

**Libraries and Literacy:  
Making It Work**

**An Annotated Bibliography**

**by  
The Centre for Literacy**

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## **PREFACE**

This bibliography was compiled for The Centre for Literacy's 2007 Summer Institute – *Libraries and Literacy: Making It Work*. The literature represented here includes research studies, descriptive articles, guides and manuals. Selections address the principles, “best practices” and assessment of library involvement in literacy programs and describe the different forms such involvement takes – including programs run by libraries alone and collaborative programs that involve libraries and literacy providers. Some selections address the issues relating to adult literacy learners as library users, or potential library users. Each section has been arranged in alphabetical order.

Although not exhaustive, the selected entries reflect the development of library-based literacy programs over the past decade and offer a set of essential readings on the issues and may serve as a basis for further research.

In general, literature on information literacy was included only insofar as it applied to the issues of adult literacy, family literacy and adult basic education. Documents on information literacy instruction carried out in school and academic libraries were excluded. School libraries and their role in child and adolescent literacy were also excluded.

The references include programs from Canada, as well as other English-speaking countries, notably the United States, Australia, and New Zealand.

Research for this bibliography included searches of: the National Adult Literacy Database (NALD); the National Institute for Literacy (NIFL); the Literacy Information and Communication System (LINCS) database; National Center for the Study of Adult Learning and Literacy (NCSALL); the Education Resources Information Center [ERIC]; The Centre for Literacy resource collection; the Library and Information Sciences Abstracts [LISA]; and the websites of numerous national/international library associations. Further recommendations were contributed by participants at the Summer Institute.

Search words used across platforms included: adult education, adult literacy, family literacy, public libraries, community libraries, library education.

All web sites were functioning as of August 31, 2007.

## ACKNOWLEDGMENTS

This bibliography was prepared by researcher Manon Lamontagne and edited by staff members at The Centre for Literacy. Most annotations are abridged or edited versions of existing abstracts. Some were written by the researcher [ML]; others were done by The Centre librarian, Paul Beaulieu [PB]. The source is identified in square brackets.

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## REFERENCES

### ADULT LITERACY

**Comings, J. T. & Cuban, S. (2000).** *'So I made up my mind': Introducing a study of adult learner persistence in library literacy programs.* Retrieved May 31, 2007, from <http://www.nald.ca/library/research/mind/mind.pdf>.

Part of a series of reports from the Literacy in Libraries across America (LILAA) initiative, a four-year study that explores the efforts of five leading public library-based literacy programs to improve learner persistence through programming, new operational strategies, and innovative support services. The five libraries were the New York Public Library; the Greensboro Public Library (North Carolina); Redwood City Public Library (California); Queens Borough Public Library (New York); and the Oakland Public Library (California). Presents an overview of the current status of library literacy programs and describes the program strategies that the libraries employ to increase adult learner persistence including child care; transportation; new curriculum; expanded hours of operation; teacher and tutor training; new instructional approaches; new intake process and student orientation. [ML]

**Comings, J., Cuban, S., Bos, J. M. & Taylor, C. J. (2001, September).** *I did it for myself: Studying efforts to increase adult learner persistence in library literacy programs.* New York, NY: Manpower Demonstration Research Corporation (MDRC). Retrieved August 12, 2007, from <http://www.mdrc.org/publications/106/execsum.html>.

Presents the findings of the persistence study from the Literacy in Libraries Across America (LILAA) initiative, which is concerned with increasing the persistence of Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) students in library literacy programs. Argues that successful programs not only provide literacy instruction but also provide support in order for them to persist, and outlines a number of different support strategies that are being implemented or considered by programs, including making provisions for child care, providing transport vouchers to learners, stress reduction classes, better information and referrals to outside agencies, and special services for prospective students who are on waiting lists. [ML]

**Cram, J. (2001). Potential unexploited: Public libraries and adult literacy. *Progressive Librarian*, 18, 40-47.**

Argues that public libraries traditionally have been better suited to serve those who can already read, and that librarians generally still feel more comfortable serving people like themselves - those already educated in the culture of the written word. They also tend to classify those who do not use their services as being "non-users" rather than as "potential users". . Such a mindset hinders libraries from looking at the ways they could use their existing resources to support adult literacy. [ML]

**De La Pena McCook, K., & Barber, P. (2002). Public policy as a factor influencing adult lifelong learning, adult literacy, and public libraries. *Reference and User Services Quarterly*, 42(1) 66-75.**

Public policies affecting the funding for adult lifelong learning and adult literacy through US public libraries have created a framework for service that may be dissonant with the ideals of the transformational value of reading. Reviews the current context for librarianship and adult lifelong learning and literacy programs in light of US federal legislation. Ethical dilemmas of the "work first" ideology are presented. The librarian's capacity to foster an attitude of creation and recreation is presented. The role of education for librarianship in preparing graduates to understand the philosophical context of work with adult lifelong learners is addressed. [Original abstract]

**De la Pena McCook, K. & Barber, P. (2000). Chronology of milestones for libraries and adult lifelong learning and literacy. (ERIC Reproduction no. ED458888).**

This chronology traces milestones for libraries and adult lifelong learning and literacy from the publication of William S. Learned's "The American Public Library and the Diffusion of Knowledge" in 1924, to the establishment of the ALA (American Library Association) Adult Education Section in 1946, the National Literacy Summit in 2000 and the creation of the ALA Standing Committee on Literacy in 2001. [ML]

**Epstein, R. (2006). Adult education and literacy provision in South African public libraries. *Cape Librarian*, 3, 46-47.**

Discusses research on the status of adult education and literacy provision in public libraries in South Africa, commissioned by the Print Industries Cluster Council (PICC) Working Group on Libraries, and undertaken by Cape Town City Libraries in 2004. The investigation was conducted through a postal survey collecting data over three years which was complemented by case studies. The survey showed that the majority of libraries are not involved in literacy activities. Main cause indicated was lack of resources, human and financial as well as material. Libraries that did participate usually worked in partnership with other organizations. Communication and promotion proved vital. Concludes that

public libraries have an important role to play in adult education, and that library authorities should provide clear policy directions to support initiatives. [LISA]

**Gorman, A. J. (1997). The 15% solution: Literacy and learning disabilities. *American Libraries*, 28(5), 52-53.**

Describes two literacy programs which offer disability specific help to learning disabled people: the Lake County Literacy Program at the Waukegan (Illinois) Public Library; and the Chula Vista Literacy Program at the Chula Vista (California) Public Library. Estimates that 15 percent of the American population (39 million) have learning disabilities and 60 to 80 percent of them have serious reading disabilities. Many adults, even those in traditional literacy programs, avoid or bluff their way through daily situations involving reading. [LISA + ML]

**Holman, T. ( 2005). The BBC switches on to libraries. *Public Library Journal*, 20(4) Winter 2005, 2-3.**

Reports how the British Broadcasting Corporation (BBC) is continuing to build on the partnership with public libraries which was formed through its “Big Read” campaign in 2003. Describes how libraries are to be linked into the new adult literacy campaign, “Read and Write” (RaW), the impact on libraries of radio programs about books; and the increased radio coverage of libraries. Indicates the benefits to the BBC from the alliance and the new initiatives that could be implemented in the future. [ERIC]

**Huntington, B. & Swanson, C. (2002). *Adults with special needs. A resource and planning guide for Wisconsin's public libraries*. Retrieved June 6, 2007, from <http://dpi.state.wi.us/pld/specialasn.html>.**

Intended to assist Wisconsin's public libraries and public library systems in providing service to adults with special needs (ASN), this guide addresses a number of topics and issues. They include planning, effective strategies, causes and needs of many adults with special needs, poverty, and aging. Chapter 9 discusses adult literacy, agencies providing literacy instruction in Wisconsin, and the role of public libraries. Includes a copy of the survey questions and a summary of responses. Appendices also include appropriate vocabulary when talking or writing about people with disabilities, a list of agencies and people contacted, Wisconsin public library standards, and a glossary. [ML]



**Lance, K.C. & Russell, B. (2003, November).** *Adult and family literacy activities in Colorado public libraries.* Denver, CO: Colorado Dept. of Education, Center for At-Risk Education. Retrieved May 21, 2007, from [http://www.literacyresearch.org/download/closer\\_look\\_public\\_library\\_literacy\\_03.pdf](http://www.literacyresearch.org/download/closer_look_public_library_literacy_03.pdf).

