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Mining the Past to Plan for the Future
PNLA Annual Conference Program, Helena Montana, August 13-16, 2014
Greetings,

Hats Off to the new PNLA Editors Extraordinaire, Leila Sterman and Jan Zauha.

This is a very exciting issue of the PNLA Quarterly for me. You may ask why, well because I missed this publication for the months it was not produced. We are back to the old tradition of the fall issue highlighting the happening of the PNLA Annual Conference. I always loved the fall issue because you never have time to attend all the workshops you would like to but the fall issue made it possible to read about the workshop and maybe get a little extra benefit because some of the discussion that took place during the workshop might be included also.

The Annual Conference in Helena, Montana was very well planned and attended. Della Dubbe did a great job of adding the Helena flair to the events that seemed to entertain all. It is always fun to see our friends from around the region and many from our own states that never get to a local conference because of the time of year. Hooray, they can attend PNLA because it is held in the summer. The evaluations from the conference attendees were very positive and will be helpful to the 2015 conference planners.

The Quarterly is not the only revitalized portion of PNLA’s programming for 2014. Josey Wilson the YRCA Representative to the PNLA Board and the state representative of YRCA have made some changes and are making more changes to the program so it fits the technology age. YRCA involvement has already improved in number of participants this past year. If you want more information visit the website at: http://www.pnla.org/yrca or email your state representative for the answer to your questions.

Addresses found at: http://www.pnla.org/yrca-reps

The 2015 Conference planning is underway. The Conference will be held in Vancouver Washington. The conference theme is "Pushing the Boundaries" watch for the exact August dates at: http://www.pnla.org/conference-2015

I hope you enjoy this issue of PNLA Quarterly.

Have a great fall and winter.

Honore Bray
PNLA President
From the PQ Editors

Leila Sterman, Scholarly Communication Librarian, Montana State University, Bozeman, Montana

Jan Zauha, Outreach, Instruction, and Research Librarian, Montana State University, Bozeman, Montana

Keywords: open access, PNLA Quarterly, discoverability, publishing, PNLA Annual Conference

Hello readers! Welcome to your new PNLA Quarterly. We, Leila Sterman and Jan Zauha, are taking the reins with this issue and we’d like to tell you about some of the plans we’ve formed recently for the journal with the input of the PNLA Board. In a nutshell, it’s all about regional content, open access, and discoverability.

Who are we? Leila Sterman is the Scholarly Communication Librarian at Montana State University (MSU) in Bozeman, Montana. New to PNLA and fairly new to Montana, Leila is an expert in open access, intellectual property rights, online journals, and institutional repositories. She’s all about access and metadata and brings to PQ a deep understanding of publishing on the Web. Jan Zauha is Outreach, Research, and Instruction Librarian also at MSU and has a long history of involvement with PNLA. She brings to PQ an understanding of the association’s role in the region and a great appreciation for PNLA’s accomplishments past, present, and future.

PQ has been in publication since 1936 and has gone through as many changes as PNLA itself. In the early 2000’s the PNLA board decided that administrative items such as the reports of our chapter representatives would no longer be published in the PQ but would be posted on our Web site. This opened the door for more substantive content and moved PQ from primarily a newsletter format to a forum for ideas about libraries, professional development, information access, technologies, and other topics of regional interest written by practitioners and students in the area. Several years later, PQ became an online only publication.

Since then the content of PNLA Quarterly has grown to include a combination of peer-reviewed and editor-reviewed articles, a move that has increased the substance of its content but also shifted focus away from the region. One of our primary goals for the Quarterly’s evolution is to return to publishing more content about issues of interest to libraries in the Pacific Northwest. Who better to provide this content than the practitioners, students, and educators who live in or are affiliated with the region? This first new issue provides an excellent example of some of the fine content available from our 6-state/province area: all of it drawn from the August 2014 program at the PNLA Annual Conference in Helena, Montana.
We plan to continue this regional focus and to offer diverse but balanced content relevant to public, academic, and special libraries.

We would also like to build on the laudable move PNLA made several years ago in making PQ an open access journal by improving our ability to serve up the full-text of individual articles. Rather than one long PDF file, you’ll see that this issue also offers individually downloadable files for every article. This, along with the addition of keywords for each article, should help improve the discovery rate of PQ content and give our authors more exposure on the Web, while improving indexing by vendors such as Ebsco. This shift in editorship for PQ provides an opportunity to investigate how the journal might benefit from new practices and resources in scholarly communication, particularly those that have come out of the open access movement.

All of this will take some time, and we know that it is important that PQ return to a quarterly schedule as soon as possible if content from the region can support that publication frequency. In the coming year, our plan is to publish two issues and increase to three in 2015/16. We look forward to working with the PNLA board and membership to continue the evolution of PQ as a relevant, accessible journal for the profession and the region.

Thank you,
Leila Sterman & Jan Zauha
Call for Submissions and Author Instructions

**Leadership** is the focus of the next issue of *PNLA Quarterly* (79.2, Spring 2015). We invite library practitioners, students, and educators in the PNLA region (Alaska, Alberta, British Columbia, Idaho, Montana, and Washington) to submit articles that deal with any aspect of leadership in our profession, including (but not limited to) training, mentoring, ethical issues, practical concerns, staff development, and succession planning. Articles may be theoretical, research-based, or practice-focused.

