Gordon and Gordon ask “What are the appropriate levels of personal competency in reading, writing, and math for daily life in a high-tech, global society? According to the U.S. Department of Education, at least a 12th-grade level of reading and math comprehension is needed for approximately 80% of today's occupations (National Adult Literacy Survey, 1998)” (2003). Morris contends that librarians are in the perfect position to “promote and support multiple literacies”, including “traditional, computer, media, visual, cultural, linguistic, social, local/lived, and information” (2008). Clearly, literacy is an ever-expanding topic as the competencies for living in a modern world change and become more technology-centered.

Literacy starts with early literacy, also called emergent literacy or early childhood literacy, a group of skills that children develop before they begin to read and write. Teale’s 1999 paper suggests that libraries can promote emergent literacy behaviors by using techniques like dialogic reading, storytimes, spaces that encourage children to read, providing availability of different types of texts including poetry and informational books, and encouraging emergent literacy activities in children’s play. Baker’s 1999 study found that the frequency that preschoolers visited public library strongly predicted word recognition in grades 1-3. Ferenback, et. al, conducted a library outreach literacy training program was tested with a group of 29 preschoolers, with two classrooms as test subjects and one as a control. The study had a very
small number of participants, but the robust results indicate that the group that had the training increased in emergent literacy skills by a large amount, while the control group’s literacy skills barely changed. This paper is also important for its discussion of the large amount of children under the age of five that don’t ever go to public libraries, and how libraries can put on outreach programs outside of libraries to facilitate emergent literacy skills. Hughes-Hassell, et. al, studied the storytimes put on by libraries in non-work hours. Many libraries were found to have no non-work hour storytime programs, thus making it hard for working parents to attend these literacy-building events with their children (2007).

Library outreach programs, though proven to foster emergent literacy, can be costly and time consuming to put on. Martinez’s case study of emergent literacy outreach programs found that libraries were all doing outreach to their neediest community members, but that many libraries wanted to do more outreach but didn’t have the staff and monetary resources to do so, and many libraries didn’t have evaluation measures for their programs. The paper by de Groot and Branch suggests that libraries and schools can work together to stretch budgets in tough times (2009). Yilmaz’s 2009 study found that the librarians thought they were central to developing emergent literacy skills, that the libraries were becoming more diverse ethnically and linguistically, and that librarians feel they are most constrained by their budget and the number of staff members. The study also found, significantly, that low-income parents are very concerned about the cost of library fines and replacement costs for damaged books, and that this limits their use of the library.

Conclusion

Children’s services have strived to change with the changing times. As research has been published showing that early literacy can be enhanced by techniques such as dialogic reading,
story times, and directed play, public librarians have integrated them into their storytimes. As research has been published showing that public library outreach into communities, especially low income and minority communities, encourages children to develop emergent literacy skills, public librarians have found even more reason to go interact with the public. As libraries have become more technology-centered over the years, I see no reason for this trend to stop. Libraries will become more automated, library websites will become more feature-filled, and there will be fewer staff actually present in libraries. However, there are some things that will never change in children’s services: in person storytimes will continue, as children need contact with real adults to cement reading skills. Librarians will continue to do outreach, and they will always have a place in the community, promoting reading, books, and new ideas.

References


Presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).


http://factfinder.census.gov/servlet/ACSSAFFFacts?_event=Search&geo_id=&_geoCon text=&_street=&_county=skyway&_cityTown=skyway&_state=04000US53&_zip=&_l ang=en&_sse=on&pctxt=fph&pgsl=010


Appendix

Public Library Services Survey

Thank you for agreeing to take this survey about the future of public library services and about new technologies for library services. It should take you roughly 15-20 minutes to complete.

General Library Information

1. In what state (or country if outside of the U.S.) is your library located? (type in the box below)

Washington

2. How many people reside in your service population?

☐ Less than 1,000
☐ 1,000-2,499
☐ 2,500-4,999
☐ 5,000-9,999
☐ 10,000-24,999
☐ 25,000-49,999
☐ 50,000-99,999
☐ 100,000-249,999
☐ 250,000-499,999
☐ 500,000+
☐ Not sure/Don’t know
Technology Training & Needs

3. Does your library use any of the following technologies:

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<tr>
<th>Technology</th>
<th>Yes, internally for staff</th>
<th>Yes, externally for patrons</th>
<th>No, not at all</th>
<th>Not sure/don’t know</th>
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<td>Library website</td>
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<td>Blog(s)</td>
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<td>Social networking (e.g. Facebook, MySpace)</td>
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<td>Online image sharing (e.g. Flickr)</td>
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<td>Social bookmarking (e.g. Delicious, Furl)</td>
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4. What technologies do you feel are most critical to meeting your patrons’ needs online (including, but not limited to, those listed above)?