This study was commissioned by the Colorado Department of Education's (CDE) Center for At-Risk Education (CARE) to learn about adult and family literacy activities taking place in Colorado's public libraries. Libraries were required to report on the types of literacy programs they offered that year and indicate how their level of involvement compared with that of the previous year. [LINCS]

**Little, C. (2001).** *Working with adult new learners: Library/literacy program partnership.* *Illinois Libraries*, 83, 25-28. Retrieved June 6, 2007, from <http://vnweb.hwwilsonweb.com> at MCGILL UNIVERSITY LIBRARIES.

Describes the steps that literacy organizations must take to ensure successful partnerships with libraries. First and foremost, they need to sensitize library staff about the unique characteristics, challenges and needs of the adult learner who ventures into the library. They should also try to keep communication between tutors, literacy program staff, and library staff direct and open. Other steps include persuading the library to provide accommodations for tutoring and collaborating with library staff to develop literacy collections and services, as well as fostering good relationships with library boards. Argues that there is great potential for collaboration and partnership because both libraries and literacy programs share similar missions and goals. [ML+PB]

**Lewis, L. & Farris, E. (2002).** *Programs for adults in public library outlets. Statistical Analysis Report.* Retrieved May 31, 2007, from <http://nces.ed.gov/pubs2003/2003010.pdf>.

This report provides data on programs for adults in public library outlets, based on a survey conducted in Fall 2000 by the National Center for Education Statistics (NCES), U.S. Department of Education (ED). Chapter 2 presents information about adult literacy program offerings at public library outlets, including the types of literacy programs offered and the groups for whom they are specifically offered. Information is also provided about why library outlets do not offer adult literacy programs. Chapter 3 reports on the types of adult lifelong learning programs offered by public library outlets, the groups for which such programs are specifically offered, and barriers to providing lifelong learning programs for adults with learning and/or physical disabilities. The concluding chapter summarizes the findings of this study. A detailed study methodology discussion and tables of standard errors for all data presented in this report are included in two appendices. [ERIC Abridged]

**Lysnes, C. ( 2005). Meeting the needs of the Ontario adult literacy community: Service provision challenges. *Feliciter*, 51(5), 205-207.**

Describes the way in which the AlphaPlus Centre, Toronto [URL:<http://www.alphaplus.ca>] actively worked to support research, and promote best practices in adult basic education for practitioners and programs working with the Deaf, Aboriginal, Anglophone, and Francophone communities throughout the province of Ontario, through innovative use of technology, research, and the design, development, and dissemination of information and resources. The AlphaPlus Centre is funded by the Ontario Ministry of Training Colleges and Universities (MTCU) and the National Literacy Secretariat (NLS) and the library provides collection development, information, resources, and marketing and distribution services and coordinates various partnerships, such as the Linking Literacy and Libraries project, which connects literacy and basic skills (LBS) agencies with their local public library to host a collection of adult literacy resources. (Quotes from original text) [LISA]

**McLoughlin, C. & Morris, A. (2004). UK public libraries: Roles in adult literacy provision. *Journal of Librarianship and Information Science*, 36(1), 37-46.**

Reported here are the results of a research project that examined the role of UK public libraries in addressing adult literacy including approaches and issues. Eight public libraries were selected as case studies, and adult literacy provision was investigated using staff interviews. The interviews provided support for the role of public libraries in promoting the pleasure of reading to adults with poor literacy. The re-branding of adult literacy collections was recognized as the ideal starting point for the rejuvenation of adult literacy work. Approaches used to address poor adult literacy included the use of reading groups, talking books, themed activities and events, and student book buying. A role for public libraries in identifying adults with poor literacy was acknowledged as part of multi-agency work. The main issues facing public libraries in the delivery of adult literacy services concerned establishing dedicated staff time and identifying funding opportunities. Recommendations are provided for public libraries involved in establishing or reviewing adult literacy services. (Original abstract)

**McMurrer, E. & Terrill, L. (2001, September). *Library literacy programs for English language learners. ERIC Digest. ERIC Publications; ERIC Digests in Full Text. (ERIC Document No. ED459629).***

This digest summarizes the history of public libraries and library literacy programs; describes current delivery models; and discusses initiatives in library literacy, profiling one successful public library program that serves adult English language learners and their families. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/VWL) [ERIC]

**Porter, K. E., Cuban, S., Comings, J., & Chase, V. (2005, January). "One day I will make it": A study of adult student persistence in library literacy programs. New York, NY: Manpower Research Development Corporation (MDRC). Retrieved August 26, 2007, from <http://www.mdrc.org/publications/401/overview.html>.**

Although research indicates that adults with low literacy skills need 100 to 150 hours of instruction to advance one grade level, adults in literacy programs participate in instruction for an average of only 70 hours per year. The Wallace Foundation launched the Literacy in Libraries Across America (LILAA) initiative in 1996 to help library-based literacy programs nationwide increase the persistence of their adult learners, and it contracted with MDRC and the National Center for the Study of Adult Learning and Literacy (NCSALL) at Harvard University in 1999 to study the initiative. The participating libraries were granted resources to develop and implement persistence strategies that included improved instruction, more varied and more extensive social supports, and technology upgrades. This is the fourth and final report from the persistence study, which examined the implementation and effects of these strategies in nine library literacy programs over four years and whether student participation changed over time. [ABSTRACT]

**Quigley, T. (2003). How public libraries can promote adult literacy with the World Wide Web. *Feliciter*, 49(1) 2003, 38-41. Retrieved May 21, 2007, from <http://www.nald.ca/library/research/Feliciter/feature8/cover.htm>.**

Contribution to a special issue on literacy in the 21st century (Freedom to Read Week). Considers how public libraries can promote adult literacy with the World Wide Web. Notes that public libraries are major "drivers" on the information highway, and that the literacy community is steadily expanding its use of technology to collaborate with others and to provide additional learning paths. Provides links of public libraries that deal with the literacy issue on their Web pages. [LISA]

**Scates, D. K. (1999). How do adult new readers locate high-interest, easy-to-read books? *Public Libraries*, 38(5), 294-298.**

Investigates how the needs of adult new readers are being met in five North Texas public library systems using the PLA's (Public Library Association) list of recommended titles for "Adult New Readers" for 1993-97 as the comparative sample. All the libraries had titles from the sample, though there was considerable variance. Only one library has an in-house literacy effort; some librarians were unfamiliar with the adult new reader collection and books were often shelved in the juvenile literature section. [ERIC]

**Strong, G. E. (1998). A life in literacy. *American Libraries*, 29(11), 36-39.**

Contribution to an issue devoted to literacy in the USA. Describes the Queens Borough (New York) Public Library model for adult access to literacy instruction. The model includes: small group instruction for adult new readers by trained volunteer tutors; conversation groups for adults learning English as a second language; computer-assisted instruction for students learning English or improving their reading skills; adult basic education classes; collections of materials, including books, cassettes, and videotapes for adult new readers and those whose native language is not English; tutor training workshops for adult literacy and English for Speakers of Other Languages conversation volunteers; and professional educators available for assistance and advice. [LISA]

