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# SOUTH JERSEY REGIONAL LIBRARY COOPERATIVE

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# YOUTH NEWS

Spring | Summer 2006

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## The Learning Resource Center

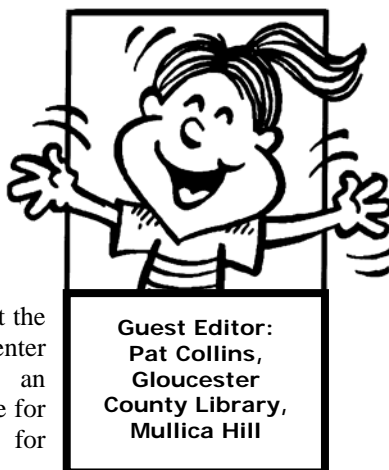


The Learning Resource Center-South, housed at the Educational Information and Resource Center (EIRC) in Sewell, has recently completed an expansion project that provides additional space for library resources and a production area for teacher/parent made projects. The Learning Resource Center-South is committed to addressing the critical needs of educators and parents of students with disabilities ages three to twenty-one in the seven southern counties.

The expansion of the library has increased the amount of space for resource materials, the majority of which may be borrowed by members for use in the classroom or at home. Membership to the LRC-S costs \$2.00 annually. The library consists of approximately 26,000 circulating materials that include curricula, professional books, educational videos and DVDs, in-service training resources, and instructional materials.

In the expanded production services area ideas and supplies are available for the development of teacher and parent made learning materials. Services include lettering, poster, laminating, and button making machines that are all available for use by members. The Ellison machine is especially useful for literary craft activities. In addition to the resource materials and production services, the LRC-South offers trainings and workshops for parents and educators serving students with disabilities. Make and Take workshops are hands-on trainings that provide information and activities for use in the classroom.

For additional information about the Learning Resource Center-South you may contact Julie Kratchman, LRC-S Manager at 856-582-7000, ext. 148 or visit our website at [www.eirc.org](http://www.eirc.org) and click on Learning Resource Center. We invite you to visit and see all the wonderful resources available through the Learning Resource Center-South. Center hours are Monday, Wednesday and Friday, 9 am to 5 pm, and Tuesday and Thursday, 9 am to 8 pm.



Guest Editor:  
Pat Collins,  
Gloucester  
County Library,  
Mullica Hill

## Book Evaluation

Join the South Jersey Regional Library Cooperative Book Evaluation program and get one free book for every two that you review! Books are all new and sent directly from the publishers.



Through the South Jersey Regional Library Cooperative's Children's and Young Adult Book Evaluation Program, publishers send their new books to be evaluated by professional librarians. Then after they have been reviewed, librarians submit to the book evaluation website. Publishers read the reviews that were submitted.

If you want to join the program, you can either go to regional meetings to choose the books you would like to review or have review books delivered to you via CD&L. Review at your own pace then submit your book reviews via an online system. **You get to keep half of the books you review at the time you review them.** The more you review, the more free books you get. In May, join other reviewers for our annual Spring meeting and program.

For more information about the program or to fill out a registration form, go to [www.sjrhc.org/bookeval](http://www.sjrhc.org/bookeval).

*If you have any questions, please feel free to contact Coordinator, Amy Rominiecki at 609-268-4600, ext. 6620 or [arominiecki@lrhsc.org](mailto:arominiecki@lrhsc.org).*

# Analyzing A Teen Area



Kimberly Bolan presented a comprehensive pre-NJLA Conference workshop to share some of the ideas she has developed. Kimberly is a Library Consultant and author of *Teen Spaces: The Step-by-Step Library Makeover* (ALA Editions, 2003), and *Technology Made Simple* (ALA, 2006).

To contact Kimberly, email her at: [bolan\\_kimberly@yahoo.com](mailto:bolan_kimberly@yahoo.com).

Before making any changes or additions to a teen area, take an inventory as well as a list of the pluses and minuses of the space. Bear in mind – there are always positives, regardless of how bleak things seem.

Have teens been involved in planning, designing, and maintaining their library space? Strive to answer yes, yes, and yes! This is how to achieve true success.

