The Quick Response (QR) Code: Graphic Potential for Libraries

by Memo Cordova

The convergences of Web-ready mobile tools and applications have changed how we interact with our physical and virtual environments. Web-ready mobile devices (particularly smartphones, but tablets and Wi-Fi ready MP3 players are also on the increase) have supplanted the traditional desktop computer. According to IDC Worldwide Quarterly Mobile Phone Tracker, a February 7, 2011, press release noted that “Smartphone manufacturers shipped 100.9 million devices in the fourth quarter of 2010...PC manufacturers shipped 92.1 million units” (IDC). For the first time ever, smartphones have outsold traditional desktop computers. This is telling on several levels, the most salient being that our mode of interaction with information in any form (play, work, school, homework, etc.) has shifted from a static environment (wired computer) to a highly mobile one. We are moving (literally!) to on-the-go computing and manage a great deal of our everyday affairs via mobile handheld devices.

Part of this growing dependence on mobile computing is based on the huge market of applications (or “apps”) available for these devices; not only do these apps make computing easier, they also provide a richer audiovisual online experience. An app is simply a bit of stand-alone software that performs a specific function or calculation. The adage, “There’s an app for that,” is not a gag—as more devices come equipped with speedier processors, stunning visual displays, and photo and video capabilities, apps are developing alongside them to enhance their functionality. Meanwhile, there is also a burgeoning wave of technology and software that expands our experience of the physical world by adding online resources through what is called Augmented Reality, or AR. “The basic idea of augmented reality is to superimpose graphics, audio and other sensory enhancements over a real-world environment in real time” (Bonsor). Applications like Google Goggles (http://www.google.com/mobile/goggles/) and mobile browsers like Layar (http://www.layar.com/) have expanded the functionality of a device’s camera to visually interact with our physical environment. Google’s app “uses image recognition technology to recognize objects and return relevant search results. Identifies products, famous landmarks, storefronts, artwork, and popular images found online” (Android Market).

QR codes (short for “Quick Response” codes) are a facet of this new breed of AR technology. A QR code is a graphical interface (think of it as a linked image) that augments print and Web material via encoded information. You need a scanner app like Google Goggles (or any one of dozens of similar scanner apps) to decode the QR code using your device’s camera. A QR code, as opposed to its cousin the barcode, is pixellated in such a way because it can encode “information in both the vertical and horizontal directions, whereas a bar code contains data in one direction only. A QR Code holds a considerably greater volume of information than a bar code” (“About 2D Code,” 2010).
The QR code was developed by the Japanese company Denso Wave in the early 1990s, and was primarily used in the manufacturing sector to scan items in production lines. Soon after QR codes started showing up in Japanese retail and entertainment venues, and were adopted by a tech-savvy Japanese society.

QR codes did not make a big impact in the United States until recently, thanks in part to the development of smartphones and other Web-ready devices and their accompanying corpus of applications. The private and commercial sectors have started using QR codes to promote, enhance, and engage this growing mobile demographic. Companies like Best Buy, Target, Nike and other retail businesses put QR codes in their advertisements to entice consumers to visit mobile-friendly product pages. For these types of businesses, QR codes are a low-cost, high-yield tool that can enhance a marketing campaign, and target tech-savvy consumer to visit mobile-friendly pages to showcase products or services. Because a QR code is a simple black and white image, one can print, paste, or embed a QR code just about anywhere. It's a simple way to bridge the transmission of data from one point of access directly to the user’s mobile device via a scanner app and a camera.

Create Your Own QR Code

The process for making QR codes is fairly straightforward, and a good list of generators can be found at this web site: http://2d-code.co.uk/qr-code-generators/. So what makes QR codes generators different? It depends what you want out of the code and what you want the end-user to experience. Some generators have basic differences: some are paid and some are free; some generators do not provide analytics (which measure visits to your website) or provide limited tracking data; some generators redirect scanned codes to a landing page not of your design (which is bad form from an end-user experience); some generators are the fly-by-night operation type, or their reliability is suspect; and some offer limited encoding abilities, meaning that only some types of codes can be generated.

For QR codes to be an effective tool to optimize the online experience of your mobile user, here are some tips to take into consideration:

1. QR codes are read by camera-ready devices in conjunction with a scanner or reader app. Provide a link somewhere near the code where users can download a QR code reader/scanner.
2. QR codes should link to specific websites, contact information, or a section of a larger body of information. It should be a direct static-to-mobile transaction, taking the user directly to the link encoded in the QR code without re-directs.
3. Codes should be accompanied by contextual information—let the person scanning the code know where the...
code will take them: a website, SMS, contact info, URL, YouTube link, etc.

4. The code must be easy to scan: the bigger the code, the easier it is for the scanner to decipher the code. The smallest code should measure at least 1"x1", but 2” x 2” is better.

5. Leave at least a 1/8” of white space around the code. This makes it easier for the scanner application to visually cue in to the code.

6. For encoding links, a website like Bit.ly or TinyURL should be used to shorten the URL. The shorter the link, the less crowded the code will look.

7. QR codes can be colorful and have embedded images, but simple black and white codes are easier for devices to scan and are less error-prone.

8. QR codes enable content to be accessed via a mobile device, so make the end destination a mobile-friendly page.

To learn more, visit my library guide about QR codes, where I suggest scanner applications for varying operating systems (OS) and best practices: "What is a QR Code?" [http://guides.boisestate.edu/qrcodes](http://guides.boisestate.edu/qrcodes).

**QR Code Use at Albertsons Library**

At Albertsons Library I use a couple of QR code generators, depending on what I want to encode, but my favorites so far are Bit.ly and a QR code generator website developed by an IT professional named Kerem Erkam, located at [http://keremerkan.net/qr-code-and-2d-code-generator/](http://keremerkan.net/qr-code-and-2d-code-generator/).

Bit.ly

Known for their simple, full-featured link shortener, Bit.ly offers a robust package that can track links you shorten using their service, and it can also generate a QR code based on shortened links. Bit.ly is my preferred QR code creator for several reasons. First, it's free. Second, it provides a fairly robust dashboard for tracking links or finding out the number of times a QR code has been scanned. Third, I can customize shortened links to have names or titles instead of a random number-letter combination.

If you give Bit.ly a try, I recommend creating an account, especially if you are going to create more than one QR code. Once you're logged in, simply shorten a link and Bit.ly will automatically generate a QR code for you. You can then save the QR code image that Bit.ly generates and embed, save, or print the QR code and post it as needed. Bit.ly will keep track of the number of times a link has been clicked and a QR code has been scanned.

This screenshot below shows how Bit.ly's dashboard details tracking data and provides a QR code specifically for a link I created for the library's mobile website.
Kerem Erkam's Website

I use Bit.ly mainly to link to our library's mobile site or other mobile-friendly links, so my use is focused on web-based, outbound URLs. However, when I need to create QR codes to encode other types of information, I use Mr. Erkam's website. His "QR Code and 2D Code Generator" site provides an extensive array of codes (including Data Matrix, Aztec, and Micro codes) and encoding options, like maps, web links, calendar events, free text, SMS, and more. You can also change the color scheme of the code and shorten a link using some of the more popular link shorteners. Once you finish your selection and coding options a sizeable QR code is generated for you; from there you can right-click on the code and save it to your computer.
QR Code Use in Libraries

A QR code is an image file that has information contained within. Because of its simple design and size, it can be printed on paper or displayed on a website. As long as the lines and squares of the code are sharp and well contrasted, they can be read by a scanner and its information disseminated effectively. QR codes can be placed pretty much anywhere and on anything, so deploying QR codes in your library is a question of preference. Libraries may wish to paste or display QR codes in any of these ways within their buildings:

1. At the entrance of a library, linked to the library’s mobile website or a specific page on the mobile site (Hours, Circulation, reference phone number, etc.).
2. Near the stairs or elevator, linked to a map or specific section of the library (floor plan, etc.).
3. Near a new books display, linked to a collection of new books or takes the user to an RSS feed of newly purchased library materials.
4. Near the reference desk, linked to an email, text, or chat reference service.
5. On a librarian’s door or window, linked to personal profile or subject guide.
6. At the Circulation desk, linked to checkout procedures, fine information, etc.
7. Near specific collection areas (children’s, teens, career, reference, monthly book display, genealogy collection, etc.), linked to more information about the collection.
8. Outside study or meeting rooms, linked to room policies.
9. On library handouts, bookmarks, new database flyers, and promotional brochures and posters, linked to the library's main mobile site.

**Code Placement in Online Environments**

1. On the main library website and subpages, linked to the library's mobile website or to a library's social media presence (Twitter, Facebook, Flickr, etc.).
2. Projected on digital frames and TV monitors in the library, linked to the library mobile site or relevant page.
3. In library subject guides, librarian profiles, or staff web pages, linked to contact information for the individual.
4. On subject-specific database pages, linked to librarian profiles or subject guides.

One of the best lists I found on the use of QR codes to market your print and online presence is from the That's Great blog, titled "101 Uses For Quick Response (QR) Codes: Creating Audience Engagement With The Next Killer US App." One can easily transfer the same conceptual promotional ideas to enhance the user experience with the many resources available at your library. Another is Robin Ashford's article in College & Research Libraries News titled, "QR codes and academic libraries."

QR codes are a simple tool to disseminate content to the hands of a growing mobile user demographic. A simple QR code strategy for your library is a low-cost and innovative way to interact with your users and provide them with easy access to library resources on their mobile device of choice.

![QR Code](image)

*Figure 5. QR code linking to my profile on various social media sites.*

**Works Cited**


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Interview with Kimberly Stephen: MLIS Student at Emporia and the First ILA Student Representative

by Amy Vecchione

Last year the Idaho Library Association (ILA) created an exciting new position to serve on the leadership Board: Student Library Representative. The position was proposed to represent the interests of students in library school by providing them with a voting seat on the ILA Board, and also serves to make the Idaho Library Association more relevant to new and incoming members of the profession. (For more information about the ILA Board, please view the online roster.)

As an advocate for this new Board position, I’ve met with Kimberly Stephen several times in the past year, and I’m very happy to see her appointed. The interview that follows was conducted via email in early 2011.

To all library science students around Idaho I’d like to say, “Welcome to the profession!” If you have not already done so, please plan to attend a regional or statewide ILA conference. I’d like to encourage all library science students to get in touch with Kimberly for networking, questions, and sharing ideas.

**Kimberly, you are a current library student, and you are also the first ILA Student Representative!**

**Congratulations! How did you get appointed to this new position?**

I showed up at the 2010 ILA conference in Spokane to check it out. I met a bunch of new people. Someone brought up that the ILA Board needed to find a Student Representative and Ellie Dworak, who I had met that day, nominated me, casually. Ben Hunter, the President of ILA, works in an academic library, which is what I’m interested in, so we were at most of the same conference sessions. He asked if I was interested in the position and took my contact information. A couple weeks later he called and asked if I would take the position.

**Which library school are you going to?**

Emporia State University (from Emporia, Kansas), Portland Cohort, School of Library & Information Management (SLIM), graduating, hopefully, in the summer of 2012.

**What are your current classes like? Which is your favorite so far, and why?**

This semester I am taking Reference and User Services and Organization of Information. My program is mostly online, but most (all the required) classes also meet in Portland for Friday and Saturday classes, twice a semester. So, taking
the recommended 2 classes/semester, students meet in Portland one weekend per month. I love going to class in Portland and spending time with other students, professors, and the director of the program, Perri Parise, who attends each class. Last semester and this semester I have had one professor from the university in Kansas and one professional from Portland. I love learning about my professors’ careers and learning from diverse backgrounds. All of my classes involve A LOT of reading books and articles. In a distance program you get to read enough to make up for all of those lectures you would be listening to in a residential program I don’t think I have a favorite class yet. I’m only in my 2nd semester.

Is there one aspect of librarianship that surprises you that you were not expecting when you started the MLS/MLIS program? What is it?

