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"One Community, One Book" programs, first implemented in Seattle in 1998, have

proliferated in the United States. This study examines how libraries and other sponsoring

organizations use dedicated websites to encourage community members to participate in

these programs. Preliminary evaluation of the sites listed on the Library of Congress

Center for the Book page leads to an in-depth analysis of both problematic and exemplary

sites.

Headings:

     Book discussion groups

     Cultural programs

     Websites – Evaluation

BUILDING WITH BOOKS AND BYTES:
AN EXAMINATION OF "ONE COMMUNITY, ONE BOOK" WEBSITES

by
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Approved by

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Background

Introduction:

The concept of a group of individuals coming together to discuss books is relatively old, reaching back to the salons of eighteenth century France,[1] and book clubs have existed in the United States since the early 1800s.[2] There is, therefore, a tradition in this country of books bringing people together for intellectual discussion. In current manifestations, some clubs discuss the book on purely literary merit. Others choose to expound upon the social implications of the volume. Still others use the selection as a springboard to conversation about personal problems and issues. Finally, some groups merely use the book as an excuse to socialize and get to know one another better.

These same kinds of book discussion groups have existed in libraries since the 1940s and today, over sixty percent of public libraries host at least one book club.[3] Libraries use these groups to build connections, boost circulation, and increase visibility among the community at large.

Building on these successes, in 1998 The Washington Center for the Book at the Seattle Public Library established the first "one community, one

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[1] Conclusions in the first two paragraphs are taken from a previous unpublished paper written by the author for Dr. Barbara Moran's Popular Materials course:
Hays, Sarah M, "Ace of Clubs: Establishing a Book Discussion Group in the Public Library" (University of North Carolina, 2003).
[2] Chelton, Mary K, "When Oprah Meets E-Mail: Virtual Book Clubs", *Reference & User Services Quarterly* 41, no. 1 (Fall 2001), 31.
[3] Roberson, Deb, "Oprah and Out: Libraries Keep Book Clubs Flourishing", *American Libraries* 33, no. 8 (Sept. 2002), 52.

book" program. Expanding on the idea of the book club, the program

encouraged as many people in Seattle as possible to read Russell Banks' *The*

Sweet Hereafter.[4] Now there are "one community, one book" programs

across the nation: an organization, most often a library, sponsors an

initiative to have as many people in the defined community read the same

book, often surrounded by sponsored discussions and other programs. This

type of program allows the library to take advantage of all of the positive

aspects of book discussion groups (discussing literary merit, social issues and

personal problems while coming together to socialize) in libraries (increasing

circulation while building connections and boosting the library's visibility),

while spreading these benefits to the community at large.

    As these programs become more common (The Library of Congress

lists approximately 228 programs which appear in all but four states.), more

people will hear about the programs every year. However, in order to get a

diverse group of readers, including those who may not go to the public

library regularly or at all, there has to be another way to disseminate

information about what is happening – especially because libraries hope that

everywhere in the community, people will be talking about the book. One

good way to do this is through a dedicated web site.

    One of the most critical communication tools for this type of project is

the website, which allows users to access information easily and effectively.

This access allows people who may not ever visit the library to find

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[4] "What's Seattle Been Reading in Years Past?", n.d.,
<http://www.spl.org/default.asp?pageID=about_leaders_washingtoncenter_seattlereads_previous> (3
December 2003).

information on a program they might have heard about at the grocery store, doctor's office, or salon.

A website offers many practical benefits to the "one community, one book" program. Most importantly, it is accessible from anywhere that has an Internet connection. While this does exclude some in the community who do not have access to an Internet connection (outside of the public library), it allows a more diverse audience to gain access to the information than just those in the community who will hear about the program at the library. The website also standardizes the information available. Word of mouth is a powerful tool, and one that the "one community, one book" initiative relies upon heavily. However, as in the childhood game of telephone, often information becomes jumbled when passed from mouth-to-mouth. Specific information, such as the day and time of events or even large details like who is sponsoring the program, may get lost in the translation. A website is a readily accessible tool that allows all people access to the same information all of the time. Finally, not only accuracy but clarity can be an issue. For those seeking more information about the "whys" and "wherefores" of the initiative, a website can help clear up uncertainties and allow the full and true story of it to emerge to the people who seek it.

So, for people who will not hear about the program at the library or other information center, a web presence is crucial because it is a major way for people to get information about the program. These members of the community will need to find several different elements upon their visit. These elements arise out of the purposes listed above: reliable, clear

information that reaches out to those who will not encounter the program through the library.[5] First, a "statement of purpose" or mission statement is critical to the site, perhaps the most important element beyond the name of the book. A statement of purpose crystallizes the idea of the program in the visitor's mind. She probably will not care when the author is visiting the area if she does not know why the program exists or even why she should read the book in the first place. Therefore, this statement of purpose should exist both for the program itself as well as for the book. To sell a person on one and not the other can be problematic for the success of the program. It will leave the visitor either excited about participating but uninformed about the book or ready to read the book but not motivated to talk about it with others.

Information that is more practical is necessary as well. Lists of events, sponsors, contacts, and other information inviting or encouraging website visitors to participate in the program are the kinds of basic information most people, even those who have seen information in the library, might go to the website looking for. People will simply not participate if they cannot easily find adequate information telling them why and how to get involved.

By examining all existing "one community, one book" websites, a critical look has been given to the current state of the information available on these programs. A "one community, one book" website has to be considered an argument for the program. If it does not inform and persuade, it will not accomplish the mission of the site or the program: to get people in the community involved. There are 114 active sites listed on

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[5] While my background reading influenced these criteria, they are of my own formulation.

the Library of Congress webpage[6] for "one community, one book". But do current "one community, one book" websites make an effective argument for each program's existence?

Literature:

This type of program is so new that very little information exists on the program as a whole; however, in the last three years, reports on individual programs have started to surface. There were articles about the program's incarnations in Chicago, Lynchburg (VA), and Tampa (FL). The Tampa article, which appeared in *Florida Libraries,* was a very brief report on how the book was chosen and where the funding was received. Perhaps the most interesting portion of this brief was the mention that a few librarians wanted to choose a book that did not include "strong language", but that the issue was "debated, discussed, and dismissed"[7]. It seems then (and a glance through the titles bears this out) that some consideration is being given to language, but that other qualities become more important in choosing the one book a community reads.

The article on Lynchburg, Virginia's program was a retrospective on the process of putting the program together. This was the only article that mentioned the presence of a website as a portion of the program, and it does

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[6] In fact, there are more websites listed, but my research has shown that only 114 are operational as of January and February 2004.
[7] Sparrow, Joyce, "One Bay, One Book", *Florida Libraries* (Fall 2003), 23.

this only briefly as a part of a laundry list of the advertising that was done as a part of the campaign.[8]

Finally, the Chicago article gives some insight into the way the program functioned as a reaction to the incidents of September 11, 2001 – that reading *To Kill A Mockingbird* allowed some members of the community to think about the terrorist attacks and the following incidents of racism more abstractly. The article also mentions that the Chicago program cost a "relatively modest" $40,000.[9]

Christine Watkins, who writes the "Grassroots Report" in *American Libraries* wrote about the phenomenon twice in 2003. One of the articles reports on the "Canada Reads" program, which functions differently than any other program in that it is a country-wide effort by the Canadian Broadcasting Company (CBC), which invites five celebrities to nominate a book. The five celebrities then defend their choice on the radio and once a week, the people of Canada vote one of the selections out. The final remaining book is the book that all of Canada is encouraged to read. As an addition to this report, Watkins encourages those attending the 2003 ALA Conference in Toronto to participate in the "One Conference, One Book" program.[10]

In her other article on the subject, Watkins gives a brief overview of the phenomenon, noting that the program has "taken on shadings not always in keeping with the original design… a work of literature to be read and

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[8] Michalik, Candice, "One Book, One City, One Great Experience!", *Virginia Libraries* (October-December 2003): 7-9.

[9] Clark, Donia, "One Book Moves More Than One City", *ILA Reporter* (December 2001): 6-8.

