

## Mission Statement

*The Hamilton Public Library unites people and ideas in a welcoming environment. The library's staff, collections, and access to global electronic resources help to enrich the lives of individuals. The library actively champions literacy, access to information, and the joy of reading.*

## Strategic Commitments

*Unified Library System   Sustainable Library System   Accessible Library System*

## HAMILTON PUBLIC LIBRARY BOARD

**Regular Board Meeting and Inaugural Meeting  
Wednesday, January 15, 2003**

5:30 p.m. Dinner  
6:00 p.m. Meeting  
Board Room, Central Library

### AGENDA

1. Discussion Period
2. Acceptance of the Agenda
3. Minutes
  - 3.1 Minutes of the Hamilton Public Library Board Meeting of Wednesday, December 18, 2002 Attachment #3.1
  - 3.2 Minutes of the Hamilton Public Library Special Board Meeting of January 8, 2003 Attachment #3.2
4. Conclude Business of Regular Meeting
5. Report of the Nominating Committee Meeting of Wednesday, January 8, 2003 and Elections
  - Presentation of Proposed Slate of Officers Attachment #5.1
  - Invitations of Nominations from the floor
  - Motion to close nominations
  - Election of Officers of the Board
6. 2003 Board Chairman Calls the Inaugural Meeting to Order

**7. Business Arising**

- 7.1 Virtual Tour – WG Presentation
- 7.2 Operating Budget – KR Attachment #7.2
- 7.3 Outside Board Fundraising - JB

**8. Correspondence**

**9. New Business**

- 9.1 Central Library Mandate - MS Attachment #9.1
- 9.2 Policies - MS **Suggested Action: Recommendation** Attachment #9.2
- 9.3 Summer Reading Club Report - HB **Suggested Action: Receive** Attachment #9.3  
**Suggested Action: Receive**

**10. Board Development**

- 10.1 Leadership Forum/Community Development - PR Presentation  
(deferred from December 18/02 meeting)

**11. Private and Confidential**

- 11.1 Labour Issues (deferred from December 18/02 meeting) – LF Oral

**12. Date of Next Meeting**

Wednesday, February 19, 2003  
**Terryberry Library**  
5:30 p.m. Dinner  
6:00 p.m. Meeting

**13. Adjournment**

## UPCOMING/OUTSTANDING ISSUES Proposed Revisions

<b>Issue</b>	<b>Date Action Initiated</b>	<b>Board Member/Staff Who Initiated</b>	<b>Month item will appear on Agenda</b>
Budget Definitions	From Jan. 16/02 agenda		New term
Communications Strategic Report		Maureen Sawa	February 2003
Information Services Policies (1-2, 3-4, 6-4)		Beth Hovius/Maureen Sawa	February 2003
Drop Boxes – i.e. plan for replacement of existing inside drop boxes to external drop boxes	Nov. 2002	Ken Roberts/William Guise	March 2003
Fundraising Policies (5-1, 5-5, 60-1, 12-1)	Jan. 2003	Maureen Sawa	March 2003
Collections Strategic Report		Beth Hovius	March 2003
Collections Policies (1-7, 3-1, 3-2)		Beth Hovius	March 2003
Youth Services Strategic Report		Helen Benoit	April 2003
Library Strategic Plan 2003 – 4		Ken Roberts	April 2003
Staff Training Strategic Report		Maureen Sawa	May 2003
Technology Strategic Report		Kit Darling	June 2003
Facilities Strategic Report		Bill Guise	September 2003

**HAMILTON PUBLIC LIBRARY BOARD  
Regular Meeting**

**Wednesday, December 18, 2002  
Board Room  
5:00 p.m. Meeting**

**MINUTES**

**PRESENT:** Peter Rogers, Doreen Horbach, Joyce Brown, Glen Whitwell, Councilor Jackson, George Geczy, Councilor Caplan, Dawna Petsche-Wark, Mac Carson, Mavis Adams

**REGRETS:** Anita Culley, Anne Gravereaux, Chris McLaughlin, Maureen McKeating

**STAFF:** Ken Roberts, William Guise, Helen Benoit, Kit Darling, Linda Foley, Maureen Sawa, Beth Hovius, Karen Hartog

**1. DISCUSSION PERIOD**

1.1 Changes to Public Libraries Act

Mr. Rogers highlighted the major changes being proposed to the libraries act. In particular, it will no longer be mandatory to have school board representatives and library boards will not consist of less than five members.

1.2 Hamilton Spectator Insert

Ms Sawa presented a copy of the recent ad placed in the Hamilton Spectator on Wednesday, December 11<sup>th</sup>.

1.3 Stoney Creek

The official opening of the Stoney Creek Branch will be January 18, 2002. Ms Horbach will represent the board.

1.4 Early Literacy Years

Ms Benoit reported that the reception will be held on January 27<sup>th</sup>, 3:00 p.m., at the Kenilworth Branch. Ms Petsche-Wark will represent the board.

**2. ACCEPTANCE OF THE AGENDA**

Add 7.4 Community Services Structure

**MOVED** by Ms Brown, seconded by Mr. Whitwell,

**THAT THE AGENDA BE APPROVED AS AMENDED.**

**MOTION CARRIED.**

**3. MINUTES OF THE HAMILTON PUBLIC LIBRARY BOARD MEETING OF WEDNESDAY, NOVEMBER 20, 2002**

**MOVED** by Mr. Whitwell, seconded by Ms Brown,

**THAT THE HAMILTON PUBLIC LIBRARY BOARD MINUTES OF WEDNESDAY, NOVEMBER 20, 2002 BE ADOPTED AS PRESENTED.**

**MOTION CARRIED.**

**4. BUSINESS ARISING**

4.1 HR Policies

**MOVED** by Ms Petsche-Wark, seconded by Ms Horbach,

**THAT THE BOARD APPROVES THE FOLLOWING POLICIES RELATED TO HUMAN RESOURCE POLICIES:**

- **41-3: EMPLOYMENT EQUITY POLICY**
- **43-4: PERSONAL LEAVE OF ABSENCE**
- **43-5: SELF FUNDED LEAVE**
- **44-1: CODE OF CONDUCT**
- 

**MOTION CARRIED.**

4.2 6<sup>TH</sup> Floor

**MOVED** by Councilor Caplan, seconded by Councilor Jackson,

**THAT THE ADMINISTRATION OF THE LIBRARY BE AUTHORIZED TO DEVELOP AN AGREEMENT WITH THE CITY OF HAMILTON THAT WILL:**

- **ALLOW THE CITY OF HAMILTON TO USE PORTIONS OF THE 6<sup>TH</sup> FLOOR OF THE CENTRAL LIBRARY FOR THE ACCOMMODATION OF CITY STAFF;**
- **ALLOW FOR THE RELOCATION OF MOST LIBRARY ADMINISTRATION STAFF TO MUCH OF THE SPACE FORMERLY OCCUPIED BY THE MCMASTER/MOHAWK CENTRE ON THE PLAZA LEVEL OF THE LIBRARY;**
- **ALLOW FOR THE CLOSURE OF THE CURRENT DUNDAS ROOM (FORMERLY ROOM 215) AS PUBLIC SPACE THAT CAN BE RENTED.**

**THAT AN AGREEMENT WITH THE CITY OF HAMILTON REQUIRE THE CITY OF HAMILTON TO PAY THE CAPITAL COSTS OF ALL OF THE RELOCATIONS (EXCLUDING OFFICE FURNITURE), REQUIRE THAT SECURITY ARRANGMENTS FOR THE LIBRARY'S COLLECTIONS BE COMPLETED TO THE SATISFACTION OF THE LIBRARY'S STAFF, PROVIDE ASSURANCES FOR THE FUTURE OF CAM STAFF, AND REQUIRE THAT THE LIBRARY IS ABLE TO USE THE REMAINING PLAZA LEVEL SPACE BY JANUARY, 2005.**

**MOTION CARRIED.**

4.3 2002-2003 City Business Plan

Received for information.

4.4 Partnerships Information

Received for information.

4.5 Strategic Plan Update

Received for information.

4.6 2003 Operating Budget

Mr. Roberts provided a presentation to Library Board Members relating to the 2003 operating budget.

A special meeting of the board will be held on January 8<sup>th</sup>, 2003.

5. **CORRESPONDENCE**

No correspondence.

6. **REPORTS**

No reports.

7. **NEW BUSINESS**

7.1 Board Meeting Dates

Received for information.

7.2 Memorandum of Agreement – South Mountain

**MOVED** by Councilor Jackson, seconded by Ms Adams,

**THAT THE MEMORANDUM OF UNDERSTANDING WHICH  
CREATES A POTENTIAL PARTNERSHIP FOR THE  
CONSTRUCTION AND OPERATION OF A SOUTH MOUNTAIN  
COMPLEX BE APPROVED.**

**MOTION CARRIED.**

7.3 Virtual Tour

This item was deferred until January 15, 2003.

7.4 Community Service Structure

Mr. Roberts stated that the current Community Services structure for the City of Hamilton is being reorganized. The Library will now report directly to the City Manager's office.

**8. BOARD DEVELOPMENT**

**8.1 Leadership Forum/Community Development**

This item was deferred until the January 15, 2003 meeting.