   - Library website
   - Facebook
   - Twitter

5. Are there barriers that prevent you from implementing new technologies in your library, such as insufficient staff time, limited funds, or a lack of professional development opportunities for staff?

   - Yes
   - No
   - Not sure

   If yes, please explain.
The system level would operate differently from the branch level. The branches seem to be staffed more leanly these days, which leaves little time for creating new services.
The Future of Public Libraries

6. Over the past few years, have online library services, such as chat reference and online renewals, affected the services that you provide within the library building? If so, how?

| People are able to do more things for themselves using Google and the library website and this has decreased the use of librarians as reference sources. For teen and children’s librarians, the need and type of services we provide has not changed much. Reader’s advisory is still needed and asked for, even though online sources are available. Programming is still welcome, especially in a poor economy. |

7. Has the recent increase in the kinds and amount of information that is available online affected your work over the past few years? If so, how?

| It is easier to get information and therefore, quicker. Reference transactions generally take less time than they used to. The flood of emails, often with documents attached, takes more time than ever to get through. There is less direct contact with patrons and more individual work at computer stations. |

8. Does your library provide any services via online social networking tools, such as Facebook, MySpace, or YouTube? If so, please describe these services.

| The library is pursuing social media and has a couple positions dedicated to finding out what is new and then getting KCLS involved. Meetings have dedicated time set aside for informing librarians of what is going on and urging us to get involved. Blogging, Facebook, and Twitter seem to be the biggest things right now. Children’s librarians are directed to contribute to Tell Me A Story. |

9. How do you think your job is likely to change over the next five years?

| I think there will be very little time spent at the reference/circulation desks. Most of my time will be spent doing programs or outreach. Online offerings will grow. There will be fewer books in the library and downloadable books will increase. |
10. How do you think your library’s collection is likely to change over the next five years?

There will be more choices of formats and fewer actual books. I am not sure how this will affect the children’s collection.

11. How do you think your library’s public services are likely to change over the next five years?

There will be continued focus on the boomers and outreach. Branches will be minimally staffed and most of the work in the branches will take place online—self checkout, self checkin, the website, the catalog. Librarians will be away at meetings and in the community.

12. What do you see as the likely future trends for public library services in general?

Libraries will need to stay relevant and provide services that the public wants and needs. If they are able to do this, they will be funded. If not, there may be fewer branches.

13. What do you see as the major roles of the public library in today’s society?

I see them as community anchors—gathering places for what is going on, places to get information (in whatever format), centers for the area in which they are situated. They are the hub.
14. How, if at all, do you think these roles of the public library might change in the future?

I think the roles of the library will change based on how society changes. What are schools and school libraries offering? If they decrease, the public library’s role might increase. If a community receives more immigrants, the library might increase programming for that group. If there is a baby boom, children’s services might increase. What kind of funding is available for libraries—both construction and staff?

Demographics
15. What are your areas of specialization? (Check all that apply.)

- Reference services (e.g., information assistance, readers’ advisory, etc.)
- Technical services (e.g., cataloging, acquisitions, etc.)
- Systems, database or network management (e.g., website maintenance, IT support, etc.)
- Library administration
- Children’s or young adult services
- Other (please specify): Error! Not a valid bookmark self-reference.

16. How long have you been a librarian in a professional-level position?

- Less than a year
- 1-3 years
- 4-9 years
- 10-20 years
- More than 20 years

17. What is your highest educational degree?

- Bachelor’s degree
- Master’s degree
- Doctorate
- Other (please specify): Error! Not a valid bookmark self-reference.

18. Age:

- 25 and under
- 26-34
- 35-44
19. Are you:

☐ Male
☒ Female

THANK YOU!

I certify that:

This paper/project/exam is entirely my own work.

I have not quoted the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation.

I have not submitted this paper/project to satisfy the requirements of any other course.

Signature______Amanda J Wedvik__________________________

Date _______6/6/11____________

FINAL: LIBRARIAN SURVEY LITERATURE REVIEW PAPER [30% of your final grade]


For this assignment, you will research the current and future state of public library services, from a 21st century literacies perspective. You will locate a public librarian who will take a survey on this topic. You
will then combine what you have learned, from your literature search and survey, to write a 10–15 paged paper on your vision of current and future trends in public library services.

**FORMAT (APA STYLE)**

1) Running head on every page in accordance to APA Style

2) 1” margins around

3) 12 pt font

4) Page 1: Title page, with running head, plus identifying information

5) Page 2: Abstract, usually no more than a paragraph


7) Page 18+: Begin reference list on a new page. References in APA citation style and format. The References page is always double spaced throughout. (See APA manual.)

