

Dr. Ann Carlson Weeks

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Dr. Ann Carlson Weeks

Dr. Ann Carlson Weeks is Professor of the Practice and Coordinator of the School Library Media specialization in the College of Information Studies at the University of Maryland. Her primary teaching responsibilities are in the areas of school library media program development and administration and services to young people in urban areas.

Ann is a Principal Investigator and the Director of Collection Development for the International Children's Digital Library (ICDL), a research project funded primarily by the National Science Foundation and the Institute for Museum and Library Services. Prior to her move to academia, she was Director of Libraries and Information Services for the Chicago Public Schools from 1996-2000.

From 1982-1996, she was on the staff of the American Library Association, where she served as Executive Director of the three youth divisions and was coordinator for the National Library Power Program, \$40 million initiative of the DeWitt Wallace-Reader's Digest Fund to improve elementary school libraries around the country.

In addition to her ICDL collection development responsibilities, Dr. Weeks' primary area of research focuses on the use of digital resources by children, classroom teachers, school and public librarians, and research scholars. She also is studying the issues surrounding the development of effective library and information programs and services for young people in urban areas.

Libraries - Something for Everyone

The United States has about 17,400 public library facilities supported by local, state, and federal governments and open free of charge. This includes main libraries, branch outlets, and bookmobiles. In 2004, Americans visited libraries 1.3 billion times, an increase of 61 percent in 10 years, and borrowed 2 billion books or library materials. Electronic resources were used 343 million times. Between 2004 and 2006, 550 public libraries were built or renovated.

American libraries are no longer just buildings full of books. They are centers of print materials, electronic data, music, video, and art. Some even have cafés.

In an article in *Better Homes and Gardens* magazine, Carla Hayden, a library executive in Baltimore, Maryland, noted that “libraries have become vital places, even noisy ones. There’s truly

something for everyone.”

Libraries have activities for children and teenagers. Classes for seniors. Special assistance for job-seekers and entrepreneurs. Anyone who needs information is welcome.

As technology has changed the way people access information, libraries have changed the way they provide it. Some, for example, aren’t even located in buildings. They exist only in cyberspace:

www.questia.com claims to be the world’s largest online library, with access to 500,000 books and articles.

www.libraryspot.com offers online dictionaries, maps, and other research materials.

Libraries remain a place where people can meet their neighbors, but they are now also a place where people can meet the world.

Libraries by the numbers

In 2004, 97 percent of the U.S. population had access to public libraries housing 804.9 million print materials, 38.8 million audio materials, and 36 million video materials in their collections. Almost 48 percent of the population had used a public library in the past 12 months.

Central Libraries: 9,047

Branch Libraries: 7,502

Bookmobiles: 844

Nationwide circulation of public library materials: 2 billion (7.1 per capita)

Visits to public libraries: 1.3 billion (4.7 per capita)

Circulation of children’s materials: 708.3 million (35 percent of total)

Use of electronic library resources: 343 million (1.2 per capita)

Reference transactions in public libraries: 304.4 million (1.1 per capita)

Materials loaned by public libraries to other libraries: 30.2 million

Internet terminals in public libraries: 171,000 (3 per every 5,000 persons)

Source: Sketchbook USA

INTERNATIONAL CHILDREN'S DIGITAL LIBRARY

Language barriers have never been more pronounced. Whether in an urban area of a modern country (e.g. the Chicago Public School system has 73 different languages represented in its student population) or the rural areas of a less developed country (e.g. Mongolia, where the ICDL has its first “branch” and where rural schools do not yet support a culture of reading for pleasure), differences in language are making it harder and harder for educational initiatives to bring about success.

As families move from Kenya to Finland or Brazil to Mexico or Viet Nam to California, books published in their native country or in their first language often must be left behind. In their new homelands, it may be difficult, if not impossible, to find children’s books from their cultures and in their mother tongue. Parents have little access to the books and stories from their youth to pass on to the next generation. Many children must grow up without knowledge of their family’s heritage

and first language. A fundamental principle of the Foundation is that children and their families deserve to have access to the books of their culture, as well as the majority culture, regardless of where they live. According to a paper published in 2005 by the United Nations Educational Scientific and Cultural Organization (UNESCO) in preparation for the second meeting on the World Summit on the Information Society, “Denial to access to information in one’s mother tongue is equivalent to a denial of a human right.” The report also concludes, “In terms of pedagogy, how do children learn best? In their mother tongue.”