**9. PRIVATE AND CONFIDENTIAL**

**MOVED** by Mr. Whitwell, seconded by Ms Horbach,

**THAT THE HAMILTON PUBLIC LIBRARY BOARD MOVE IN-CAMERA TO DISCUSS LABOUR RELATIONS.**

**MOTION CARRIED.**

**MOVED** by Mr. Whitwell, seconded by Mr. Geczy,

**THAT THE IN-CAMERA SESSION BE ADJOURNED.**

**MOTION CARRIED.**

**10. DATE OF NEXT MEETING**

Wednesday, January 8, 2002

**Board Room**

5:30 p.m. Dinner

6:00 p.m. Meeting

**11. ADJOURNMENT**

**MOVED** by Ms Brown,

**THAT THE HAMILTON PUBLIC LIBRARY BOARD MEETING OF WEDNESDAY, DECEMBER 18, 2002 BE ADJOURNED.**

**MOTION CARRIED.**

The meeting was adjourned at 7:10 p.m.

Minutes recorded by Karen Hartog.



**HAMILTON PUBLIC LIBRARY BOARD  
Special Board Meeting**

**Wednesday, January 8, 2003  
Board Room  
5:30 p.m. Meeting**

**MINUTES**

**PRESENT:** Peter Rogers, Doreen Horbach, Joyce Brown, Glen Whitwell, George Geczy, Councilor Caplan, Dawna Petsche-Wark, Mavis Adams, Anne Gravereaux, Maureen McKeating

**REGRETS:** Councilor Jackson, Anita Culley, Chris McLaughlin, Mac Carson

**STAFF:** Ken Roberts, William Guise, Helen Benoit, Kit Darling, Linda Foley, Maureen Sawa, Beth Hovius, Karen Hartog

**1. 2003 Operating Budget**

Mr. Roberts provided the draft PowerPoint demonstration that will be presented to Council. At present, the Library Board is scheduled to present its budget to Council on Friday, January 10, 2003 at 4:00 p.m.

Mr. Roberts indicated that a proposed reduction of \$500,000 was recorded for the Library in the City of Hamilton's 2003 Budget Book. However, this figure should have been recorded as \$250,000.

**MOVED** by Ms Brown, seconded by Ms Horbach,

**THAT THE HAMILTON PUBLIC LIBRARY BOARD CHAIRPERSON  
PRESENT THE PROPOSED BUDGET TO COUNCIL AS PRESENTED.**

**MOTION CARRIED.**

**MOVED** by Mr. Whitwell,

**THAT THE SPECIAL MEETING OF THE HAMILTON PUBLIC LIBRARY  
BOARD BE ADJOURNED.**

**MOTION CARRIED.**

The meeting was adjourned at 6:10 p.m.

Minutes recorded by Karen Hartog.

Hamilton Public Library Board

SLATE OF OFFICERS 2003

Chairman of the Board:

Doreen Horbach

Vice-Chairman of the Board:

Joyce Brown

Executive Committee

Members:

Glen Whitwell

Doreen Horbach

George Geczy

Mavis Adams

2004 Nominating Committee

Members:

Maureen McKeating

George Geczy

Mavis Adams

Doreen Horbach

SOLS Representative

Glen Whitwell



*Growing minds.  
Growing community.*

# Hamilton Public Library

## Memo

**To:** Peter Rogers, Hamilton Public Library Board Chair

**From:** Ken Roberts, Chief Librarian

**C.C.** Hamilton Public Library Board Members

**Date:** January 10, 2003

**RE: 2002 Operating Budget**

At the present time, the Library Board has been asked to reduce its budget by \$250,000 and will be submitting a plan to City Council. There is the possibility that the Library Board may be asked for an additional reduction and that such a request may come between Board meetings, with a tight deadline. I would like to suggest that the Library Board provide senior administration with direction about how we should handle such a potential request.

When faced with a request to submit potential budget reductions of up to 10% last Fall, the Hamilton Public Library Board responded by stating that such a reduction could not be accomplished without the closure of library locations. The Board provided the City's administration with a list of all branch locations and their annual costs.

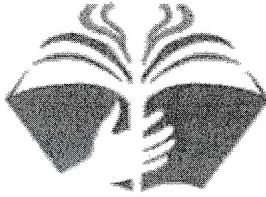
Under the Ontario Public Libraries Act, the Hamilton Public Library Board has a direct financial connection to Council and submits estimates for the operation of its services to Council. (Section 24.1)

Under Section 24.4 of the Ontario Public Libraries Act, Council has the right to adjust the services of the library board and to then adjust the amount that the library board receives as an operating grant.

If the Board wishes to be consistent with its position taken last Fall, the Library Board may wish stick to its current budget submission. The Board could state that it does not recommend the closure of any library locations but recognizes that Council, if it wishes to reduce the funds that it provides to the Library Board, may wish to exercise its rights under Section 24.4 of the Ontario Public Libraries Act and instruct the Library Board to close locations. The Board could include the operating costs of each service/location.

The Library Board could also authorize the library's senior administration to work with Council in order to explain the practical difficulties of closing any locations that it might wish. For example, some locations (Picton, Greensville, Lynden) operate from leased facilities and the leases are short term. There is less staff impact if leased facilities are closed. There may also be on-going costs that arise from the closure of some locations.

The only other option that I can see would be for the board to hold an emergency meeting in the event of a request for reductions and to decide on potential closures at that time.



# Hamilton Public Library

*Growing minds.  
Growing community.*

**DATE:** January 10, 2003

**REPORT TO:** Chair and Members of the Board

**C.C.:** Ken Roberts, Chief Librarian

**FROM:** Maureen Sawa, Service Coordinator, Adult Services,  
Information

**SUBJECT:** **Central Library Services Review**

---

## **RECOMMENDATION:**

**THAT THE CENTRAL LIBRARY REVIEW PROCEED IN ACCORDANCE WITH THE HAMILTON PUBLIC LIBRARY BOARD'S 2002-2003 STRATEGIC PLAN.**

## **BACKGROUND:**

As per the oral presentation to be delivered at the January 15 Board Meeting, this review will proceed based on the following goals and assumptions:

- We have the capacity to renew the Central Library
- We need to know more about what the public expects from their Central Library, especially during this period of technological change
- If we make a good case for positive change, the means to implement change will be found
- The City will not continue to provide the same level of funding to the central Library, unless there are service changes
- Some Library Services are best organized and provided from a central location.

As mandated in the 2002-2003 Strategic Plan, HPL staff will develop a comprehensive revitalization strategy for the Central Library. The initiative will build on the body of knowledge acquired in the 1996 Central Library Review process. Through extensive consultation with Board Members, staff, stakeholders, allied organizations and the

**Hamilton Public Library**  
Central Library Review:  
A starting point for discussion

**January 2003**

**Background**

The Central Library opened in 1980.

The new library building amalgamated two separate services (reference and circulating library) in a single space.

We conducted a Central Library Services Review in 1996. It concentrated on arrangement of existing services.

## **2003 Central Library Review: Goals**

To provide better access and services that is...

- Relevant
- Meeting or exceeding expectations
  - Easy to use

To serve more people, including...

- Target client groups
- Users/non-users

To showcase our best resources...

- Staff
- Collections
- Space

## **Ways to measure our progress**

The library's collections are accurate and relevant.

The library's technology is accessible.

People can easily find what they want.

The environment is warm and welcoming for customers and staff.

Our library funding provides maximum benefit to users.

Library functions are integrated into the entire system.

People throughout the city come to use this library because of the service they receive.



## **Our assumptions**

- We have the capacity to revitalize the Central Library
- We need to know more about what the public expects from their Central Library, particularly during a period of technological change.
- If we make a good case for positive change, the means to implement change will be found.
- The city will not continue to provide the same level of funding to the Central Library, unless there are service changes.

Some library services are best organized and provided from a central location.

## **What is the process?**

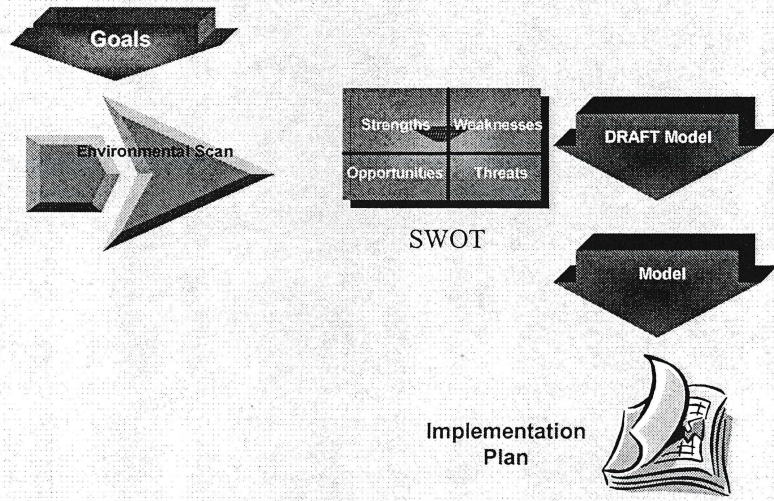
We will use standard project/process management techniques.

We will be participative.

We will involve the public.

Our goals may be clear but the solutions are not.

# Simple Steps in Process



## Board Mandate and Goals



## Environmental Scan

An assessment of the current conditions as well as literature/best practices and research on what is happening in other libraries with similar situations.



## SWOT

### Strengths

What do we do well?

### Weaknesses

What do we struggle to do well?

### Opportunities

What external "opportunities" exist?

### Threats

What external "threats" exist?

A graphic of a spiral-bound notebook with a dark cover and a white page. The spiral binding is on the left side. The page contains a large number '3' and a paragraph of text.

# 3

Focus Groups determine where the Central Library currently stands and where the Central Library could be in 5 years relative to Statements/Measures.

A graphic of a spiral-bound notebook with a dark cover and a white page. The spiral binding is on the left side. The page contains a large number '4' and a paragraph of text.

# 4

A draft model is developed and circulated for comment.

**5**

The feedback is evaluated and potential changes are made. Step Four and Step Five are repeated until it is felt that the model is as close as possible to meeting the Goals/Statements/Assumptions.