I was surprised by how often we talk about Facebook and Twitter! Even in my theory classes, discussions always include using Web 2.0 tools.

What was it that initially drove you to librarianship?

I love information, people and organizing things. Throughout my undergraduate degree I really enjoyed doing research at the library and through databases. My bachelor’s degree is in Anthropology so after school I spent a few years trying to use my degree, but the entire time I kept hearing about libraries and librarians enjoying their jobs, in the news and from talking with people. I kept thinking that I would really enjoy a career as a librarian and I finally applied to grad school for a MLIS. Everything I learn in school and Idaho’s library world makes me more excited and reinforces that I made the right choice.

If you could work anywhere, and do anything with libraries, what would your dream job look like?

I have lots of ideas of what I want to do, but I haven’t landed on one dream job yet. At some point I would love to get involved with building and improving libraries around the world. I have always had faith that education can help solve all of the world’s problems. It would be great to help increase resources and teach people how to access information in areas that don’t have that option yet.

What do you see your role as the Student Representative looking like? What are the challenges and opportunities?

Being connected with other library students around Idaho and with the ILA board. Learning how students want to be involved and what needs they have, and coming up with ideas on how to help them accomplish those things. Helping to make students feel valued by and part of Idaho’s library communities. Talking with and encouraging people who are interested in pursuing a MLIS. Coming up with more things the Student Representative should do. The biggest challenge so far has been finding library students. It’s hard when everyone is doing distance programs to find students and then communicate with everyone.

If someone were considering going to library school, what would you advise them about? What would you suggest they do before applying?

First you have to decide if you want to do a residential or a distance program. Since Idaho doesn’t offer a MLIS program, if you want to stay in Idaho you have to choose the right distance program. If you choose to move away for school, great! There are many fantastic schools to choose from.

Doing a distance program is very challenging for some people, including myself. The concept of getting out of school what you put into it seems to be even more representative of a distance program, so know what you want to get out of your education and put the effort in. Maybe write an intention statement before you start a program and look back at it throughout the program. Make sure the distance program you choose has the support that you will need.

Also, school is fun! You get to meet so many great students and professors from all different backgrounds, who have unique ideas and plans. It is amazing to learn about all the things you can use an MLIS for. Don’t be too focused. Even if you know what path you will take, explore all of library and information science.

Don’t worry if you are not the strongest computer/tech person. You can learn the things you will need to know to complete...
What do you think is the most important aspect of being a librarian in the 21st Century? The top three most important would be ok, too.

Embrace change, stay relevant to the user, and love what you do!
In Memoriam: Helen M. Miller, Idaho State Librarian, 1962-1980

by Richard A. Wilson

Author’s Note: Helen May Miller died on November 17, 2010, in Boise, which prompted many in the library community to pause for a moment and pay tribute to her contributions. Her eighteen-year, eight-month tenure as State Librarian was the second-longest uninterrupted term in the 110-year history of the Idaho State Library.

Helen Miller was born on September 13, 1918, in Conway, Missouri, to Lloyd Schmalhorst and Olive Frazier (Smith) Miller. She grew up on a farm in rural Missouri and graduated as valedictorian of the Conway High School class of 1935. While attending Drury College in Springfield, Missouri, Miller was hired under the National Youth Administration program to work as a library aid in the college library for about “ten cents an hour” (Miller, 2004). Acting upon the advice of the director of the Drury College library, William A. Daggett, Miller went on to earn a B.S. in Library Science from the University of Denver in 1941. Her first professional job was as Engineering Librarian at the University of Arkansas in Fayetteville (1941-1943), after which she spent two years as Circulation Librarian at the Springfield (Missouri) Public Library, and then moved to Maryland to work as an army librarian at Fort George G. Meade Army Base.

In the fall of 1946, Miller met the Missouri State Librarian, Kathryn Mier, whom she described as “an activist, full of energy and determined to improve public library service for the entire State” (2004). Mier encouraged Miller to apply for the director position at the newly established Cole County Library in Jefferson City, Missouri, and Miller was hired on January 2, 1947. Working from a basement room in the Jefferson City Public Library, she hired a driver with a pickup truck, obtained wooden boxes, borrowed books from the Missouri State Library and Jefferson City Public Library, and began providing library services to rural patrons. When the librarian at Jefferson City Public Library departed in 1949, the city and county library boards negotiated a contract for joint services, with Miller at the head of the merged library system. She worked with the Missouri State Library and the Missouri Library Association to encourage the development of library services throughout the state.

After eight years in Missouri, Miller moved overseas and spent two years working at military base libraries in Kaufbeuren and Furstenfeldbruck, Germany, and Lakenheath, England. Miller found that military libraries filled a special niche for troops stationed abroad. She said, “[i]n the 1950’s… the library was a gathering place for families, and the soldiers and airmen. There was no TV, little radio, and the library was a little bit of home, with a good assortment of books,
magazines, and newspapers, comfortable chairs, good reading lights, friendly and helpful staff” (2004). Returning to the United States in 1957, Miller was hired as a public library consultant for the West Virginia Library Commission. She traveled throughout the state assisting libraries, managing workshops for librarians and library trustees, and organizing conferences with guest speakers from out-of-state.

In 1962 Miller began the last and longest job in her library career: Idaho State Librarian. In the fall of 1961, the Idaho State Library Board of Trustees had begun searching for a replacement for State Librarian Henry Drennan. Elise Balch, Chair of the Board, asked Grace Stevenson from the American Library Association to recommend a qualified professional librarian. Stevenson suggested Miller, who flew to Idaho and met with the Board. During the dinner interview at the Owyhee Hotel, they asked if she would agree to stay at least three years. Miller “quickly agreed – and stayed…from January 15, 1962 to September 30, 1980” (Miller, 2004).

Miller’s experience and success as a writer, speaker, and conference organizer allowed her to hit the ground running as Idaho State Librarian. She traveled around the state to get acquainted with librarians, library trustees, and library supporters. “I wanted to see more than just facts and figures,” she explained. “People seemed eager to know who was State Librarian now, and to give ideas about what might be done” (2004). She wrote regular press releases for the media, edited The Idaho Librarian, and prepared newsletters, training materials and handbooks for trustees and librarians. She quickly focused her attention on administrative and library development activities and let the existing employees run the other State Library services. “One of my early recollections is that the staff each week moved a book truck of the latest books into the State Librarian’s office. After a few weeks, I told them that I appreciated this, but that it would be better for them to put the books out for circulation” (Miller, 2004).

Miller’s strategy as State Librarian was to gradually reduce mail order services to individual patrons and to channel resources into expanding and improving local library services. “The staff in the basement [of the Museum] was mostly a little beehive of activity in sending books out by mail to every Tom, Dick and Harry who wrote in and wanted a book,” she wrote. “I felt that was contrary to the effort to build up local library service” (2004). She worked with the State Library Board to develop plans to strengthen the staff, collections, services, and facilities of the State Library. She was a strong advocate for improved library services throughout the state, and often spoke publicly on the subject. In a speech for the Twin Falls Kiwanis, she cited three challenges to Idaho’s libraries:

First, the sparse population translates into a low total tax income for each independent library. Second, the word cooperation actually seems to frighten some people in a frontier state like Idaho -- the city folks are afraid it means they'll be financing a service for the farmers; the farmers are sure it means they will be sending their money to the city and will get no return value for it. Third, the decision-makers have often seen no library other than their own -- be it a school library, a public library, or a college library. They know it is still sitting there in the same spot, that it has a few more books than it did 10 years ago, that it has more patrons, and there is no great outcry that it is inadequate. There is an outcry about football, band uniforms, streets, garbage and sewer disposal, science equipment, salaries for policeman. The librarian is the first step in informing the decision-makers about the needs of the library (2005).

As of June 1962, Idaho’s 84 public libraries only employed five library school graduates, a condition that Miller found unacceptable (Wilson, 1986, p. 88). She wrote:

The Boards and staffs of the larger libraries, with or without a professional administrator, felt that they were doing all that they can…. They have a defeatist attitude toward attracting professional personnel to their libraries. They are unwilling to gamble on the possibility of more territory providing more money, enabling them to offer higher salaries, and therefore obtain better qualified personnel. The smaller libraries know that they can never afford a professional librarian, and have accepted this with resignation and complacency (1962).

To get more professional librarians in Idaho’s libraries, the State Library began a scholarship program in 1964. Miller interviewed several students already enrolled at the University of Denver’s Graduate School of Librarianship, and the State Library Board authorized three $1,500 scholarships with the stipulation that the recipient would work in an Idaho
library at least two years after graduation. In the summer of 1964, two new librarians began working at the State Library and the third became the first professional librarian at the Latah County Library in Moscow. Miller noted that the new librarians “immediately gave a big uplift to the somewhat dreary professional field here” (2004).

The State Library Board recognized that it was not enough just to get qualified librarians; the local public libraries had to provide jobs for these new professionals. The State Library sought to build professional library support, especially in the larger public libraries that would serve as regional centers. The scholarship program was complimented in 1965 with the addition of service supplement grants of $1,000 to each public library employing a full-time administrator who was a graduate of an American Library Association accredited library school. Participating libraries received another $500 award for each additional full-time librarian employed in a professional capacity. The State Library awarded service supplement grants to eleven public libraries between 1965 and 1973, and awarded thirty-nine library school scholarships between 1964 and 1981.

With the scholarship program in place, Miller went to work building coalitions and support for a State Library Building, an effort that paid off in 1968. The building project, at Third and State Streets, included approximately 25,500 square feet on two floors. The new building was dedicated on November 23, 1970, by Governor Don Samuelson as the closing activity of the Idaho Governor’s Conference on Libraries. The State Library quickly outgrew this new facility, however, and in 1976 the Legislature provided $500,000 for a phase II addition to the State Library and Archives Building, which was completed on April 12, 1978. In addition to her efforts to build State Library facilities, Miller worked on over 100 projects to build or remodel public library buildings in Idaho.

As the State Library’s visibility and presence increased throughout the state, Eli Oboler, Idaho State University Librarian, expressed concern over “the road of least resistance” taken by the Idaho Library Association in allowing the State Library to assume more responsibility, authority and power. He wrote, “The relationship of the Idaho Library Association and the State Library and the State Librarian is simply too dependent, too subservient, perhaps even spineless. The Association’s extreme dependence on the State Library inhibits the growth and limits the possibilities for leadership development in Idaho librarianship” (1969). Miller agreed and suggested new editorship of the *The Idaho Librarian*. In October 1969 *The Idaho Librarian* became the official publication of the Idaho Library Association under the editorial guidance of Stanley Shepard from the University of Idaho.

In the 1970’s, Miller provided vision and support to move Idaho libraries into the information age. The State Library received a grant from the Pacific Northwest Regional Commission in 1978 to pilot a project with the Washington Library Network (WLN) at the State Library, Boise State University Library, and Boise Public Library. The WLN was a state-of-the-art bibliographic utility that provided computerized acquisition, cataloging, and reference services. The State Library also began experimenting with computerized database and electronic document retrieval systems to provide reference services.

In 1979, federal requirements to administer LSCA were changed, and Idaho Governor John Evans implemented zero-based budgeting for fiscal year 1980. The state’s economic forecasts were bleak. In early February 1980, Miller was sitting in the State Library Board Room, slicing an apple to go with her standard lunch of cheese and crackers. She said to the small group around the table, “This isn’t as much fun anymore” (2004). Shortly thereafter, at the February 19, 1980, State Library Board meeting, Miller announced her intention to retire on September 30th. Miller later summed up her years as State Librarian with a bit of advice:

> With 18 years of toiling in the vineyard, why it’s hard to say that the grape crop in any one year was better than any other year or any one day. Some years, you felt like you were pretty successful. Like when you got some state aid, like when some library districts were formed and when you had good staff in the regions and good staff at the headquarters and when you got a building for the State Library. And then there were other periods of time when things just rocked along without any great trauma one way or the other.