**Past participants, administrators, and mentors involved in PNLA Leads institutes are especially encouraged to submit content for this next issue.**

Deadline for submissions to pqeditors@gmail.com is April 6, 2015.

Authors are asked to:

- Submit manuscripts of between 1,000-6,000 words electronically in Microsoft Word file format;
- Use Verdana 11 point font and 1.15 spacing;
- Adhere to guidelines in the 6th edition of the *Manual of Style of the American Psychological Association* (APA). This rule applies in terms of format and references;
- Obtain any necessary written permission to use copyrighted material, and to pay any and all relevant fees. Appropriate credit should be provided in the manuscript;
- Submit original work that has not been previously published and is not under consideration for publication in another journal;
- Contact the PQ editors at pqeditors@gmail.com with any questions regarding these instructions, the publication process, schedule, or the appropriateness of a proposed article topic.

*PNLA Quarterly* is an open access journal. In that spirit, *PQ* authors retain the copyright to their works. *PQ* facilitates the distribution of its authors’ intellectual property in a professional manner to enhance the process of scholarly communication, and to advance the sharing of information in and beyond the library profession and the PNLA region.

As *PNLA Quarterly* moves toward re-implementing the peer-review process for selected sections of its content, we invite library professionals in the region to serve as peer reviewers. Please contact the *PQ* editors at pqeditors@gmail.com if you are interested.

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Teaching Information Literacy to Undergraduate Students: Reflecting on the Past, Present and Future of Library Instruction

Scott Juskiewicz, Montana Tech, Butte, MT

Conor Cote, Montana Tech, Butte, MT

Keywords: information literacy, library instruction, undergraduates, academic libraries, metaliteracy, assessment


Abstract

The need to teach information literacy skills to undergraduate students is often framed as a 21st century concern, but debate over the value and practice of teaching this set of skills can be found as far back as the early 1900’s. This article reviews the history of information literacy instruction in academic libraries from its origins to the present, examines the current state of information literacy instruction in academic libraries, and explores possible future directions that this instruction may take. Looking to the past, present and future shows that while library instruction has evolved, many central concerns remain unanswered.

Past

Instruction in academic libraries is not a novel concept; it is evident in the literature as early as the 1800’s. Gunselman and Blakesley (2014) describe the origins of library instruction in detail. In 1880, Harvard librarian Justin Winsor identified the need for bibliographic instruction. Soon after, William Rainey Harper, the first president of the University of Chicago, proposed librarians perform instruction as part of their duties. Library instruction continued to play an active role in academic libraries throughout the early 1900’s (Gunselman and Blakesley, 2014).

Instructional efforts in academic libraries slowed during the 1920’s throughout the 1950’s. Holder (2010) details the evolution of library instruction during these
decades, indicating that as the role of the librarian was changing in the academy, libraries themselves were becoming more complex environments. As academic libraries became multifaceted, librarians were required to be trained in the technical aspects of librarianship; whereas in the past librarians were academics on campus who were experts in chosen academic fields. The role of librarians became more administrative in nature and less involved with academics. Libraries were also growing in size, both in terms of their physical collections and their number of users. During this time there was an influx of students in higher education, which led libraries to focus their attention on service points, such as the reference desk, in order to accommodate these students. This in turn resulted in a drop in instruction efforts (Holder, 2010).

The 1960’s saw a renewed interest in instruction efforts from academic libraries (Holder, 2010). Librarians such as Daniel Gore at Asheville-Biltmore College recognized this need and in 1964 called for separate library instruction sessions. Gore called for these sessions because he felt that reference interviews alone did not satisfactorily account for user instruction (Holder, 2010). That same year, Patricia Knapp posited that libraries had become too bureaucratic and had lost their direction. Thus, there was a need for librarians to rebuild their relationships with students and faculty (Gunselman and Blakesley, 2014).

As observed by Behrens (1994), in the 1970’s information skills were beginning to be recognized as essential to an “emerging information society.” In 1973, Paul Zurkowski, president of the Information Industry Association, coined the term “information literacy.” Zurkowski identified the rising need for workers to be trained in the effective use of information in the workplace, stating that the “information literate are those trained to apply information resources to their work” (Zurkowski, 1974). Zurkowski estimated that only one-sixth of the U.S. population could be considered information literate, and called for the establishment of “a major national program to achieve universal information literacy by 1984” (Zurkowski, 1974). Behrens observes that throughout the 1970’s Zurkowski’s concept of information literacy was expanded upon by other thinkers such as Cees Hamelink and Major R. Owens, who related information literacy to critical thinking about mass media and to active and informed citizenship, respectively. Assessing the notion of information literacy during this era, Behrens states that “information was seen as essential to society,” and these early definitions expressed the need to be information literate in order to be a productive and informed citizen.