13

**6**

The proposed model is presented to the Library Board for approval.

14



**An implementation plan is developed.**

15

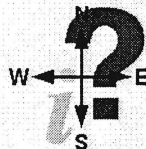
## **Who Will be Involved?**

**All HPL Board members, most Central staff and some Branch staff will have a chance to participate in focus groups.**

**There will be a significant opportunity for the public to be involved.**

**There will be a coordinating committee and possibly investigation committees.**

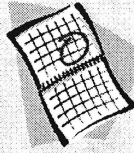
**All reports and models will be distributed through the Intranet and there will be a feedback mechanism.**



16

## Timing

We will submit a model to the Library Board  
in September or October, 2003



*Shoot for the moon.  
Even if you miss, you'll land among the stars.*

*-Les Brown*

community at large, the process will follow the Board-established principals of accessibility, sustainability and unification.

Current research suggests the following key roles for central libraries in large urban centers in the 21<sup>st</sup> century.:

**“Contribute to the development of a vital urban landscape”:**

- Serve as catalyst or partner in downtown & neighbourhood revitalization efforts
- Provide a welcoming, non-partisan open public space
- Lead source of public information – an access point to e-government services
- Agent not only in the development of a society which values reading, including reading for pleasure, but also in supporting the development of a literate workforce

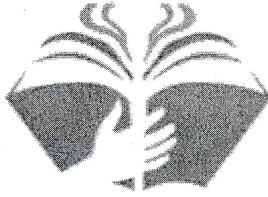
**“Advance the urban agenda”**

- Serve as ‘anchors’ for retail, educational, civic and residential development
- Destinations for families throughout the city
- Become ‘symbols’ or ‘signature buildings’ which attract out-of-town visits – thus bringing new life and new business to challenged neighbourhoods

**TIMELINE FOR REVIEW:**

The Central Library Review is to be presented to the Hamilton Public Library Board in October 2003.





# Hamilton Public Library

*Growing minds.  
Growing community.*

**DATE:** Thursday, January 09, 2003

**REPORT TO:** Chair and Members of the Board

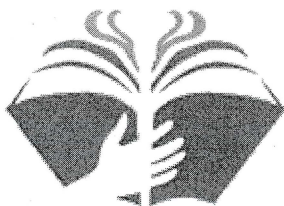
**From:** Maureen Sawa, Service Coordinator, Adult Services, Information

**C.C.:** Ken Roberts, Chief Librarian

**SUBJECT:** **Deferral of the Approval of Board Policies**

---

The policies related to fundraising will be deferred to the March 2003 meeting in order that they can be reviewed following the approval of the Communications Strategic Report scheduled for presentation at the Library Board's February 2003 meeting.



# Hamilton Public Library

*Growing minds.  
Growing community.*

**DATE:** December 4, 2002

**REPORT TO:** Peter Rogers, Hamilton Public Library Board Chair

**FROM:** Helen Benoit, Coordinator, Youth Services

**c.c.** Library Board Members

**SUBJECT:** Summer Reading Club Program Report

**RECOMMENDATION:**

That the 2002 Summer Reading Program Reports be received for information.

Summer Reading Club 2002  
Teen Summer Reading Club 2002

**BACKGROUND:**

**Summer Reading 2002** was a year of consolidation and training. This was the second year that we were able to offer a unified program at all Hamilton Public Library branches and neighbourhood bookmobile stops. We were able to maintain last year's dramatic increase in participation. The library succeeded in reaching **7,744** young people.

The Summer Reading Club is a highly successful core program of longstanding. The club has several streams:

- **Reading Buddies** is a literacy program for children who do not read well. Children meet with volunteer tutors twice a week to practice reading and improve their skills.
- **Summer Readers** is designed to keep good readers motivated and reading. Children read and report on 12 books over the summer months.
- **Storybook Club** is designed to encourage parents and caregivers to promote reading readiness in pre-schoolers.
- **Teen Reading** encourages young adults to read for pleasure. They are also encouraged to serve as volunteer tutors for younger children.

**Challenges:**

- Staffing changes made training a priority. For many staff, summer reading was a new program at a new location.
- The changes in branch hours necessitated a reworking of the staffing models for student workers. Smaller branches were twinned with larger locations and new neighbourhood work clusters were established based on geographic considerations and complementary branch service hours.
- We successfully accessed a variety of grants and donations and were able to hire 34 students to assist with the program.

**RESULTS:**

In keeping with the library's strategic priorities of sustainability and accessibility, outreach programs and community connections were emphasized:

- A new partnership was developed with SISO and SWISH workers were available for consultation at Sherwood, Red Hill and Central.
- The library connected with staff and families at the Centre de Sante and made the Storybook Club materials available in French.
- Barton staff worked with the Reach for the Sun – Reading is Fun program offered by the YWCA at 4 local elementary schools.

2002 was a successful year.

- We reached **7,744** young people
- We visited **133** schools to promote summer reading
- We attracted **483** volunteers to help with **Reading Buddies**
- We presented **29** community outreach sessions and reached **715** children and their parents.
- **578** children participated in **Reading Buddies**.
- **Summer Readers** was offered at all 27 locations. A total of **4,294** children participated.
- **Storybook Club** was offered at all locations. A total of **2,127** children and their parents joined.
- **Teen Reading** was offered at all locations. A total of **745** young people participated for an increase of **16%**.
- **292** programs were offered and attended by **8,889** children.

c.c. Ken Roberts, Chief Librarian

## Hamilton Public Library SUMMER READING CLUB 2002



*This is a sincere note of appreciation to the Hamilton Public Library and the staff of the Westdale Branch. Our daughters participated in the Summer Reading Club this year which is sponsored by the Hamilton Public Library in collaboration with the Toronto Dominion Bank. I extend our enthusiastic and sincere support for this programme... Each of our daughters successfully completed the programme and developed a love of reading in the process. In this information age, it is imperative that we teach our children to read for pleasure and to pursue knowledge for its own sake.*

*A Westdale Parent*

*This is a great program. Sarah used to be a reluctant reader, but with prizes and goals, she has finally caught the 'reading bug'. Thank you!*

*A Waterdown Parent*

### **Introduction:**

A successful Summer Reading Programme has been the highlight of the Hamilton Public Library's services for children for over 30 years. In 2002, program participation was maintained and the library succeeded in reaching

7000 children across the community. These children participated in the three traditional programmes (Summer Reading Club; Reading Buddies; Storybook Club for Pre-Readers). Additional children were reached through this year's outreach effort which was primarily concentrated in the east end of the city where there is a large immigrant community with many children who require English as a second language assistance. One out of every ten children in Hamilton participates in a Summer Reading Program. An additional 745 joined the teen reading club.

Studies have shown that any contact with reading and books during the summer months can have beneficial effects on a child's school grades. Children who read as few as 6 books for pleasure during the summer maintain or gain reading skills. During the summer, many parents expressed positive comments about how their child improved his/her reading skills. Teachers and principals have also indicated that this program has helped their students, and many of them specifically recommend that a child participate in the program for much-needed assistance.

### **Summer Readers:**

As in previous years, Summer Readers was offered at all 27 locations. It is designed to keep good readers motivated and reading throughout the summer months. Overall the response was positive and Summer Reader membership totaled 4294 children. The highest percentage of children in this club were in Grades One and Two.

### **Reading Buddies:**

Reading Buddies is a literacy program for children who do not read well. Children meet with volunteer tutors to practice reading and improve their skills. In order to facilitate and maximize participation, two models for Reading Buddies were used. These changes made it possible for smaller branches with limited floor space and without a meeting room to offer this program. In 2002, Reading Buddies was offered at 20 of our branches. A total of 578 children practiced reading with 483 volunteers. (See Appendix 1- Testimonials from Summer Students)

Although the program was well received in the community, there were a few challenges that need to be addressed for next year. Teens as volunteers are supportive of this program but their attendance can be spotty. Teens are not good at calling ahead if they are unable to attend. More training may help with this.

**Suggestions:**

- Future publicity for Reading Buddy volunteers should stress the commitment to the club.
- More promotion is needed in the former Wentworth branches.
- The registration deadline date in the Reading Buddies application form misleads parents to believe that they cannot register their children for the club past June 30<sup>th</sup>. This date needs to be changed.

**Storybook Club:**

The preschool Storybook Club encourages and promotes parent/caregiver interaction. This club was phased in last year at all locations and was offered at all 27 locations in 2002. A total of 2127 children joined.

This club was very well received. As one staff pointed out: *"It was so nice to be able to include younger siblings"*. Staff were pleased with the large number of registered children. The passports were a big hit and the children loved them. The train was a wonderful way to record the book and the children enjoyed tracking their progress. This method of recording books read was also less time consuming for staff.

The one issue that staff commented on was the fact that parents thought that the reporting structure was the same as Summer Readers. The parents really wanted the children to actually report on the books read together. This became a problem for cluster branches that only had a worker for a certain number of hours each week. If there was no student and the branch was busy, there was little time to listen to the younger children. Either more help is needed for the cluster branches or staff must clearly explain the program to the parents.

**Suggestions:**

- The Storybook Club needs more promotion particularly in locations where this is still a relatively new club. *"I had a number of parents who told me they had no idea toddlers could be in the reading clubs"*.

**Theme:**

Once again this year the Toronto Dominion Bank supported summer reading clubs across Ontario by providing a specially created slate of publicity and prizes. Toronto Public Library staff developed the material and the supplementary resources. Through the generosity of the TD Bank, the Summer Readers and Reading Buddies received a passport featuring a "Read Around the World" theme. Professionally illustrated by Ruth Ohi, this passport and the accompanying poster and stickers were popular with both boys and girls. The

15-page bilingual passport included stories, puzzles, activities and reams of other fun material. The supplementary activity package for staff provided by the TD Bank was full of programming ideas and a big bonus for Summer Reading Club workers. All of the artwork was exceptional. All of this material from the TD Bank was very much appreciated by the staff and children who participated. Children were very, very excited when they received their full colour poster.