> There’s the old saying. You can catch more flies with honey than with vinegar. This might be helpful to librarians and also trustees—who must work together for the common cause (2004).
References


*Richard A. Wilson lives in Spokane, Washington with Jane (social artist), a vizsla, and two cats. His academic and teaching interests include management, leadership, library history, and the new sciences. He worked for 34 years at the Idaho Commission for Libraries before becoming the Dean of Libraries at Eastern Washington University in 2010.*

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Poetry Feature: Nampa Public Library Poetry Slam Winners

by Holly Bayne

The Nampa Public Library hosted a poetry slam on February 10, 2011. A variety of poets turned up for the event and shared stories of their childhoods, celebrated their country, reminisced, and made each other laugh. In typical slam fashion, winners were chosen by random members of the audience. I hope you enjoy their poetry as much as I did.

1st Place: Mike Fairchild - "Untitled"
A river runs through the Valley,
It comes from the mountain above.
Rapidly through a deep Canyon,
Winding slow toward the ocean below.

Fed from the snow in Winter,
Filling clear lakes in Spring.
Making green fields in Summer,
Drying up again in Fall.

Above it soar Bald Eagles,
On a rock, a Grizzly Bear.
Within, a returning Salmon,
Drinking from, a lone Mule Deer.

Gently swaying in the wind,
Mighty Ponderosa Pine.
Mirrors itself along the shore,
With jagged peak behind.

The moon and stars brightly shine,
Over this land of Indian name.
Mountain glows in morning sun.
In a place called Idaho.

Mikey

2nd Place: Marion Young – “My Call”
MY CHILDHOOD CALL

MY CALL

I As a child, I wondered how I’d get along.
   Having been abandoned, and left without a home.
   I didn’t have a family, as children should and do.
   No one to understand me, to love and comfort too.

II One day sitting in a chapel just waiting to begin
   I felt God’s lovely presence, then I knew I had a friend.
   He became my Father, my Mother too.
   He has filled my emptiness, and blest my whole life through

Chorus
   My Father, my Mother, my Savior and my friend.
   He has proven His faithfulness again and again.
   I love Him, I serve Him, I’ll be faithful to my call.
   For I am His servant and He is my all.

III God is here to bless in all that you need.
   Just bask in His presence, and on His goodness feel.
   He can heal your problems, give you peace and rest.
   He can change your attitude and give you what is best.

3rd Place: Travis Edge – "Dark Guardian"
DARK GUARDIAN

Black Crow
White Snow
The crystals on the ground show
That fall is gone 'neath driven white
And ice goes on 'till burning bright
Which brings the dawn
And newborn fawn
And Crow’s eye sees it all go on
Through Winter
Summer
Spring and Fall
When bears emerge and then withdraw
Into their dens and sleeping halls
And Big Black Bird, again he calls
He neither sleeps
Nor rests his head
No cushioned seat
Or warming bed
But watches in the night and day
A sentry that is never paid
Who braves the heat and storm and cold
And brings the new out from the old
His ebony feather lingers now
To remind me of my sacred vow
Through heat and storm and calm and cold
Until I become so very old
And cannot write these rhyming lines
Upon that day my star will shine
But still the Crow will watch and wait
In morning early and night so late
He will not falter
Nor will he fail
He’ll watch me pass through thinning veil
Until my life is memory
And what I’ve done is summary
Upon the heights of heaven’s cloud
Above the stars celestial shroud

Chords Edge

Holly Bayne is Public Services Associate at Nampa Public Library.
A Brief Statistical Snapshot of Idaho School Principals

by Rick Stoddart

Author's Note: This article was presented at the 2011 ALISE conference in San Diego as part of a paper titled “Competing Perspectives: Communicating the Value of School Librarians and ICT Skills to School Principals/Administrators.”

Is there a more influential school library patron than the principal? Helping students and collaborating with teachers are obvious priorities for school librarians. However, school administrators are an equally crucial patron population. Principals and school administrators might not check books out from their school’s library media center, but they are still patrons of library services due to their interest in the library’s impact on student learning. Principals also provide the financial and administrative support needed for school libraries to be successful with students and teachers. Therefore, the more well-rounded an understanding a teacher-librarian has of their principals’ goals and interests, the more successful their school libraries will be in meeting the needs of their most important patrons.

The Idaho School Library Impact Study - 2009 (Lance, Rodney, & Schwarz 2010) found that school administrators learn what a strong library program looks like primarily through three methods: informal communication with school librarians, on-the-job experience, and personal experience (Lance et. al., 2010, p. 90). This is not surprising since most principals “think they learn the skills they need ‘on the job’” and “learn by doing” no matter how they have been trained (Portin, 2003, p.1). Sadly, a significant amount of research indicates that many principals and school administrators are unaware of the purpose of school library programs, and receive very little education on the role of school librarians (Alexander et. al. 2003; O’Neal 2004; Levitov 2009, Levitov, 2010). One researcher has gone so far as to describe school librarians as “invisible” to most school administrators and principals (Hartzell 1997).

This visibility gap is not news to librarians in Idaho. An article published in The Idaho Librarian frames it as “the most critical problem of a school library” (“Resolving...,” 1990). The article points out that graduate-level programs geared toward school administrators fail to convey the value of school libraries to future professionals, and encourages school librarians to take the first step in developing an ongoing communication relationship with their principals. In taking this first step, it is important for school librarians to “know their audience.” It is imperative that school librarians develop an understanding of the expectations and background of their principals and school administrators. Otherwise these first steps might become missteps.

Librarians are adept at organizing their user population into a continuum of categories such as early-literacy patrons, children, young adults, millennials, digital natives, teens, students, parents, and seniors. These categorizations allow libraries to better serve their users with the proper materials, professional techniques, and communication strategies. Leveraging these patron profiling techniques and applying them to Idaho school principals and administrators might provide an opportunity for school librarians to better serve these important library clients. This information will be of value to new school librarians, as well as librarians who may have a new administrator joining their school.

By reviewing statistical information about school principals in the Occupational Outlook Handbook, 2010-11 Edition (2011), the Idaho School Library Impact Study - 2009 (2010) and the State of Idaho’s Annual Statistical Report 2009-2010 Public School Certified and Non-Certified Personnel (2010), we may draw some potential lessons. These lessons are only generalizations from which to begin your own profile. Each school principal or administrator will have unique characteristics, communication styles, and institutional goals that will influence your approach in how to best meet and advocate for your library’s needs.
Lesson One: A majority of school administrators in Idaho are male.
The first lesson is a short observation regarding the gender differences in school principals and administrators. The average breakdown between gender of principals in the United States is 51% female and 49% male (NCES, 2009). Almost 60% of Idaho school administrators are male. In elementary school principals we find 53.08% are female and 46.92% are male. However, a wider gender gap exists in Idaho secondary school principals where 70.01% are male (State of Idaho, 2010, p.6). This fact may or may not impact how you approach working with your principal but is worth noting all the same.

Lesson Two: Teachers are potential school administrators and principals.
While this might seem obvious, it is important to highlight that most principals begin their careers as teachers (Education Administrators, 2011). According to the Idaho School Impact Study most school administrators in Idaho began working in K-12 education in 1987 and started their administrative careers in 2000 (Lance et al, 2010, p. 89). This means that most Idaho principals have spent significant time in the classroom. This is an important realization as The Idaho School Library Impact Study indicates that most school administrators develop their understanding of the role of a school library from on-the-job experiences (Lance et al., 2010). This speaks volumes to the importance of librarian outreach to and collaboration with teachers, as these activities will form lasting impressions. These impressions may impact future principal-librarian relationships.

Lesson Three: Some school administrators and principals might not be as tech-savvy as you think.
The average age of school principals in the United States is forty-nine years old (National Center for Education Statistics, 2009). In Idaho almost 85% of school administrators are between the ages of 36-60 (State of Idaho..., 2010, p.18) including a significant portion (38%) over 50 and 5.6% over 60 years of age. Age is not necessarily an indication of technology awareness but it is safe to say that few school principals were “born digital.” As a result, principals might not fully be aware of the technologies that impact library use and learning. A primary responsibility of school librarians is to remind, reinforce, and educate school administrators about the importance of library databases, computer competencies, and Information and Communication Technology (ICT) Standards. As any good school librarian already knows, not everything is found on Google. Are you sure that your school administrators know this?

Lesson Four: School administrators most likely did not learn about the importance of school libraries in their graduate coursework.
Most educational administration positions require a Master’s degree in Education Administration or Educational Leadership (Education Administrators, 2011). According to State of Idaho, nearly 60% of school administrators have a Master’s degree and less than 3% have a Ph.D. or Ed.D. (Idaho State, 2010, p.19). While this added coursework is desirable, previous studies have shown this is not a place where school administrators necessarily increase their understanding of the role and importance of school libraries/librarians to student achievement (“Resolving,” 1990; Hartzell,1997; Alexander et. al. 2003; O’Neal 2004; Levitov 2009, Levitov, 2010).

This fact was reiterated in the Idaho School Library Impact Study, which noted that teacher and school administrator education programs may be “doing a less effective job than those of earlier years at teaching future administrators about school libraries and librarians” (Lance et al., 2010, p.94). However, Levitov (2009) demonstrated that administrator education programs are a potentially rich space to inform administrators about the importance of library media specialists. The potential of graduate education to influence administrator library perception is especially important to take note of since 71.1% of Idaho school administrators’ highest degrees were from schools in Idaho. Breaking it down further, nearly 32% of school administrators graduated from the University of Idaho, 6.9% from Boise State, and 21% from Idaho State (State of Idaho, 2010, p. 20). Since a majority of Idaho school administrators are educated in Idaho, there is a possibility for school librarians to advocate for a statewide graduate curriculum that might emphasize the importance of libraries to K-12 schools in Idaho. Such advocacy would pay certain dividends in the future.

Conclusion
With the statistical information given above school librarians can begin to construct a brief profile of what a principal patron might look like. For example the statistics suggest a typical principal in Idaho would be a male over 50 years old, with a masters degree from the University of Idaho, and been in an administrative position since 2000. Librarians will want to individualize their own profiles to include such things as their work environment communication styles, educational priorities of each principal or school district, or other
contextual features that may create a more meaningful and effective outline. With this profile, school librarians can start to develop effective strategies to tailor library services in a meaningful manner. Overall, creating a principal profile will allow you to compare, contrast, and adjust how you might approach one of your most crucial patrons to ensure that your school library will have strong administrative support long into the future.

**Work Cited and Statistical Tools**


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idaholibraries.org/idlibrarian/.../182 3/3
Caregivers for Older Adults: An Annotated Bibliography

by Jill Mitchell

The elderly population in Idaho has been growing as many are choosing to retire here due to a lower cost of living. Often these individuals are moving to Idaho to be closer to family, which results in extended family members taking on caregiving roles. This has significance for Idaho libraries as they seek to achieve a balance between offering information and programs for seniors and for the families that care for them. This article offers information and resources for librarians working with the aging and their families. At the end of this article is an annotated bibliography that provides a variety of resources about caregivers and the senior population. As the elderly population continues to grow, there is increased need for researchers to have access to data and information on this group.

Family caregiving is increasing in the United States and globally as the older adult population climbs. Although this phenomenon has been predicted for years by health care specialists, economists, gerontologists, and demographers, the pressures of providing economic security and health care have increased as well. As the senior population has risen, the competition for funding to provide services and programs has grown as well. With the high costs of assisted living centers and related institutions, combined with higher survival rates among seniors and those with health issues, millions of families are forced into providing care for aging and ailing relatives. Unlike formal care where private or public programs have trained and certified professionals to provide direct care, informal care is provided primarily through family, with occasional relief from friends and neighbors.