[10] Watkins, Christine, "One Country, One Conference, One Book", *American Libraries* 34 (March 2003): 83.

discussed by individuals who live in the same place".[11] She notes that in some places, the city has taken center stage instead of the book, although she does not mention that in some places the book has become secondary to the issues that the program wishes to discuss.

There is, however, no theoretical or research information published on the topic, but as the program is conceived to be like one big book club, an investigation into book discussion groups will be informative. There are two places to find such information – in the library literature and among general works about book clubs.

When researching library literature, one will notice two things. First, the library literature primarily focuses on the "how-to" aspects of book discussion and, second, because information is so scarce, the most influential people are easy to find. Ted Balcom, the creator of the Adult Reading Roundtable (ARRT), is the most prolific of these. Balcom wrote an article about ARRT for *Reference & User Services Quarterly* about ARRT's efforts to train library staff to lead discussions effectively.[12] Balcom has also collected this information into a book published by the American Library Association called *Book Discussions for Adults: A Leader's Guide*.

While Balcom has been the most prolific, Mary K. Chelton has written the article most closely related to the topic of online aspects of book discussion groups. Chelton feels that online groups are the wave of the

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[11] Watkins, Christine, "Hundreds of Communities, Hundreds of Books", *American Libraries* 34 (February 2003), 55.

[12] Balcom, Ted, "The Adult Reading Round Table: Chicken Soup for Readers' Advisors", *Reference & User Services Quarterly* 41, no. 3 (Spring 2002): 238-243.

future[13], but as seen in this research, the online discussion aspects of "one community, one book" projects have not become popular in any community. The websites must therefore be innovative and try new things, but also recognize when an idea is not working.

The article "Oprah and Out" by Deb Roberts discusses the reasons people are interested in discussing books with one another, which gives my study a perspective on what the statements of purpose for these programs should reflect. She claims that it "deepens the intimacies of friendships", gives "the opportunity to explore and have fun... to get to know neighbors, discuss ideas relevant to live in the community, and to simply learn more from one another than possible by reading a book alone in a vacuum."[14] All of these, although written about the traditional book discussion group, can and should be extrapolated to the "one community, one book" format. Then they should be communicated to the community at large.

Like Roberts' article, *Book Clubs: Women and the Uses of Reading in Everyday Life* by Elizabeth Long looks at the reasons why people belong to book groups. While Long is primarily focused on women, her findings may be used by organizations to structure their "one community, one book" programs. She suggests that often it is not the book that matters as much as "creating new connections, new meanings, and new relationships".[15] If

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[13] Chelton, Mary K. "When Oprah Meets E-Mail: Virtual Book Clubs". *Reference & User Services Quarterly* 41, no. 1 (Fall 2001): 31-6.

[14] Roberson, Deb, "Oprah and out: Libraries Keep Book Clubs Flourishing", *American Libraries* 33, no. 8 (Sept. 2002): 52-3.

[15] Long, Elizabeth. *Book Clubs: Women and the Uses of Reading in Everyday Life*. Chicago: U. of Chicago, 2003, 22.

she is correct, websites should focus on selling these aspects as well as the actual book to the community.

How-to books about setting up a reading group address important topics like choosing books that inspire conversation and attracting members of the community who may not normally participate in an activity such as this. These books also offer title suggestions according to genre and topic, which are helpful if a community is using the "one community, one book" format to discuss a particular social problem that appears in their community. Titles of these books appear in the selected bibliography at the end of this study.

Methodology:

In order to study this issue, a collection of "one community, one book" websites had to be obtained. Fortunately, the Library of Congress has indexed these sites on their "Center for the Book" site.[16] I began my investigation of this issue by copying all of the websites that appeared on the list as of January 17th, 2004 into a database. Both the "community" and its website were noted for 164 different programs in the United States, Canada, and England. I decided to use only the sites indexed on the Center for the Book site, although other sites may exist, in order to create a controlled group that could be visited and evaluated within a few weeks of one another.

At each site, I thoroughly investigated all links, taking notes on the presence of key issues: a statement of purpose (or mission statement) both

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[16] http://www.loc.gov/loc/cfbook/one-book.html

for the program and the book being read, a list of events surrounding the program, a list of sponsors, contact information, and whether discussion questions were provided (either on the site itself or available through a link). I also noted anything that was particularly inviting or encouraging (particularly if it was innovative) and anything detrimental to the site's success, such as broken links. The main purpose of these notes was to create an overall impression of the site, such as a member of the community who might be considering participation would observe.

A statement of purpose for the program was recognized by language indications such as "in order to", "aims to", "the goal(s) is/are", or even simply "is a program that". For the book's statement of purpose, the standards were more lenient – in addition to the language recognized for the program statement of purpose, any text indicating the book's themes or a connection to the community also counted, although a mere summary of the book's plot did not. Lists of sponsors and contact information had to be overtly listed. It was not sufficient for the site to presume that the visitor would know that because the site was included on the library webpage, that the library itself was sponsoring the program and should be contacted with any questions.

In examining these elements, I also noted how many links one must click on in order to find all of this information, as this pertinent information should be prominently displayed and not "buried" on the site. The rubric looked like this, with each number indicating how many pages must be viewed in order to find the information, including both the homepage and the

page the information is located on. If the information is not included on the

website, it is indicated by a 0 in the column. Discussion questions were

indicated by a simple yes or no answer, as many sites linked to another page

that was unrelated to the program site.

location	website	Program SOP	Book SOP	Events	Sponsors	Contact Info.	Discussion questions
NC – Wake Co.	www.wakegov.com/readstogether	2	3	2	2	2	y

Other inviting or encouraging information was not be quantified in the

same way as the primary criteria, but rather was noted on a case-by-case

basis. Finally, I indicated when I took notes on each site, whether the

program was active when I visited, whether the program was library

sponsored (the possible answers for this were yes, no and then a note about

who was sponsoring, and partial, for those programs where the library was

involved but was not the sole presenter). Finally, I noted what book each

community was reading.

Notes	Date Visited	Currently Active Program?	Library Sponsored	Book
historical background, online discussion	20804	Yes	yes	Wolf Whistle

There were many sites that did not fit easily into this pattern, and so a

methodology was crafted for each situation. By far the most common of

these was a website that was not specifically for the "one community, one

book" program, but rather for the library or organization as a whole. In this

case, I tried as best I could to find the site dedicated to the program. First, I

would look for a "search" function on the site that that the Library of

Congress had listed. If a search function existed, I would type in "one book". Often this would find the portion of the site dealing with the program. If it did not, or if no function existed, I would then look through appropriate links on the site, such as "Programs", "Library Calendar", or "Special Events". I found a few more of the sites this way.

Similarly, sometimes the site listed by the Library of Congress was no longer active. In this case, I would double check for obvious misspelling on the site address, either by the Library of Congress or by my transcription. If this did not remedy the situation, I would look for a "root" address. For example, if the site was www.yourlibrary.com/ocob.htm, I would go to www.yourlibrary.com and use the method above to attempt to find the program page on the main site. If this did not work or was not possible, I would then use google.com to search for the program name. If all of these strategies failed, as they did in fifty of the cases, the record was removed from my database of sites.

Once I finished the evaluation of all of the websites based on these criteria, I determined where the weak spots of "one community, one book" websites are in general. This was done by analyzing each of the columns to determine what percentage of sites include the information necessary for an acceptable "one community, one book" website.

Finally, I chose the best five examples out of all of these websites. I took into account the content analysis above, but also the notes I took about additional features as well as some of the basic principles of website design. Therefore, I chose sites based on the usefulness of the information, the

presence of innovative features, overall attractiveness, use of graphics and color, and general usability (examining where links are located and how descriptive they are).

I also chose examples from other websites of what not to do on a "one community, one book" site. As opposed to choosing one or more "bad" sites for this, examples of bad practices came from a variety of sources because there were very few websites that did not have some redeeming value. Also, unlike the best examples, there are not any one or two sites that exemplify all of the bad practices observed throughout all of the rest.