The TD Financial Group also organized a very successful SRC launch at the Central Library. The Hamilton Spectator and Cable 14 attended this launch and promoted Summer Reading.

Staff felt that *the theme was great because it was so open and allowed for a wide variety of fun activities, which were much appreciated by the children* (Barton). Many locations reported that the theme was easy to plan programs around. Programs focused on a different country each week with a story, craft and a game. *"This year's theme was great. It provided a focus for the programs and was good for reinforcing multiculturalism. Each week we presented a different country and had different stories, crafts and games".* (Waterdown)

**Summer Students:**

*I extend my personal appreciation to the enthusiastic support of the summer students who work in this programme.* (A Westdale Parent)

We successfully accessed a variety of grants and donations to hire 34 students. The university students hired this year were dedicated, hard-working young people. They contributed significantly to the success of the programmes. Friendly faces and personal contact kept the children coming back.

The staff response to student assistance was overwhelmingly positive and branch staff have requested additional help for next year.

The majority of locations were very pleased with their workers. They were able to create a relationship with the children and encourage them to continue with their reading and keep enthusiasm high throughout the summer. The majority of workers were highly experienced, full of energy and hard working. Most locations felt that they had a good working relationship with the students and felt that they had sufficient staffing for their location. Only a couple of branches reported problems with their students and recommended that more specific training would help to address these issues.

Staff also felt that the children responded well to the student workers and very quickly adapted to the students' work schedule at the branch in order to report their books to them. Some of the cluster branches felt that the students' schedules might need to be revamped again next year. In rural locations, it was often difficult for some parents to bring their children in when the worker was

scheduled at the branch. Staff tried to listen to the reports but it would depend on the busyness of the branch. Concern was also expressed about the demands made on the students who traveled to many locations. Issues such as travel time; meals, hours and safety issues will need further discussion for 2003.

**Suggestions:**

- Staff felt that more communication with other students would have been helpful. *"Email access for SRC students is a must!"* was emphasized numerous times.
- It is also recommended that a follow-up session be offered halfway through the summer in order to share ideas and brainstorm problems.

**Training Needs**

It was felt that the training sessions for staff were invaluable. The workshops were very informative for staff with little or no experience and staff would like the training sessions repeated every year for as many staff as possible. The information package handed out at the orientation was very useful. Having this package kept staff well informed.

Staff also felt that the summer workers were well trained. The workers appreciated and made good use of the manual and various materials provided.

**Suggestions:**

- More emphasis could be placed on book reporting and keeping statistics.
- Hold the workshop early in May so that staff has more time to plan their summer calendars.
- More program ideas needed for staff. If every branch brought in 3 program ideas to the workshop and provided instructions, it would help build programming files in each branch.
- Many staff also made the suggestion that an additional training session be planned for the students after they have worked at their location for a week or two. The students could then share ideas and contacts with one another.
- In the student training session, stress the varied hours and that evening and weekend work is required.
- More emphasis is needed on the statistics that need to be collected.
- Inexperienced students may need more training on assisting with programming.
- Students must be shown in the training session how to order supplies online.



**Communication:**

This year lots of information was sent through emails. This helped to keep things running smoothly. However due to vacations, it was suggested that the communication channels be expanded and emails be sent to other branch staff in addition to Branch Heads.

Due to time restrictions in LAS, summer students were not able to have an email address this summer. Providing the students the emails would also be beneficial.

Extra supplies were ordered online from the hplnet. In 2001, supplies were ordered from 3 different sources and it was very confusing. Even though a few staff reported that ordering supplies was challenging, many felt that the hplnet was great for online supply forms. Some staff reported that the turnaround time for supplies was too long.

**Suggestions:**

Put all forms such as the registration sheet and Reading Buddies forms online so that staff can make copies and not depend on delivery.

**Promotion:**

Library staff and the summer students reached out into the community in an effort to promote the clubs across the city. The clubs were promoted by staff in a variety of ways: in-branch displays, word of mouth, information handed out at story times, daycare centers, and school visits.

A total of 133 schools were visited to promote Summer Reading. Staff either left flyers or did presentations. Staff felt that it was a very effective way to get children to join the clubs. Staff had a very positive response in the schools from the children and teachers. All were excited and impressed with the summer programs. The teachers were very supportive and encouraging. However, timing was an issue for staff booking visits at some schools. Calls weren't made until late in the school year and it was often difficult for teachers to accommodate requests.

The majority of responses to school visits were great. *"The kids responded well to our presentation. One group of children even asked for autographs!"* (Red Hill).

Letters were also sent out to the school boards promoting summer reading. The school boards passed the information on to the schools. A number of schools mentioned our Summer Reading Clubs in the children's final report cards. Some schools even highlighted that children should join our reading clubs in the EQAO

section of the report cards. Letters were also sent out to every area high school requesting volunteers for the Reading Buddies. These letters proved to be very effective in advertising summer reading and this system approach to information will continue next year.

The Hamilton Spectator provided over \$25,000 of complementary advertising space featuring both the program and the need for volunteers for Reading Buddies. The TD Bank was listed as a program sponsor on all of these advertisements. In addition, the Spectator co-sponsored the popular annual bookmark contest.

The Hamilton Public Library's web site for children "Kidspage" included many wonderful activities for children and took the Hamilton Public Library's Summer Reading Club worldwide. The web page contained the same basic elements as the Summer Reading Club and shared the same theme. It contained reading lists, activities, and contests.

#### **Suggestions:**

- Materials need to be shipped as early as possible to the branches so that school visits can be booked earlier in the spring.
- Staff made numerous recommendations for more flyers promoting SRC for school visits. Providing all students with these flyers would be very expensive. The TD Financial group provided us with a generous supply of 'boarding passes'. Although these passes are not HPL specific, they do promote Summer Reading at the library and encourage children to go to their library to join. These passes need to be highlighted more effectively with staff and the students.
- Send promotional materials to the small local papers in May i.e.:  
Flamborough Post and Flamborough Review

#### **Prizes:**

*The token gifts provided by the programme for reading and reporting on a series of books was a valuable incentive. ( A Westdale Parent)*

Reading incentives are a great way to encourage children to keep reading throughout the summer. An average of 53% of registered children completed the program (our goal was to have a completion rate of 50%). Everyone was really impressed with the prizes this year. The TD Bank supplied many of the reading incentives again this year: coloured posters, passports for older children, stickers as well as flyers advertising Summer Reading. Ruth Ohi was this year's artist.

The TD Bank passport was filled with many wonderful activities. Some staff did report that the TD poster was geared more for older children and not as colourful

as the poster from 2001. Yet some children were so thrilled by the TD Bank poster that they had it framed. Many responses indicated that the poster was a wonderful prize. *"The children oohed and ahhed about the posters and stickers"* (Red Hill).

The McDonald French fry coupons were a big hit and got many shouts of approval at school visits. There was some concern about dietary restrictions.

The coupon from The African Lion Safari was enthusiastically received by many children at many libraries.

*"Witnessing the children's expression and actions as I handed them the pass to the African Lion Safari was priceless! One child was excited beyond belief!"* However, a couple of staff reported that these coupons could not be used by all children due to transportation problems and costs for the rest of the family. Altogether 800 coupons were redeemed by families.

The book prize was met with 'much' enthusiasm. The children particularly enjoyed the paperback books that were handed out upon completion of the reading program. The children loved picking out the new books. It was wonderful to be able to reward children with a book for their reading efforts.

*The children and parents enjoyed having a variety of books to choose their prize from and took its selection seriously* (Ancaster).

*Parents were thrilled about the book prize* (Waterdown).

*Perhaps the most popular prize this year was the Franklin book* (Barton).

*The Franklin books were a huge hit!* (Kenilworth).

Staff did have some suggestions for the book prize for Summer Readers. A younger chapter book in-between Franklin and the novels would have been beneficial to ages 6-8. Also a greater variety of books for the Summer Readers are needed.

### **Prize Structure:**

The prize structure was the same as last year to provide some continuity for staff. Prizes were handed out 3 times: after book one; book six and book twelve. This decision was made not only to make it less time consuming for staff to distribute prizes but also to hand out quality-reading prizes.

Interestingly there were many comments regarding the prize structure. 50% of the branches commented on the need to change the prize structure and add a prize# 9. It was felt that rather than clumping multiple prizes at 1,6, and 12 adding another prize would keep it more interesting for the children. Staff reported that there were lots of books to read between prizes, especially for the younger children.

Other staff suggested the possibility of offering prizes for words/pages read instead of books read. This would be most welcome by the older children reading novels such as 'Harry Potter'. Many other library systems are offering this as an option:

*We changed several years ago from number of books read to number of minutes spent reading. The rationale is fairness. Older children who were starting to read novels were becoming discouraged and no longer participating. It takes much longer to read a novel than a picture book. It also encourages children to tackle books that were a little harder, rather than reading below their reading level, just so that they could read more books ( St. Louis, MO).*

### **Suggestions:**

- Review the prize structure
- Review the possibility of offering prizes for words read/minutes spent reading.

### **Publicity Materials:**

The in-house publicity was effective. The general SRC flyers were attractive and clear. There was also a very positive reaction to the bulletin board displays. Many staff commented on the display board as being colourful and eye-catching. *"The yellow corrugated display board was a fantastic visual attraction. The poster was really well done"* (Barton).