It is estimated that in 2010, nearly 50 million Americans were taking care of an adult who used to be independent (Sheehy, 2010). Some of these individuals may not be prepared to take on such responsibilities without putting their own health, financial circumstances, or well-being at risk. Extensive research has shown that there are a number of negative effects on the caregiver’s psychological health and physical well-being over a period of time (Roth, Perkins, Wadley, Temple & Haley, 2009). In addition to depression and other forms of psychological distress, data demonstrates that there is a reduction in social participation, which increases isolation for the caregiver. Others experience sleep deprivation, immune-system deficiency, chronic anxiety, loss of concentration, and premature death (Sheehy, 2010). To complicate these problems, there are often financial burdens as the family caregiver covers caregiving costs or offers services that require time away from their own employment. Researchers calculated that the average annual costs of care provided by family members in 2002 ranged from $22,446 to $42,223 (Rhee, Debenholtz, LoSasso, & Emanuel, 2009).

Additionally, many women are in the “sandwich” role of caring for their emerging adult children while responding to the needs of their own aging parents (Perkins, 2010). This is known as “compound caregiving.” The average family caregiver is a 48-year-old woman who still has at least one child at home and holds down a paying job (Sheehy, 2010). With increasing numbers of individuals taking on potentially stressful caregiving roles, it is important to identify strained caregivers as early as possible to assist them with tools, support, interventions, and respite to protect and enhance the quality of life.

References


### Annotated Bibliography

**Sections:**
- General Guides
- Media Resources
- General Websites
- Government Websites
- Books
- Articles
- Curriculum

**General Guides**


Given that most older adults want to live in their home as long as possible, this book is a guide to assist caretakers and family members in making this happen. The 350-page text is a great resource that succinctly offers information in three sections with checklists, illustrations, and large print, making it easy to use and understand. The first section is on getting ready to care for the senior by discussing financial and legal decisions, setting up a safe environment, and communication with health care professionals. The second section offers strategies to handle the aspect of daily care, while the third section provides additional resources. Having cared for her own father-in-law, author Maria Meyer founded a publication company dedicated to producing reader-friendly books that help ordinary people cope with the decisions and responsibilities for aging members. Paula Derr is a nurse who personally and professionally cares for the aging population. In addition, this guide consults over 30 professionals in various sections of the field of caregiving from medical workers to funeral directors.


Over 60 professionals contributed to this extensive tome with eight hundred pages of information for the caregiver. The book is meant to be an in-home companion for the family caregiver and offers comprehensive and valuable information on a wide range of topics and tasks. Researchers may also find the material valuable. The guide is organized into four parts that include: diseases and conditions, day-to-day caregiving, treatment and options, and holding on and letting go. A bibliography and list of resources follow each thorough chapter. The book includes information about alternative medicine, how to cope with the burdens and stress of caregiving, and strategies for approaching the end-of-life issues that require sensitive and tough decisions by family members. Editor Jeffrey A. West is a certified cardiologist, clinical researcher, health care technology executive, and a professor at Stanford University.


Although becoming dated, this book is a comprehensive resource for those who are aging or those who are caring for aging adults. Created to offer insight into causes, symptoms, and treatments of conditions faced by older adults, the guide begins with a helpful section on how to use it. It is organized into four sections that include: (1) how we age; (2) issues related to healthcare decisions; (3) ethical and legal decisions along with healthcare financing; and (4) conditions that affect older people. The book has many
Caregivers for Older Adults: An Annotat...

illustrations, diagrams, charts, and checklists for easy use. It is not meant to be read cover-to-cover but utilized as a handbook with quick and easy access to the information needed by an older adult or caregiver. Author Mark E. Williams is a member of the Board of Directors of the American Geriatrics Society and a former Director of the Program on Aging at the University of North Carolina School of Medicine.

**Media Resources**


This important healthcare series, aired on public television since 2004, explores the latest medical information on a broad range of health and wellness topics by combining scientific and clinical data with real stories of physicians and their patients. The HealthyBodyHealthyMind series includes timely and accurate information that assists patients and families to make informed choices. This resource is not only helpful for caregivers and older adults, but anyone wanting information on a specific medical or mental health condition. The series is also available on DVD.


This 35-minute DVD comes with a 15-page booklet and offers basic information for the caregiver. Although not comprehensive, it is useful for someone new to the topic who would like to avoid being overloaded with too much information. The video and booklet focus on the positive aspects of caregiving and how caregivers can gain benefits from the experience. The video features two specialists in caregiving and aging issues: Beth Witrogen McLeod, a journalist, speaker, consultant, and Pulitzer Prize nominee, and Averne L. Brandt, a licensed clinical psychologist who is a consultant on Alzheimer’s disease and has worked with the aging population extensively. The accompanying booklet covers helpful topics with basic tips and resources for family caregivers.


A production of Frontline of the Public Broadcasting System, this 60-minute video discusses the phenomenon of aging America. According to Dr. Leon Kass, chairman of the President’s Council on Bioethics from 2002 to 2005, the United States (and world) is a mass geriatric society. He states that this is going to have a big financial, physical, and emotional influence on our families, community, and country. This creates particular stress on older adults and their families. With adults living longer, decisions about care are becoming increasingly complex. This video may open the door to discussion about difficult topics between caregivers and their family members.


This 60-minute film discusses many uncomfortable and controversial topics relating to aging and death. It addresses the way we die and whether we are extending life or simply prolonging death. Four medical doctors are interviewed in the film, which addresses the decision of when to stop treatment, family decisions, the cost issue, and how most families are unprepared for the inevitable. The video offers options for facing death including home care and hospice. There is information to accompany the video online. *Facing Death* would be useful for researchers, caregivers, and health care professionals as it addresses real-life choices that are faced by caregivers.

**General Websites**

The American Association of Retired Persons, founded in 1958, is a well-known organization and advocate for individuals over 50 years of age. The association has offices in all 50 states, Puerto Rico, and the U.S. Virgin Islands. Their mission is to enhance the quality of life for the aging. Although AARP is a membership-focused organization, there is free information on their website that can be accessed by anyone. Membership costs $16 annually and provides subscriptions to a bi-monthly magazine that offers articles and information on topics related to aging, and to the *AARP Bulletin*, which is published 11 times a year and offers reports about local and national legislation affecting older persons.


Founded by the American Geriatric Society in 1999, this national foundation combines research and practice to advocate on behalf of older persons and their specific health care needs. The foundation initiates public education, research, and public policy that advance geriatric medicine, and educates policy makers and the public on health care issues of the older adult population. They support and fund research that reduces disability and vulnerability to improve health and quality of life. Their mission is to also help caregivers take better care of themselves be better nurturers for their family members. The site is easily navigated and organized well for the researcher, caregiver, or older adult; content is updated daily and users are encouraged to check the site regularly.


The Family Caregiver Alliance (FCA) was founded in 1977 to address the issues faced by caregivers who provide care at home. This non-profit organization recognizes the hardships faced by caregivers and supports them by providing articles, webinars, workshops, classes, retreats, online discussion groups, a Facebook page, and other activities. This is an excellent site for support in a variety of venues for the caretaker. The FCA established the National Center on Caregiving (NCC) to offer research for policy and practice regarding caregiver topics and issues. The NCC, in turn, sponsors the Family Care Navigator to help locate support services for caregivers in the local community.


A non-profit coalition established in 1996, this national organization focuses on issues of family caregiving. It is a coalition consisting of grassroots organizations, professionals, service organizations, government agencies, disease-specific research groups, and general corporations. They were created to conduct research, analyze policy, develop national programming, increase public awareness of family caregiving problems and issues, and represent caregiving community. This organization provides a Family Care Resource Connection with reviews and ratings of over 1,000 books, videos, websites, and other materials on caregiving; free podcasts and downloadable booklets; a listserv; and an annual conference for researchers, healthcare providers, and caregivers.

**Government Websites**


On July 30, 1965, President Lyndon Johnson signed the Medicare bill that provides governmental health insurance for those who are 65 and older or those with disabilities. Given that many caregivers manage the medical needs of older adults, the website offers information on the basics, eligibility and benefits of Medicare. Information is available in English or Spanish. The site also has information on drug and health plans to determine what pharmaceuticals and/or procedures are covered. Additionally, referrals to doctors and hospitals that accept Medicare are available. A directory to a local Ombudsman for concerns with healthcare is offered.
President Franklin D. Roosevelt signed The Social Security Act on August 14, 1935. Given that one in seven Americans receives benefits and 90 percent of all workers are in jobs covered by Social Security, it is an important topic for caregivers of seniors. The government site provides information about getting a new card, applying for benefits, applying for Medicare, estimating retirement benefits, and finding a local office. Social Security also has information for financial planners and human resource professionals. Those who are survivors can report a death and apply for payments. The website hosts Frequently Asked Questions (FAQs) and has information in both English and Spanish.

Books


Laurel Kennedy offers this book as a support resource for female caregivers. The author, who cared for her aging parents, is sought after as a speaker, advocate, and expert witness in Superior Courts for her expertise in multigenerational issues. *The Daughter Trap* combines Kennedy's personal and professional experience with additional information gained from interviews she conducted of other caregivers. Unlike many books that explain the how-to of caring, Kennedy offers a sociological and business view of how women are caught in a trap of providing both child care and elder care. This book invites women to unite so that the government, businesses, family, and friends are aware of the issues faced by caretakers. The book is well-documented with extensive chapter notes, a bibliography, and additional resources.


*Aging* is a vast, two-volume collection of articles written for the general public, teachers, and students in the fields of gerontology, sociology, biology, medicine, family studies, human development, and psychology. The encyclopedia addresses the myriad of physical, behavioral, and psychological changes that occur in middle to old age. The contributors are professionals who are experts in their fields of study and are listed with prospective professional organizations and/or universities. Every article begins with a ready-reference listing of important information that includes relevant issues, authors, directors, cast members, and dates (as needed). The collection contains a bibliography, mediagraphy, listing of resources, extensive index, annotations, maps, charts, graphs, and tables.


The Substance Abuse and Mental Health Services Administration wrote this book as to share examples of partnerships in which professionals have come together to provide care for older adults. It provides models for others to adapt in other areas of the country. The booklet is divided into five sections that include an introduction followed by information on outreach, screening, referral, intervention, and treatment. The final section addresses service improvement through coalitions and teams. The appendix is filled with directories for federal organizations, national partner organizations, and agencies listed by state. Each chapter contains pertinent information with contact information for the particular program along with the sponsoring organizations and steps to get going.

Articles


The paper describes how elderly illnesses can be encountered in the care setting and emphasizes the important issues regarding the provision of palliative care in different long-term settings. As caregivers, the palliative care physician needs to be trained to address the multiple illnesses and needs of the frail elderly and the end-of-life decisions that both doctors and patients must face. This article is thorough in...
addressing the multiple illnesses that occur among the elderly including dementia, delirium, urinary incontinence, and falls. The paper includes an extensive bibliography for further information. It is written for other medical professionals and researchers but can be useful for the older adult or caregiver.


The article addresses the phenomenon of adults caring for the older adult and the impact upon the caregiver. Perkins describes the compounding effects of caretaking and offers four examples, offering readers a glimpse into the stress and pressure involved in caring for an older adult. Most often the primary responsibility falls to a female family member who is still caring for children in the home. Perkins’ findings show that there is a reduction in social support and stress resiliency for the caretaker, along with the need to prioritize caregiving demands. It is important for medical and mental health professionals to assess all areas of caregiving. The article is directed toward those working with caregivers such as nurses, doctors, and mental health professionals.


Although the majority of caretakers are women, this article features several cases of male family members who care for their spouses. Given that 59-75% of all caregivers are female, males are often left out of the research and discussion about caregivers. Research shows that men can handle the role of caregiving, but tend to present a stoic façade and often do not ask for assistance. Men are encouraged to attend support groups and reach out to others. The article helps health care professionals, caregivers, and researchers recognize that men make up a notable minority in caregiving, and reminds other family members and professionals to be aware and help men in caregiving roles.