## Floor Plan, Layout, Location:

- How much square footage is dedicated to teens? How does it relate to the square footage of the entire public library/school facility?
- Where is the teen area/school library in relationship to other departments, front entrance, etc.?
- Is the floor plan adaptable with room for experimentation?
- Is there space for teens to be social without disturbing others?
- Are there good site lines to staff areas?
- Is the space multi-functional? Is it clearly defined by purpose (i.e., independent and group study, computing, casual reading, socializing, etc.)?

## Furniture, Fixtures, Accessories:

- What furniture is currently being used?
- What types of furniture are available for group seating? Individual use?
- Is furniture visually appealing and teen-friendly? Are both lounge and study-type furnishings comfortable? Are pieces flexible/adaptable for multiple uses?
- Are fixtures (i.e., shelves, spinner racks, display units) “make do” or truly functional?
- Does the existing furniture and fixtures arrangement impede service or enhance it?
- Are walls, support pillars, and ceilings used effectively?
- Are accessories (3-D objects, plants, art posters, etc.) being utilized?
- How can furniture, fixtures, and accessories increase look and feel, usability, and promotion of services?

## Lighting, Flooring, Ceilings:

- Is a combination of lighting types used (fluorescent, ambient, natural, etc.)?
- Is lighting practical as well as decorative?
- Is flooring practical, attractive, and even comfortable?
- Is there any creative attention given to ceilings, windows, and other architectural features?

## Collections, Displays, Signage:

- How would you categorize the selection and variety of teen and teen-related materials?
- Are formats other than books offered (i.e., magazines, audiovisual collections, etc.)?
- Are materials attractive and up-to-date or outdated and worn?
- Can materials be easily browsed? Are they grouped by genre/ Are spine labels used?
- Are thematic displays utilized? Are they age-appropriate?
- Are face-out merchandising and/or other merchandising techniques used?
- Is signage visually appealing, proportionate in scale, understandable? Can and do signs get teens to where they need to go? Does signage assist in effective marketing?

## Technology, Customer Service:

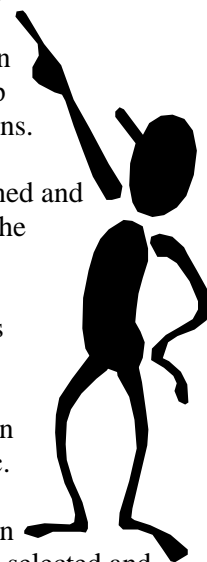
- Are there computers in or near the teen area?
- Are any other forms of technology available (i.e., listening stations, TV, gaming equipment)?
- Is the library’s teen webpage dynamic, up-to-date, visually attractive?
- Where can teens find staff assistance when they are in the library? Is help close by/easily accessible?
- Are all staff friendly and helpful to teen patrons?

# TIPS

## (Teen Involvement Pointers)

These great ideas for involving teens in young adult services, space planning and design, collection development, programming and marketing have been provided by Kimberly Bolan, Library Consultant and author of *Teen Spaces: The Step-by-Step Library Makeover* (ALA Editions, 2003).

1. Create a Teen Advisory Board (TAB) or a Junior Friends of the Library.
2. Have teens make a suggestion box for the teen area and help gather and compile suggestions.
3. Create a teen webpage designed and maintained by teens or with the assistance of teens.
4. Ask teens to review materials (books, movies, music, etc.). Display reviews, materials, and/or photographs of teens in the library, on a webpage, etc.
5. Include posters and artwork in your teen area that have been selected and hung by teens.
6. Decorate the teen area with local middle or high school students’ paintings, photographs, etc. This could even be on a rotating basis. How about holding a teen art show?
7. Start a Technology Club for those interested in webpage design, video games, etc.
8. Have teens help seniors learn computer skills, the internet, etc.
9. To promote teen happenings at the library, ask teens to write articles for the local paper.
10. Display poetry written by teens in the teen area and/or on the library’s website.
11. Create a library Zine with teen writing (poetry, cartoons, prose, etc.).