Many staff commented on the issue of the publicity this year. In 2001, publicity was produced in 2 formats: The Program Guide and calendars for individual branches. The calendars were a huge undertaking for CCD both in time and costs. Therefore for 2002, it was initially decided that the entire issue of the summer Program Guide would be dedicated to summer reading. After much discussion with staff, the Summer Reading Committee and Branch Managers, CCD compromised and printed both a Program Guide and a program flyer. The flyer "Summer Reading @ the Library" was a version of the calendar only streamlined with programs listed by geographical area. These flyers were intended to assist families by making it easier to see what was available at a number of libraries at a glance (particularly in the small neighbourhood branches with limited programming). However the majority of staff, particularly in the cluster branches, preferred the calendar format. It was reported that the most effective publicity is the calendar format for individual branches. The whole printing process for Summer Reading 2003 will be under review by CCD and publicity materials will be discussed in detail later in the year.

**Suggestions:**

- Make the Reading Certificate for reading 12 books more colourful and exciting.
- Colourful theme bookmarks would be wonderful.

**Programs:**

A total of 292 programs were offered in July and August and 8889 children attended these programs. Each branch offered a special kick-off program and the response was excellent. Having weekly programs was something new for a number of our libraries and staff was pleased with the community's response.

As well as the ongoing daily activities of the Summer Reading Clubs, each library planned special programmes with the purpose of attracting children to the library and to reading. Programmes included guest performers, children' puppet shows, crafts and library bingo. A 'Read with Ronald MacDonald at the Library' program was offered at 8 libraries. Summer Reading was promoted on the MacDonald trayliners across the city.

Let's Celebrate Authors was a highly successful program this summer. Author visits were well attended by children and their parents throughout the city. The Writer's Union helped to fund 2 well-known children's authors: Camilla Gryski and Judy Sadler. The library funded presentations by Ruth Ohi who illustrated the TD SRC materials. These presentations were hosted by 6 libraries.



The Hamilton Spectator sponsored the Bookmark Contest again this year and over 600 children participated. Winners from each age category received specially printed t-shirts and the random draw winner received 4 tickets to a Blue Jays games. The Hamilton Spectator produced a beautiful full-page ad announcing all the winners of the club.

Mediacom and Rocky River Sign Company sponsored the Billboard Contest and a total of 390 children entered. The winner from the Waterdown Library had her winning entry display on a billboard on Highway #6 and was honoured at a special ceremony at her school during Public Library Week in October.

Organized by staff at the Stoney Creek branch, a number of libraries participated in a Pen pals project with children who joined summer reading in libraries in Victoria, B.C.

**Suggestions:**

- Many staff suggested that large posters promoting the 2 summer contests be produced.
- Hand out contest forms at the reporting desks. Take them to schools during promotion of SRC.

- Offer a different grand prize for the Bookmark Contest since not all families are able to travel to Toronto to see a baseball game.
- End the contests a week earlier.
- Put together weekly program kits which can be rotated around to each branch – similar to the ‘Storytimes to go’ kits. Staff would then have ready-made programs.
- Continue to book kick-off programs for the branches.

### **Outreach – Reaching Out into the Community:**

A number of the library branches ran special outreach programmes and satellite reading clubs. These outreach presentations were done with grant funding. The intent was to reach out to children and parents over the summer months by providing literacy-based programmes. Over 700 children and their parents participated.

Red Hill Libraries ran special outreach programs and reached out to many children and parents. Red Hill had a summer worker who spent her time on community outreach with staff assistance. They covered 16 sites through various organizations and reached 715 children and parents. These outreach presentations were done with the help of CAPC (Community Action Program for Children) funding. The intent was to reach out to children and parents over the summer months by providing literacy-based programs in the CAPC catchment area. A total of 29 visits took place at many CAPC locations, Huntington Park, Brighter Futures, Kiwanis Parent-Child Resource Centre, Camp Kidaca, Red Hill Family Daycare, Riverdale Centre, and some play lots. Red Hill staff also attended a CAPC function “Take Back the Night” and handed out over 100 library and SRC flyers. A full report on Red Hill’s outreach is available.

Special story times and promotion of Summer Reading were also conducted by the Ancaster and Kenilworth branches at community daycare centres. At Kenilworth staff conducted a storytime at Brighter Futures. This program was intended to introduce children with limited exposure to the library and to wonderful books.

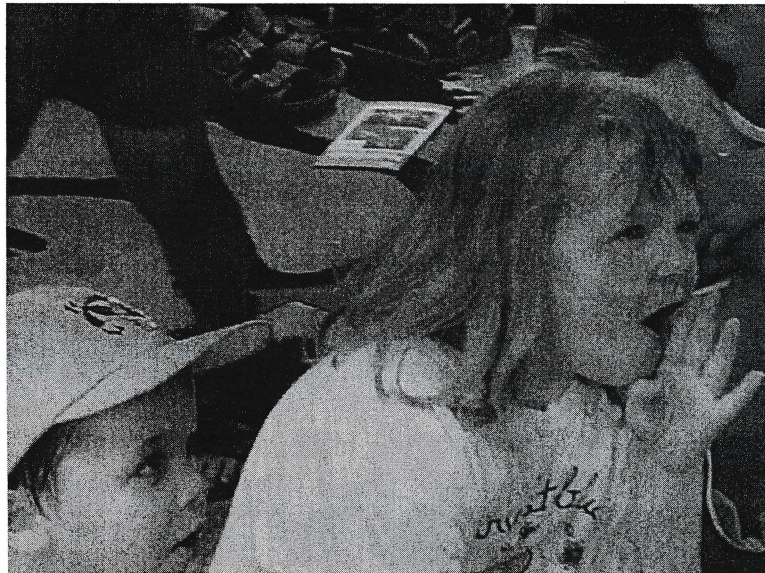
The 18 Family Resource Centres across the city of Hamilton also promoted the Storybook Club to parents this summer. Copies of the Storybook Passport were distributed including a memo to parents on how to join the club.

The Settlement Workers in Schools- Hamilton (SWISH) Project is part of the programs and services delivered by Settlement and Integration Services Organization (SISO) in partnership with the Hamilton District School Boards. SWISH workers were available part-time for consultation at the Central, Sherwood and Red Hill library locations this summer. The program was intended to introduce newcomer students and their families to their community. The SWISH workers encouraged families to enjoy the library and services. Summer

Reading was also promoted.

The Barton Library connected with the summer literacy program "Reach for the Sun-Reading is Fun," offered by the Hamilton YWCA. It operated at 4 local elementary schools for 144 children. All of these children participated in Summer Readers.

Children's staff attended a number of community outreach events including: Ancaster Heritage Days, the Children's Museum Birthday Party and Festival of Friends. Thousands of children and parents were entertained and introduced to the best in children's literature with many puppet shows, stories and songs. The reading clubs and library resources were also promoted at these events.



### **Suggestions and Follow-up**

In 2003, a Summer Reading Committee will be formed. Representatives will include staff from the different tiered branches. This committee will review the publicity and prize structure; organize and book the summer kick-off programs. New possibilities for The Spectator bookmarks will also be examined.

The communication channels will be expanded and emails will be sent out to branch staff in addition to Branch Heads. Email possibilities for the students will be explored in 2003.

Student staffing will also be reviewed especially for the cluster branches. The number of summer students, however, is dependent on the summer grant situation and the system total will not increase.



Materials will be sent out as early as possible. The publicity produced by CCD will be shipped out in May. Timing for other materials is, however, dependent on the TD Bank SRC Committee.

The same training format will be retained in 2003.

**Conclusion:**

Summer Reading 2002 was a great success. We were able to offer a unified program at all Hamilton Public Library branches and neighbourhood bookmobile stops. The ongoing support of such organizations as The Spectator, the Toronto Dominion Bank and the Optimist Clubs continues to ensure the high quality of the program. Children's staff excelled in their efforts to bring children and books together during a difficult transition period. One staff member sums it up best: *On reading what I have written, I see that 'next year' is in almost every paragraph. This summer was really one of coping – for me, in a new job with an inexperienced student, and for branch staff applying for new jobs and moving from library to library. There are still lots of challenges ahead, but things are looking up.*

By working together, 7000 children had a good time, maintained and improved their reading skills, and most importantly, gained a love of reading.