8) Appendix: Completed Librarian Survey and a completed “Academic Honesty Certification” form.

Note: Points will be deducted for papers that are not in proper format as outlined above. Points will be deducted for errors in citation style. Please refer to the “Academic Honesty” section of the course syllabus for more information on the citation standards requirements.

**APA Resources:**


2. Components of an APA Style Paper:
   http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf


4. Drexel’s Citation Style Resources Tutorial: http://www.library.drexel.edu/tutorials/citations

**Step TWO.** Based on the answers provided in the librarian survey, ask yourself: what themes are prevalent here? What are the main topics, concerns or issues that the librarian is reporting? Use this data to determine the topic and focus of your research. Record 1-2 research questions that emerge from reviewing your survey data.

**Step THREE.** Conduct the literature review part of your paper. You will need to gather relevant research, read it, and analyze it for the paper. This means more than just summarizing the articles you read. It means thinking about what they mean and applying them to your research question. Focus your literature search on actual research, as opposed to opinion pieces or articles describing library programs. You’ll probably have the best luck searching the Library Science databases available via
Hagerty Library. Some good journals that publish research relating to public libraries include Public Libraries, Library & Information Science Research, Reference & User Services Quarterly, and Library Quarterly. Research can be in the form of case studies, ethnographic studies, etc.

Step FOUR. Write your paper using both the librarian survey data and the literature you reviewed to compose and SUB-HEAD YOUR PAPER, AS FOLLOWS:

ABSTRACT

Provide a 250-word abstract for your paper, on its own page, following APA style.

INTRODUCTION

Include a brief overview of your paper here (purpose of the paper, its intended goals). Include 1 or 2 research questions to frame your paper, such as: “How do public libraries use online information technologies?” and “What is the future of public library services?” (You can pick your own research questions. These are just examples.)

SURVEY RESULTS

Write a description of the library and its community, backed up by Census Bureau or other demographic data, to frame your discussion of the survey. Then summarize your librarian’s responses to the survey questions and consider what they mean in light of your research question(s).

LITERATURE REVIEW

Along with a few of the Week 9 and 10 readings, discuss your research here. Don’t just summarize what you read, but also look for similarities and differences among the findings, recurring themes across studies, etc. That is, how do the articles fit together as a body of research? As a combined body of research, how do they address the research question? [Aim for at least 8 articles to discuss and synthesize.]

CONCLUSION

Conclude by returning to your research questions and explaining your answers to them, based on everything that you have learned. Discuss how your librarian’s survey responses tend to strengthen or weaken the research findings from the literature review, and what does this mean? Does your research support or refute your survey data?

Discuss the possible impacts on public library service that your research reveals.

REFERENCES

Cite all references used, in APA style, double-spaced throughout.

APPENDIX
Public Library Services Survey

Thank you for agreeing to take this survey about the future of public library services and about new technologies for library services. It should take you roughly 15-20 minutes to complete.

**General Library Information**

20. In what state (or country if outside of the U.S.) is your library located? (type in the box below)

Washington

21. How many people reside in your service population?

- □ Less than 1,000
- □ 1,000-2,499
- □ 2,500-4,999
- □ 5,000-9,999
- □ **10,000-24,999**
- □ 25,000-49,999
- □ 50,000-99,999
- □ 100,000-249,999
- □ 250,000-499,999
- □ 500,000+
- □ Not sure/Don’t know
Technology Training & Needs

22. Does your library use any of the following technologies:

<table>
<thead>
<tr>
<th>Technology</th>
<th>Yes, internally for staff</th>
<th>Yes, externally for patrons</th>
<th>No, not at all</th>
<th>Not sure/don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library website</td>
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<tr>
<td>Blog(s)</td>
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<tr>
<td>Wiki(s)</td>
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<tr>
<td>Social networking <em>(e.g. Facebook, MySpace)</em></td>
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<tr>
<td>Online image sharing <em>(e.g. Flickr)</em></td>
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<tr>
<td>RSS feeds</td>
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<tr>
<td>Social bookmarking <em>(e.g. Delicious, Furl)</em></td>
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<tr>
<td>Podcasts</td>
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<td>YouTube</td>
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<tr>
<td>LibraryThing</td>
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<tr>
<td>Other (please specify):</td>
<td></td>
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</tbody>
</table>

23. What technologies do you feel are most critical to meeting your patrons’ needs online (including, but not limited to, those listed above)?

Library website
Facebook
Twitter

24. Are there barriers that prevent you from implementing new technologies in your library, such as insufficient staff time, limited funds, or a lack of professional development opportunities for staff?