The ICDL Foundation’s goal is to build a collection of books that represents outstanding historical and contemporary books from throughout the world. Ultimately, the Foundation aspires to have every culture and language represented so that every child can know and appreciate the riches of children’s literature from the world community.

<http://en.childrenslibrary.org/>



American Library Association (ALA)

The ALA Constitution states the purpose of ALA as, “The object of the American Library Association shall be to promote library service and librarianship.” The stated mission is, “To provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.”

Key Action Areas

ALA is committed to seven Key Action Areas as guiding principles for investment of energies and resources:

Diversity

Diversity is a fundamental value of the association and its members, and is reflected in its commitment to recruiting people of color and people with disabilities to the profession and to the promotion and development of library collections and services for all people.

Equitable Access to Information and Library Services

The Association advocates funding and policies that support libraries as great democratic institutions, serving people of every age, income level, location, ethnicity, or physical ability, and providing the full range of information resources needed to live, learn, govern, and work.

Education and Lifelong Learning

The association provides opportunities for the professional development and education of all

library staff members and trustees; it promotes continuous, lifelong learning for all people through library and information services of every type.

Intellectual Freedom

Intellectual freedom is a basic right in a democratic society and a core value of the library profession. The American Library Association actively defends the right of library users to read, seek information, and speak freely as guaranteed by the First Amendment.

Advocacy for Libraries and the Profession

The association actively works to increase public awareness of the crucial value of libraries and librarians, to promote state and national legislation beneficial to libraries and library users, and to supply the resources, training and support networks needed by local advocates seeking to increase support for libraries of all types.

Literacy

The ALA assists and promotes libraries in helping children and adults develop the skills they need—the ability to read and use computers—understanding that the ability to seek and effectively utilize information resources is essential in a global information society.

Organizational Excellence

The association is inclusive, effective and responsive to the needs of ALA members.

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

Motto:

The best reading, for the largest number, at the least cost.

The American Association of School Librarians

What School Library Media Specialists Do

Information Literacy

The United Nations Educational, Scientific and Cultural Organization (UNESCO) states on their website that “Information and media literacy enables people to interpret and make informed judgments as users of information and media, as well as to become skillful creators and producers of information and media messages in their own right.”

The following resources may be used to guide parents through the maze of information about information literacy and help to facilitate acquisition of these 21st century skills.

Communications in Information Literacy

Communications in Information Literacy (CIL) is an independent, professional, refereed electronic journal dedicated to advancing knowledge, theory, and research in the area of information literacy. The journal is committed to the principles of information literacy as set forth by the Association of College and Research Libraries. CIL is also committed to the principles of open access for academic research.

Discipline-based Information Literacy: Experience, Themes and Recommendations

Information Literacy: A set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.” (Information Literacy Competency Standards for Higher Education, ACRL, 2000.) This website is provided by the Gould Library, Carleton College.

Handbook for Information Literacy Teaching

Welcome to the Handbook for Information Literacy Teaching (HILT). This Handbook was written by a group of subject librarians at Cardiff University to support their colleagues in Information Services as they developed their information literacy teaching.

Information Fluency Continuum

The New York City School Library System uses an inquiry model in their schools. Inquiry is an essence of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

Information Literacy

Information Literacy resources can be located on this site, Learning and Teaching Scotland (LTS), funded in part by the Scottish government.

Information Literacy Curricula and Standards

The New York State School Library Systems envision that all members of the school community will be able to obtain and use information to develop ideas, solve problems, create products in order to become productive citizens and to achieve individual potential.

The Information Literacy Website

This website has been designed and developed by information professionals from key UK organisations actively involved in the field of

information literacy. The site supports practitioners by providing news, case studies, examples of best practice and freely available toolkits. Their aim is to provide a practical resource that information professionals regularly visit to discover the latest developments in information literacy.

Institute for Library and Information Literacy Education (ILILE)

The Institute for Library and Information Literacy Education provides local, regional and national leadership in fostering valuable collaboration among teachers, school library media specialists and academic faculty who work together to promote information literacy in the K-16 classroom.

National Forum on Information Literacy

The National Forum on Information Literacy was created in 1989 as a response to the recommendations of the American Library Association's Presidential Committee on Information Literacy. These education, library, and business leaders stated that no other change in American society has offered greater challenges than the emergence of the Information Age. Information is expanding at an unprecedented rate, and enormously rapid strides are being made in technology for storing, organizing, and accessing the ever-growing tidal wave of information.

UNESCO-CI: Information and Media Literacy

UNESCO's mission in this area consists of fostering information and media literate societies by encouraging the development of national information and media literacy policies, including in education.