*Curriculum*


Professors and students from the University of Kansas School of Social Welfare put together a learning resource for graduate school curricula and other venues. The curriculum materials provide a basic introduction to minority elderly in the United States, appropriate for undergraduate or graduate-level courses. Given that minority persons constitute the fastest growing segment of the elderly population, this curriculum is essential for the understanding of caretakers. The curriculum covers a broad scope. The overview in of each section is accompanied by a reference list, annotated bibliography of suggested readings, lists of available audiovisual materials, as well as in-depth interviews with selected experts regarding the particular ethnic group.

Jill Mitchell is a graduate school at University of North Texas entering her second year. She works at the Meridian Library District part-time mostly doing interlibrary loan processing and is in charge of the adult programming. Previously, she was a marriage and family therapist for 21 years.
Marketing and Promotion of Library Services Using Web 2.0: An Annotated Mediagraphy

by Tom Ivie, Bev McKay, Fiona May, Jill Mitchell, Holly Mortimer, and Lizzy Walker

Marketing and promotion are important for any organization that provides services to consumers. Marketing and promotion allow an organization to inform, remind, or persuade the consumer by sharing information about goods or services, community involvement, or societal impact. Simply stated, these efforts encompass anything libraries do to let the community know who they are, what they do, and what they offer. The goal of marketing is to keep the product in the minds of the customer: in the case of libraries it is to keep the customer aware of the library, to provide them with knowledge about the library’s physical features, resources, services, programs, and events, and to let them know about the benefits libraries offer. Marketing and promotion benefit the library by increasing usage, educating users, and increasing or at least maintaining a positive perception of the library.

Libraries often attempt to create, develop, or maintain a recognizable brand for the consumer. This requires approaching the situation from the users’ viewpoint by getting into their space. Many libraries have found Web 2.0 platforms to be effective as most of today’s consumers utilize some form of social media. Libraries can communicate to consumers through podcasts, blogs, social bookmarking, social networking, videos, photos, wikis, and mobile apps.

This annotated mediagraphy provides online sources for information on marketing and promoting libraries using Web 2.0, including YouTube videos, blogs, and articles on podcasting, mobile apps, and Facebook.

Sections:
Websites
YouTube Videos
Blogs, Wikis and Mobile Apps
Facebook

Websites

Information Today maintains a multi-faceted website whose articles, links, and information are useful to many librarians. It focuses on knowledge management and marketing for the information, knowledge, and content management sector. This web guide points to articles, books, periodicals, directories, and online products to help libraries become more marketable. Although this website has a plethora of information for marketing the library, it also includes links to several other information management sites.


One-stop shopping for libraries implementing technology is available at ALA’s Office for Information Technology Policy (OITP). They publish policy briefs, including the recent, “There’s an App for That! Libraries and Mobile Technology: An introduction to public policy considerations.” In the brief, consultant Timothy Vollmer discusses policy and legal considerations regarding mobile apps, including digital rights management, licensing, and accessibility. Other documents consider copyright, best practices, and the future of libraries as related to technology. OITP states the purpose of its publications as follows: "OITP
produces and disseminates publications to inform and engage national policy makers, the library community, and other relevant communities.” This site is useful in focusing the ongoing conversation among library workers about marketing tools that work.

**YouTube Videos**


One of ALA's 2009 presidential candidates, Kenton Oliver, used YouTube to respond to a question regarding his candidacy. He was asked how he feels about ALA using social media to promote library advocacy. Oliver states that as librarians become comfortable with social media such as Twitter, Facebook, and live blogging, ALA should accordingly expand its use of these forms of communication to promote libraries. As a candidate for president of this influential organization, Oliver used YouTube to promote ALA specifically and libraries in general.


Take a library tour on a book cart with a funny host who points out useful places and items in a college library. The video offers a light-hearted example of a college library introduction for new students. The information desk staffer gives a brief directional tour in the format of an airline stewardess. The reference librarian gives a brief synopsis of the materials available, access to thousands of sources, and offers the help of the reference librarian. While this video is humorous, it also provides general information for the academic student user. A follow up video for returning students or for more advanced library research would be welcome. However, the filming and production of this video was fluid and well done.


Need some inspiration for a “shout out” to your local library? Here it is! This YouTube broadcast, produced by the New York Public Library, is a compilation of celebrities describing why the library is important. It is intended to motivate patrons to search out the places, people, and information the library has to offer. While the celebrities discuss the library in esoteric terms, they also reminisce about memories from childhood. They cite formative adult experiences as well, noting the importance of keeping libraries open. Towards the end of the video there is a segment that has everyday, ordinary people explain what the library means to them. There were so many celebrities involved in this project that the library could have made it into several videos. It is a well-produced promotional video. So stand up and give your library a Shout Out!


Culled from YouTube, Stephens posts a clever bit of popular culture horror combined with a public service announcement dedicated to keeping libraries open. The Public Library of Charlotte and Mecklenberg County in Charlotte, North Carolina, produced a series of short films to illustrate the need for funding. Stephens’ blogging of this video benefits the PLCMC Library, as well as reaching out to bloggers who follow his feeds.


The Teen Advisory Board of Pueblo City-County Library created this promotion while they learned about creating videos. A tour of Teen Central, the students set up books to fall down domino-style through the area as the tour progresses. The action provides visual interest as the books meander through the library.
stacks; highlighting the books, graphic novels, and magazines in the collection. They also make their way through the well-lit study, reading, and computer areas. The domino tour ends at a computer catalog terminal. The video does not offer any dialogue but uses an upbeat sound track and on-screen titles to describe the various areas of Teen Central. This video was a well-done student production that could be followed up with similar tours through other areas of the library.

**Blogs, Wikis and Mobile Apps**


Many librarians appreciate blogger Sara Houghton-Jan, "The Librarian in Black," from San Jose Public Library. Her comments on the subject of the integration of digital formats and library use are interesting. The first article addresses Wilde, Cranston, and Feldman from Colorado State University, who made use of Facebook advertisements and Google AdWords to reach out to library users. Also featured are "librarians' efforts" to get exposure for their library’s name. The post provides examples of what can be done to increase patronage through multimedia advertising.


This wiki page, devoted to library podcasting, provides a variety of information for libraries seeking to distribute information to their patrons. It is affiliated with "Library Success," a freely accessible wiki. The page offers a list of links to libraries and related organizations that offer podcasts. There are over fifty institutions listed, from Arizona State University to the Wadsworth, Ohio, Public Library. Following the list of links, there are instructions for how to create and publicize podcasts, including links to copyright-friendly music sites useful for creating soundtracks. Lastly, the entry includes references to a series of journal articles on the topic of library podcasting. This wiki is a fantastic starting point for any library interested in incorporating podcasting into its services.


Gale, a division of Cengage Learning, has developed two applications for mobile phones, one for Android devices and one for iOS devices. The applications, AccessMyLibrary Public Edition and College Edition, will allow users to access Gale resources through their phones. The Public Edition gives users access by utilizing subscriptions from libraries within a ten-mile radius of the user’s location. The College Edition offers students access to Gale subscriptions provided by their academic libraries. Students can log in anywhere and anytime by using their school email address. The applications are free and available from the iTunes store and the Android Marketplace. Public and academic libraries can increase patronage by publicizing the applications to their communities and making links available on library websites.


The New York Public Library has developed a mobile application for the technologically savvy patron. The New York Public Library Mobile Beta site supports a mobile OPAC and allows users to browse library locations, search the online catalog or the Web, view a digital gallery, find information about current exhibitions, and view their account information. The user is also able to ask a librarian via phone or email. The site includes FAQs and information about Mobile Beta. Finally, the site provides opportunities for users to provide feedback to enhance the interactivity and resources available.

**Facebook**

Sekyere, K. (2009). Too much Hullabaloo about Facebook in Libraries! Is it really
Why do libraries need Facebook? With 85% of four-year university students using this social networking medium, it seems obvious that libraries (particularly academic libraries) should incorporate Facebook as a marketing tool. The flip side of having libraries on Facebook, however, is the question of whether users want to interact with libraries on social networking sites. While some people view Facebook as a waste of time, librarians can use it to increase a library's visibility or highlight upcoming events. Librarians report that they receive requests for assistance from students via Facebook. Libraries can use Facebook for communicating, public relations, and networking. Librarians will find this article useful as support in persuading administrators that having a library Facebook page will help promote happenings in the library.


This article offers excellent ideas to bring libraries up to speed on Web 2.0. College students visit Facebook more frequently than the library website, according to Thornton, a Tennessee college librarian. By setting up a fan page in Facebook, libraries can list the services they offer, share photos, and inform users of the latest news. Facebook also offers an easy to use application development platform. Libraries can develop a search widget and provide students with the ability to search the library's catalog from within Facebook. Getting users to join/like a library's Facebook page is the key, and until that happens the library has no way of keeping them informed. Because this is a crucial part of the process, Thornton believes that libraries must be aggressive in promoting their Facebook pages.

Tom Ivie, Bev McKay, Fiona May, Jill Mitchell, Holly Mortimer, and Lizzy Walker are Idaho library students in the SWIM cohort of the College of Information at the University of North Texas.

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Activity: Online Information Hunt (Answers)

by Tom Ivie

Answers

1. Spanish: Biblioteca; German: die Bibliothek; French: bibliothèque. Sources, in order of use:

2. "Let the buyer beware"

3. A type of subpoena, usually issued at the request of a party by which a court orders a witness to produce certain documents at a deposition or trial.

4. Medical dictionary: one of a series of carbohydrates, including the sugars; Other dictionary: an organic compound containing a sugar or sugars.

5. (1) Tuskegee, Alabama; (2) The Montgomery bus boycott; (3) Just over a year

6. Joel Chandler Harris

7. 20500-0002

8. 202-647-5291

9. (1) South Atlantic; (2) Black Oliver was a slave who, in 1672, had escaped with Governor Beale when the Dutch invaded and took over the St. Helena. He volunteered to guide the invading English force when they recaptured the island from the Dutch.

10. (1) A flower petal necklace valued at $170,000; (2) Emerald and diamond jewelry valued at $147,000

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Activity: Online Information Hunt

by Tom Ivie

Ranganathan’s five laws of library science (1931) state that: (1) books are to use, (2) every reader has their book, (3) every book has its reader, (4) we should save the time of the reader, and (5) the library is a growing organism. If we put this in the context of online information today, we can say that: (1) websites exist to be used, (2) every bit (pun intended) of content has a user, (3) every user has their content, (4) we should make sure people can find information quickly, and (5) we need to keep our information searching skills current and always improving.

As library professionals, many of us primarily assist users. An information hunt such as the one below can help us hone our searching skills and even teach us about new information sources along the way. Whether an almanac, guide, dictionary, encyclopedia, directory, or other resource, it is important for us to have an idea of which source we’ll direct a patron to when they have a reference question.

You are invited to complete the exercise below to challenge your searching skills. This information hunt consists of ten questions using specific online sources. Do not use Google or another search engine unless it is to find the source, not to answer the question. Even if you already know the answer, try to find it online using the type of source given. Have fun with it, and hopefully you might even expand your knowledge of great online sources.

The answers are provided here.

Questions

1. Using the Internet Public Library, find how to spell "library" in Spanish, German, and French.

2. Use Duhaime’s Law Dictionary to find the meaning of caveat emptor.

3. Use the Nolo Press- EveryBody’s Law Dictionary to find the meaning of subpoena duces tecum.

4. Use the OneLook Dictionaries to find the definition of saccharides in a medical dictionary and another dictionary.

5. Use an online encyclopedia such Encyclopedia.com to answer:
   1. Where was Rosa Parks born?
   2. What boycott did her arrest start?
   3. How long did it last?

6. Use an online encyclopedia to find the real name of the author Uncle Remus.

7. Using the U. S. Postal Service ZIP+4 Code Lookup find the zip code and +4 for Michelle Obama?

8. Use the Federal Citizen Information Center - National Contact Center to find the telephone number for Hillary Clinton, who works for the Department of State.