The children expressed it best:

Matthew: *"I get to read and I like to come in and talk about the book."*

Nicolas: *"My family doesn't get to go away, and this gives me a kind of vacation."*

Kendra: *"It's fun to read and stuff."*

Chloe: *I like Reading Buddies because it's fun and you get to read lots of books!*

Daniel: *Everyone is nice (especially my Reading Buddy). I learn to be a better reader.*

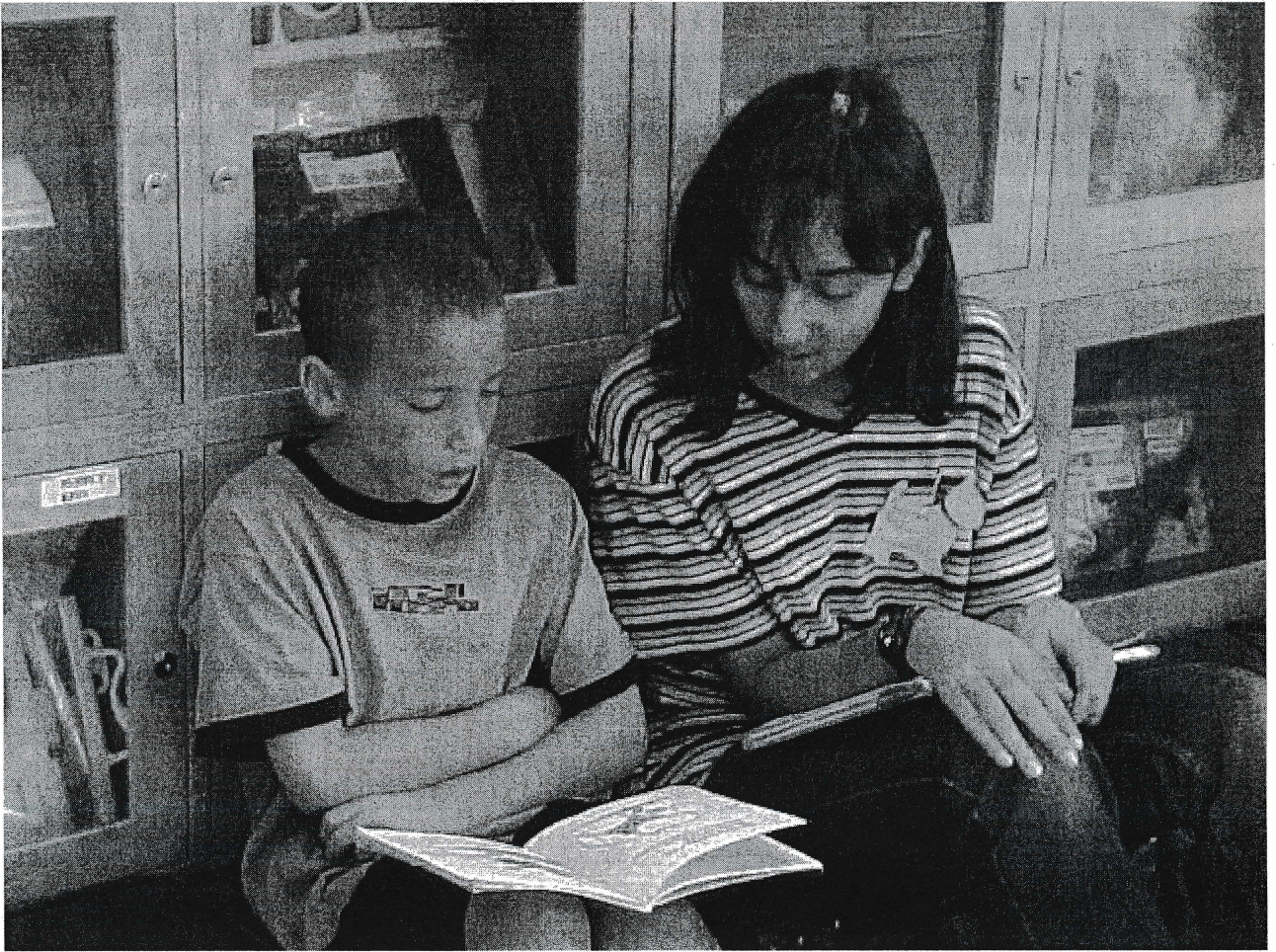
Sarah: *"It helps me read better. I like to read."*

Lisa: *"I love my library because my whole family can read together."*

Adam: *"Thank you for helping me read lots of books. I liked to read Harry Potter."*

Submitted by Jane Graves





## **Appendix 1: The Importance of Summer Reading at the Library**

### **Testimonials from Summer Students:**

For one specific six-year-old girl, the Reading Buddies program has truly reached into her heart. Her mother continuously informed me that she would wake every morning asking if it was 'reading buddies day'. Equally important, I am proud to say that her mother reported that her interest for books has increased and that she strives to attempt increasingly challenging books to read. – Ancaster.

Here at Sherwood, we have witnessed firsthand the benefits of these programs. For a boy named Michael, the Summer Reading Club made a significant difference. Michael is developmentally delayed and is in a special class at school that is several grades below his age group. Throughout the summer, Michael came to the library to report on the books he had read, becoming more willing and more able to answer questions about the stories with each visit. By reading 12 books over the summer and earning the final prize, Michael improved his reading skills as well as his verbal communication skills. He showed himself that he was capable of meeting the same challenges as other children his age – Sherwood.

One child in particular stands out in our minds as we look back over our work this summer. Maitree is seven years old, and a recent immigrant whose English literacy skills needed much work at the start of the summer. She began writing about books in point form, with a lot of grammatical errors. However, by the end of August, her written book reports were longer, more detailed, and more accurate. Her reading level is higher, as is her comprehension of the subject matter. Summer Reading has opened Maitree's eyes to the possibilities reading can afford her – Bookmobile.

One girl enrolled in the program reading five levels below her grade. Working with a volunteer she not only worked towards a goal, but also visibly built her confidence within a few weeks. By the end of the summer she had improved her reading and her mother was so impressed she wrote: "This is a great program. Sarah used to be a reluctant reader, but with prizes and goals, she has finally caught the 'reading bug'. Thank you!" – Waterdown.

It was a joy to see a child who visibly did not want to read at the beginning of the summer, coming into Reading Buddies with a smile on their face, ready to pick up where they left off with the book they were reading last week. – Saltfleet.

One child that made immeasurable growth in the program is a young girl named Skyler. At the beginning of the summer, she was reading well below her reading level and she lacked the confidence to attempt to read unfamiliar words. With

regular support from her reading buddy, Skyler ended the summer with much more confidence in her reading skill. – Sherwood.

A large number of new immigrant families live in the Barton area and many of them use the library as a way of improving their English skills. Often, parents looked to the reading programme as an opportunity for their children's English skills to improve. I remember one boy in particular whose reading confidence improved remarkably over the course of the summer. Once a shy and quiet boy, he got more involved and excited about the programme and by the end of the summer looked forward to coming to the library. - Barton

The Central Library has many ESL children in their Reading Buddies program. There was one girl in particular who had only been in Canada for a month and the English language was quite new for her. Regardless of how difficult reading could be at times for her, each week she arrived with a huge smile, eager to start reading and at the end of each session she was bursting to talk about all the new things she had learned that session. – Central

For the second year, the Binbrook library provided a Reading Buddies program. This program made a slow start in its first year. This year, however, the enrolment has risen almost 65%. Over the summer, these children have improved not only in their reading, but have made gains in vocabulary, comprehension and speech articulation. Most importantly, however, these children have attained a greater enjoyment for reading! – Binbrook.

To demonstrate how valuable this program is to children I would like to briefly describe the experience of one of the children in the Reading Buddies program this summer at the Dundas library. This summer I came across a child who lived in a foster home. When she began the program she was nervous and timid; embarrassed that her reading skills were not at the level of her schoolmates. As the weeks passed she slowly emerged from her shell, as she grew more confident in her reading abilities. Reading Buddies became something she looked forward to attending each week. She was very excited about choosing library books with her volunteer and they both enjoyed reading and laughing at the stories. Near the end of the summer the child brought in a card she had made for her volunteer to thank her for making reading an activity that she could look forward to every week! This child is now anticipating going back to school, confident in her reading skills and caught up to the rest of her class! – Dundas.

The growth that a young child can undergo in the span of a summer is incredible. It is not uncommon to see a child go from being relatively apathetic towards books and reading to being passionate and animated about them. As students who have been involved with the Summer Reading Club for numerous years, we have also had the chance to witness the incredible growth that a child can undergo between summers. Derek was in our Storybook Club last year. He came in this summer, and said "I read all by myself now...I read all these books

by myself!" I know that the reading club had a huge influence on Derek's development, as it does on countless other children every summer. The confidence, passion and enthusiasm that shines in these children inspires, reassures and confirms for us that the SRC is an invaluable program to provide.  
– Westdale.



**Summer Reading Club  
Total Membership 2002**

<b>Location</b>	<b>Summer Readers</b>	<b>Reading Buddies</b>	<b>Storybook Club</b>	<b>Total 2002</b>	<b>Total 2001</b>	<b>Total 2000</b>
Ancaster	111	15	135	261	258	123
Barton	210	18	53	281	236	229
Binbrook	108	11	48	167	193	115
Bookmobile	438	17	160	615	590	382
Carlisle	71	1	29	101	125	86
Central	323	86	120	529	488	415
Concession	233	20	119	372	457	428
Dundas	216	26	104	346	356	225
Freelton	40	N/A	18	58	62	17
Greensville	42	N/A	12	54	53	41
Kenilworth	286	50	158	494	454	359
Locke	69	N/A	63	132	129	118
Lynden	66	1	21	88	104	94
Millgrove	29	N/A	10	39	37	46
Mount Hope	47	N/A	10	57	86	56
Picton	51	7	12	70	96	133
Red Hill	178	66	86	330	339	403
Rockton	25	2	10	37	47	30
Saltfleet	233	34	119	386	384	256
Sherwood	382	48	139	569	678	552
Stoney Creek	27	1	39	67	92	39
Terryberry	677	111	356	1144	1108	1034
Valley Park	156	28	83	267	154	43
Waterdown	132	13	84	229	248	125
Westdale	101	23	120	244	202	194
Winona	25	N/A	8	33	82	11
<b>TOTALS</b>	<b>4294</b>	<b>578</b>	<b>2127</b>	<b>6999</b>	<b>7097</b>	<b>5581</b>