Information Literacy: American Association of School Librarians (AASL)

The American Association of School Librarians (AASL) provides leadership for the development of dynamic, student-centered school library media

programs. These programs help ensure that students master the information literacy skills needed to be discerning consumers and creative producers of information and ideas.

Information Literacy: The Partnership for 21st Century Skills

The Framework for 21st Century Learning presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

InfoLit Global

The primary purpose of the Information Literacy Section is to foster international cooperation in the development of information skills education in all types of libraries. The Section focuses on all aspects of information literacy including user education, learning styles, the use of computers and media in teaching and learning, networked resources, partnerships with teaching faculty in the development of instructional programmes, distance education, and the training of librarians in teaching information and technical skills.

Information Literacy Competency Standards for Higher Education

The Association of College & Research Libraries (ACRL) defines information literacy as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources.

Information Literacy Weblog

Information Literacy: "the adoption of appropriate

information behaviour to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society.”—Sheila Webb is a faculty member in the Department of Information Studies, University of Sheffield, UK.

Information Literacy

What is Information Literacy? Information Literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information. It is the knowledge of commonly used research techniques.

National Forum on Information Literacy

Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use

that information for the issue or problem at hand.

Project Information Literacy is national research project, based in the University of Washington’s Information School. Their goal is “to understand how early adults conceptualize and operationalize research activities for course work and everyday use and especially how they resolve issues of credibility, authority, relevance, and currency in the digital age.

TRAILS: Tool for Real-time Assessment of Information Literacy Skills

TRAILS is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on sixth and ninth grade standards. This Web-based system was developed to provide an easily accessible and flexible tool for library media specialists and teachers to identify strengths and weaknesses in the information-seeking skills of their students.

AASL Mission & Goals

Mission

The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library media field.

Goals

AASL works to ensure that all members of the school library media field collaborate to:

- provide leadership in the total education program
- participate as active partners in the teaching/learning process
- connect learners with ideas and information, and
- prepare students for life-long learning, informed decision-making, a love of reading, and the use of information technologies.

<http://www.ala.org/ala/mgrps/divs/aasl/aboutaasl/aaslcommunity/quicklinks/el/elwhat.cfm>

The Library of Congress: American Memory

Mission

American Memory provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience. It is a digital record of American history and creativity. These materials, from the collections of the Library of Congress and other institutions, chronicle historical events, people, places, and ideas that continue to shape America, serving the public as a resource for education and lifelong learning.

History

The seed that grew into the American Memory historical collections was planted in a pilot program that ran from 1990 through 1994. The pilot experimented with digitizing some of the Library of Congress's unparalleled collections of historical documents, moving images, sound recordings, and print and photographic media -- the "nation's memory." It identified audiences for digital collections, established technical procedures, wrestled with intellectual-property issues, explored options for distribution such as CD-ROM, and began institutionalizing a digital effort at the Library. Forty-four schools and libraries across the country received CD-ROMs with these materials as part of the pilot. As the American Memory pilot drew to a close, the Library surveyed the 44 selected schools and libraries that had participated. The response was enthusiastic, especially from teachers and students in middle and high schools who wanted more digitized resources. But distributing these materials in CD-ROM format was both inefficient and prohibitively expensive.

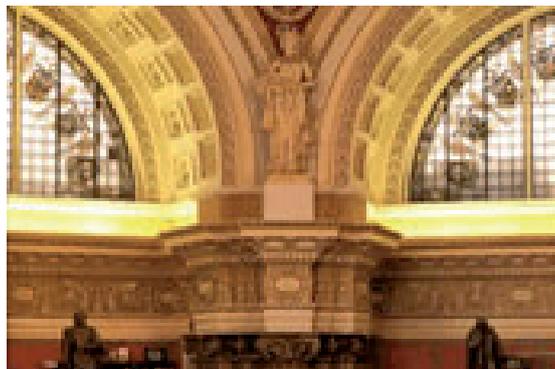
Fortunately, by 1994, the Internet and its World Wide

Web were beginning to transform the presentation and communication of human knowledge. The Library took advantage of the opportunity and, on Oct. 13, 1994, announced that it had received \$13 million in private sector donations to establish the National Digital Library Program. That day, building on the concepts the pilot had demonstrated, the Library of Congress launched the American Memory historical collections as the flagship of the National Digital Library Program -- a pioneering systematic effort to digitize some of the foremost historical treasures in the Library and other major research archives and make them readily available on the Web to Congress, scholars, educators, students, the general public, and the global Internet community.