**Sumerford, S. (1997). Creating a community of readers to fight functional illiteracy. *American Libraries*, 28(5), 44-48.**

Describes the Greensboro (North Carolina) Public Library's "Community of Readers," a network of community representatives who provide strategic planning for literacy services and act as advocates for literacy students. Also highlights the "Literacy in Libraries Across America" project as well as 13 public libraries in four states with library-based literacy instruction. [ERIC]

## FAMILY LITERACY

**Anonymous. (2005, March). Part of the solution--Judy Nelson. *Library Journal*, 130 (5), S29.**

Discusses the work of Judy Nelson, Youth Services Coordinator for the Pierce County Library System in Tacoma, and describes the "Explorer bookmobile", a mobile library service started in 2003 to reach at-risk youth in urban areas, day-care centers, and low-income neighbourhoods. Since these groups often cannot or will not access services at the library, the library is bringing its services out to them. [ML]

**DeBruin-Parecki, A. & Krol-Sinclair, B. (Eds). (2003). *Family literacy: From theory to practice*. Newark, Delaware: International Reading Association. 326 p. ISBN 0-87207-511-7.**

This handbook covers theory, parent and school collaboration, program models, and evaluation. Sections include: 1) Theoretical Perspectives Related to Family Literacy; 2) Specific Practices and Strategies Used to Promote Family Literacy in Collaboration with Schools and Communities; 3) A Close Look at Diverse Family Literacy Programs; 4) Evaluating Family Literacy Programs and their Participants. [ML]

**Fiore, C. (2001, August). *Early literacy activities in the USA*. Retrieved May 31, 2007, from <http://www.ifla.org/IV/ifla67/papers/079-162e.pdf>.**

Defines emergent literacy and discusses the role of public libraries in promoting it. Presents several early literacy programs provided by public libraries, state agencies, and national associations including programs at the Providence Public Library (Rhode Island), the San Mateo County Library (California), the Multnomah County Library (Oregon), the Duluth Public Library (Minnesota), the Vermont Center for the Book, Motherhead, Inc. (North Carolina), and the Association for Library Service to Children. [ML]

**Genisio, M. H. (1999). What goes on at home? Conversations with three families that link love to literacy. *Reading Teacher*, 52 (4), 396-399.**

Presents the findings from interviews and observations with three families in a public library over an 18-month period. Notes that although the traditional link of parents reading to children was not present, other caring, personal, and powerful links to literacy were provided by surrogates at school and at the library. Argues that educators can build upon an awareness of diverse family experiences with literacy. [ML]

**Herb, S. & Willoughby-Herb, S. (2001). Preschool education through public libraries. *School Library Media Research*, 4.**

Examines public library services to young children and their families and the possible effects of these services on preschool learning. Discusses the rationale and context for connecting public libraries and literacy; analyzes the readiness-to-learn literature with a focus on that relating to literacy; constructs a framework for literacy based on current theory, research and exemplary practice; and applies this framework to a discussion of readiness programs and practices in public libraries. [Author]

**Immroth, B. (1997). Achieving school readiness: An investigation of the implementation of a "prototype of library services for young children and their families." *Public Libraries*, 36(5), 300-304.**

The participant evaluation of an intensive, research-based institute about emergent literacy and public library service for young children demonstrates current "best practice" strengths and weaknesses. Children's librarians indicate which services, attitudes and skills, organizational structures, and resources are being implemented in their libraries. Discusses the National Education Goals. (Author/AEF) [ERIC]

**King, R. & Tilley, B. (2001). Role model for success. *Public Library Journal*, 16 (4), 129-30.**

Describes an initiative launched towards the end of 2000 by Worcestershire Libraries: a 'Dads and Lads' reading scheme. The project was designed to encourage boys to read by presenting reading as an activity associated with positive male role models. A subsidiary aim was to get the dads to help the boys in tandem with supporting national initiatives: specifically family literacy and social exclusion. It was also hoped to increase awareness and use of the library service, hopefully establishing a library habit for the future. [Abridged LISA]

**Kirk, W., McMenemy, D. & Poulter, A. (2004). Family learning services in UK public libraries: An investigation of current provision and ongoing development. *New Library World*, 105(5), 176-183.**

Investigates the levels and types of current provision for family literacy in UK public libraries, and what influences the services offered. In addition, the research tries to establish whether family learning can be of benefit to libraries, and if current provision meets the key recommendations outlined in recent reports. The majority of library services surveyed offer family learning on a regular basis. Social inclusion, funding and partnership working are key issues, but their influence does vary between library services. Overall library services seem to be making a valuable contribution to family learning, perhaps more so than the literature suggests. [LISA + ML]

**Marino, J. (1997). B is for Baby, B is for books. *School Library Journal*, 43(3), 110-111.**

Describes an infant and toddler public library program called "Mother Goose Time." It is a language enrichment program that uses rhymes, songs, and books to lay the foundations of listening, learning and literacy. Activities are planned according to the babies' motor skills – on that basis they are divided into two groups, "pre-walkers" and "walkers". This dividing line is seen as an important first step for planning a successful program, since the content will need to be different for each group. A list of rhyme collections is also included. [ERIC]

**McDonald, B. & Scollay, P. A. (2004, July). *Intergenerational transfer of cognitive skills: A two-way street for adults and their children in California library literacy programs*. Emeryville, CA: Western/Pacific LINC. Retrieved August 26, 2007, from <http://www.literacynet.org/lincs/intergenerational.pdf>.**

The FULFILL (Families Utilizing the Library For Improving Literacy and Learning) Study looked at the experiences of people whose literacy use and literacy skills underwent transition as adults when they decided to learn to read or to improve their reading in library-based adult and family literacy programs. The work comes out of a longitudinal interview study in which adult literacy learners in California public library programs and their volunteer tutors were interviewed once a year over a three-year period. [LINC]

**Meyers, E. (2002). Research maps new routes for reading success in planning early childhood initiative. *Journal of Youth Services in Libraries*, 15(2), 3-8.**

The Public Library Association (PLA) partnered with the National Institute of Child Health and Human Development (NICHD) to develop research-based tools for parents to prepare children for reading. Inherent in the materials is the major role of the public library in formation of readers. Outlines goals and activities (2001-2002) of the PLA/ALSC (Association for Library Service to Children) Task Force on Preschool Literacy Initiative. (AEF) [LISA]

**North, S. (2000). Establishing the foundation of literacy for preschool children: the role of the young people's services librarian. *Australasian Public Libraries and Information Services*, 13(2), 52-58.**

Stresses the importance of introducing children to books in their preschool years and describes the success of public libraries in Western Australia in delivering services such as story-time programs and resources aimed specifically at preschool children. Discusses the importance of outreach activities with particular reference to the Birmingham Bookstart Project, one of the most notable outreach programs in the UK, as a model. [LISA]

**Talan, C. (1998). Real life empowerment through family centered literacy. *American Libraries*, 29(11), 49-51.**

Contribution to an issue devoted largely to literacy in the USA. Describes “Equipped for the Future” (EFF), a US project of the National Institute for Literacy (NIFL) which seeks to answer the question “What is it that adults need to know and be able to do in order to be literate, compete in the global economy and exercise the rights and responsibilities of citizenship?” The philosophy behind EFF is that adult learners themselves are best able to determine their own learning needs. Focuses on how public libraries in California see EFF positively impacting their programs. [LISA]

**Talan, C. (1999). *Founding and funding family literacy programs: A how-to-do-it manual for librarians. How-to-Do-It Manuals for Libraries. no. 105. New York, NY: Neal-Schuman. ISBN-1-55570-210-4.***

A guide to developing, promoting, and coordinating self-sustaining, community-based family literacy programs within the library. Reviews the history of family literacy and the issues that surround it, demonstrating why libraries need to be key literacy providers. Presents selected models of both library and non-library-based programs, as well as an explanation of how to marshal support for programs, how to assess community needs and design a model that will work, and how to obtain funds and community support. [LINCS].