### Summer Reading Club

#### Total Registration 2002 5 Year Comparison

<b>BRANCH</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>	<b>1999</b>	<b>1998</b>
Ancaster	261	258	123	162	113
Barton	281	236	229	278	177
Binbrook	167	193	115	117	86
Bookmobile	615	590	382	499	549
Carlisle	101	125	86	60	79
Central	529	488	415	483	413
Concession	372	457	428	391	362
Dundas	346	356	225	250	255
Freelton	58	62	17	15	20
Greenville	54	53	41	34	40
Kenilworth	494	454	359	438	280
Locke	132	129	118	120	223
Lynden	88	104	94	68	72
Millgrove	39	37	46	54	33
Mount Hope	57	86	56	46	52
Picton	70	96	133	130	138
Red Hill	330	339	403	362	370
Rockton	37	47	30	37	27
Saltfleet	386	384	256	160	159
Sherwood	569	678	552	616	615
Stoney Creek	67	92	39	67	82
Terryberry	1144	1108	1034	856	955
Valley Park	267	154	43	58	50
Waterdown	229	248	125	100	145
Westdale	244	202	194	196	250
Winona	33	82	11	17	18
<b>TOTALS</b>	<b>6999</b>	<b>7097</b>	<b>5581</b>	<b>5643</b>	<b>5582</b>



## Summer Reading Club

## Books Read/Prize Distribution 2002

<b>BRANCH</b>	<b>PRIZE 1 JR. PASSPORT</b>	<b>PRIZE 1 SR. PASSPORT</b>	<b>PRIZE 1 TOTAL</b>	<b>PRIZE 6</b>	<b>PRIZE 12 JR. BOOK</b>	<b>PRIZE 12 SR. BOOK</b>	<b>PRIZE 12 TOTAL</b>
Ancaster	135	126	261	209	106	65	171
Barton	53	228	281	194	15	157	169
Binbrook	48	119	167	123	34	61	95
Bookmobile	160	455	615	364	90	171	261
Carlisle	29	72	101	68	12	41	53
Central	120	409	529	370	88	220	308
Concession	129	243	372	203	52	74	126
Dundas	104	242	346	257	63	139	202
Freelton	20	38	58	41	12	22	34
Greenville	12	42	54	36	8	20	28
Kenilworth	158	336	494	217	85	120	205
Locke	63	69	132	83	36	34	70
Lynden	21	67	88	66	12	44	56
Millgrove	10	29	39	24	7	13	20
Mount Hope	10	47	57	41	2	31	33
Picton	12	58	70	45	8	29	37
Red Hill	86	244	330	165	37	100	137
Rockton	10	27	37	34	6	20	26
Saltfleet	119	267	386	231	68	120	188
Sheffield	11	18	29	23	7	14	21
Sherwood	139	430	569	312	51	188	239
Stoney Creek	27	40	67	45	17	21	38
Terryberry	364	780	1144	740	140	423	563
Valley Park	83	184	267	203	54	108	162
Waterdown	84	145	229	161	50	77	127
Westdale	120	124	244	135	40	69	109
Winona	8	25	33	15	3	10	13
<b>TOTAL</b>	<b>2135</b>	<b>4864</b>	<b>6999</b>	<b>4405</b>	<b>1103</b>	<b>2391</b>	<b>3494</b>

**Summer Reading Club**

**Children Completing the Program 2002  
Percentages**

<b>BRANCH</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
Ancaster	66	59	65
Barton	60	30	30
Binbrook	57	63	75
Bookmobile	42	36	31
Carlisle	52	52	49
Central	58	68	52
Concession	34	43	31
Dundas	58	56	62
Freelton	58	73	100
Greensville	52	25	46
Kenilworth	41	32	39
Locke	53	43	38
Lynden	64	80	46
Millgrove	51	76	59
Mount Hope	58	79	75
Picton	53	46	44
Red Hill	42	54	25
Rockton	70	38	50
Saltfleet	49	49	52
Sheffield	72	62	67
Sherwood	42	45	42
Stoney Creek	57	62	74
Terryberry	49	43	36
Valley Park	61	69	56
Waterdown	55	55	68
Westdale	45	49	41
Winona	39	50	55
<b>AVERAGE</b>	<b>53</b>	<b>53</b>	<b>52</b>

### Summer Reading Club

#### Membership by Club (Including Teens)

BRANCH	STORYBOOK CLUB		READING BUDDIES		SUMMER READERS		TEENS		TOTAL	
	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001
Ancaster	135	113	15	19	111	126	19	17	280	275
Barton	53	18	18	25	210	152	11	22	292	258
Binbrook	48	44	11	7	108	142	14	16	181	209
Bookmobile	160	131	17	6	438	453	101	92	716	682
Carlisle	29	29	1	6	71	90	11	7	112	132
Central	120	164	86	114	323	210	78	43	607	531
Concession	119	153	20	21	233	283	16	26	388	483
Dundas	104	88	26	22	216	246	33	18	379	374
Freelton	18	27	-	2	40	33	6	5	64	67
Greenville	12	17	-	2	42	34	6	3	60	56
Kenilworth	158	126	50	46	286	282	80	77	575	531
Locke	6	59	-	-	69	70	21	18	153	147
Lynden	21	40	1	5	66	59	9	19	97	123
Millgrove	10	8	-	-	29	29	11	11	50	48
Mount Hope	10	32	-	-	47	54	5	12	62	98
Picton	12	25	7	16	51	55	27	10	97	106
Red Hill	86	77	66	88	178	174	28	20	358	359
Rockton	10	19	2	-	25	28	1	4	38	51
Saltfleet	119	102	34	26	233	256	46	29	432	413
Sheffield	11	17	-	-	18	22	3	4	32	43
Sherwood	139	167	48	60	382	451	52	33	621	711
Stoney Creek	39	39	1	-	27	53	4	8	71	100
Terryberry	356	351	111	105	677	652	79	94	1223	1202
Valley Park	83	54	28	17	156	83	18	6	285	160
Waterdown	84	98	13	6	132	144	45	19	274	267
Westdale	120	95	23	26	101	81	15	22	259	224
Winona	8	36	-	-	25	46	6	7	39	89
<b>TOTAL</b>	<b>2127</b>	<b>2170</b>	<b>578</b>	<b>619</b>	<b>4294</b>	<b>4308</b>	<b>745</b>	<b>642</b>	<b>7744</b>	<b>7739</b>

**Summer Reading Club**  
**Membership By Grade 2002**

<b>BRANCH</b>	<b>PRESCHOOL</b>	<b>GRADE 1-2</b>	<b>GRADE 3-4</b>	<b>GRADE 5-6</b>	<b>GRADE 7-8</b>
Ancaster	115	80	46	20	0
Barton	52	107	87	33	2
Binbrook	49	42	42	34	0
Bookmobile	160	171	197	81	6
Carlisle	34	34	22	11	0
Central	120	149	165	77	18
Concession	128	113	90	40	1
Dundas	111	113	80	38	4
Freelton	19	24	9	6	0
Greensville	13	16	17	8	0
Kenilworth	158	144	121	65	6
Locke	60	34	30	7	1
Lynden	24	26	22	15	1
Millgrove	13	12	6	8	0
Mount Hope	14	14	16	11	2
Picton	13	22	23	11	1
Red Hill	86	116	92	34	2
Rockton	12	10	10	5	0
Saltfleet	119	112	120	32	3
Sheffield	11	8	4	5	1
Sherwood	139	216	140	71	3
Stoney Creek	27	18	16	6	0
Terryberry	372	347	275	139	11
Valley Park	92	94	53	28	0
Waterdown	88	57	52	27	5
Westdale	117	54	49	23	1
Winona	12	10	7	3	1
<b>TOTAL</b>	<b>2158</b>	<b>2143</b>	<b>1791</b>	<b>838</b>	<b>69</b>

## TEEN SUMMER READING CLUB 2002

System report

**MAKE READING A HOBBIT**



The Teen Summer Reading Club of 2002 was the most successful Hamilton Public Library Teen Summer Reading Club to date, with a total of 745 members. The theme, prizes, training and structure all worked very well. The staff questionnaire responses offered many useful suggestions and highlighted areas for attention and improvement for future years.

### Highlights

The Teen SRC has continued to grow in popularity since 1997. The increase from last year was 16% (up by 103 members).

The branches with the largest increase were: Picton (up 170%), Waterdown (up 136%), Dundas (up 83%), Central (up 81%), Saltfleet (up 59%) and Sherwood (up 58%).

Bookmobile holds the membership record with 101 members this summer followed by Kenilworth, Terryberry and Central.

System wide, the Teen Club had 37% of club members complete 12 titles. While the largest number of teens completing were at Terryberry, Saltfleet and Central, the locations which kept the largest percentage of Teens interested long enough to read the completion goal of twelve titles were: Millgrove, Barton, Greensville, Saltfleet and Picton. This is an interesting mix of urban and rural, large and small locations.

**SIX YEAR OVERVIEW OF TEEN SRC MEMBERSHIP BY BRANCH**

<b>LOCATION</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>	<b>1999</b>	<b>1998</b>	<b>1997</b>
Ancaster	19	17				
Barton	11	22	29	20	25	21
Binbrook	14	16				
Bookmobiles	101	92	127	128	134	78
Carlisle	11	7				
Central	78	43	43	51	58	51
Concession	16	26	18	25	37	15
Dundas	33	18				
Freelton	6	5				
Greensville	6	3				
Kenilworth	80	77	32	46	56	20
Locke	21	18	10	16	32	28
Lynden	9	19				
Millgrove	11	11				
Mount Hope	5	12				
Picton	27	10	47	51	11	11
Red Hill	28	20	43	50	26	46
Rockton	1	4				
Saltfleet	46	29				
Sheffield	3	4				
Sherwood	52	33	67	55	66	71
Stoney Creek	4	8				
Terryberry	79	94	90	82	96	59
Valley Park	18	6				
Waterdown	45	19				
Westdale	15	22	20	37	24	20
Winona	6	7				
<b>TOTAL</b>	<b>745</b>	<b>642</b>	<b>526</b>	<b>561</b>	<b>565</b>	<b>420</b>

### NUMBER OF TEEN CLUB MEMBERS READING 1, 6, & 12 BOOKS

Location	Prize 1	Prize 6	Prize 12	%Completed
An	19	11	6	32%
Ba	11	9	8	77%
Bi	14	10	6	43%
Bkm	101	19	10	10%
Ca	11	6	4	36%
Ce	78	45	31	40%
Cn	16	9	7	44%
Du	33	21	14	42%
Fr	6	2	1	17%
Gr	6	4	4	67%
Ke	80	32	24	30%
Lo	21	12	9	43%
Ly	9	7	4	44%
Mi	11	9	9	82%
Mh	5	2	2	40%
Pi	27	16	14	52%
RH	28	14	7	25%
Sa	46	31	28	61%
Ro	1	0	0	0
Shef	3	1	1	33%
Shw	52	38	16	31%
St	4	2	2	50%
Te	79	58	33	42%
Vp	18	11	5	28%
Wa	45	24	19	42%
We	15	12	6	40%
Wi	6	4	2	33%
<b>Total</b>	<b>745</b>	<b>409</b>	<b>272</b>	<b>37%</b>

#### Number of Club Members Reading 1, 6, & 12 Books

These figures are used to determine how prizes should be distributed and help to estimate how many prizes need to be ordered for next year. It is also an indication of how well the club kept members' interest through the summer.