From the outset, the National Digital Library was truly a collaborative national endeavor. Bipartisan support from Congress for \$15 million over five years and a unique public-private partnership involving entrepreneurial and philanthropic leadership led to more than \$45 million in private sponsorship from 1994 through 2000.

Beginning in 1996, the Library of Congress sponsored a three-year competition with a \$2 million gift from the Ameritech Corporation to enable public, research, and academic libraries, museums, historical societies, and archival institutions (with the exception of federal

institutions) to digitize American history collections and make them available on the Library's American Memory site. The competition produced 23 digital collections that complement American Memory, which now features more than 100 thematic collections.



The National Digital Library exceeded its goal of making 5 million items available online by 2000. American Memory will continue to expand online historical content as an integral component of the Library of Congress's commitment to harnessing new technology as it fulfills its mission "to sustain and preserve a universal collection of knowledge and creativity for future generations."

<http://memory.loc.gov/ammem/index.html>



World Digital Library Offers Cultural Treasures from Around Globe

*by Louise Fenner
America.Gov Staff Writer*

Washington — The World Digital Library (WDL) offers free online access to important, rare and interesting cultural treasures from around the planet.

Starting April 21, a vast multilingual collection of manuscripts, maps, rare books, sound recordings, films, prints, photographs and other cultural and historical materials can be viewed with the click of a computer mouse — and this is only the beginning of an ambitious project to share the contents of the world's libraries and cultural institutions.

The WDL's Web site functions in seven major languages, permitting users to conduct searches and read descriptions of the content in Arabic, Chinese, English, French, Russian, Spanish (the official languages of the United Nations) and Portuguese. All materials are presented in their original languages. For selected items, there are videos featuring discussions by expert curators.

More than two dozen libraries around the globe contributed the 1,200 digitized items from different eras and places that are now available for viewing. Among the treasures are calligraphic works in Arabic, Persian, Chinese and Japanese from the eight to the 19th centuries; early films, by the Lumière brothers in France, 1897-98, and Thomas Edison in the United States, 1899; and Miroslav's Gospel, a Serbian illuminated manuscript created around 1180.

The World Digital Library was launched April 21 at the headquarters of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Paris —four years after the project was proposed by James Billington, head of the U.S. Library of Congress.

Billington envisioned a Web site that would “bring together in a single place what is most interesting and most important of the world’s varied cultures.”

“The focus of the project is on rare and one-of-a-kind cultural items that are locked away in the great libraries of the world: oracle bones from China, ancient woodblock prints from Japan, scientific manuscripts from the Arab world, Columbus’ letter announcing his discoveries in the New World,” he said.

By increasing the quantity and diversity of cultural materials on the Internet — and making them available in the original languages — the World Digital Library aims “to improve international understanding across cultures,” Billington said.

BRIDGING THE DIGITAL DIVIDE

Both UNESCO and the Library of Congress emphasize that another important goal of the project is to help bridge the digital divide among countries.

Universal access to information and knowledge is a fundamental principal for UNESCO, said Abdul Waheed Khan, UNESCO’s assistant director-general for communication and information.

“There are hundreds of thousands of libraries,” he said. “Once you empower them through the digitization process, then you create almost unlimited opportunities for people to access information and knowledge.”

When a prototype of the WDL was unveiled in 2007, Billington said that “many countries will need to build capacity, both technical and human,” to be able to create and access digital content. “This is part of the challenge and one that we welcome,” he said.

The WDL prototype was developed by the Library of Congress, UNESCO and five other partners — the Bibliotheca Alexandrina of Alexandria, Egypt; the National Library of Brazil; the National Library of Egypt; the National Library of Russia; and the

Russian State Library.

Currently, the WDL has 32 partners, including institutions that contributed cultural content, funding or technological or other assistance. It hopes to expand participation to all UNESCO member countries.

When the WDL prototype was unveiled, Rafaat Hilal of the National Library and Archives of Egypt invited participation “especially [by] those in the Middle East and all Arab countries and Africa.” He added that “working together to bring your culture to the people is what the World Digital Library is all about.”

Speaking at the April 21 launch ceremony, UNESCO Director-General Koïchiro Matsuura said the World Digital Library “offers a platform for the free flow of information, for international solidarity, for the celebration of cultural diversity and for the building of inclusive knowledge societies,” and that it highlights “the social and cultural potential of digital technologies.”