**Willoughby-Herb, S. & Herb, S. (2002, July). *Connecting fathers, children, and reading: A how-to-do-it manual for librarians. How-to-Do-It Manuals for Libraries. no. 105. New York, NY: Neal-Schuman Publishers. ISBN 1-55570-390-9.***

Discusses the impact that fathers can have on the language and literacy development of young children, and how libraries can assist in this role. Offers suggestions for programs both inside and outside the library to make the library more welcoming to fathers. Provides librarians with ideas for convincing fathers to read aloud to their children, and for making the library a place fathers will want to visit. Also includes case studies, anecdotes, and sidebars. (ML)



## LIBRARY-RUN PROGRAMS

**Aabø, S. (2005). The role and value of public libraries in the age of digital technologies. *Journal of Librarianship and Information Science*, 37 (4), 205-211. Retrieved August 26, 2007 from <http://lis.sagepub.com/cgi/content/abstract/37/4/205>.**

Discusses the role and value of public libraries in a digital society in the context of an increased digital divide and low levels of social participation and involvement in community issues. Stresses the special characteristics of public libraries and assesses their potentially enhanced role and value to individuals and society as a social and physical meeting place in the digitized age. Argues that there is a need to strengthen the public libraries' democratic role in the information society by furthering social inclusiveness and citizenship. [ML]

**Asselin, M., & Doiron, R. (2003). Literacy and libraries: Gathering the evidence. *Feliciter*, 49 (1), 16-17. Retrieved May 21, 2007, from <http://www.nald.ca/library/research/Feliciter/feature1/cover.htm>.**

Introduction to a special issue on literacy in the 21st century (Freedom to Read Week). Considers literacy as an issue central to all library sectors. Librarians have traditionally provided a wide range of services to meet the literacy needs of whatever communities they serve. Today all library sectors have an even more vital role in the education of citizens. The emergence of this stronger literacy role for libraries has given new relevance to libraries and has increased society's need for quality librarians for all citizens at all stages of their lives. [LISA]

**Baker, B., Dzierzbicki, M. & Roberts, S. (1998). Reading awareness: An evolving success. *Illinois Libraries*, 80(2), 84-86.**

Describes the implementation and evolution of the program "Reading Awareness Program" at the Grand Prairie Public Library, Illinois. The program was directed toward parents of preschool children and daycare providers in an attempt to meet the needs of the changing family structure. In 1991, the library received a Library Services and Construction Act (LSCA) grant, and gained further funding in 1997 which allowed the program to repair old kits and to create fourteen new ones. [LISA + ML]

**Beaumont, D. (2000). Spreading the reading message in our prisons. *Public Library Journal*, 15(2), 45-46.**

Reports on a project in Leicestershire in which prison inmates were encouraged to become involved in their children's early reading experiences. The project, called "Fathers (Fathers as Teachers, Helping, Encouraging, Reading and Supporting)" has been running since June 1999. It aims to break the cycle of incarceration and low literacy, help inmates become positive role models for their children, and educate fathers to become their children's first teacher. Fathers address issues of social inclusion, crime and disorder, lifelong learning, literacy and numeracy, family learning and partnership. [LISA]

**Brown, C. & Dryden, W. (2005). Summer reading club. Retrieved June 06, 2007, from <http://www.nald.ca/library/learning/readclub/cover.htm>.**

Describes Saint John, New Brunswick's "Storytent Summer Reading Club Outreach" program (2003-2004), documents its positive outcomes, and presents a guide for other libraries on how to set up and implement such a program. Among the outcomes noted is an increase in parents' participation in the program and use of the library. Also provides suggestions on the use of alternative approaches to engage hard-to-reach children. [ML]

**Callison, D. (1997). Expanding collaboration for literacy promotion in public and school libraries. *Journal of Youth Services in Libraries*, 11(1), 37-48.**

Explores the possibility of mutual advantage in developing partnerships between public and school libraries. Compares and contrasts the services of school and public libraries to children in the USA, noting some recent changes. Surveys the US national picture on cooperation between them, highlighting some exemplary programs and the prospects for joint collection development. Presents evidence which demonstrates both needs and actions to stimulate the opportunity for adolescents to read, based on collaborative team efforts. [LISA]

**Chase, B. (1999, May). *Mini-grant project staff development at Providence Public Library Literacy Department*. Providence, RI: Literacy Resources/Rhode Island (LR/RI). Retrieved May 21, 2007, from [http://www.brown.edu/Departments/Swearer\\_Center/Literacy\\_Resources/chase.html](http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/chase.html).**

Describes the author's experience putting together and implementing a staff development plan for the library literacy department at the Providence Public Library Family Writing Centre. Stresses the importance of planning, having clear goals and objectives, and collaboration with other literacy partners in building the program. Presents a list of useful resources. (ML)

**Cole, J.Y. (2001). Literacy, libraries and IFLA: Recent developments and a look at the future. *IFLA Journal*, 27, 87-90. Retrieved June 6, 2007, from <http://ifl.sagepub.com> at MCGILL UNIVERSITY LIBRARIES.**

Paper presented at the 66<sup>th</sup> International Federation of Library Associations (IFLA) Council and General Conference in Jerusalem, Israel on 13-18 August 2000. Presents historical context and background for IFLA's activities on literacy, the findings and recommendations of the IFLA Literacy Working Group. Discusses future plans and ways in which libraries can become involved in literacy. [ML]

**Cuban, S. & Hayes, E. (2001). Perspectives of five library and information studies students involved in service learning at a community-based literacy program. *Journal of Education for Library and Information Science*, 42, 86-95.**

Presents case studies of five library and information studies (LIS) students who participated in an interdisciplinary service learning course on community service and literacy. Reports findings and discusses implications about how LIS students learn about the unique learning and communication styles of adult learners who have different backgrounds from themselves; the ways they perceive the roles of the public library in the lives of adult learners, and the need to integrate literacy education services into LIS education. [ML]

**Dean, B. & Lyle, A. (2004). Sharing our value: public librarians and school librarians working together. *Feliciter*, 50(3) 2004, 96-97.**

Describes a project to encourage greater cooperation between school and public libraries in Prince George, British Columbia. Reveals the synergy that developed between teacher librarians and public librarians and how this helped both types of library to fulfill their mission to promote reading and literacy. [ML]

**Dearden, S. (1999). Reader's revolution in Ponte. *Bookseller*, 4853(1), 45-6.**

Argues that initiatives such as World Book Day, the National Year of Reading and the Literacy Hour, and the involvement in readers groups and library campaigns of commercially minded companies such as Random House and Waterstones, have put libraries and their reading projects on the map. Describes the 1999 Community Initiative Award winner, Pontefract Library Readers Group in Yorkshire, UK, which has worked closely with library staff to promote stock and to widen the reading experience of other library readers through issuing lists of titles, reviewing books, and an events program in which books are read out loud. [LISA]

**Dempsey, B. (2005). Literary festivals, library style: Libraries can use literary festivals to secure their role as the ultimate connection among readers, authors, and books. *Library Journal*, 130(3), 28.**