- a) **745** teens received prize #1
- b) **409** teens received prize #6
- c) **272** teens received prize #12

**I. Participants:**

There were 745 members in the Teen Summer Reading club system wide.

Girls	532	71% girls
Boys	213	29% boys

**Breakdown by age**

<b>12 and under</b>	339	46%
<b>13</b>	197	26%
<b>14</b>	80	11%
<b>15</b>	44	6%
<b>16</b>	34	5%
<b>17</b>	24	3%
<b>18</b>	27	4%
<b>TOTALS</b>	<b>745</b>	

It appears that the Teen Summer Reading Club appeals mostly to girls under 14 years of age, as 71% were girls and 72% were age 13 and under. While we should keep this audience in mind planning future themes and prizes, we should also continue to try to attract more boys. The draw prizes for soccer, hockey and football tickets, for example did appeal to boys, as did the fantasy theme. Questionnaire responses suggested that these were very welcome.

**II Club Structure:**

The most common and recommended structure of the club was to place a ballot box in a prominent location (e.g. in the Teen area or near the Circulation Desk) with displays of posters, ballots and bookmarks to attract interest. Staff would regularly attend to the ballot box, recording entries and setting aside prizes to be picked up. Winners for the monthly draws were chosen from the ballots (so the more you read, the greater your chance of winning) and then winners were notified to come pick up their prizes. Some locations put up signs to announce the winners.

Many locations did try to offer teens the option of talking with someone, or at least handing in their ballot to a person. Sometimes this was a staff member and in other cases it was the summer grant worker. Many branch staff expressed the opinion that teens do often want the option of talking to someone about their reading.

*Recommendations and comments from staff regarding delivery of the club include:*

1. A number of locations suggested that the way they took reports needed to be reviewed; for example, that teens might have the option of handing their ballots to a staff member and receive prizes right away to save telephone calls and give teens more personal attention. Several locations already do this.
2. Some thought that teens should have the option of doing oral reports. Teens are often keen to read and communicate and might enjoy the same level of interaction as younger Summer Reading Club members.



### **III Theme:**

Almost all locations found the theme to be attractive to teens, timely and literature related. It appealed equally to girls and boys.

"The theme was very popular at Red Hill. Many teens read the books that were found on the bookmark entitled *Make Reading a Hobbit*. The posters were beautiful and nicely timed for displays." *Red Hill*

"I would prefer the theme to be the same for all clubs.... too confusing and teens too isolated...." *Westdale*

"The theme was popular and timely. It attracted new participants." *Bookmobile*

*Theme suggestions for 2003:*

"*Chill out at the Library*" Perhaps for teens this would emphasize summer activities like listening to music and enjoying fiction.

"*Read on Wheels*" This ties in with the 2003 World Cycling Championships in Hamilton next year. This has high boy appeal, is timely, connects with the many related activities spinning off from this in our city and ties in with non-fiction reading for pleasure.

### **IV Summer Students:**

Many locations use the summer grant students to assist with the Teen Club: recording the members' progress, organizing prizes and calling teens to pick-up their prizes as well as making posters and publicizing the club. In some locations the grant workers also interacted with the teens, talking about books, promoting the draws and generating interest.

There were also a number of branches where regular staff members made time to interact with Teens, talk about books and promote the Club. It appears that personal interaction did have a positive effect on the number of teens completing twelve books.

### **V Training And Communication Needs:**

Staff responsible for offering The Teen SRC reported that their training and communication needs were well met and that the summer grants students were also well trained. The area that does need attention is making other library staff aware of the club, so that they realize the positive effect that their knowledge and promotion can make.

## **VI Promotion:**

Posters, displays and flyers with information about the club, as well as prizes and draws were considered very important. A number of locations recommended the "need for more publicity if we want to get Teens' attention." Teens do read in the summer and more would join, if they realized how simple it is to participate in the program.

Posters displayed near the Internet and where teens sign up for the Internet were very effective. Branches requested more posters to use in different areas around the library. Some made their own posters for neighbourhood distribution. For example, Westdale designed posters for middle and high schools promoting club and prizes. Dundas faxed the poster and an information sheet to the principals of area schools and within days teens were coming to ask about the club.

Kenilworth suggested a large banner to draw attention to the club.

Personal promotion of the club to teens in the library – especially to teens who came to sign-up for the Internet or check out books worked well. Next year, we should make sure that all public service staff receive background information about the teen reading program. Knowledgeable, staff can help promote the Teen Club and encourage teens to participate.

"Staff needs to be asked to participate actively and enthusiastically in encouraging teens to join." *Rockton*

Red Hill describes an easy promotion that worked well..."When staff were on the circulation desk, there were a number of ballots available to pop into the teen books as the teens were leaving the library. A small blurb was given explaining how the program worked. This increased our numbers. There are two teen bulletin boards in the teen room. The information was placed on these boards to publicize the teen reading program, as well."

Central sent invitational letters to last year's participants. Central also reported that a prominent display in the lobby would have been very useful. The display cube in Central's lobby has been booked for a teen display next June.

## **VII Promoting the Teen Club at schools:**

Many branches did visit the older grades to promote the Teen Club as well as to invite volunteers for *Reading Buddies*. This was considered to be successful and worth doing although the reception from the upper grades is predictably less enthusiastic than young children.

*For example:*

Red Hill visited 8 schools and ...

"There were many teens that volunteered as reading buddies as a result of this promotion. As well, many of our teens that participated in the teen summer reading program found out about it through the visits to their schools."

System flyers or posters for high schools were suggested.

### **VIII Publicity Materials:**

The publicity materials were useful and attractive. Many locations would have liked more and larger posters. Bright colours for posters, ballots and other teen publicity were requested.

"Generally, we were satisfied with the publicity and artwork. Glad to see colours in the Teen poster. More colourful ballots and bookmarks would be good too. A few more copies of the large size poster would be welcome to display throughout the branch."  
*Terryberry*

"I think we might benefit with the use of more colourful posters promoting just the Teen program" *Binbrook*

It was suggested that a spot for the date would be a valuable addition on the ballots. Some locations ran out of ballots and request that a larger number be printed.

The beautiful Hobbit posters were striking and drew positive comments and attention.

### **IX Prizes**

Branches were satisfied with this year's prizes and prize structure. Everyone thought food coupons were a hit. Some really liked books, others felt that the coin sets were very popular; others praised the T-shirts but over all the response to the prizes was very positive. The prizes appealed to both genders.

"1,6 and 12 works well and complements the children's program." *Terryberry*

"Teens were very excited about the prizes this year and I feel it made them work harder to finish" *Locke*

"Books are always a great prize" *Ancaster*

"The kids *loved* the coin sets and signed books. The prizes were very popular!!"  
*Westdale*

### **X Draws:**

All locations agreed that the draws were very successful. The sports and theatre tickets were a big hit and appealed to different tastes, interests and sexes. Posters promoting the draw and announcing winners were used almost everywhere to spark interest.

"Draw prizes were excellent-probably responsible for the influx of male teens joining this year." *Saltfleet*

### **XI Related Programs:**

Many of the questionnaires indicated that teens need to feel included and felt that this could be achieved by programs, or more interaction with staff and summer workers or even activities on the Teen Page. The Power of the Pen and the Bookmark Contests are both system summer programs for teens. However, very few branches offered local related teen programs.

Central made an event of the monthly draw with music and fanfare in the teen area. There was a finale party. All the teen participants were invited to the Teen area, where there was music and the August draw took place. In this case, teens had to be present to win. The program was low key, but effective.

Picton offered a teen drop in program for chatting and reviewing books. It was not as successful as staff had hoped.

Several locations felt that some kind of a programming would attract teens. Suggestions included a drama program where older kids develop and put on a puppet show for younger kids, a Scrabble tournament, Teen Bingo and a finale pizza party.

Waterdown staff suggested contests or activities to encourage teens to visit the HPL teen website such as a quiz based on the web site or a special draw that can be entered by visiting the web page or teen reviews of books relating to the reading club theme.

Programming suggestions for teens will be explored for next summer's training sessions.

### ***XII Make Reading Hobbit bookmarks:***

At many locations the "Make Reading a Hobbit" bookmarks were welcome. They were found to be useful near the ballot box, in the teen area and at the circulation desk. The fantasy selection was very good for teens and appealed to both sexes. We should order extra copies of the highlighted titles. Other locations felt that teens prefer to follow their own tastes.

In conclusion, the Teen Summer Reading Club was very successful this year.

Submitted by Ilona Hitchcock, December 2002