This detailed analysis allowed me to consider subtle differences, thereby teasing out the most important areas to focus on for all "one community, one book" programs. With these five sites, I thoroughly examined every aspect of the website, describing what works on each website, why it works with the "one community, one book" program, and what other programs can do to replicate their successes.

The Websites

Data:

       After the sites that no longer existed or could not be found were deleted from the database, I had 114 sites remaining, 69.5% of the 164 sites listed by the Library of Congress. I began to analyze the data by assessing how many elements in each of the categories were missing. Thirty websites (26.3%) were missing a program statement of purpose and another thirty-nine (34.2%) were missing a statement of purpose for the book, and seventeen (14.9%) were missing both.

       An event list was the most commonly seen element on these websites. Only eleven, or a mere 9.6%, were missing information on scheduled opportunities for participation. Only three current programs were missing this information, so perhaps some calendars had been taken down when the events passed, although many of the sites indicated that they had not been updated since the program ended.

       Information about the sponsors of the programs were missing from twenty-four sites (21.1%), while contact information was missing on twenty-five sites (21.9%). However, only four were not part of a larger website (belonging to a library, school system, or other sponsor), which would bring the percentage down to 3.5%. (While this does not relieve the organization of the responsibility for providing easily accessible, more specific information, it also does not leave the visitor groping for a way to find out whom to talk to

about the program.) Finally, discussion questions or a link to discussion questions were missing from 42.1% of sites, a total of forty-eight websites.

A healthy number (thirty-four, or 29.8%) included all of the essential information on their sites and when one counts the number only missing one of the criteria, the number nearly doubles to sixty-seven, or 58.8%. Two sites had none of the information expected for a "one community, one book" website – Fergus Falls, Minnesota's and Delaware, Ohio's. These two sites are discussed in depth below.

The websites I investigated were primarily library-driven with only twenty-two (19.3%) not at least partially library-sponsored. Forty-four (38.6%) of the sites represented programs that were currently running, making January and February a very popular time of year for a "one community, one book" program. More communities were gearing up to begin their programs in March and April, while the other popular choice was in the fall. Virtually no programs took place in the summer or in November and December.

Finally, while I had decided not to look for versions of these websites in other languages, since each community must tailor its approach to the needs of its people, I was surprised to find how few offered links to any provision for Spanish-speakers. Only two sites offered an alternate site in Spanish and only one mentioned a sponsored discussion group in Spanish. One of the websites was from Houston, TX. The Census Bureau reports that Harris County, where Houston is located, had a Hispanic population of 32.9%

in 2000.[17] Both of the other sites that contained provisions for Spanish-speakers originated in Oregon – Washington and Multnomah Counties. Washington County, which has a Hispanic population of 11.2%,[18] sponsored a discussion group for Spanish speakers and Multnomah County had its website available in Spanish for its 7.5% Hispanic population.[19] One, Knox County, Tennessee, offered a discussion group with a sign language interpreter.

Analysis:

Considering the newness of community reading programs, combined with perennial shortfalls in library budgets, I had expected these sites not to measure up as well as they did. I was pleased to find that most visitors on "one community, one book" websites are likely to find the information they will be searching for.

The information most commonly missing from these sites was a list of discussion questions. As publishers have discovered, creating a list of questions for a book encourages groups to select certain titles to read. This allows even the most inexperienced group to have an outline of things to talk about at a book discussion meeting, and encourages them to participate in the project on their own terms. Previously existing book clubs are able to make it part of their identity to always read their community's choice for the "one community, one book" initiative. This increases the sense of ownership

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[17] U.S. Census Bureau, "State and County Quick Facts, Harris County, Texas", n.d., <http://quickfacts.census.gov/qfd/states/48/48201.html>, (20 March 2004).
[18] U.S. Census Bureau, "State and County Quick Facts, Washington County, Oregon", n.d., <http://quickfacts.census.gov/qfd/states/41/41067.html>, (20 March 2004).
[19] U.S. Census Bureau, "State and County Quick Facts, Multnomah County, Oregon", n.d., <http://quickfacts.census.gov/qfd/states/41/41051.html>, (20 March 2004).

among the community. This feature need not be hard to include on a website, either. In many cases, library staff may introduce discussion questions found online, either from the publisher or even from a previous "one community, one book" project. The librarian might then add questions pertaining to the individual community, and that portion of the website is done.

There are, of course, some aspects of these sites that need to be addressed, although their inclusion may be more problematic. The statement of purpose for the book chosen was one of the weakest portions of this test. I do not believe that this is because the organizers of the programs do not know why it is important that the communities read these books. I think, rather, that these books are often chosen for reasons that are very sensitive in the community because they address problems and issues that polarize people. A glance through the list of "One community, one book" titles (Appendix B) reveals the fact that most of these books deal with difficult issues such as racism, religious intolerance, censorship, abuse, genetic engineering, and others. As Steve Sumerford, Assistant Director of the Greensboro (North Carolina) Public Library said in his talk at the Librarians' Association of the University of North Carolina at Chapel Hill (LAUNC-CH) Conference, librarians do not necessarily want to come out and tell the community that they are going to have to talk about racism.[20] In a town that became central to the Civil Rights movement because of the sit-in at the Woolworth's counter, racism is an ever-present factor that invites

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[20] Sumerford, Steve and Trudier Harris, "One Community, One Book", LAUNC-CH Conference, 15 March 2004.

attention; the Greensboro Public Library's website tells its visitors that this issue is to be addressed in the book, along with other issues. They write, "We have selected the novel, *A Lesson Before Dying* by Ernest Gaines, because we believe it can serve as an excellent springboard for discussions of such universal issues as death, education, religion, racism, justice, love, family and faith."[21]

Issues like this should be addressed directly, instead of avoiding them. Many people will not only not read a book if they do not know why they should, they might also resent being deceived into thinking about issues involuntarily. It is best for these programs, then, to tell people why they should read a particular book and leave it up to the individual to decide whether they want to address the subjects on the library's agenda.

Statements of purpose for the programs appear more commonly than I anticipated they would. I thought that the sites would be reluctant to write these, just as many libraries do not have mission statements, because the staff is not sure why "one community, one book" is a good idea, except that everyone else is doing it. This lack of focus can doom a good project. Without knowing why a project is important, it becomes difficult to prioritize activities, to advertise, or to convince people to participate. It is good to see so many programs articulating a purpose for themselves and communicating this purpose to their communities.

After completing my research, I realized that the reason many sites do not include sponsorship information is that they do not have outside sponsors

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[21] Greensboro Public Library, "One city, one book", n.d., <http://www.greensborolibrary.org/books/one_city.htm>, (21 March 2004).

and it seems obvious that the library is the sole institution sponsoring the program. However, this does not give the library the publicity it deserves for orchestrating the project. The statement of purpose that is never listed on the "one community, one book" website is that the program exists in part to give the library exposure, although this is part of the purpose in many cases. The more the library is seen as the center of the community, the more likely it is that funding will continue for all of its programs.

Contact information and a schedule of events seemed to me to be the least amount of information necessary for one site. Eleven sites that did not list events may seem high, but within the context of the programs – not all conform to the typical public-library-offering-discussions mold – this seems acceptable. For example, some of these sites were run by state libraries or humanities councils, which cannot be expected to run local book discussions, therefore the site becomes the jumping-off point for local libraries who can. That the contact information should not be available on twenty-five of these sites did surprise me. Even easier to include than discussion questions, contact information should never be assumed to be obvious. If a patron has to dig on another site for the information, she may give up before participating.

I had carefully designed my rubric to take into account the fact that some information might be buried on a website. However, I found no on-site information that was not accessible through two mouse-clicks or less, and only twenty-three available pieces of information that required the two clicks,

which only accounted for 4% of all the information measured. The structure of these sites was therefore found to be very good.