Kimberly Bolan, Library Consultant and Author, [bolan\\_kimberly@yahoo.com](mailto:bolan_kimberly@yahoo.com)

# Relocation and Renovation



(Diane Cann, West Deptford Library, shares her experiences and some advice during renovations at the West Depford Library)

The floor of the story room was to receive a custom-designed carpet. The main carpet was down and specially designed shapes were to be cut and fitted into it. I was the last person to leave the library that evening and I placed the shapes where they were to be cut and inserted by the carpet layer later that night. I thought that no one would be in the library to disturb the "arranged shapes" and the carpet layer would have no problem cutting and inserting them properly.

The next morning I arrived to find the job complete, but the shapes were not in the prearranged places - they were all towards one end of the room, and the color blends were all mixed up. Proud of his work, the carpet layer said that he had cut and fitted the shapes exactly where they had been placed. I showed him the paper with the diagram I had used. He said that the arrangement of the shapes on the floor looked nothing like the diagram.

My mistake was not leaving the diagram for him, and his mistake was not asking for a diagram. The carpet company "made good" by adding more shapes to balance the floor design at no additional charge, and the story room looks wonderful - whimsical, cherry, and colorful.

How did the shapes get all mixed up? Apparently, one of the Board of Trustees members came with other family members to see how the carpet job was progressing. The children (phantom designers) had a wonderful time playing with the big colorful shapes in the story room - need I say more?

## Expect the unexpected during renovations

- Even though all of your department's boxes are packed, taped, marked, color-coded, recorded, and stacked accordingly, boxes will get lost, may disappear forever, wind up in the wrong areas, spill over, break open, and/or be opened and missing some contents.
- Your department will, more than likely, wind up with "stuff" from other department.
- When finished, the colors and textures on the walls, ceilings, and floors might not look like what was expected from the samples. (Request the sample cans of paint, if available).
- In preparation for the work to be done, you might be directed by the workers to pack/move/pile your materials one way only to have them do it another way.
- Expect some complaints from patrons when the library is closed for renovations, even though the changes will improve the look of the library and improve service.
- Major changes and the wonderful new look might go unnoticed by the patrons for a long time. Then, suddenly, someone will say, "Something looks different...What did you do?"

Patron response: some will love it, some will hate it, some will not even care. Advice: keep it simple, and maintain a sense of humor.

Diane Cann, West Deptford Library, 856-845-5593

# Library Renovation

(Joe Arches and the RBA architects and design firm offered this advice to libraries considering renovation, expansion, or rebuilding. RBA was one of the many firms represented at the NJLA Conference in April)



Is it better to renovate and expand your current library or start with a new building? Here are four points you should consider:

1. **Is the current location meeting the requirements of the patrons?** What is the estimated size of expansion needed? Will a combination of renovation and expansion meet your space requirements? Or, is a new building the most efficient expenditure to accomplish your space goals?
2. **What is the age and condition of the current building?** Your library may have historic significance, and possibly require upgrades to meet current code requirements. If so, any decision whether to renovate or re-build will be predicated on meeting the goals of preservation and code requirements. A new building will have a higher initial cost to construct. However, there may be other factors, such as energy operating costs, more efficient land-use, environmental and parking issues that have a great impact on your decision.
3. **Does the library need to stay open during construction?** If so, what arrangements can be made to accommodate your patrons?
4. **Does the location present any specific environmental or zoning issues?** Sometimes environmental issues such as wetlands, floodplains, stream encroachment, setbacks, and parking areas will have an impact on the use of the building. There may be certain environmental/zoning cost issues that could help you decide whether to erect a new building or expand your existing library.

Your decision to expand through an addition or a new building is impacted by the above four points. You and your architect can discuss the pros and cons as well as the cost differences in the two decisions. Reviewing the answers to the above questions can help you make an informed decision that will help you realize your expansion goals.

# Digital Audiobooks @Your Library



*Adapted by Patricia Collins from a presentation at the 2006 NJLA Conference May 24*

Over the past several years, the audiobook has been one of the most asked-for library offerings. Unabridged audiobooks tend to be expensive, which keeps the collection relatively small. Because of the expense, it is difficult to purchase multiple copies of popular audiobooks, resulting in an excessive number of holds for these titles.

Although electronic audiobooks have been available for several years, they have not caught on until recently. Now, portable audio devices, usually called “MP3” players, can provide high-quality playback of downloaded audiobooks. Widespread availability of broadband internet connections in American homes has not made the downloading of large audio files feasible.