Literary festivals can offer libraries an opportunity to help connect readers, authors, and books. In addition to describing literary festivals and their importance to libraries, this article introduces Bob Cannon, Executive Director of the Broward County Library, Fort Lauderdale, FL, and his efforts to start the Novello Festival of Reading more than fourteen years ago when he worked for the Public Library of Charlotte and Mecklenberg County, NC. [ML]

**Emson, S. (2003). The community, the public library and literacy services. *Feliciter*, 49(1) 2003, 26-27. Retrieved May 21, 2007, from <http://www.nald.ca/library/research/Feliciter/feature4/cover.htm>**

Contribution to a special issue on literacy in the 21st century (Freedom to Read Week). Describes the experience of Saskatoon Public Library's literacy librarian. Part of the job involves sitting on the Board of Directors of a local literacy organization, READ Saskatoon. READ and the public library have maintained a cooperative relationship for 24 years. The library also has a family literacy outreach program. Maintains that the success of literacy programs depends on personalized service and flexibility, and that it is essential that non-users of the library be introduced to its services in an environment in which they are comfortable. [LISA]

**Goulding, A. (2002). Public libraries and reading: Reading promotion schemes and literacy initiatives in the UK. *Journal of Librarianship and Information Science*, 34(1), 1-3.**

Discusses reading promotion activities in the UK such as: "Opening the Book"; the "Reading Partnership, the DCMS/Wolfson Public Libraries Challenge Fund; and the "Branching Out" initiative. Such proactive promotion of fiction to adult readers is a relatively new venture for many public librarians and requires librarians to understand why people read fiction, the needs it fulfills and the role it plays in people's lives. While catering to the needs of readers, public libraries frequently overlook the needs of those unable to read. Nevertheless, there is evidence that UK public libraries are working hard to remedy this situation. This has led to the growth of library-based literacy initiatives, such as those funded by the DCMS/Wolfson Public Library Challenge Fund, focused on promoting reading to children and young people and including work with families and special needs communities such as travelers and the homeless. [Original abstract - abridged by ML]

**Grace, P. (2000). No place to go (except the public library). *American Libraries*, 31(5), 53- 55.**

Discusses what the public library means to a homeless person or family and highlights some successful approaches adopted by US libraries when dealing with the homeless. These include: providing literacy programs; establishing reading rooms in shelters for homeless people; and providing them access to employment information as well as information about local services for homeless people such as showers, food banks and health care. [ML]

**Haycock, K. (2003). Literacy, learning and libraries: Common issues and common concerns. *Feliciter*, 49(1) 2003, 43. Retrieved May 21, 2007, from <http://www.nald.ca/library/research/Feliciter/feature7/cover.htm>.**

Contribution to a special issue on literacy in the 21st century (Freedom to Read Week). Discusses the professional practice of librarians with regard to literacy and learning programs. Considers clarification of the role of libraries and librarians in literacy; the importance of partnerships between public libraries and schools; collaboration between teacher/librarians and classroom teachers; and the way libraries are moving from providing "physical" access to information and ideas (the book in the hand, the text or video on the screen) to "intellectual" access (the ability to access the information, derive meaning from it and synthesize it to share with others). [LISA]

**Hovius, B. (2006). Public library partnerships which add value to the community: The Hamilton Public Library experience. *IFLA Journal*, 3, 214-223.**

Revised version of a paper presented at the World Library and Information Congress, the 71st IFLA General Conference, Oslo, Norway, August 2005. Focuses on a selection of partnerships which have strengthened the Hamilton Public Library's role in providing literacy and information services and added value to the City of Hamilton, Canada. The focus is on community-based partnerships although the Hamilton Public Library also has many active partnerships with other libraries at the provincial and national level. The partnerships are arranged in chronological order. Over time, the Library's role within a partnership has evolved from providing information and referral service to engaging in content management and community empowerment. (Author abstract) [LISA]

**McClelland, N. (2001). Building a literate nation: Role of public libraries. *Public Library Journal*, 16(1), 24-26.**

Contribution to the UK Public Library Authorities Conference 2000. Describes the potential role for public libraries in the drive to bring about a breakthrough in literacy standards in disadvantaged communities. Believes that public libraries have a unique and potentially highly influential contribution to make, particularly in the areas of early-year development and childcare partnerships; national strategies for literacy and basic skills; lifelong learning; social inclusion; neighbourhood renewal; and regeneration. The author is Director of the UK National Literacy Trust. [ERIC]

**McClelland N. (2003). Building a literate nation: The key role of public libraries. *Australasian Public Libraries and Information Services*, 16(2), 56-67.**

Argues, based on the UK experience, that public libraries ought to play a central role in the planning and delivery of national strategies for literacy, and that if the public library sector successfully argues its case for a fully integrated involvement in national policies they have a unique and highly influential contribution to make to other important social policy areas such as lifelong learning and community regeneration. However, they need to be better funded, more assertive, and more skilled at integrating and marketing their contribution. Edited version of a paper given at the Western Australian Local Government Librarians Association conference March 2003. (Original abstract) [LISA]

**Pfeifer, S. (2003). Library services for the northern Statimc in Lillooet, British Columbia. *Feliciter*, 49(5) 2003, 258-259.**

Describes the efforts of the Lillooet Area Library Association (LALA) to establish public libraries and literacy programs in a small Aboriginal community of Statimc people on the banks of the Fraser River in British Columbia. Focuses on the strategic planning, community involvement, collection development, books for babies translation program, mobile libraries, and Lillooet Indian Friendship Centre partnerships, as part of the library development process. [Abridged LISA]

**Shauck, S. M. (2002). Maryland public libraries: It's never too early. *Journal of Youth Services in Libraries*, 15(2), 9-14.**

Provides an overview and examples of efforts by the Maryland State Department of Education, Division of Library Development and Services (DLDS) to increase collaborative benefits among agencies and groups that target the youngest users. Discusses how Maryland Public Library staff tried to ensure that state literacy programs also target children under five, their parents and caregivers. Describes the development of "It's Never Too Early", a public awareness campaign designed to connect parents/caregivers of children from birth to age five with local public library services. [ML]

**Smuda, J. (2002). Project LEAP: Cuyahoga County Public Library's investment in literacy for young children. *Journal of Youth Services in Libraries*, 15(2), 20-23.**

Describes the development of Project LEAP (Library's Educational Alternative for Preschoolers), which in August 2001 began its 50th year providing the children and caregivers in Ohio's Cuyahoga County with books, music, and toys. Discusses the beginning; years two and three; the mailing list; the newsletter; exciting developments; and current status. [ERIC]

**Stevenson, D. (2003). The promotion of literacy in the rural public library. *Rural Libraries*, 23(2), 27-44.**

Investigates the role of the public library in the promotion of basic reading literacy, especially in rural America. Presents definitions of literacy, currently available statistics, and historical data on this issue, especially the role of the American Library Association (ALA). Discusses the ways that libraries and librarians view their role in general, as well as some specific literacy programs. Considers the special challenges facing rural libraries in implementing a basic skills literacy program. [Original abstract]

**Streatfield, D., Tibbitts, D., Jefferies, G., Downing, R., & Swan, R. (2000). Rediscovering reading: Public libraries and the national year of reading. *British Library. Library and Information Commission Research Report*, (30) 2000, 50pp.**