Obviously, there needs to be more provisions for Spanish-speakers. This is a library-wide problem, not only a "one community, one book" problem. However, the program and its goals bring the problem to the forefront. How can a community with a significant Hispanic or Latino population even begin to call itself "one" while making no provisions for a large community within? The most troubling of these are those communities that chose books addressing the problems of this portion of its population (*The Tortilla Curtain, The House on Mango Street, Esperanza Rising*) but did not make a Spanish-speaking web presence. While need for this varies from community to community, libraries in general and "one community, one book" programs in particular must do a better job of reaching out to alternate members of their populations (not just Spanish-speakers), especially when attempting to address the issues that concern them.

It appears that many sites have sufficient information for their visitors. It is up to those in charge to look ways to refine the ideas that the websites convey, as well as to expand the success of their programs. The best way to accomplish this is through the careful examination of other "one community, one book" websites, especially those exhibiting problems and those that demonstrate excellence.

Individual Sites

Problems:

The main complaint with most of the sites I viewed was not an overall inadequacy of any particular sites, but rather the lack of some of the information noted above. Two mentioned above, Fergus Falls (MN) and Delaware (OH), had the least amount of the checklist included on their sites. Fergus Falls has a site that only includes the titles of the three books from different reading levels being read, along with a very short summary of each title. The text of the site says, "This years (sic) titles",[22] but does not specify what year – the site could be from any year in the past five. In addition, the site has a box for both "events" and "essays", but both are blank. Finally, the website invites its visitors to submit comments and read the comments of others, but both are broken links.

The Delaware site, on the other hand, is fully functioning and very attractive, with a flaming *Fahrenheit 451* and appropriate quotes from Ray Bradbury appearing beneath it.[23] However, the Delaware County library assumes that any visitor to the site has heard all of the details of the program, and the only information he might need is about the book or Ray Bradbury, so he can better understand the book or have a good book discussion. While there is something to be said for having a concept about what the website will accomplish and doing that well, for a program such as

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[22] Fergus Falls Public Schools, "Welcome to the Fergus Falls Reads Website!", n.d., <http://www.fergusfalls.k12.mn.us/publicdb/ffreads/default.htm>, (7 February 2004 & 6 April 2004).

[23] "DelawaREADS*", n.d., < http://www.delaware.lib.oh.us/delatest.html>, (8 February 2004).

"DelawaREADS!" to work well, the most basic information must be included on the site as well.

Related to this problem is one that I saw in a variety of different sites: the website promised features that were not available. In some cases, the link was just broken, but in others, the site told the visitor to check back, that the feature would be working soon, but the program had finished. It may seem basic, but these websites should not promise more than they deliver to the visitors.

In addition to the necessary information, the site should also be attractive, in order to hold a visitor's interest. There were a couple of sites that were so poor in this area I believe they would drive visitors away. The first is somewhat mysterious. Central High School in Cape Girardeau, Missouri has a site that is simple blue type on a plain white background. The entire text of the site reads,

> Central High School is pleased to announce Tuesdays with Morrie by Mitch Albom for the 2004 Community Literacy focus Cape Girardeau: United We Read. We hope you will be able to read Tuesdays with Morrie and attend one of the discussions held in Cape Girardeau during February, 2004.[24]

Following this is a link to the calendar and links to the previous two years' sites. The mysterious part follows when one clicks on the previous sites' links – the sites are just as beautiful and informative as this year's is plain and blank. This may be indicative of a problem that occurs in places like schools and libraries where funds often run short – the money is not in the

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[24] Central High School, "Central High School Announces", n.d., <http://www.cape.k12.mo.us/chs/library/uwr%2004.htm>, (8 February 2004).

budget for a professionally designed website and the institution does not have the staffing to allow employees to develop a quality site. However, staff should be encouraged to find a way to make a site both informative and attractive since this is one of the best ways to encourage the community to participate. This kind of money may be raised through grants or sponsorship, which also takes time, but will be worth the effort.

Another site, the Falmouth, Massachusetts "Year of the Reader" site is comparatively unattractive and a bit difficult to navigate, but its main problem is the addition of animated features – a book whose pages turn incessantly and a scrolling marquee at the bottom of the page.[25] These "cute" extras should be considered many times before allowing them to stay. Not only do they have a tendency to look unprofessional (calling to mind early web animation such as the "dancing hamsters"), but they are very distracting. A visitor finds it hard to concentrate on the information when his eye is being drawn away by flipping pages. Some visitors might not be able to remain on the page, as they are so anxious to stop the repetitive motion. This, surely, is not the effect one wishes to have on a site encouraging people to stay and find out more.

While there were a few sites that were not attractive, overall they were remarkably well done. There were a few, however, that had issues that should be avoided by most websites, but by "one community, one book" sites in particular. "One community, one book" sites must seek to give the information included as easily and quickly as possible; however, with sites

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[25] Falmouth Public Schools and the Falmouth Public Library, "The Year of the Reader", February 2004, <http://www.falmouth.k12.ma.us/mh/yotr.html>, (7 February 2004).

such as the one for "North Reading (Ma.) Reads", this is not easy. This site is all one long page, except for the photos of people reading the book (*Travels with Charley*). [26] North Reading's site did have all of the information one would need, missing only the book statement of purpose from the earlier checklist; however, there is no navigation tool on the site, so a visitor has to scroll through all of the information to find what he is looking for. The information appears disorganized, making it hard even to skim through. The visitor does not encounter the title of the book until halfway down the page and then it is not featured, but rather part of a sentence talking about last year's title.

Innovations:

Innovations are beginning to appear on these websites, allowing participation to become easier, more accessible, and more fun. Several programs had a Frequently Asked Question page available, providing a centralized place for information. At the Carnegie Library in Pittsburgh, the site offered to send participants a chapter of the book a day, so that it would be more accessible and more manageable to finish.[27] Another site offered "tell a friend" text to make it easy for members of the community to share the news – and share it accurately.[28] An especially helpful option for sites to have is a "check for copies in the library" link. With this, it becomes even

[26] Flint Memorial Library, "North Reading Reads", November 2003, <http://www.delaware.lib.oh.us/delatest.html>, (7 February 2004).
[27] Carnegie Library of Pittsburgh, "One Book, One Community: Read the Book", n.d., <http://www.carnegielibrary.org/onebook/readthebook/>, (9 February 2004).
[28] New York Women's Agenda, "New York Reads Together: Tell a Friend", n.d., <http://www.nyreadstogether.org/TellFriend/index.htm>, (8 February 2004).

easier for patrons to obtain a copy of the book and easier to participate in the program.

Notable Sites:

Overall, these problems were relatively minor and I was very impressed with all different types of sites, from those that were obviously homemade to those that had been designed by a professional. The following, however, each added something special to their web presence that other programs might want to consider emulating.

Adams County (Pa.) Reads One Book:[29]

Adams County (surrounding Gettysburg, Pennsylvania) has the best site I saw outside of a large city's program (according the public library's webpage, the county is home to approximately 91,000 people[30]). The site is distinctive, interesting, and dynamic. The site distinguishes itself with a consistent format appearing on each page throughout the site. At the top is the graphic of a book with the title of the program and the title and author of the book. On the side is a blue toolbar, followed by a picture of someone in the community reading the book. This picture changes as the visitor explores the site, randomly changing whenever he orients forward or back. This allows for the site to remain interesting to the visitor, even perhaps once all of the pertinent information has been gleaned from the site. I found

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[29] Gettysburg College, "Adams County Reads One Book", 2003, <http://www.gettysburg.edu/library/onebook/>, (9 February 2004).
[30] Adams County Public Library System, "Community and System Profile", n.d., <http://www.adamslibrary.org/INDEX4~1.HTM#Community%20and%20System%20Profile>, (21 March 2004).

myself hitting the back and forward buttons on my browser to see if I had viewed all of the pictures available.

The content of the site is also superb. Adams County chose *Stones from the River* by Ursula Hegi for their 2004 "Reads One Book" campaign and the statement of purpose for the book appears at the very beginning of the main page, "It is the story of a small town that suddenly faces the horror of war, in many ways not so different from our own small town… "[31], immediately drawing in the visitor, relating the book to her life, and making her wonder why this book's town is so much like her own. From there, the website is able to make its case for the book and the program. For those who do not think they will be able to have time to read the book, there is a reading schedule available to encourage the sense that finishing the book is achievable. For those who still do not think that they will finish the book, and for those who have read the book but want to refresh their memories, there are chapter summaries available. For people who want to know more, there are pages and pages of additional reading materials about everything from the setting to a full list of characters. There are resources available for teachers who want to include the book into their lesson plans. And, finally, for those who worry about the main character of the book, who is a dwarf, and whether it is a sensitive portrayal of such a character, there is a letter from the Little People of America, endorsing the novel.