There are two major digital audiobook vendors available to libraries: OverDrive and NetLibrary. These vendors approach digital audiobooks in different ways. To a large extent the choice of vendor depends on which model fits most closely the library’s needs.

Gloucester County Library System chose NetLibrary because it featured 1500 Recorded Books titles. It offered unlimited simultaneous “checkouts” of the same title. The NetLibrary collection also included approximately 150 titles in the Pimsleur language series. This series fits well with the digital model, since it never relies on printed materials. More than 250 children’s and young adult titles are also available.

NetLibrary worked with the library to set up a link on the library webpage to the server. This page can be used to search the NetLibrary site for a specific audiobook title. The customer can search for a specific author, title, or narrator, using the NetLibrary interface or they can browse a listing of available audiobooks by broad subject area. While searching the OPAC, a customer may find a digital audiobook title. Clicking on the link will bring up the title in the NetLibrary interface.

The first time a customer wishes to download an audiobook, NetLibrary will require the customer to create an account, with a library card number and a user-supplied screen name and password. Customers are encouraged to download from home computers. Library computers have security software which may interfere with the process. However, customers are allowed to use a library computer for the download at their own risk.

*Continued, next column*

Windows Media Player 9.0 or above is required for NetLibrary audiobooks. When you purchase an MP3 player, the software disk will often include the latest version of Windows Media Player. When you configure WMP, be sure to specify that you want to sync files one at a time (instead of all files at once). (Winamp will let you save the file to your PC). There are two file sizes for the audiobooks, CD quality and radio quality. CD quality downloads take longer, but are necessary if the customer wishes to copy the file onto a portable device.

MP3 devices connect to your computer through the USB port. Older USB ports will usually work, but the newer high speed ports will work faster.

## **When you have selected a title:**

- Click on “Checkout and Download CD Quality”
- Enter user name and password.
- Save file to a folder where you can fit it later. (Try Desktop). The download will commence.
- Open the file in Windows Media Player. This will complete the process of acquiring the license to play the audiobook. You must open the file before you try to copy the file to a portable device.
- With Windows Media Player open, click on Library and Now Playing to display the current selection. Click on the Sync tab and “Edit Playlist” to display files. Click on the new file to add it to your playlist.
- Click on “Start Sync” to copy the file to your MP3 player.
- (The downloaded books have only one track, so they do not skip forward by tracks. Some devices will bookmark, but you can move the marker to find the place where you stopped).
- Books are available for three weeks.

There are some drawbacks to the program including: the files cannot be played on an iPod because of the need to incorporate a license to play the audiobook; customers must purchase an MP3 device for portable playback (and FM transmitter if playback in an automobile is desired). MP3 players (1 GB and larger is recommended) will cost between \$100 and \$200. The FM transmitter is about \$50; audiobooks cannot be burned to a CD; titles are limited to those in the Recorded Books catalog.

A library membership is necessary to use the audio downloads. In Gloucester County, an educator’s card is available for teachers – general memberships are available for \$60.00 per year.

*Robert Wetherall, Gloucester County Library, Mullica Hill  
856-223-6000*

# A Study of New Jersey County Public Library Cooperation with Homeschoolers



The purpose of this 2005 study was to determine if homeschooling families were being adequately served by the county public library systems of New Jersey. A quantitative analysis was conducted by identifying and tabulating the services, materials, and policies suggested in the research and made available to homeschooling families served by 20 county public library systems. The website and online catalog of each system were searched using checklists developed by the researcher. A questionnaire developed by the researcher was completed by representatives of 18 of the selected libraries.

The services, policies, and special materials suggested specifically by and for homeschoolers were not available according to 17 of the 18 librarians responding to the survey. However, the most important services, policies, and materials were available to homeschoolers as members of the general public.

Booklists and programming for children were appreciated by homeschoolers. Links to helpful sites, interlibrary loans, a contact person, information on orientation and tours, and information on the use of the meeting rooms were available through more than half of the libraries' websites. Services specific to homeschoolers, such as a list of homeschool services or links, were available through only four of the websites, and a newsletter was found on only one website. Access to most of the information on the selected websites was available without a password or card number. Librarians and homeschoolers could find this information without belonging to the individual library.