9. Using the Open Directory Project, find a website about Gough Island and answer the following questions.
   1. In what Ocean is it located?
2. Find Information on St Helena. Who was "Black Oliver"?

10. Find the Federal Register. Regulations require that all gifts to federal employees from foreign governments be reported and published in the Federal Register. Answer the following questions.

1. What gift did Secretary of State Condoleezza Rice receive from the King of Saudi Arabia in 2005?
2. From the King of Jordan in 2007?

Reference


The Idaho Librarian (ISSN: 2151-7738) is a publication of the Idaho Library Association.
Earning a Master’s Degree in Library & Information Science: First Steps

by Fiona May, Kristine Brumley, Gena Marker, and Lizzy Walker

What would it take for you to embark on the great adventure known as a Master’s degree? A panel discussion at the 2011 Southwest Idaho Library Association conference focused on beginning this journey. The four panelists, all students in the University of North Texas (UNT) Library and Information Science program, shared insights into pursuing a graduate degree. This article summarizes their advice to prospective graduate students.

Fiona, whose experience already included some graduate coursework, talks about estimating the cost of advanced education. She also discusses the opportunity for earning a mini-degree called a “Graduate Academic Certificate” through UNT. Gena, a high school teacher-librarian, challenges prospective students to retain balance in their lives, despite long days and heavy demands on personal resources. Lizzy, a recent Boise State University graduate, points to the need for being proactive about staying healthy while stressed. Kristine, whose background includes teaching and museum work, has researched the many scholarships available for graduate study. Hopefully, the insights shared “from the trenches” of graduate school will enlighten librarian-hopefuls in their quest to pursue a Master’s degree.

These Idahoans are part of UNT’s “SWIM” distance education cohort. The SWIM cohort includes students from South Dakota, Wyoming, Idaho, and Montana. They take core classes together, meet in person for two four-day “institutes,” and share the ups and downs of online education as a 68-person unit. Panelists agreed that camaraderie is key to navigating the first months of this demanding program.

Fiona

An important first step in choosing an ALA-accredited distance MLS program is to estimate the cost beyond the dollars and cents. Idahoans are in a tricky situation as there are no ALA-accredited programs in the state. As a result, many library students choose to utilize distance education rather than relocating. Western universities offering online courses include The University of Washington in Seattle, San Jose State University in California, The University of North Texas, and Emporia State University in Kansas (cohorts meet in Salt Lake City or Portland).

When comparing distance education options, there are many variables to consider. How many credits are required to graduate? Do the university’s focus and core courses mesh with your interests? How many face-to-face meetings are required? What is the overall tone of student comments about the program? Can you sign up for a listserv that allows you to receive student comments in real-time? How will your commitment to education affect your family and job? Who will take care of the jobs you usually do? The costs of time, travel, and stress matter immensely in the quest for graduate school success.

Students returning to college after years away may also have concerns about coping with the rigors of graduate school. Consider testing the waters with UNT’s Graduate Academic Certificate (GAC) program. With a prescribed constellation of four graduate classes, students can earn a certificate that shows a level of dedication to library work above the norm. GACs are available for Storytelling, Youth Librarianship, Management, and Digital Imaging. It’s acceptable to work slowly, taking a single course at a time if desired. Note, however, that loan and scholarship eligibility are often dependent on taking a certain number of credits.

I decided to take the plunge and enroll in the Master’s program at UNT after surviving a single graduate level course. At
that point, I knew I could do it. My Graduate Academic Certificate credits counted toward my degree, which meant I was one-third of the way to completion when I began with the SWIM cohort in Fall 2010. What a deal! I’m working really hard, but thanks to prior planning it’s been manageable.

**Kristine**

There are hundreds of scholarships and grants available for students pursuing an MLS. Use this list as a starting point and be sure to take the extra time to research, ask questions, and write thoughtful essays.

Start planning how you will pay for your degree by reading *How to Pay for Your Degree in Library & Information Studies* by Gail Schclachter and David R. Weber (Reference Service Press, 2010). This publication provides detailed, up-to-date information on eight hundred scholarships, loans, grants, awards, and other funding opportunities for students.

Ready to apply for a scholarship, grant or loan? Here are some excellent options to consider:

- Idaho Library Association (ILA): **Gardner Hanks Scholarship and ILA Scholarship**
- Idaho Commission for Libraries: **Library Services and Technology (LSTA) Continuing Education Grants**. Must be employed by a publicly funded Idaho library (the library is the grantee); contact Shirley Biladeau (208-334-2150) at the Idaho Commission for Libraries for more information.
- Institute of Museum and Library Services (IMLS): **Laura Bush 21st Century Librarian Program - Scholarships for Master’s Level Programs**. 2010 grant recipients: Drexel University (PA), Mansfield University (PA), Pratt Institute (NY), Regents of the University of California at Riverside (CA), San Jose State University Research Foundation (CA), University of Alabama (AL), University of Maryland (MD), University of Memphis (TN), University of North Carolina (NC), University of North Texas (TX).
- American Library Association (ALA) **scholarships**.
- Check with your employer, Friends of the Library, and your favorite university for scholarship opportunities.

Scholarship search sites. The sites ask a series of questions to develop profiles that are then used to match students with scholarships.

- [www.fastweb.com](http://www.fastweb.com)
- [www.scholarships.com](http://www.scholarships.com)
- [www.petersons.com](http://www.petersons.com)
- [www.apps.collegeboard.com](http://www.apps.collegeboard.com) (click on Pay for College)

Several social networking sites enable students to post pictures and profiles and ask for donations. Donors contribute electronically by PayPal or credit card. Some small fees are required but it could be an option to raise funds.

- [www.greennote.com](http://www.greennote.com)
- [www.sponsormydegree.com](http://www.sponsormydegree.com)

Federal government student loans are also a great way to finance your education.

**Gena**

BALANCE. That’s the answer I gave when someone asked about my New Year’s resolution for 2011. I knew that starting an MLS program would be time-consuming and potentially exhausting, but I was ill-prepared for how I would react to the rigors of working full-time as a high school librarian, taking on a leadership role in ILA, and beginning my Master’s degree, all at the same time. In addition to feeling tired all the time, I also got so run-down by the end of the semester that I spent the entire winter break sick. At the beginning of my second semester, I had a new game plan to keep a better balance between work, school, and life. So far, although I’ve only gone skiing twice this winter and I’ve had the same Netflix movie sitting on my desk for over a month, I feel like I’m doing a better job of meeting my New Year’s resolution.

One thing that has helped in this endeavor is embracing my new reality. At the beginning of this program I was beating myself up for not continuing to do the same things as I used to. Many of the work-related things I formerly did in my spare
time at home (write grants, read library journal articles, learn new Web 2.0 tools, etc.) have fallen by the wayside. Now I just tell myself that work has to stay at work; I know if I bring it home it won’t get done, as schoolwork always needs to take precedence. I’ve also realized that there are certain nights that need to remain homework-free. Friday nights, for example, are usually full of guilt-free TV watching and catching up on much-needed sleep.

I began the MLS not because I needed it in order to land the perfect job, or even to advance in my current job; I’m already fortunate enough to be doing the thing that I love. For me, the SWIM cohort came along at the right time in my life, and it felt like the right thing to be doing. There have already been many things I’ve learned in classes that I can apply to my job, and I know that ultimately, students are benefiting from what I’m doing. For me, that’s what it’s all about.

Pursuing your MLS takes determination, sacrifice, and a lot of support from those around you. If you can manage those three things, and you want to better yourself in the field of Library Science, then you’re ready to tackle your MLS.

Lizzy

When embarking on a Master’s program, it may be necessary to consciously decide to stay healthy. Unfortunately I learned this the hard way during my first semester with the SWIM cohort. I worked two jobs, one full-time and one part-time. My husband, Arthur, was clearly concerned about my decision to keep both jobs while working on my graduate degree, but he left the choice up to me. At first I was able to handle the workload and demanding strain of my busy schedule.

As the semester wore on, I took to drinking coffee rather than water most of the time. This affected my sleep, which in turn affected my ability to function during the day. I stopped taking vitamins, simply because it was something else I had to keep track of. Also, I stopped working out and taking time for myself; I was exhausted at the end of the day. There were evenings that my husband would invite me go for walks with him even though I had a stack of homework waiting for me on my desk. Fatigue, constant allergy attacks, vulnerability to illness, and an inability to stay alert were signs that I was in poor health, but I chose to ignore them.

By the end of the first semester, I was ready for a break. I had a list of things I wanted to accomplish, books I wanted to read, and people I wanted to visit. I didn't get one thing on that list done. My immune system was taxed to its limit. By the time the spring semester rolled around, I still had not recuperated. It was clear I had to do something.

I’ve reassessed my situation and made changes accordingly. I accepted a full-time library staff position, which allows me to work just one job. I now have more time to devote to my family and myself while working on my degree. Yoga, walking, and a good cardio workout are also on my schedule so that I keep my mental and physical health in good working order. I'm seeing a wonderful holistic doctor, allowing me to strengthen my immune system.

The best advice I can give is to take the time for yourself, eat right, get plenty of rest and exercise, and be happy.

All

In summary, our best advice is to think carefully about all your options. Why do you want a degree in Library and Information Science? Is it worth the sacrifice? If so, then do your research and take those first steps!

Fiona May, Kristine Brumley, Gena Marker, and Lizzy Walker are students in the SWIM cohort of the College of Information at The University of North Texas.
Technology Assistance through Community Involvement

by Megan Egbert

In tough economic times there are several functions of public libraries that become more crucial than ever. Two of those functions are (i) becoming true community centers and (ii) offering technology services. At the Library! at Collister we have developed a Technology Coach Program that combines those two public library aims. The Technology Coach Program pairs up tech-savvy volunteers from the community with customers needing technology assistance. The individuals meet for hour-long “coaching” sessions. In essence, this program empowers the community to help itself with one of its most critical needs.

Background

For over two years the Library! at Collister has been offering technology classes to help our customers learn the technology necessary to seek employment, improve their skill-sets, and keep in touch with friends and family. Our classes are held every other week for one hour, and are composed of one instructor and up to eight participants. Although the classes have been very popular, we have encountered some challenges. Participants often have varying levels of knowledge, and many patrons need very basic instruction that would be better addressed through one-on-one assistance. Although we’d love to be able to provide individual computer help for all our patrons, we just don’t have the time or resources to do so.

The Concept

Like many public libraries, the Library! at Collister has a volunteer program. Prior to the Technology Coach Program we used volunteers for shelving, organizing, and other small projects and tasks. While we greatly appreciated the work our volunteers were doing, often times we were just giving them busy work and remedial tasks that were not greatly benefiting our users.

We decided to shift our focus and have our volunteers work on one of the most pressing issues our community is facing: technology literacy. We envisioned a program where volunteers could donate one hour of their time a week, and we would have interested customers sign up for that hour. During that time they could ask for assistance with navigating the internet, email, productivity software, and other basic computer skills.

How it works

We started off by advertising for volunteers. We posted flyers, did a PSA, advertised on VolunteerMatch.org, and contacted local colleges, tech schools, and tech companies. Our advertisements indicated that we were looking for tech-savvy volunteers proficient in Microsoft Office, Internet searching, and email who were willing to volunteer for one hour a week and assist with customer technology needs.

Each volunteer chose an hour time slot each week that worked with their schedule. We have a sign-up sheet with all the hours volunteers are available that is kept at the front desk. Customers can sign up in person or over the phone. The sessions last one hour and are directed by the customer’s questions or desired skills. In the first seven months of the program, our technology coaches have spent 140 hours working with library customers on technology needs.
What we learned

Tips

Based on our experience, here are some best tips for effectively running a similar program:

- Give customers reminder sheets of paper with their session time written down.
- Give customers reminder phone calls the day before their session.
- Have a backup project for tech coaches in case the person signed up does not show.
- Provide an orientation for the tech coaches to familiarize them with the library and policies, as well as to make sure they know the necessary computer skills.
- Be clear in what tech coaches can do, and what they can’t (i.e., We don’t have our tech coaches work on any type of IT issue with a personal device).
- Only allow patrons to sign up for one session at a time, so they do not fill all the slots at once.