In order to keep people interested and engaged through the website and not count on their motivation to get out and share their thoughts, the

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[31] Gettysburg College, "Adams County Reads One Book", 2003, <http://www.gettysburg.edu/library/onebook/>, (9 February 2004).

website has two ways to participate from home. The first is a discussion

board or web log, which appears on a few sites, although the concept has not

caught on with readers yet. I saw many of these discussion boards that were

unused by the public, left with one lonely "welcome" posting. Adams

County's is as popular as any of the others I visited during this study,

amassing seven posts from visitors since January, which is probably still not

the hotbed of discussion and controversy many librarians hope it will be.

However, those who are running this program are striving to start interest in

the web log, posting information about upcoming events and additional

discussion questions. It may ultimately turn out that a web log never really

catches on and is not worth staff time and effort, however, the Adams

County program is to be commended for giving the idea the benefit of its full

support.

The second way the site helps to keep people engaged is by offering

an email newsletter that visitors could sign up to have delivered to their

email inbox once a week. The emails, available in retrospect on the site,

talked specifically about the chapters that were "assigned" for that week,

giving insights into the events and themes that appeared in the reading.

This way, staff has an easy way to keep up with those members of the

community who are reading along, while the members of the community can

stay connected to the project as a whole.

The "Adams County Reads One Book" website shows other programs

what is possible with a little effort. The overall attractiveness is just one part

of the appeal of the site in general. The site presents a lot of information,

which is easy to find and does not become overwhelming or disorganized.

The hard work of staff – to collect all of the information for the site, to keep

the web log current, and to formulate a quality newsletter each week – is

apparent in every aspect. These details, along with the well-thought-out

features, draw visitors into the program, making them want to participate,

and then allowing that to be possible from home.

<center>Read Detroit!:[32]</center>

The Detroit Public Library's "Read Detroit!" program has a unique

format for its webpage: one long page in PDF format.   At first, this seems

similar to the problem with the North Reading (MA) site – the separate parts

were not hyperlinked so a visitor may find information easily. I also thought

that the format may be prohibitive to some low-skill web users, since

downloading a site in PDF format requires the use of Adobe Reader program,

a extra step that some might find bewildering.

Then I thought about the advantages of using a PDF page as opposed

to a regular webpage. For one, it allows staff to use one creation for two

utilities – the website and a booklet. Second, it allows for a web page that is

portable. The visitor may simply print out the document in one click of the

button. The webpage is designed to do this, since it has left room for notes

and an exercise. Thirdly, the all-on-one-page approach allows those who run

the program to be sure that all visitors to the webpage receive all of the

pertinent information. A problem that many of these programs face is how

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[32] Detroit Public Library, "Read Detroit! One Book, One City: *What Looks Like Crazy on an Ordinary Day* Resource Guide", n.d., < http://www.detroit.lib.mi.us/events/graphics/read_detroit_resource_guide.PDF>, (7 February 2004).

much information to put on each page of the site. If there is too much, the page is crowded and confusing; if there is too little, the risk that the visitor will not finish viewing all of the information necessary increases. By limiting the amount of information they were trying to communicate, Detroit was able to put all of it on one page successfully.

This limited amount of space aside, Detroit was able to include all of the information deemed necessary, as well as include health information (their selection *What Looks Like Crazy on an Ordinary Day* by Pearl Cleage features an HIV-infected woman) and an exercise inspired by the book. A list of "Ten things every free woman should know" appears in the novel and one of the characters comments that she wishes she had been given such a list, so "Detroit Reads!" invites its participants to create their own list of ten things women should know. This shows that the program is not simply a boilerplate program that does not take into account what book has been chosen. The printable brochure is intended to be printed out and brought to "Detroit Reads!" programs, so the lists generated from this activity may be shared, creating yet another access point for discussion among the community.

The PDF format may not work for every program. However, the Detroit library has saved itself time and effort while creating a webpage that is unique and functional for its program.

One Book (Boone & Calloway Counties, Missouri):[33]

Two counties, three libraries, eight towns – for a "one community, one book" program, there seem to be more than one of nearly everything in the Daniel Boone Regional Library, which spans two counties, has three libraries in three towns, and serves eight towns through the Bookmobile outreach.[34] Many communities face this type of problem – the population of their "community", which has been artificially formed, is spread out over a wide space, making it extremely difficult to collect people together for programs or to even get the word out to a majority of the people. DBRL has whole towns of users who do not live anywhere near a library to find out what is going on in the community. The website becomes increasingly important in a case such as this. In addition, the program's website must also be geared to a population that is spread out over a wide space. The "One Book 2003" website does this very well.

Part of the reason the website communicates this so well is because of the obvious outreach the library is doing in their community. The "One Book" program alone offered book club bags for check out, which included multiple copies of the book and a discussion guide in a tote. They also offered copies of the book in Braille, in recorded format, and on described video for disabled patrons.

But the outreach became more evident on the website because the site divided events according to location and the inclusion of a guestbook to

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[33] Daniel Boone Regional Library, "One Book 2003", n.d., <http://www.dbrl.org/oneread/2003/index.html>, (8 February 2004).
[34] Daniel Boone Regional Library, "About", 2004, <http://www.dbrl.org/about/index.html>, (21 March 2004.

sign. They also incorporated as many people from the area as possible by posting all of the suggestions they received for the one book that was chosen and because they included quotes from around the area about why this is an important program or why *To Kill a Mockingbird* is an important book. Finally, the inclusion of a guide on how to read critically was there for those who wanted to discuss the book, but could not make it to a library-sponsored discussion. It becomes obvious, then, that no matter where in the area one lived, the library was reaching out for participation by any means possible.

One Book, One Chicago:[35]

Aside from the Seattle Public Library where all of this began, the Chicago Public Library has gotten the most publicity for their "One Book, One Chicago" program. At the time it began in Fall 2001, it was the largest public library to undertake such a project, since then, it has become so popular that the city undertakes a book twice a year.

When a visitor first enters the website for "One book, one Chicago", it is somewhat less than impressive – the first page is a simple run-down of the sites for current and previous titles, along with links to the evaluations of projects past. But after choosing the most current book selection's link, in this case Tim O'Brien's *The Things They Carried*, one starts to understand how huge a project a one book program in Chicago must be (and how enormous a budget it must have). Then one visits the most recent final report for a "One Book, One Chicago", for *Night* by Elie Wiesel. Chicago Public Library printed 50,000 resource guides. Bantam Books had to reprint

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[35] Chicago Public Library, "One Book, One Chicago: *The Things They Carried*", n.d., <http://www.chicagopubliclibrary.org/003cpl/oboc/things/things.html>, (30 January 2004).

the book – twice – and shipped 50,000 copies to the Chicago area.[36] The full

force of how big this program is in Chicago and just why their program gets

all the press starts to sink in.

The website is everything a "one community, one book" website

should aim to be: informative, clear, and beautiful. A visitor can navigate

either by selecting the category he is looking for or by choosing the forward

and back buttons so that he does not miss anything. This solves the problem

of easy accessibility of information while making sure that those who want

the full story can effortlessly achieve that as well. The pages are

standardized from one book to the next, so that followers of the movement

in Chicago may begin to navigate immediately through the information when

the city embarks on its next installment. This also prevents the staff – or

consulting firm – from having to reinvent the wheel every six months, saving

time and money.

The good news for those library systems that do not have Chicago's

budget is this: it is not that different from the other sites. The information

included is much the same as almost every other quality site I visited

throughout this study. The graphics are a bit nicer and the whole thing has

the air of professional design, but it has an introduction to the program, a list

of events, a biography of the author, historical context, discussion questions,

suggestions for further reading, a list of sponsors, and an opportunity for

feedback. That is it. These are things that other library systems can – and

do – easily emulate.