Reports results of an evaluation of the use of UK public libraries for reading, as part of the National Year of Reading (September 1998 to August 1999). The specific objectives of the evaluation include: provide evidence of the overall extent of National Year of Reading activities in libraries; assess the impact of the Year on children, adults and those who are not in formal education; identify examples of good practice in promotion of reading; provide evidence of co-operative initiatives between library and information services and other stakeholders; assess the impact of libraries' activities on schools' promotion of reading and literacy initiatives; assess the benefits to public libraries from the Year; compare the aspirations of the Year with its actual achievements; draw attention to the lessons learned. Findings were based on a literature and documentation review; analysis of all 143 accepted Public Library plans; consultation with 10 public library co-ordinators; a questionnaire survey, and 8 case studies. ISBN 0953843203. [Abridged - LISA]

**Ward, A., & Wason-Ellam, L. (2003). Literacy researchers at work in the public library. *Feliciter*, 49(1), 18-20. Retrieved May 21, 2007, from <http://www.nald.ca/library/research/Feliciter/feature2/cover.htm>.**

Contribution to a special issue on literacy in the 21st century (Freedom to Read Week). Outlines a study of literacy in a Saskatoon neighbourhood. Finds that the public library provides a rich context for a wide range of literacy practices. The research has involved interviews with librarians and teachers, and many visits to libraries in the city. Focuses on Westpark, the local library for the community being studied. Notes that libraries today provide spaces where vernacular and dominant literacies intercept. [LISA]



## SECOND-LANGUAGE LEARNERS

**Benoit, H. (2004).** *Family language kit program: Connecting with immigrant families.*  
Retrieved May 28, 2007, from <http://webjunction.org/do/DisplayContent?id=2478>.

Describes a family language kit program in Hamilton, Ontario, where the public library is packaging dual-language information kits to provide a foundation for introducing language, stories, and the library to newcomer families. Kits contain a variety of print and non-print materials designed to be fun to share and to promote language use and play, focusing on themes such as nutrition, safety, health, and the neighborhood. The kits are available in the branches, and most of the picture books are dual language (home language plus English). Providing dual-language materials enables families to learn English together. Over several years, with the support of many partners, the library has created more than 100 of these kits in 15 languages. (LINCS) [PB]

**Bohlman, C., Martin, L. & Porter, C. (2003).** *Community connections: Education for involved communities. A curriculum for English literacy/civics education.* Macomb, IL: Curriculum Publications Clearinghouse. Western Illinois University. (ERIC Reproduction number: ED482888).

A multilevel curriculum for English Literacy and Civics Education containing six field-models: (1) The Democratic Process; (2) Community and Home Safety; (3) The Public Library; (4) The U.S. School System; (5) Public Health Services; and (6) Housing. Includes the following: the Community Connections Curriculum (310 pages of illustrated, multilevel lessons and teaching techniques); a classroom picture set (243 pages of enlarged, cardstock illustrations from the curriculum); and a flashcard picture set (200 cardstock flashcards for individual and group vocabulary practice). Among the teaching techniques outlined are: using pictures for vocabulary development and for language experience, teaching reading passages, dialogues and role plays, and experiential activities (planning successful field trips and making the most of guest speakers). Curriculum materials can be integrated into any existing English-as-a-Second-Language curriculum (ERIC) [PB]

**Constantino, R., Ed. (1998).** *Literacy, access, and libraries among the language minority population.* Lanham, MD: Scarecrow Press, Inc. 260 p.  
-0-8108-3418-9.

A collection of papers and articles address linguistic minorities and library use from multiple perspectives. Topics include: second language learners and literacy, minorities and libraries, use of and beliefs about books and libraries, literacy programs, access to books, reading attitudes and behaviours. [ML]

**Kertesz, C.J. (2000). Asian Pacific Americans do some consciousness-raising through libraries: With help from ALA, OCA project focuses on literacy and diversity. *American Libraries*, 31(5), 11.**

Reports on a public service project by the Organization of Chinese Americans which focuses on promoting literacy and diversity. Presents objectives of the project, which include highlighting the contributions to literacy by Asian Pacific Americans (APAs) in the United States, details of the project and comments of American Library Association Executive Director William R. Gordon. [ML]

**Khan, A. (1998). Drawing in the minority parents. *Library Association Record*, 100(1) 28-29.**

Reports on the strategy adopted at Birmingham Libraries (UK) to attract more black and ethnic minority preschool children by targeting their parents. The activities were targeted to two community libraries in different parts of the city. Reports that the eventual success of the project was due largely to the purchase of appropriate picture books to enhance the collections of both libraries, making promotion much more effective. Emphasizes the importance of literacy projects that target preschool children, given the latest research evidence which shows that up to half of a child's learning potential develops before the age of 5. [ML]

## TOOLKITS, GUIDES AND RESEARCH REPORTS

**American Library Association. (2004). *Tool kit: The literacy readiness inventory (LRI)*. Chicago, IL. Author. Retrieved May 21, 2007, from <http://www.buildliteracy.org/toolkit/lri/lri.html>.**

Tool kit designed to help start a library literacy program. The Literacy Readiness Inventory (LRI) helps users identify, articulate, and reflect upon how libraries can approach the issue of literacy. Shows users how to identify gaps in literacy services, share literacy practices and stories, and write successful grant applications for literacy-related library funding. Divided into three sections: Meeting Community Needs, Demonstrating Financial Commitment, and Supporting Partnerships and Advocacy. [ML]

**Canadian Library Association. (2006, June). *Libraries and literacy: A decade in review. A background paper prepared for the National summit on libraries and literacy: Moving forward*. Retrieved May 31, 2007, from [http://www.cla.ca/issues/Background\\_Report\\_english.pdf](http://www.cla.ca/issues/Background_Report_english.pdf)**

Background document prepared for the CLA National Summit on libraries and literacy held in June 2006. Presents an overview of accomplishments since the last national summit on libraries and literacy in 1995. Looks at how libraries in Canada are addressing the issue of adult literacy and provides examples of some innovative initiatives as well as noting existing challenges, questions and issues for delegates to consider. [ML]

**Canadian Library Association. (2006, June). *National summit on libraries and literacy: Moving forward. Report on summit proceedings*. Retrieved May 31, 2007, from <http://www.cla.ca/issues/FinalProceedingsReportNov806.pdf>**

Report on the proceedings of the National Summit on Libraries and Literacy – Moving Forward Summit hosted by the Canadian Library Association's (CLA) Action for Literacy Interest Group (AFLIG). The report summarizes the keynote address by Genevieve Clark, Coordinator for the Vital Link libraries and adult literacy program of the National Reading Agency in Great Britain, and also provides summaries of working group discussions on six major themes: 1) connecting libraries and basic skills agencies, 2) books for adult learners, 3) promotion of reading, 4) family literacy initiatives, 5) staff training and development and 6) libraries and NGO relations. [ML]

**DeCandido, G. A. (2001). *Literacy and libraries: Learning from case studies*. Chicago, IL: American Library Association. 182 p. ISBN-0-8389-3516-8**

Twenty-two personal narratives from library directors, program administrators, teachers, tutors, librarians, and adult learners who explain how literacy programs at libraries across the United States have changed people's lives. Conceived to help strengthen library-based literacy programs and sponsored by the ALA, this book is intended to help readers to understand the essential role that libraries play in literacy and adult education. Also offers advice on how to meet the educational needs of the community, use technology to revamp the way people learn to read and write, and create winning local partnerships to develop successful literacy programs. [ML]

**Deane, P. (2004). Literacy, redefined. *Library Journal*. Retrieved May 21, 2007, from <http://www.libraryjournal.com/article/CA447057>**

Discusses what "literate" means in the 21st century, acknowledging that there is no exact definition of adult literacy, and provides an overview of different perspectives. Examines the changing nature of literacy programs and the challenge to library collection development. Focuses on the acquisition of general and professional materials that address the new literacy. Provides a list of resources on such topics as reference, adult literacy, English as a second language, family literacy, information literacy, workplace literacy, videos, and web sites. (LINCS + ML)