*Continued, next column*

A median of 41 book titles on homeschooling were listed in the OPACs of the 18 libraries, with one system listing 152 titles. The availability of interlibrary loans would make it easier for homeschoolers to borrow materials from other libraries and make purchasing the titles optional to county public library systems.

Most of the librarians did not know how many homeschoolers were using their facilities, catalog, or other services. This was not surprising since many of the families prefer to work independently, but it made it difficult to purchase materials and plan programs.

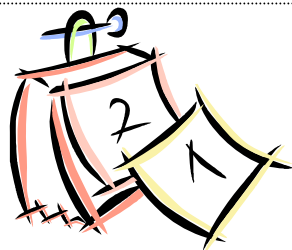
The most frequently provided services were booklists, a children's play area, daytime programming for children, interlibrary loans, orientations, and display place for projects. These items were also the most likely to be offered to anyone using the library. The services offered but reportedly not used were the opportunities to display students' work, a librarian's attendance at a meeting, and orientations for homeschoolers. (When I have offered orientations, only two or three families have come). Five librarians reported that their libraries subscribed to homeschooling periodicals. Three librarians reported that their libraries offered homeschool curricula or guides. No one reported offering textbooks, science equipment, or math manipulatives for circulation.

The most frequently offered policies reported by the librarians were opportunities to volunteer, consideration of requests for acquisitions, and use of meeting rooms. An educator's card and privileges, extended loans, and invitations to purchase withdrawn materials were not offered or had not been requested by homeschooling parents. The comment that homeschoolers were now using the internet and online services provided both encouragement that the library could provide these services and realization that some homeschoolers would be even less likely to make the library aware of their presence.

It is recommended that librarians in public libraries continue to try to contact homeschooling families and groups to ascertain their needs and opportunities for cooperation. Many homeschooling families seem to want their children to learn more than what can be provided in the school systems. The public library is an important resource for their curriculum.

*Pat Collins, Coordinator of Youth Services  
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# CALENDAR



## **JULY 20: A FREE EVENT YOU DON'T WANT TO MISS!**

Michael Stephens presenting,  
Community Building Through Your Web Site: Library Blogs and RSS. For complete details see:  
[www.sjrlc.org/web20](http://www.sjrlc.org/web20)  
**(hands on blogging sessions repeated July 21)**

**JULY 27-30:** Gloucester County 4-H Fair – 4-H Fair Grounds, Route 77 South, Mullica Hill.

**AUGUST 5-6:** Civil War Encampment – Historic Smithville, 1 N. New York Rd., Smithville.

**AUGUST 9:** The 7<sup>th</sup> Annual Air Fest Fly in and Pancake Breakfast – Rio Grande, Wildwood, Cape May Airport.

**SEPTEMBER 9-10:** Revolutionary War Encampment – Historic Cold Spring Village, 720 Rt. 9, Cape May.

# FROM THE EDITORS' DESK



Our thanks to Pat Collins, guest editor of the spring/summer issue, for the interesting and very informative articles.

Any type of renovation or remodeling can be challenging and overwhelming, but good advice, tips, and suggestions can make the difference. You will find a variety of useful ideas in the pages of Youth News.

Have a safe and restful summer.

*Co-editors: Ann Wodarczyk and Denise Saia*

## South Jersey Regional Library Cooperative

### YOUTH NEWS

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YOUTH NEWS is the newsletter of the South Jersey Regional Library Cooperative Youth Services Committee, Char: Denise Saia, Franklin Township Library, Franklinville. SJRLC Director: Karen D. Hyman. Telephone: (856) 346-1222, FAX: (856) 346-2839. The South Jersey Regional Library Cooperative is part of the New Jersey Library Network and serves the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester and Salem. SJRLC is supported from State funds appropriated for the New Jersey Library Network. YOUTH NEWS is published three times a year and is distributed to libraries as part of membership benefits. EDITORS: Ann Wodarczyk, Gloucester County Library, Mullica Hill, NJ and Denise Saia, Franklin Township Library, Franklinville, NJ. Design and layout by Peter Bromberg, Program Development Coordinator, SJRLC, based on a design by the Community Relations Department of the Atlantic County Library System.