Furui Zhan, chief librarian of the National Library of China, a WDL partner, said, “The spirit of equality and open understanding comes into full view with the creation of this World Digital Library,” and he pledged his library’s close cooperation.

Billington called the launch a first step toward building a comprehensive online resource that helps “deepen our understanding of each other.” He particularly encouraged young people to make use of the World Digital Library and “enjoy what is best in traditional culture, using the new media.”

The World Digital Library (<http://www.wdl.org/>) is now live.

*This is a product of the Bureau of International Information Programs, U.S. Department of State.
Web site: <http://www.america.gov>.*

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Selected articles

Bringing Out the Best in Us by Dick Kaser. Information Today, September 2009.

The author saw it at SLA in June, and he saw it again at ALA in July. In fact, he has seen it all summer in their own enterprise. If there's one thing to be said for this economic downturn, it's that it's bringing out the best in Americans. At SLA, which was celebrating its 100th anniversary in Washington, DC, and ALA in Chicago, library association members truly rallied. As they work more closely together, bound by a common goal, their personal relationships are developing. They are growing together.

Information Literacy as Professional Legitimation: A Critical Analysis by Lisa O'Connor. Journal of Education for Library and Information Science, Spring 2009.

Information literacy (IL) was first articulated through the American Library Association (ALA) and via professional documents such as the Information Literacy: Final Report (ALA, 1989), IL standards, and model learning outcomes. This early rhetoric is the most widely accepted articulation and rationale for IL and continues to provide a framework for discourse to this day. It is also often used to communicate libraries' education mission to external stakeholders. The content of these documents originated during a peculiar moment of LIS history and served a particular legitimating function for the profession. This article will deconstruct the underlying assumptions behind the rhetoric of these early articulations and make recommendations for reconceptualizing IL.

Libraries Key to Economic Recovery by Sari Feldman. Public Libraries, July/August 2009. Homework centers, afterschool programs, computer instruction, developmental education

programs to prepare adults for formal learning, and small-business training have all become standard components of the community-based education service provided by today's public libraries. Job seekers are turning to us for help with their résumés and cover letters, to find work, open e-mail accounts, take advantage of our free computer access, and apply for jobs online (currently, less than 44 percent of the top 100 U.S. retailers accept in-store paper applications).¹ By offering career counseling, assessment tests, résumé writing, job search support, and computer training we are helping put them back to work.

Library and Information Science Doctoral Education: The Landscape from 1930-2007 by Cassidy R. Sugimoto, Terrell G Russell, Sheryl Grant. Journal of Education for Library and Information Science, Summer 2009.

To anticipate future trends for doctoral education in library and information science (LIS), we examine the historical progression and current landscape of doctoral degree programs in the United States and Canada. By providing a comprehensive rendering of the history and current state of LIS doctoral education, this work provides data not previously available. Data for this work come from MPACT, a database that provides listings of 3,014 LIS dissertations conferred by 38 ALA-accredited schools between 1930 and 2007. This work discusses degrees offered and focuses on changes in the landscape within the last ten years, in addition to an evaluation of schools that produce future faculty for ALISE institutions. Results confirm the health and activity of LIS doctoral programs in North America.

Licenses and Legalities by Lesley Ellen Harris. American Libraries, June/July 2009.

The first step may be providing to your end users a strong basic understanding about copyright law, which is the basis of the legal contract that makes up any license agreement. Your next step may be discussing how permissions work, and how license agreements set out specific terms and conditions of use. Another manner in which you could educate end users about legal uses of licensed content is to include copyright information on each reproduced article or item in the database (e.g., content owner's name and e-mail address.) In fact, this may already be there if the content owner has placed it on each item.

LIS Curricula Introducing Information Literacy Courses Alongside Instructional Classes by Loyd G. Mbabu. *Journal of Education for Library and Information Science*, Summer 2009.

Library and information studies (LIS) programs have commonly used the terms bibliographic instruction, information literacy, and user education interchangeably for courses on instruction. Some of the shared topics in these courses have been teaching and learning theory, instructional design and techniques, and program management. This study reviews LIS curricula available publicly on the Web for programs accredited by the American Library Association (ALA) and finds that, for the first time, three programs are offering information literacy as distinctive separate courses alongside other instructional courses. Moreover, course descriptions for these courses indicated that instructional theories still featured prominently in them. The article discusses the implications of these developments and reiterates that user instruction alone provides learners only with the lower-level aspects of information literacy. Higher-level competencies are obtained in the process of learning. It concludes that LIS courses on information literacy ought to present it within the larger context of student learning.