**Dialesandro, M. A. (1998). From among us: Literacy programs offer tangible benefits. *American Libraries*, 29(11), 42-45.**

Contribution to an issue devoted largely to literacy in the USA. Libraries are able to provide access to more information than ever before, but this information remains inaccessible to those with limited literacy skills. Hence the need for programs such as the Library Literacy Connection, offered by the Mansfield-Richland County (Ohio) Public Library. The success stories of 7 adult learners and tutors who took part in the program are presented – these stories were gathered through interviews conducted as part of an impact study of the program. [LISA/PB]

**Dowd, F. S. (1997). Evaluating the impact of public library story time programs upon the emergent literacy of preschoolers: A call for research. *Public Libraries*, 36(6), 346, 348-51, 354.**

A call for research on the impact of preschool story times on emergent literacy. Such a study has not yet been done, despite the widespread nature of these programs. Discusses the significance of this research to public librarians and describes how the research is to be carried out. The methodology, consisting of two phases and a pre-test and post-test, is discussed, as are the scoring instruments and data analysis. [ERIC/PB]

**Everhart, N. (2004). Every child ready to read @ your library. *Knowledge Quest*, 2, 77-79.**

Short introduction to a model public library program that incorporates research-based practices to enhance the early reading experiences of preschool children. The program was initiated by the Public Library Association (PLA) and the National Institute of Child Health and Human Development (NICHD) and piloted in thirty-four public library sites throughout the USA. Is followed by a practice section with specific suggestions for literacy activities aimed at school librarians working with preschool children and teenage parents. [LISA]

**Fitzgibbons, S. (2001). Libraries and literacy: A preliminary survey of the literature. *IFLA Journal*, 27, 91-106.**

Results of a literature survey relating to libraries and literacy involving a search of Library Literature and LISA (Library and Information Science Abstracts) from 1990-2000. Although an attempt was made to obtain materials on literacy and libraries in other countries, mainly documents from IFLA (International Federation of Library Associations and Institutions) and UNESCO (United Nations Educational, Scientific, and Cultural Organization) were located. Results include major surveys, evaluation studies, manuals on libraries and literacy, and recent major national or regional literacy movements that involved libraries. Topics covered include: a brief history of literacy; major national and international studies of adult literacy; the role of international agencies; national and international literacy and reading campaigns; book access and funded projects; libraries and literacy historically and currently; evaluation reports; and guidelines for libraries involved in literacy. [ERIC + ML]

**Forsyth, E. (2005). Public libraries and the millennium development goals. *IFLA Journal* 31(4), 315-323. Retrieved May 31, 2007, from <http://ifl.sagepub.com/cgi/reprint/31/4/315>.**

Discusses the role libraries can play to help countries achieve the eight United Nations Millennium Development Goals adopted in 2000. This paper examines the current and potential contribution of public libraries and highlights their importance for community development, noting how, through projects such as mobile libraries in slums and reading tents, public libraries can help those who are marginalized [ML]

**Holbrow, B. & Gardner, A. (2005). Building community capacity: Focus on literacy. Community impact evaluation : Literacy practitioner impact evaluation. Bow Valley College, Literacy Alberta, 2005. Retrieved June 6, 2007, from <http://www.nald.ca/library/research/connect/impact/impact.pdf>.**

Reports on a training project developed in Alberta and based on the *Connecting Literacy* project (CLC). As part of their training, literacy specialists were sent to local organizations and services in order to bring literacy services to the clientele and raise awareness of literacy issues among the staff. Findings are based on three methods of participant documentation including: shared reflection journal; practicum learning objectives; and participant questionnaire. [ML]

**Literacy Now: Building lasting legacies in British Columbia's communities (A planning guide). (2005). Vancouver, BC, 2010 Legacies Now.**

This manual is intended to support the development of community partnerships in response to literacy issues. It aims to help bring interested parties together to discuss literacy, submit applications for provincial planning funds, mobilize local community energy and knowledge, assess literacy needs, identify gaps in current literacy work and prepare a community literacy plan. [ML]

**Louisiana Endowment for the Humanities . (2002). Prime time family reading time. New Orleans, LA: Author. Retrieved August 26, 2007, from <http://www.leh.org/html/primetime.html>.**

PRIME TIME FAMILY READING TIME® is a 6-8 week reading, discussion, and storytelling program held at public libraries designed to reinforce the role of the family as a major social and economic unit and to train parents and children to bond around the act of reading and learning together to improve skill and achievements. Site includes sample syllabus and program times and locations. (abridged LINCS) [PB]

**McAlister, A. (2000). *Public libraries: Hubs for community learning*. Harrisburg, PA: Pennsylvania Department of Education. Retrieved May 21, 2007, from <http://www.able.state.pa.us/able/lib/able/ah00/libraries.pdf>.**

This article, part of the Pennsylvania Department of Education's ABLE handbook, provides information about the services and resources available in community libraries-specifically focusing on the role libraries can play in community and family literacy programs. [LINCS]

**National Center for the Study of Adult Learning and Literacy (NCSALL). (2004, September). What every library should have: Important resources on literacy for libraries. Boston, MA: Harvard Graduate School of Education. Retrieved May 21, 2007, from [http://www.ncsall.net/fileadmin/resources/NCSALL\\_Library\\_Literacy\\_Resources.pdf](http://www.ncsall.net/fileadmin/resources/NCSALL_Library_Literacy_Resources.pdf).**

Compiled by the National Center for the Study of Adult Learning and Literacy (NCSALL), and based on librarians' survey responses, this list provides information on key resources for collections on adult literacy and learning. The resources are organized by three audience categories (learners, teachers/tutors, and program directors/researchers), and within each audience category, resources are further subdivided by topic. The resources listed here are those that emerged from a process that involved consultation with librarians and experts in the field. [LINCS]

**National Center for Education Statistics (NCES). (2002, November). Programs for adults in public library outlets. (NCES No. 2008010). Retrieved May 28, 2007, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003010>.**

This report presents data on programs for adults in public library outlets. Data were collected from public library outlets in fall 2000 about three areas of interest for adult programming: adult literacy programs, programs for adult lifelong learning, and Internet access for adult independent use. This report looks at the extent to which public library outlets offer adult literacy programs, the types of programs offered, groups for which programs are specifically offered, and reasons that library outlets do not offer such programs. Information is also provided about nine types of adult lifelong learning programs offered by public libraries, groups for which these programs are specifically offered, and barriers to providing such programs for adults with learning and/or physical disabilities. The report also explores the extent to which public library outlets provide access to the Internet to adults for their independent use, and barriers to providing such access. [LINCS]

**Canada. National Library of Canada (2000). *Fulfilling the promise: The report of the Task Force on Access to Information for Print-Disabled Canadians*. Ottawa, Author. Retrieved August 26, 2007, from <http://www.collectionscanada.ca/the-public/003/005003-4300-e.html>.**

Report of the Task Force on Access to Information for Print-Disabled Canadians initiated in 2000. In addition to providing a definition of "print-disabled", the report cites the guiding principles and mandate of the Task Force. Contributors to the final report included individuals with print disabilities, those who provide support and assistance, producers of alternate formats (e.g. large print, audio, Braille and e-text) in both the public and private sectors, and service providers. Twenty-six wide-ranging recommendations were made including calls for the establishment of a Council on Access to Print information to "provide advice, recommend funding, monitor progress and make recommendations regarding the implementation of this report" (Quotes from the original) [ML]