Top 5 challenges of the Technology Coach Program

These are the issues that can make a program like this difficult to manage. However, if they’re addressed up front, they can be a lot easier to handle.

1. Volunteers are not always accountable because they are volunteers.
2. Customers may magically forget that they signed up for a session even though they have it written on a piece of paper and received a phone call the day before.
3. When the weather turns nice, nobody wants to sit inside at a computer.
4. Despite what you advertise, people are still going to want you to fix the virus on their laptop!
5. It takes a lot of time to initiate the program, however once it is up and running it gets much easier.

Top 5 highlights of the Technology Coach Program

These benefits make a Technology Coach Program extremely appealing.

1. Alleviates the workload of library staff by improving customer’s technology skills through utilizing volunteers.
2. In times of a recession, people are lining up to volunteer!
3. One-on-one assistance is more targeted and less intimidating for many customers needing technology help.
4. Having a truly community staffed program is a great way to foster a sense of community.
5. The digital divide is a complex issue, but tackling it in a fun way produces a better outcome for everyone!

Some of our favorite quotes about the program

Some of the customers who have met with our technology coaches have glowing reviews of the program. Here is a sampling of their comments.

"Finally learned how to turn the thing on and off! And I wanted to know how to look things up for more information on them, he showed me that too."

"I learned how to how to go to the internet, I've never done that before! That line up at the top is like hieroglyphics!"

"Pauline (tech coach) got right to the information I wanted to learn."

"I learned just what I needed to learn- the appointment was tailored to fit my needs."

"I've worked on Macintosh computers for 20 years and never knew how to make a file folder! Now I know."

Conclusion

A technology coach program is a great way to foster a sense of community at your library, while at the same time providing a much needed service. Although some initial grunt work must go into it, eventually it can become an almost
entirely community-driven program.

Megan Egbert worked at the Boise Public Library’s Collister Branch until recently, and is now employed at the Meridian Public Library.
**Doing Social Media So It Matters: A Librarian’s Guide**

*reviewed by Amy Vecchione*

**Doing Social Media So It Matters: A Librarian's Guide**
Laura Solomon  
Chicago: American Library Association  
ISBN 978-0-8389-1067-2, Softcover or ebook  
80 pages, $37.00 or $30.00

Let's face it: even if you are totally savvy about social networking sites, managing them can be overwhelming. Sites come in and out of popularity, and new ones crop up all the time. Chances are that if you haven’t started using them for your library, you may be even more overwhelmed. Whether you’re a super-user or a beginner, this book will be crucial in helping you build and manage your library's social presence.

Many library professionals are hesitant to get into social media, fearing that their efforts on one platform will turn out to be a waste of time when users move to a newer site. According to Laura Solomon, this isn’t the point. The book begins, “Social media sites will change. Concepts will not. Be flexible,” (1). This is key because as social media sites come and go, you will learn ways from this book to stay fluid and maintain your (and your library’s) cool.

Want your posts to go viral? Want to really engage your users, and get new ones in the door? Want to get your library social media strategies organized? Solomon provides suggestions for all of these goals. *Doing Social Media So It Matters* will provide you with great company on your library’s social media journey. Each chapter contains helpful tips on how to make your library’s social presence matter to your community.

This short book is easy to digest and is full of practical information that any staff member can use to bolster or build the library's social media presence. Examples throughout the book show ways to use social media and offer better, more effective methods to become relevant to your user groups. For example, Solomon explains why not to include links to shared information and instead suggests presenting remade posts with context to help followers understand the news while keeping them on your page. Solomon also includes “friending” guidelines to help you determine who to follow and friend, and who to leave off your list.

Keep in mind, however, that in the social media world, “patrons now control the message” (3). Solomon explains throughout this handy resource that social media in libraries is about connections and how to gain, and then manage, social capital based on patrons’ meaningful interactions. Social capital, Solomon says, is like a, “bank account; you add to the account by listening to, engaging with, and doing favors for others” (19).

Most importantly, *Doing Social Media So It Matters* doesn’t focus on the nitty gritty details of setting up accounts or using specific sites because Solomon recognizes that all of this will change. Solomon presents the overarching forces that bring people together to interact on social media sites and focuses on the best practices for each step in managing...
those sites well, and in a way that will make your library more relevant. Solomon covers topics such as getting administrative buy-in to start working with social media sites, how to define success, and how to write social media policy. Within each chapter are charts, helpful data, concrete advice, citations, and talking points.

If you follow the advice in this book you will go from having no social media presence to having a social media policy and real metrics to share the return on investment for your library. The “Bottom Line” is that to remain relevant to your users, you’ll need to engage them in social media. This book is a terrific resource for getting started, following up, or refreshing your already honed skills. Whether you are unfamiliar with social media or you’re the mayor of all of your favorite places on FourSquare, you will find this book to be helpful in building connections between your library and your users. Grab a copy for your library today!

Amy Vecchione loves being a Reference and Instruction Librarian at Boise State University’s Albertsons Library. She is passionate about reference service and emerging technologies.

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100 Years: Idaho and Its Parks [Review]

Reviewed by Julia Stringfellow

100 Years: Idaho and Its Parks
Rick Just
Boise: Idaho Department of Parks and Recreation, 2008
978-0-9818537-0-3, Hardcover
316 pages, $39.95

With summer fast approaching, are you thinking of packing up the car for a road trip to one of Idaho’s state parks? 100 Years: Idaho and Its Parks provides a concise history and guide to Idaho’s parks. Author Rick Just provides an alphabetical listing of the parks and a description of each one, including its location, history, development, and relationship to the state. Each section also includes recreational information about the park’s acreage, elevation, camping facilities and shelters, boating options, seasonal activities, trails, educational programs, and photographs of scenery, wildlife, and vegetation. Just supplements with the book with unusual trivia, including the story of a monster that resides in Bear Lake that supposedly ranges from forty to ninety feet long with the body of a snake and head of a horse.

100 Years: Idaho and Its Parks provides an excellent history of Idaho’s early days, including a centennial timeline of key dates beginning with the creation of the first state park in 1908, Heyburn State Park. Just explores the roles played by the Oregon Trail and the Civilian Conservation Corps in the creation of the early state parks and describes the history of the Idaho Department of Parks. The book features historical black and white photographs from the early days of the state parks system.

In the chapter, “The People of Parks,” Just provides an in-depth history of the thousands of people who have made Idaho state parks possible, including Senator Weldon B. Heyburn and Jack Hemingway. The book includes a listing of past and current members of the Idaho Parks and Recreation Board, as well as biographies of some of those board members and directors. In the concluding section of the book, Just offers an alphabetical listing of staff who have worked at state parks throughout their history, with some photographs.

While each section of the book includes endnotes, a final bibliography would have been helpful for readers interested in learning more about the history of Idaho state parks. This reader would also have appreciated information about the sources of the photographs provided in the book.

Overall, Just does an excellent job of organizing the book into clear sections that flow smoothly into the whole. The histories are easy to understand, and the book can be read and appreciated by both young and old audiences. With its detailed descriptions of the development of state parks, 100 Years: Idaho and Its Parks is a valuable reference for anyone interested in exploring the resources and picturesque scenery of Idaho’s state parks. This book would be perfect for the local travel section of Idaho public libraries, and it would also be a good fit for the Idaho section of Idaho academic libraries.
Julia Stringfellow is an archivist/librarian in Special Collections at Albertsons Library, Boise State University.

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A Guide to the Indian Tribes of the Pacific Northwest
[Review]

Reviewed by Shirley Biladeau

Robert H. Ruby, John A. Brown and Cary C. Collins
ISBN: 978-0-8061-4024-7, paperback
448 pages, $26.95

The diversity of the Pacific Northwest is reflected not only in its geological formations and geographic regions, but also in the thriving Native American communities that once dotted the region. For over twenty years A Guide to the Indian Tribes of the Pacific Northwest has been considered the definitive reference work on Native American tribes indigenous to the Pacific Northwest.

The original authors who wrote the first edition of this work are Robert H. Ruby, a retired physician and independent scholar living in Moses Lake, Washington, and John A. Brown, Professor Emeritus of History at Wenatchee Valley College, Washington. They published the first edition in 1986 after conducting extensive research about the Native American peoples of the Pacific Northwest. Upon publication it was quickly adopted by scholars, as Clifford Trafzer explains in the foreword to the book. With Brown’s death in 2002 Cary Collins, a public school teacher in Maple Valley, Washington, joined Ruby in updating the text.

A Guide to the Indian Tribes of the Pacific Northwest provides the reader with a snapshot of the historical, economic, political, and cultural developments that have molded today’s Native communities. The 150 tribes included in the work are listed alphabetically, Ahantchyuk through Yoncalla. Resources provided in the text include both historic and contemporary photos, maps and a pronunciation guide of Pacific Northwest tribal names. At the end of each section, there is an alphabetical bibliography of additional resources to consult.

It is evident to anyone who visits the region that Native Americans have greatly influenced the culture and economics of every community. Prior to the arrival of the English, Spanish, and Americans, the tribes in this area generally had healthy economies that relied on sharing of resources. However, as described in Trafzer's foreword, the newcomers valued private property instead. The rest of the story, including the clash of the cultures, destruction of Native economies, and the relocation of Native peoples, is well documented. Some of the tribes have disappeared, while others were folded together during early relocation practices. This book highlights how the tribes have evolved under internal and external pressures, maintaining their cultural heritage, fostering healthy economies, and providing leadership to their communities.

This text shines a light on the diversity of the peoples and cultures of the Pacific Northwest. The third edition offers updated information as well as insight into contemporary issues such as gaming and the Native American Graves...
Protection and Repatriation Act. It is a valuable resource for anyone interested in learning about the Native American communities in the Pacific Northwest, which Trafzer refers to as "a magical region of North America."

Shirley Biladeau is a Continuing Education Consultant for the Idaho Commission for Libraries. History is her avocation.

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Common Phrases...and the Amazing Stories Behind Them [Review]

Reviewed by Lizzy Walker

Common Phrases...and the Amazing Stories Behind Them
Max Cryer
978-0-8389-1097-9, paperback
319 pages, $18.00

In Max Cryer's *Common Phrases...and the Amazing Stories Behind Them*, the author discusses the history of some of the most used phrases in the English language. He answers the common question, "Who said it first?" (7). Part of Cryer's reason for writing this book is based on the fact that "the originators of many of our most useful second-hand remarks go uncredited" (7). He gives credit where credit is due (though, sadly, this phrase is left out of the book).

The book's value lies in its trivia and in Cryer's plain, concise writing. It is clearly for the general user as he avoids hifalutin terms, but nor does he condescend by writing too simply. Anyone from the language buff to the college professor can find value in the pages of this book.

Cryer delivers a short and sweet explanation of some phrases while spending more time on others. The book reads quickly from cover to cover, or it can be used for quick reference to learn about a specific phrase. The phrases range from the serious ("Your country needs you," 313), to the amusing ("I have a cunning plan," 142; "Nudge-nudge, wink-wink, say no more," 205) to the misquoted ("I can see Russia from my house," 137), to the amended ("Far from the madding crowd," 96). Cryer also includes quotes that are incorrectly attributed, such as Jacque Rousseau's statement, "Let them eat cake," that is now commonly attributed to Marie Antoinette. The afterword, "Shakespeare" by Bernard Levin, is the perfect "last word" (315) for Cryer's book. It is a poem that includes a large number of quotes penned by the Bard that we hear almost on a daily basis.