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[36] Chicago Public Library, "Final Report: *Night*", n.d.,
<http://www.chicagopubliclibrary.org/003cpl/oboc/nightfinal/nightfinal.html>, (21 March 2004).

Wake Reads Together (Wake County, NC): [37]

In stark contrast to the polish of Chicago's well-funded program, Wake County's program, Wake Reads Together, started in 2003 with a meager $2000 budget. A system that until recently has had no adult programming budget, Wake was accustomed to presenting programs on a shoestring. As if an illustration of the point I made above, Wake County's site does virtually the same thing as Chicago's site, just on a smaller scale. The interesting thing about Wake County's site is that it manages to personalize the contact information. No matter where one lives in Wake County, there is a librarian listed, along with her telephone number. This kind of personal attention is particularly important in Wake County, where a large percentage of the population is not native to the area. That this takes place through an impersonal means like a website directed at any and all comers will encourage visitors to participate in a program even though they live in a large county like Wake.

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[37] Wake County Public Library, "Wake County Reads Together Program 2004", 2004. <http://www.wakegov.com/readstogether/home.htm>, (8 February 2004)/

Conclusions

As I researched these websites, it struck me how innovative these programs have become. For something that started only six years ago, the idea of an entire community reading one book together has not only become widespread, but has become truly unique in many of the places that have adopted it. Several programs sponsored essay contests or calls for original poetry, fiction, or memoirs. In a place that is reading about animals in Africa, part of the sale of every book goes towards cheetah conservation.[38] For the statewide program in Vermont, they had a special edition of *Witness* printed for purchase.[39] At a college near Flannery O'Connor's former home, they had the community read *A Good Man is Hard to Find* and then bused participants to her home for a tour.[40]

As we have seen, these innovations are not strictly limited to the features of the programs themselves. The innovations are starting to appear on the websites as well, with "check for copies", "tell a friend", and "chapter a day" features that make the programs more accessible for a wider variety of people.

Especially taking into account these innovations, the websites I visited for this project were impressive. A majority had all or most of the

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[38] Midway (TX) Independent School District. "Welcome to Midway Reads", n.d., <http://www.midwayisd.org/midwayreads/>, (12 February 2004).
[39] Vermont Humanities Council, "Vermont Reads *Witness*", n.d., <http://www.vermonthumanities.org/index_page0027.htm>, (12 February 2004).
[40] Armstrong Atlantic State University. "Campus Read", 22 March 2004, <http://www.faculty.armstrong.edu/read.htm>, (22 March 2004).

information determined necessary for a program like this one. Most made all of this information accessible by not burying cogent information among a myriad of links.

There are problems to work out, of course. Not all sites have all of the information necessary, and some even have close to none of it. A more difficult problem not directly studied, but one that was impossible to ignore, was the problem of access. Two sites out of 114 that had Spanish-language alternatives is dismal. No other languages were seen, although there are parts of this country with high ESL rates. Furthermore, no sites I encountered had text-only alternatives for disabled visitors. Libraries and other "one community, one book" sponsors should undertake to fix these deficiencies soon in order to truly make their programs for the whole community.

The best way to build a good "one community, one book" website is to look at many other websites, particularly the good ones. From these sites, any program can draw inspiration, even the ones that must run a program on severely limited funds. With a good website, a "one community, one book" program gives itself an advantage that is difficult to match otherwise.

location / website	Program SOP	Book SOP	Events	Sponsors	Contact	Questions	Date Visited	Currently Active	Library Sponsored
AL -- Huntsville / www.hpl.lib.al.us/bookclub/	1	2	2	0	1	y	1/18	no	yes
AL -- Mobile / www.mobilesbook.org	2	2	1	1	2	n	1/18	no	partial
AK / www.alaskareads.com	1	1	2	2	1	y	1/18	no	no -- sisters in crime
AZ / www.onebookaz.org	1	2	2	1	1	y	1/18	no	partial
AZ / http://www.onebookaz.org/kids/index.html	1	0	0	1	1	n	1/18	no	partial
AR / www.asl.lib.ar.us/RickBragg.htm	2	0	1	1	1	y	1/18	no	yes
CA -- Bakersfield / onebookonebakersfield.com	1	1	2	1	0	y	1/18	yes	no -- literacy council
CA -- Orange Co. / www.orangecountyreads.org	1	0	2	2	1	y	1/19	no	partial
CA -- Pasadena / www.ci.pasadena.ca.us/library/1bookproject2003.asp	2	2	0	0	1	n	1/19	no	yes
CA -- Pico Rivera / www.ci.pico-rivera.ca.us/onebookonecity/index.html	0	0	1	1	0	n	1/19	no	partial
CA -- San Joaquin Co. / www.stockton.lib.ca.us/peach-page.htm	2	2	2	2	2	y	2/24	yes	yes
CA -- Santa Barbara / www.ci.santa-barbara.ca.us/library/sbreads/	1	1	2	2	2	y	1/19	no	yes
CA -- Santa Monica / www.smpl.org/cwr/	1	1	2	2	2	y	2/24	no	yes
CA -- Silicon Valley / www.siliconvalleyreads.org	2	2	2	2	1	y	1/19	yes	yes
CO -- Pikes Peak / library.ppld.org/aboutyourlibrary/events/alternatemenu.asp	0	1	2	1	1	y	1/19	no	yes
CT -- Glastonbury / www.wtmlib.com/GRAB.htm	1	0	1	1	1	y	1/19	no	yes
CT -- Wallignford / www.wallingford.lioninc.org/wallingford_reads.htm	0	0	1	0	0	n	1/19	no	yes
FL -- Broward Co. / www.floridacenterforthebook.org	0	0	2	2	2	n	1/19	yes	yes
FL -- Gainesville / hipp.gru.net/onecityonestory.html	1	1	1	1	1	n	1/19	no	no -- state theater
FL -- Jacksonville / groups.firstcoastcommunity.com/jaxreads	0	0	0	1	1	y	1/30	no	partial

location / website	Program SOP	Book SOP	Events	Sponsors	Contact	Questions	Date Visited	Currently Active	Library Sponsored
FL -- New Port Richey onebayonebook.org	2	1	2	1	2	y	1/30	no	yes
FL -- Palm Beach www.pbcliteracy.org/read_together.htm	0	3	3	2	1	n	1/30	yes	partial
GA www.dekalb.public.lib.ga.us/gcb/samebook.htm	1	1	1	1	1	y	1/30	no	yes
GA -- Gwinnett Co. www.gwinnettpl.org/Gwinnett%20Reads/GwinnettReadsInterimnew.htm	2	2	2	2	1	n	1/30	no	yes
GA -- Armstrong Atlantic State U. www.faculty.armstrong.edu/read.htm	0	0	1	0	1	n	1/30	no	no -- college
IL -- Chicago (2) www.chicagopubliclibrary.org/003cpl/oboc/oboc.html	3	3	3	3	1	y	1/30	no	yes
IL -- Peoria www.peoriareads.org	2	2	2	2	2	y	1/31	yes	partial
IN -- Bloomington www.artlives.org/obob.html	0	0	0	1	0	y	1/31	yes	no
IN -- Evansville www.evpl.org/onebook/index.html	1	2	2	2	0	y	1/31	no	partial
IN -- Indianapolis onebook.imcpl.org/	0	0	2	1	1	y	1/31	yes	partial
IN -- Northwest Indiana www.post-trib.com/orob03	1	1	2	1	0	y	1/31	no	partial
IN -- Valparaiso www.valporeadsabook.com/	1	1	2	1	1	y	2/1	no	no
IN -- Vigo Co. www.vigo.lib.in.us/cs/ifall/ifall.htm	0	0	1	1	1	n	2/1	no	partial
IA www.silo.lib.ia.us/misc/All-Iowa-Reads/index.htm	1	0	2	0	2	n	2/1	no	no -- state library
IA -- Cedar Rapids catalog.crlibrary.org/gcrreads2004/contentt1.htm	1	1	1	1	1	y	2/1	yes	yes
IA -- Davenport www.davenportreads.org	2	0	2	2	2	y	2/1	yes	partial
IA -- Johnson Co. www.uichr.org/activities/other/reading/index.shtml	0	0	3	2	0	y	2/1	no	no -- U of Iowa Center for Human Rights
KS -- Kansas City www.kcmlin.org/UnitedWeRead/introduction2003.htm	2	2	2	2	1	y	2/1	no	yes
KS -- Lawrence www.lawrencepubliclibrary.org	0	2	2	0	0	n	2/1	yes	yes