**Thomson, I. (2002). Libraries for life: democracy, diversity, delivery. IFLA Conference 2002, Glasgow. *Cape Librarian*, 46(6), 14-16.**

Report of the International Federation of Library Associations and Institutions (IFLA) Conference held in Glasgow, Scotland, UK, in August 2002 focusing on the following issues and papers: management and marketing; user education/information literacy in public libraries; bridging the digital divide; public libraries and the democratic process; creating a public library role in the lifelong learning process; an overview of libraries in the UK; the Glasgow network of community libraries; promoting branch libraries as community builders for the advancement of economic development; the relationship between schools and public libraries; and libraries as 'one-stop shops'. [LISA]



## WEBSITES

**American Library Association. Committee on literacy. Retrieved August 26, 2007, from [http://www.ala.org/ala/olos/oloscommittees/commonliteracy/ALA Committee on Literacy.htm](http://www.ala.org/ala/olos/oloscommittees/commonliteracy/ALA_Committee_on_Literacy.htm).**

The ALA Committee on Literacy was created to recommend the Association's policies related to the promotion of literacy; to encourage the development of programs, educational opportunities, and other resources that help librarians and libraries promote literacy; raise awareness about literacy within the Association; work cooperatively with the Literacy Assembly, the Office for Literacy and Outreach Services and its Advisory Committee, and other ALA units, including the Washington Office, on efforts that have a literacy focus; and develop and maintain partnerships with national literacy organizations. [ML]

**American Library Association (ALA). Adult literacy @ your library. Retrieved June 6, 2007, from <http://www.ala.org/ala/olos/olosliteracy/adultliteracy.htm>.**

A page designed to give librarians access to up-to-date resources, materials, and information related to adult literacy, including documents on the topic developed by or for ALA. Includes resources on collection development, curriculum and instruction, the “virtual literacy community”, among others. [ML]

**Brooklyn Public Library (2007). Literacy at the library. Retrieved August 31, 2007, from [http://www.brooklynpubliclibrary.org/adult\\_literacy.jsp](http://www.brooklynpubliclibrary.org/adult_literacy.jsp).**

The home page for the “Learn to Read @The Library” educational program for beginning adult readers and writers at the Brooklyn Public Library, which services the New York City borough of Brooklyn. This program offers resources and instruction through volunteer tutors and technology-assisted learning, operating out of five learning centres located at branch libraries in different parts of Brooklyn. [PB]

**Calgary Public Library (2007). Literacy at the library. Retrieved May 31, 2007, from <http://calgarypubliclibrary.com/calgary/literacy3.htm>.**

This site lists events, programs, and resources on literacy available at the Calgary Public Library. Also provides links to a series of Literacy Fact Sheets and a copy of Alberta’s Literacy Policy. [ML]

**The Centre for Literacy (2007). Libraries & Literacy. Retrieved August 26, 2007, from <http://www.centreforliteracy.qc.ca/summer.htm>.**

A portal featuring links to websites on the topic of libraries and literacy. [PB]

**The Centre for Literacy (2007). Summer Institute. Retrieved August 26, 2007, from <http://www.centreforliteracy.qc.ca/summer.htm>.**

A page from The Centre for Literacy website with information on The Centre's Summer Institute of June 2007, *Libraries and Literacy: Making it Work*, and links to a page that feature the presentations and case studies by participants at the Institute. [PB]

**CLA Action for Literacy Interest Group (2007). Libraries and Literacy.ca. Retrieved August 26, 2007, from <http://www.librariesandliteracy.ca/>**

Provides information on how libraries and literacy groups are collaborating across Canada, and is a place for people engaged in such collaboration, or planning to do so, to share information about their work and make connections with others working in this area. Includes information on the project "Moving Forward – A National Summit on Libraries and Literacy." [PB]

**DC Public Library. Literacy help from the DC Public Library and DC Learns. Retrieved May 28, 2007, from <http://www.dclibrary.org/dclearns/>.**

Provides information on literacy resources available in the District of Columbia and on the Web. The site is divided into a section for learners and a section for teachers, social workers and other professionals. [ML]

**Endaya, K. (2005). Project READ, American Library Association Retrieved June 6, 2007, from <http://www.ala.org/ala/olos/olosliteracy/curricins/alasgil.htm>.**

Explains the essential steps when evaluating or starting a library literacy program using small group instruction: 1) Think about how to better meet your community literacy needs; 2) Develop a small group model; 3) Re-evaluate the program model on a continual basis; and 4) Consider marketability and funding. The benefits of these steps are enumerated. [LINCS]

**Public Library Association (PLA) (2004). Every child ready to read @ your library. Retrieved June 6, 2007, from <http://www.pla.org/ala/pla/plaissues/earlylit/earlyliteracy.htm>.**

The Public Library Association and the Association for Library Service to Children have incorporated the latest research into a series of parent and caregiver workshops to provide public libraries with tools to help prepare parents for their critical role as their child's first teacher. These workshops and parent and caregiver resources are designed to enable libraries to initiate new early literacy services or enhance existing ones. This site includes

workshop handouts, parent brochures in English and Spanish, research and evaluation information, and other resources. [LINCS]

**Queens Borough Public Library (2007). The Adult Learner Program. Retrieved August 31, 2007, from [http://www.queenslibrary.org/index.aspx?page\\_nm=Adult+Literacy+Home](http://www.queenslibrary.org/index.aspx?page_nm=Adult+Literacy+Home)**

The home page for Queens Borough Public Library's "Adult Learner Program", providing information on the services provided for beginning to mid-level readers; ESL students and families in the New York City borough of Queens. [PB]

**San Francisco Public Library (2000). Quarterly newsletter of Project Read (San Francisco Public Library). Retrieved June 6, 2007, from <http://sfpl.lib.ca.us/librarylocations/accessservices/pr/newsletter.htm>.**

Quarterly newsletter of the adult literacy program of the San Francisco Public Library. Has news and information about Project Read as well as writings by adult participants. Includes current and back issues. [LINCS]

**Toronto Public Library (2007). Adult literacy services. Retrieved May 31, 2007, from [http://www.torontopubliclibrary.ca/spe\\_ser\\_lit\\_index.jsp](http://www.torontopubliclibrary.ca/spe_ser_lit_index.jsp).**

Presents programs, services and collections of the Toronto Public Library's Adult Literacy Services Department that support adult learners and adult literacy practitioners and organizations in Toronto. It includes information about the adult literacy program, a step-by-step manual for literacy instructors, a list of literacy resources and internet links for tutors. [ML]

**Vancouver Public Library (2007). Literacy resources at the Vancouver Public Library. Retrieved May 31, 2007, from <http://www.vpl.ca/MISC/literacy.html>.**

The Vancouver Public Library has a large literacy collection with easy-to-read books, audiocassettes, compact discs, and videos, which can be used to improve literacy skills for people whose first language is English. It also has an adult learning centre at the Central Branch. This website also provides learners information about the services at the library, links to language and math websites and literacy organizations in British Columbia and Canada. [ML]

**The Vital Link (2007). About the Vital Link. Retrieved June 6, 2007, from <http://www.literacytrust.org.uk>**

The Vital Link is an improvement program for building and promoting libraries' capacity to support the Government's Skills for Life strategy. Run by The Reading Agency in partnership with the National Literacy Trust and the National Reading Campaign, the Vital Link focuses primarily on how creative reading activity through libraries can motivate students and engage new learners. This website provides information on implementation, resources (including booklists), best practices, evaluation and links through to other initiatives. Also provides a link to First Choice Books, an online database of appropriate titles for adults with low level literacy, Quick Reads titles and the BBC's RaW 'Read More and Write Better' campaign. [ML]

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