Cryer has written several books concerning phrases and their origins, as well as books on love songs and the legends behind them. He has a background in the entertainment industry, and has held many positions in the entertainment and media fields including actor, recording artist, radio show host and producer (for more about him, see [http://www.speakers.co.nz/maxcryer.html](http://www.speakers.co.nz/maxcryer.html)).

This book is worth purchasing for any library collection. However, due to its generalist nature, it would perhaps best fit into the general collection rather than in reference. The cost, $18.00, is more than reasonable for this paperback edition.

*Lizzy Walker is currently working on her MLIS with the University of North Texas SWIM cohort and enjoying every minute of it.*
Common Phrases...and the Amazing Sto...
The Old Man Who Talked to the Trees [Review]

Reviewed by Ramirose Attebury

The Old Man Who Talked to the Trees
Diana Baird
Illustrated by Sharon Harp Gregory
Borderline Publishing: Boise, ID, 2009
978-0984366934 (Hard Cover);
978-0984366927 (Soft Cover)
72 pages, $21.95

Diana Baird’s The Old Man Who Talked to the Trees is a children’s book that will entertain and educate both children and adults alike. Divided into two sections, the first section offers readers an endearing display of history, memory, and compassion in the form of a children’s story complemented by warm, colorful illustrations. In the story, an eccentric yet likeable elderly man, Willie, visits the park on the Idaho State Capitol grounds every day at the same time. Friendly to everyone, Willie reserves his deepest affections for two old trees that were planted on the grounds by Presidents Taft and Roosevelt during their visits to Idaho early in the twentieth century. Willie’s visits typically consist of nostalgic reminiscences with the two trees, Buck and Sugar. The three friends talk about the presidential visits and the changes that they have seen over the years. They fondly remember their friend Oakley, who was planted by President Benjamin Harrison in 1891 and finally cut down due to illness 116 years later.

Foretelling events to come, Willie reads a newspaper article to Sugar explaining that a skilled craftsman had used Oakley’s wood to make a fiddle as well as some other items housed inside the Capitol building. The crux of the story occurs when Willie delivers the news to his arboreal friends that, because of the Capitol expansion, they will be joining Oakley inside the building as pieces of unique and beautiful art. Readers experience a moment of tension as they wait to see how the trees will react to this momentous news. The situation is resolved when Sugar expresses her excitement about finally seeing the inside of the Capitol. Willie wrestles with the fact that his friends will no longer provide color and shade to the capitol grounds, but in the end, he accepts their new role in Capitol history, realizing that he will still be able to visit them inside the newly renovated building.

The second section of The Old Man Who Talked to the Trees provides a less sentimental yet equally compelling look at the presidential trees and the Capitol renovation. A nonfiction account of the presidential trees addresses what astute readers will have guessed from the children’s story: that the tree removal process was not without controversy and challenge. Details of each president’s tree planting are accompanied by photographs and newspaper excerpts from the time. Facts about the Capitol building history and subsequent renovations give context to the story of Willie, Buck, Sugar, and Oakley. While the children’s story acknowledges the controversy and assuages the feelings of those troubled by the removal, the second section of the book emphasizes the gains from the decision to remove the trees. Photographs of
many beautiful handcrafted items that were created from the trees visually demonstrate that Idahoans continue to value
the presidential gifts and benefit from their state heritage.

This book is recommended for all public and school libraries in the state of Idaho.

Ramirose Attebury is a reference and instruction librarian and head of Government Documents at the University of Idaho
in Moscow. She has learned about the power and beauty of children’s literature from her mother, Nancy, who is also a
gifted author.

The Idaho Librarian (ISSN: 2151-7738) is a publication of the Idaho Library Association.
Winning Library Grants: A Game Plan [Review]

Reviewed by Kristin L. Henrich

Winning Library Grants: A Game Plan
Herbert B. Landau
Chicago, IL: American Library Association, 2011
ISBN 978-0-8389-1047-4
$60.00

In Winning Library Grants: A Game Plan, Herbert Landau has delivered a straightforward and step-by-step guide to identifying, applying for, and winning library grants. Landau’s experience as a public library director, author of The Small Public Library Survival Guide, and grant writer in the corporate world make him an excellent authority on the complicated process of grant writing.

Created for novice grant writers in public library settings, Landau’s process for winning grants is thorough, detailed, conversational in tone and easy to follow. An advocate of Franklin’s adage, “an ounce of prevention is worth a pound of cure,” the author stresses that considerable time must be spent determining the feasibility of the grant market, researching a granting agency, and assessing a library’s compatibility with the grant itself (known as “mission match”). This focus is consistent in the structure of the text, with the first half dedicated to planning and research. Indeed, it is not until Chapter 10 that Landau addresses the nuts and bolts of writing the proposal, although he discusses important steps, such as project planning, earlier in the book. The remainder of the text focuses on assembling and submitting the grant proposal, concluding with a (far too brief) mention of the project management process.

Even librarians with extensive grant writing experience will find useful information in this slim volume. Many of the figures, in particular, are practical references that outline different points in the grant application process; examples include the “Grant Decision Tree” and the “Sample Proposal Writing Schedule and Task Assignment Table.” The appendices are also useful and contain a copy of a grant Landau received from the Gates Foundation. Possibly less helpful to readers will be Chapter 4, which covers resources useful in identifying grants; many may already be familiar with the foundations listed.

Landau might have spent more time discussing the allocation of library resources for grant applications, which is likely a large issue in most libraries. Landau states that “to a small public library grants are, in a sense, like pennies from heaven” (emphasis Landau’s, p. 152). Perhaps, but it does all of us a disservice to gloss over the very real time, money, energy, and administrative support that must be spent engaging in grant application processes, to say nothing of the time that must be spent on the administration of a successful grant. This may be less of an issue for technology-related grants, but is certainly an issue for libraries pursuing programming or other public-service related grants.

Overall, Winning Library Grants: A Game Plan is a valuable reference recommended for public libraries, especially those in the beginning stages of building grant-writing collections.
Kristin J. Henrich is the Reference Coordinator at the University of Idaho Library.

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No Fees Required: Opening Access to University Content

by Michelle Armstrong and Julia Stringfellow

This article shares information from a presentation at the 2011 Southwest Idaho Library Association Regional Conference, which explored increased access to university collections and scholarship and the great benefits this provides for all library communities. Access to university records and scholarship, both born digital and originally in paper, is improved by providing them in an open, electronic format. The session featured examples of institutional repositories and the types of digital content they include, and provided resources with information on creating and implementing an institutional repository.

For several years universities have been actively working to make their scholarship openly available on the Internet. Several factors have influenced this trend. Universities have to find ways of serving researchers wherever they are, even if it is far away from the actual library building, and for many patrons the Web, not the library, is the first stop for research resources. Universities have also been responding to federal mandates requiring them to make their federally funded research data and scholarship available to taxpayers. Meanwhile, the growing Open Access movement promotes the idea that information, especially university scholarship, should be easily accessible and not limited only to those who can afford it. Finally, with limited and strained resources, universities are rethinking the services they provide to their researchers, as well as the value they offer to their funders. Making research and other university collections openly available is a powerful way to illustrate this value.

Universities have used a variety of approaches to provide access to their scholarship, including digital collections, institutional repositories, university-based open access publishing, and data management systems. In particular, institutional repositories have been used to capture and showcase the scholarly output of universities.

Institutional Repositories and their Digital Content

In 2003, Clifford Lynch described the institutional repository as:

[A set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organizational commitment to the stewardship of these digital materials, including long-term preservation where appropriate, as well as organization and access or distribution (n.p.).

Since Lynch wrote this definition, universities have embraced his idea by creating over 200 repositories in the United States alone.

Often housed in academic libraries, repositories are hosted on a variety of platforms, including open source options such as DSpace, fully hosted platforms such as Digital Commons, and hybrid approaches such as ContentDM and ePrints. Most repositories have similar features, such as management tools for uploading content, options for assigning descriptive metadata to documents, and the ability to host and display a variety of file types. Additionally, many repositories are designed to showcase individual departments, collections, or faculty members.

Repositories do have some weaknesses that can create obstacles for libraries managing these services. No repository system has infrastructure support for libraries offering a "mediated deposit" model to their faculty. As one of the most effective methods for including individual faculty scholarship, university libraries are usually left to create their own systems. Also, as a recent development for disseminating research, many repositories have to deal with copyright
clearance issues when trying to share older, published university creations. Finally, since every institutional repository defines itself differently and there are limited standards which are inconsistently applied, repositories can struggle to establish themselves as valued information providers.

Examples

**Digital Commons at Utah State University** includes research papers and posters done by undergraduate students and a collection of course syllabi and class materials named OpenCourseWare. The USU Press section features full-text books and other publications published by the university's publishing company.

**ScholarWorks at the University of Massachusetts, Amherst**, features a section devoted to publications on the Community Engagement programs done by the university. Photographs of the projects, as well as statistics and fact sheets are also provided. This is an important resource given the increasing popularity of Community Engagement programs at universities.

The University of Utah includes an **Electronic University Archive** in its institutional repository that showcases university records, including yearbooks, university catalogs, and other university publications.

**ScholarWorks at Boise State University** features the McNair Scholar Research Journal published by the university, as well as surveys, podcasts, and publications on Idaho topics that are part of the Boise State's Public Policy Center. ScholarWorks also includes electronic theses and dissertations and university documents, including university catalogs and Commencement programs. Its home page includes usage statistics.

**Resources for Further Information**

Two web sites, **OpenDOAR** and the **Registry of Open Access Repositories**, provide comprehensive lists of institutional repositories. In addition to searching individual repositories, resources can also be found in other ways. Since repositories are designed to make their content openly available, materials can be found using search engines such as Google, Bing, or Yahoo. Tools like Google Scholar specifically crawl institutional repositories, indexing the basic metadata provided.

Other specialized resources that are built on open access protocols established by the library community can also provide access to institutional repository content. The **Digital Collections Gateway via WorldCat** and the **Networked Digital Library of Theses and Dissertations** are examples of these kinds of resources.

There are also many resources that provide assistance if your institution is looking to create an institutional repository. The **Association of Research Libraries** (ARL) provides information regarding institutional repositories, including papers, presentations from workshops and conferences, news on current issues regarding IRs, and an e-mail list. It also offers workshops and other events throughout the year that provide training on IR systems and open-source software.

The **Scholarly Publishing and Academic Resources Coalition** (SPARC), developed by ARL, is an international group of academic and research libraries striving to improve access to scholarship. Their website provides a wealth of resources on institutional repositories, including guides and papers, current news and a news blog, a newsletter and forum, and information on different kinds of open-source software. SPARC offers workshops and other meetings throughout the year, as well as webcasts and podcasts. The guidelines provided by SPARC are the closest thing the United States has to standards for institutional repositories.

**Joint Information Systems Committee infoNet** (JISC), a company based in the United Kingdom, **provides standards for institutional repositories in the UK. It promotes strategic planning, implementation, and management of information and learning technology** for the education sector. JISC provides “infokits” on its website that serve as a guide for digital repositories and open-source software. It provides structures to enable the sharing and protection of the scholarship of an institution.

**Securing a Hybrid Environment for Research, Publishing, and Access** (SHERPA) is a research program in the United
Kingdom that started with funding from JISC. SHERPA explores issues related to the future of scholarly communication and develops open-access institutional repositories in universities to facilitate dissemination of research. One significant feature of SHERPA is Romeo, a service that provides the copyright and archiving policies of publishing companies through a searchable database. Another service is the worldwide Directory of Open Access Repositories, the Open DOAR. This resource provides a complete list and links of every open-access repository in the world. SHERPA is based at the University of Nottingham’s Center for Research Communications.

Conclusion

The conference session concluded with a lively discussion and questions from the audience. For additional questions about institutional repositories and ScholarWorks at Boise State University, contact Michelle Armstrong or Julia Stringfellow.

Reference


Michelle Armstrong is a librarian and manages Scholarworks, while Julia Stringfellow is an archivist/librarian in Special Collections; both are at Albertsons Library, Boise State University.