location / website	Program SOP	Book SOP	Events	Sponsors	Contact	Questions	Date Visited	Currently Active	Library Sponsored
KS -- Shawnee Co. www.samepagetopeka.org	1	1	2	2	0	n	2/1	no	yes
KY -- Bowling Green www.bgonebook.org	1	3	2	3	1	y	2/1	yes	partial
ME -- Augusta www.capitalread.org	2	2	2	2	1	n	2/7	yes	partial
ME -- Bangor www.bpl.lib.me.us	0	0	1	0	0	n	2/7	no	yes
MA -- Falmouth www.falmouth.k12.ma.us/mh/yotr.html	0	0	1	1	1	y	2/7	no	partial
MA -- Martha's Vineyard www.aquinnahlibrary.vineyard.net/onebookoneisland03_page.html	1	1	1	1	1	n	2/7	no	yes
MA -- North Reading www.flintmemoriallibrary.org/northreadingreads.htm	1	0	1	1	1	y	2/7	no	yes
MA -- Wakefield http://www.wakefieldlibrary.org/WakefieldReads04Bridge.htm	2	2	2	0	0	n	2/7	yes	yes
MA -- Westwood www.westwoodlibrary.org	1	1	3	0	1	n	2/7	yes	yes
MI -- Ann Arbor www.aareads.org	1	1	2	2	1	n	2/7	yes	yes
MI -- Chelsea www.chelsea.lib.mi.us/Programs/OWOF/OWOFMain.html	0	1	2	1	1	y	2/7	yes	yes
MI -- Detroit www.detroit.lib.mi.us/events/graphics/read_detroit_resource_guide.PDF	1	1	1	1	1	y	2/7	no	yes
MI -- East Lansing www.onebook.msu.edu	2	2	2	2	2	y	2/7	no	partial
MI -- Flint/ Genesee Co. www.flint.lib.mi.us/onebook	1	1	1	1	1	n	2/24	no	partial
MI -- Grand Rapids www.grapids.lib.mi.us/onebook/index.html	0	1	2	1	2	y	2/7	yes	yes
MI -- Southeast Michigan www.everyonesreading.info	1	0	2	1	1	y	2/7	yes	yes
MI -- Traverse City www.tcreads.org	1	1	2	2	1	n	2/7	no	yes
MN -- Duluth www.duluth.lib.mn.us/Programs/ReadingBridge.html	1	2	0	0	1	n	2/7	yes	yes
MN -- Fergus Falls www.fergusfalls.k12.mn.us/publicdb/ffreads/default.htm	0	0	0	0	0	n	2/7	?	no -- public schools

location website	Program SOP	Book SOP	Events	Sponsors	Contact	Questions	Date Visited	Currently Active	Library Sponsored
MN -- Rochester www.rochesterreads.org/	1	2	2	1	1	y	2/7	yes	partial
MN -- St. Paul www.saintpaulreads.org/	0	0	0	0	0	y	2/7	?	no -- public schools
MO www.mohumanities.org/new/readmore.htm	0	1	2	0	2	n	2/7	no	no -- humanities council
MO -- Columbia www.dbrl.org/oneread/index.html	1	2	2	1	1	y	2/8	no	yes
MO -- Cape Girardeau http://www.cape.k12.mo.us/chs/library/uwr%2004.htm	0	0	2	1	0	n	2/8	yes	no -- high school
MT www.montanabook.org/onebook.htm	1	1	2	1	1	y	2/8	no	no -- many
NE -- Lincoln www.lcl.lib.ne.us/info/obol2003.htm	1	0	2	1	1	y	2/8	no	yes
NV -- Washoe Co. www.readwashoeread.com	1	0	2	1	1	n	2/8	no	partial
NV -- Western Nevada www.wncc.nevada.edu/news/ac0203/rp2.php	1	1	1	1	1	n	2/8	no	partial
NJ www.onebooknewjersey.org	2	2	2	1	2	n	2/8	yes	partial
NJ -- Princeton www.princeton.lib.nj.us/programs/ptonreads3.html	0	0	1	1	1	n	2/8	no	yes
NY -- Ithaca tcpl.org/Frankenstein	0	0	2	1	1	y	2/8	no	partial
NY -- Jamestown www.cclslib.org/prendergast/	0	0	2	0	1	y	2/8	yes	yes
NY -- New York www.nyreadstogether.org	2	3	3	3	3	y	2/8	yes	no -- NY women's agenda
NY -- Rochester www.wab.org/events/allofrochester/index.shtml	1	1	2	1	1	y	2/8	yes	no -- books and authors
NY -- Western New York tale3counties.nioga.org/	2	0	1	1	0	n	2/8	yes	yes
NC -- Forsyth Co. www.co.forsyth.nc.us/library/book/index.html	1	1	2	2	1	y	2/8	no	yes
NC -- Greensboro www.greensborolibrary.org/books/one_city.htm	1	1	2	1	1	y	2/8	no	yes
NC -- Wake Co. www.wakegov.com/readstogether	2	3	2	2	2	y	2/8	yes	yes
ND -- Wahpeton & Breckinridge www.ndscs.nodak.edu/outreach/twintowns.htm	0	1	1	1	1	n	2/24	yes	yes

location website	Program SOP	Book SOP	Events	Sponsors	Contact	Questions	Date Visited	Currently Active	Library Sponsored
OH -- Ashtabula & Trumbull Cos. www.wtcpl.lib.oh.us/onebooktwocounties/home.htm	2	2	2	2	1	n	2/8	yes	yes
OH -- Cincinnati www.cincinnati.com/samepage/	1	2	0	0	3	n	2/8	?	?
OH -- Cleveland www.camls.org/shareabook.html	0	1	2	1	1	n	2/8	yes	yes
OH -- Delaware www.delaware.lib.oh.us/delatest.html	0	0	0	0	0	n	2/8	no	yes
OK www.okreadsok.org	1	3	1	3	1	n	2/8	yes	partial
OR -- Multnomah Co./ Portland www.multcolib.org/reads/	1	3	2	2	1	y	2/9	yes	yes
OR -- Washington Co. www.wilinet.wccls.lib.or.us/washcoreads/washcoreads.shtml	1	0	2	0	0	n	2/9	no	yes
PA -- Adams Co. www.gettysburg.edu/library/onebook/	2	1	2	1	1	y	2/9	yes	partial
PA -- Bethlehem/ Lehigh www.lehigh.edu/samepage	1	0	2	0	1	n	2/9	yes	no -- university
PA -- Centre Co. www.pabook.libraries.psu.edu/centrereads.html	1	0	1	1	1	y	2/9	no	yes
PA -- Lancaster & York Cos. www.unitedweread.org	2	2	2	2	1	y	2/9	no	yes
PA -- Philadelphia http://libwww.library.phila.gov/OneBook/obop04/index.htm	1	2	2	2	1	y	2/9	yes	yes
PA -- Pittsburgh www.carnegielibrary.org/onebook/	1	1	2	2	2	y	2/9	yes	yes
RI www.readingacrossri.org	2	0	2	2	1	y	2/9	yes	partial
SC -- Beaufort Co. www.bcgov.org/bftlib/onecounty.htm	1	1	2	0	0	y	2/9	no	yes
TN -- Knox Co. www.knoxlib.org/onebook/	1	2	2	2	2	y	2/9	yes	yes
TN -- Nashville www.library.nashville.org/newsevents/bigbigbookclub.html	1	0	1	1	0	n	2/9	no	yes
TX -- Austin http://www.ci.austin.tx.us/library/mbc03.htm	0	1	2	2	1	n	2/11	no	partial
TX -- Galveston www.galvestonreads.org	0	1	0	0	0	y	2/11	yes	partial
TX -- Houston www.houstonchronicle.com/booksonthebayou/	2	0	3	3	3	y	2/11	no	partial