- Yes
- No
- Not sure

If yes, please explain.
The system level would operate differently from the branch level. The branches seem to be staffed more leanly these days, which leaves little time for creating new services.
The Future of Public Libraries

25. Over the past few years, have online library services, such as chat reference and online renewals, affected the services that you provide within the library building? If so, how?

People are able to do more things for themselves using Google and the library website and this has decreased the use of librarians as reference sources. For teen and children’s librarians, the need and type of services we provide has not changed much. Reader’s advisory is still needed and asked for, even though online sources are available. Programming is still welcome, especially in a poor economy.

26. Has the recent increase in the kinds and amount of information that is available online affected your work over the past few years? If so, how?

It is easier to get information and therefore, quicker. Reference transactions generally take less time than they used to. The flood of emails, often with documents attached, takes more time than ever to get through. There is less direct contact with patrons and more individual work at computer stations.

27. Does your library provide any services via online social networking tools, such as Facebook, MySpace, or YouTube? If so, please describe these services.

The library is pursuing social media and has a couple positions dedicated to finding out what is new and then getting KCLS involved. Meetings have dedicated time set aside for informing librarians of what is going on and urging us to get involved. Blogging, Facebook, and Twitter seem to be the biggest things right now. Children’s librarians are directed to contribute to Tell Me A Story.

28. How do you think your job is likely to change over the next five years?

I think there will be very little time spent at the reference/circulation desks. Most of my time will be spent doing programs or outreach. Online offerings will grow. There will be fewer books in the library and downloadable books will increase.
29. How do you think your library’s collection is likely to change over the next five years?

There will be more choices of formats and fewer actual books. I am not sure how this will affect the children’s collection.

30. How do you think your library’s public services are likely to change over the next five years?

There will be continued focus on the boomers and outreach. Branches will be minimally staffed and most of the work in the branches will take place online—self checkout, self checkin, the website, the catalog. Librarians will be away at meetings and in the community.

31. What do you see as the likely future trends for public library services in general?

Libraries will need to stay relevant and provide services that the public wants and needs. If they are able to do this, they will be funded. If not, there may be fewer branches.

32. What do you see as the major roles of the public library in today’s society?

I see them as community anchors—gathering places for what is going on, places to get information (in whatever format), centers for the area in which they are situated. They are the hub.
33. How, if at all, do you think these roles of the public library might change in the future?

I think the roles of the library will change based on how society changes. What are schools and school libraries offering? If they decrease, the public library’s role might increase. If a community receives more immigrants, the library might increase programming for that group. If there is a baby boom, children’s services might increase. What kind of funding is available for libraries—both construction and staff?

Demographics

34. What are your areas of specialization? (Check all that apply.)

- Reference services (e.g., information assistance, readers’ advisory, etc.)
- Technical services (e.g., cataloging, acquisitions, etc.)
- Systems, database or network management (e.g., website maintenance, IT support, etc.)
- Library administration
- Children’s or young adult services
- Other (please specify): Error! Not a valid bookmark self-reference.

35. How long have you been a librarian in a professional-level position?

- Less than a year
- 1-3 years
- 4-9 years
- 10-20 years
- More than 20 years

36. What is your highest educational degree?

- Bachelor’s degree
- Master’s degree
- Doctorate
- Other (please specify): Error! Not a valid bookmark self-reference.

37. Age:

- 25 and under
- 26-34
- 35-44
PRESENT AND FUTURE OF CHILDREN’S SERVICES

☐ 45-54
☒ 55-64
☐ 65 and over

38. Are you:

☐ Male
☒ Female

THANK YOU!

I certify that:

· This paper/project/exam is entirely my own work.

· I have not quoted the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation, in accordance with the course’s required citation style standard (course citation standard is APA).

· I have not submitted this paper / project to satisfy the requirements of any other course.

Signature_______ Amanda J Wedvik___________________

Date _______6/5/2011_________________

=================================================================

For INFO650
This statement must be fully completed and attached to the following deliverables (check one upon submission):

_____ (Midterm) Library Observation Paper

☒ (Final) Survey Literature Review Paper
The completed survey and the Academic Honesty Certification form.

Step FIVE. SUBMISSION GUIDELINES.

1. Sign, date, and attach the “Academic Honesty Certification” form to your paper.

2. Submit the paper and the survey via the Assignments Module on Blackboard.

Recommended Formats: DOC or RTF

3. You MUST submit via the Assignments Module. However, if you want to back up your submission, you can “send” a copy to the Digital Drop box in Blackboard. A sole copy of your paper in the Digital Dropbox does not count as successful submission of your paper. Please do not email me your paper.