LIS Educators Reflect on Past and Present Trends by Burek Pierce. *American Libraries*, March 2009.

At the 2009 Association for Library and Information Science Education (ALISE) conference, held January 20-23 in the Mile High City, perspectives on librarians' roles in mediating technology and community dynamics were scrutinized, as some 450 educators reflected on instructional trends, past and present, that shape the profession. Denver City Librarian Amore posed a rhetorical yet urgent question: "How do we create systems that attract passionate librarians who will transform their communities?" Gómez, executive director of the San Mateo County (Calif.) Library System, argued that this could be done by fostering a sense of community among new professionals, particularly those whose ethnic and racial backgrounds are underrepresented in the field.

Management Education for Library Directors: Are Graduate Library Programs Providing Future Library Directors With the Skills and Knowledge They Will Need?

by Maureen L. Mackenzie, James P. Smith. *Journal of Education for Library and Information Science*, Summer 2009.

Where do library directors, and the librarians who perform various management functions as part of their work, receive their management training? A review of the curricula of 48 graduate library school programs accredited by the American Library Association revealed that, for the most part, library managers are trained on the job. This paper presents the results of a two-part exploratory study focused on the research question: Do ALA-accredited graduate library education programs offer their students the knowledge they will need to enter leadership and management positions within the library profession? Of the 48 programs reviewed, 43.8% did not require management-related courses. A

review of 24 program syllabi revealed that 58.3% of the management courses included human resource management concepts and 54.2% included strategy, planning and process. The results suggest that the library profession has yet to agree on the requirements for preparing future librarians for managerial positions and leadership roles.

Tightrope Walk: Advocate for Funding While Winning Friends, Influencing People

by James G. Van Bramer. Public Libraries, July/August 2009.

Queens Library (QL) is one of three public library systems in New York City. Each year's funds are allocated as part of the city's and state's budget processes, following several months of advocacy efforts and intense negotiations among the various political bodies and personalities. In this very difficult budget year, QL has a list of advocacy activities that include: * face-to-face meetings with elected officials; * mobilization of our grassroots advocates; * letter- and postcard -writing

campaigns; * petitions; * enlisting the cooperation and support of the union that represents much of the library's staff; * organized rallies; * a dedicated advocacy website; and * making good use of the partnerships and tools provided by the American Library Association (ALA), PLA, and our state association. Relationships Are Everything Never miss an opportunity to network with the opinion-makers in your community, whether it is at a social event, Lion's Club meeting, school event, or beach picnic.

Why We'll Survive by Will Manley. American Libraries, June/July 2009.

Why is it then that we still torture ourselves about whether we have a future in an age of rapid technological change? After hunting in vain for the card catalog, he would be completely blown away by the keyword searching capability of the OPAG and scratch his head at DVDs, audio playaways, and videogames, but be warmly reassured by shelves of books and children's librarians wielding puppets and playing with felt boards.

Found an article you like? Please ask the American Resource Center for a copy!

American Resource Center (ARC)

General Information

The American Resource Center seeks to further the understanding of America and its institutions. It specializes in providing the latest and most accurate information about the U.S. government and its policies, American values, history, culture and character.

The collection is strong in social sciences, government and politics, economics and international relations, American history and literature, and U.S. management practices. The holdings comprise more than 12,000 volumes, subscriptions to 75 periodicals, 2 American newspapers, online databases and over 400 videotapes.

The ARC collection may be accessed through the HELKA-online catalog. Lending services are available according to the regulations of the National Library of Finland.

The American Resource Center is managed jointly by the National Library of Finland and the Public Affairs Office of the U.S. Embassy in Helsinki.

America @ Your Library

America @ Your Library is an U.S. Embassy Helsinki project, which donates books to regional libraries around Finland. The donation includes over 100 non-fiction and fiction titles. The topics highlight American contemporary society, political trends, history, and cultural diversity and include both classic and modern American fiction.

ARC Grant

The American Resource Center's annual scholarship (launched 3 years ago to commemorate the ARC's 60th anniversary) provides a grant of 1,000 Euros to support Master's degree work on studies of the U.S. Applications are invited from students of Finnish nationality, enrolled at a Finnish university, and who are currently working on a Master's Thesis on a topic related to the United States. The deadline for the ARC grant 2009 is on November 30, 2009.





The American Resource Center

Opening hours: Mon-Fri 9-20, Sat 9-16; Reference service: Mon-Fri 9-17

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<http://finland.usembassy.gov/arc.html>

<http://www.facebook.com/AmericanResourceCenter>