location / website	Program SOP	Book SOP	Events	Sponsors	Contact	Questions	Date Visited	Currently Active	Library Sponsored
TX -- Waco www.waco-texas.com/onebook.htm	2	2	3	3	1	y	2/11	yes	yes
TX -- Midway www.midwayisd.org/midwayreads/	1	0	1	0	0	n	2/12	no	no -- school district
VT www.vermonthumanities.org/index_page0027.htm	1	1	2	1	1	n	2/12	no	partial
VA -- Lynchburg www.lynchburgva.gov/publiclibrary/LynchburgReads.htm	1	0	1	1	0	n	2/12	no	yes
VA -- Richmond www.goreadrichmond.com	1	2	2	2	1	y	2/12	no	partial
VA -- Winchester, Frederick & Clarke Cos. www.hrl.lib.state.va.us	2	0	2	2	1	n	2/12	no	yes
WA -- Seattle (children) www.allkidsread.org	3	2	3	1	0	y	2/12	no	partial
WA -- Spokane www.spokaneisreading.org	1	2	2	2	2	y	2/12	no	yes
WI -- Dane Co./ Madison madison.scls.lib.wi.us/readshare.html	2	2	2	1	0	y	2/12	no	yes
WI -- Racine www.racinereads.org/	1	0	2	0	2	n	2/12	no	yes
WI -- Waukesha www.wcfls.lib.wi.us/bridge	0	1	1	1	1	y	2/12	yes	yes
USA www.allamericareads.org	1	1	0	0	2	y	2/12	no	no -- VA foundation for the humanities
Canada -- battle of the books www.cbc.ca/canadareads	0	2	3	0	3	n	2/24	yes	no -- CBC
Canada -- Vancouver, BC www.vpl.vancouver.bc.ca/MDC/onebookonevancouver.html	2	2	2	1	1	n	2/24	yes	yes
Canada -- Waterloo Region www.therecord.com/onebook/index.html	1	2	2	1	0	y	2/24	no	no -- The Record
England -- Bristol www.bristol2008.com/treasureisland/	1	2	2	2	2	y	2/24	no	no -- Bristol 2008

Appendix B: Program Locations and Titles

Location	Title
AL – Huntsville	Seabiscuit
AL – Mobile	Secret Life of Bees
AK	Any Small Goodness
AZ	Life of Pi
AZ	The Warm Place
AR	All Over But the Shoutin'
CA – Bakersfield	Tortilla Curtain & Esperanza Rising
CA -- Orange Co.	Funny in Farsi
CA – Pasadena	Peace Like A River
CA -- Pico Rivera	House on Mango St.
CA -- San Joaquin Co.	Epitaph for a Peach
CA -- Santa Barbara	Tortilla Curtain
CA -- Santa Monica	Berlin Stories
CA -- Silicon Valley	Fahrenheit 451
CO -- Pikes Peak	Frankenstein
CT – Glastonbury	In the Heat of the Sea
CT – Wallignford	Lord of the Rings
FL -- Broward Co.	Tuesdays with Morrie
FL – Gainesville	War of the Worlds
FL -- Jacksonville	Fahrenheit 451
FL -- New Port Richey	The Right Stuff
FL -- Palm Beach	Their Eyes Were Watching God
GA	Ecology of a Cracker Childhood
GA -- Gwinnett Co.	All Over But the Shoutin'
GA -- Armstrong Atlantic State U.	A Good Man is Hard to Find
IL – Chicago	The Things They Carried
IL – Peoria	The Speed of Light
IN – Bloomington	Reading Lolita in Tehran
IN -- Evansville	All Over But the Shoutin'
IN – Indianapolis	Endurance
IN -- Northwest Indiana	A Girl Named Zippy
IN – Valparaiso	The Giver
IN -- Vigo Co.	Nickel and Dimed
IA	Peace Like A River
IA -- Cedar Rapids	Nickel and Dimed
IA – Davenport	The Adventures of Tom Sawyer
IA -- Johnson Co.	Bel Canto
KS -- Kansas City	The Year the Colored Sisters Came to Town
KS – Lawrence	The Wonderful Wizard of Oz
KS -- Shawnee Co.	Rocket Boys
KY -- Bowling Green	A Parchment of Leaves
ME -- Augusta	A Walk in the Woods
ME – Bangor	Life of Pi
MA -- Falmouth	1984 / Among the hidden
MA -- Martha's Vineyard	Fahrenheit 451/ Hoot
MA -- North Reading	Travels with Charley
MA – Wakefield	Sea Room
MA – Westwood	Balzac and the Little Chinese Seamstress / The Arkadians

MI -- Ann Arbor	Why are all the black kids sitting together in the cafeteria?
MI – Chelsea	Warriors Don't Cry
MI – Detroit	What Looks Like Crazy on an Ordinary Day
MI -- East Lansing	Frankenstein
MI -- Flint/ Genesee Co.	The Color of Water
MI -- Grand Rapids	No. 1 Ladies Detective Agency
MI -- Southeast Michigan	Saul and Patsy
MI -- Traverse City	Life of Pi
MN – Duluth	The Adventures of Huckleberry Finn
MN – Rochester	Once Upon a Town, Don't you know there's a war on?,
MN -- St. Paul	The Watsons Go to Birmingham -- 1963
MO	Mississippi Solo
MO -- Columbia	To Kill A Mockingbird
MO -- Cape Girardeau	Tuesdays with Morrie
MT	Winter Wheat
NE – Lincoln	Bel Canto
NV -- Washoe Co.	Peace Like A River
NV -- Western Nevada	Mountain City
NJ – Princeton	Native Speaker
NY – Ithaca	Frankenstein
NY – Jamestown	Tales by Poe
NY -- New York	Finding Fish
NY – Rochester	Peace Like A River
NY -- Western New York	Northern Borders
NC -- Forsyth Co.	Walking Across Egypt
NC – Greensboro	A Lesson Before Dying
NC -- Wake Co.	Wolf Whistle
ND -- Wahpeton & Breckinridge	Amos: To Ride a Dead Horse
OH -- Ashtabula & Trumbull Cos.	Inherit the Wind
OH – Cincinnati	Crossing the River / Hush
OH – Cleveland	Finding Fish
OH – Delaware	Fahrenheit 451
OK	The Honk and Holler Opening Soon
OR -- Multnomah Co./ Portland	Fahrenheit 451
OR -- Washington Co.	Pay It Forward
PA -- Adams Co.	Stones from the River
PA -- Bethlehem/ Lehigh	Dante Club
PA -- Centre Co.	To Kill A Mockingbird
PA -- Lancaster & York Cos.	Tuesdays with Morrie
PA – Philadelphia	The Color of Water
PA – Pittsburgh	Flowers for Algernon
RI	Secret Life of Bees
SC -- Beaufort Co.	The Water is Wide
TN -- Knox Co.	A Gathering of Old Men
TN – Nashville	A Walk in the Woods
TX – Austin	Holes
TX – Galveston	Tortilla Curtain
TX – Houston	Fahrenheit 451
TX – Waco	Seabiscuit
TX – Midway	African Critters

VT	Witness
VA – Lynchburg	The Ballad of Frankie Silver
VA – Richmond	The Things They Carried
WA -- Seattle (children)	Holes
WA – Spokane	Cold Mountain
WI -- Dane Co./ Madison	Bel Canto
WI – Racine	Fist, Stick, Knife, Gun
WI – Waukesha	The Bridge of San Luis Rey
USA	The Bean Trees
Canada -- battle of the books	The Last Crossing
Canada -- Vancouver, BC	Stanley Park
Canada -- Waterloo Region	The Stone Carvers
England – Bristol	Treasure Island

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