The proliferation of computers in the 1980s and the rise of new information technologies furthered the need for information literacy instruction. By the mid-1980s academic libraries began to shift instruction from user instruction of the physical library to information literacy programs (Behrens, 1994). In 1989, the ALA
Presidential Committee on Information Literacy report was published, and it supported this shift in information literacy instruction. The 1989 report also articulated the most recognizable and influential definition of information literacy to date, stating that to be information literate, “a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information” (ALA, 1989).

In the 1990’s much effort was put toward implementing recommendations from the ALA Presidential Committee on Information Literacy report. By 1990, the National Forum on Information Literacy had been established, and librarians began working on creating national standards for information literacy instruction throughout all levels of education. In the meantime the widespread use of the Internet and the need to educate students in its use became seen as an integral part of information literacy instruction. In 1998, the American Association of School Librarians (AASL) published its set of national standards, entitled Information Literacy Standards for Student Learning.

In the early 2000’s, the ACRL extended the work of AASL by drafting and publishing their own set of standards for higher education. Much of the scholarship of the 1990’s was taken into account during the formation of these standards. Some of the key components of the standards included the importance of performance indicators and learning outcomes for assessing teaching, emphasis on collaborating with faculty and the administration to institutionalize information literacy, and the importance of information literacy to lifelong learning (ACRL, 2000). Despite fervent debate over the adequacy of these standards over the past decade, they have served as a starting point for instructors developing information literacy programs at their institutions, and have had a tremendous influence on the increasing number of information literacy programs that have grown throughout the 2000’s.

National Center for Educational Statistics (NCES) biannual reports on academic libraries over the last decade indicate that significant progress has been made by academic librarians in developing and institutionalizing information literacy instruction in higher education since the publication of the ACRL Standards in 2000. However, there are still many questions about the quality of this instruction that have not been adequately addressed. Debate over the adequacy of these standards during the 2000s is exhibited in the writings of Owusu-Ansah (2003, 2005), Zabel (2004), Wilder (2005), Grassian (2005), Budd (2008) and many others. This debate has led to calls for reform on a national level, and increasingly, challenges to the ACRL Standards’ ability to serve the needs of information literacy instructors and students.
By the end of the 2000’s, many librarians had voiced that the ACRL standards of the 2000’s would not suffice as a guide for information literacy instruction moving forward. In 2011, the ACRL Information Literacy Competency Standards Review Task Force reviewed the standards, and in 2012, recommended that the Standards be significantly revised, in order to:

reflect the current thinking on such things as the creation and dissemination of knowledge, the changing global higher education and learning environment, the shift from information literacy to information fluency, and the expanding definition of information literacy to include multiple literacies, e.g., transliteracy, media literacy and digital literacy (ACRL Information Literacy Competency Standards Review Task Force, 2012).

A new Information Literacy Framework was proposed by the task force to replace the Standards. This framework aims to incorporate some of the “current thinking” contributed by leading scholars of information literacy, so further analysis of current literature and trends in information literacy will provide insight into the direction information literacy instruction is taking.

**Present**

We have observed the evolution of information literacy over the past few decades, but where does this evolution leave us? Many instruction librarians would answer that we are in a period of transition. With the new ACRL Framework being drafted, the path forward could lead in several distinct directions.

One major voice in this debate is Project Information Literacy, who in partnership with the iSchool at the University of Washington has conducted a national study asking, “how do recent college graduates find, evaluate, and use information for lifelong learning in the workplace and in their daily lives” (Project Information Literacy, 2014). Project Information Literacy has published a number of findings that promise to help us better understand how information literacy is learned. These findings will help shape the current debate on the effectiveness of our teaching.

One of the important findings of Project Information Literacy is that although the number of information literacy courses being taught in higher education is increasing, employers are still finding students insufficiently equipped to apply critical thinking and decision making to information in the workplace (Head and Whibey, 2014). This concern echoes that of Zurkowski and others as far back as the 1970’s - 40 years since this need was first identified and the “information literate” individual was defined.
The work of Project Information Literacy also echoes other articulations of information literacy from the 1970s, particularly with its emphasis on the importance of information literacy to active citizenship. Head and Whibey (2014) stress the importance of information literacy to active and informed citizenship and leadership. Over-emphasis on teaching specific tools such as electronic databases may have turned us away from these important aspects of information literacy, but it seems we are now reconsidering their importance.

Recent interest in the concept of metaliteracy has also had a large impact on these standards. The scholarship surrounding metaliteracy was developed by Mackey and Jacobson (2010), who recognized parallels between information literacy and similar educational programs arising in other disciplines, such as visual and media literacy instruction in the field of communication. In addition to this, they observed that the widespread use of mobile devices and social media called for a significant revision of information literacy instruction.

The influence of metaliteracy upon the new ACRL Framework cannot be understated. In their report, the ACRL Information Literacy Competency Standards Review Task Force repeatedly cited Mackey and Jacobson’s work on metaliteracy as a major influence, and Jacobson serves as co-chair of the committee that is revising the Standards (ACRL, 2012). Based on a recent presentation by the Task Force co-chairs Craig Gibson and Trudi Jacobson (2014), some of the central ideas being addressed and incorporated into the new framework include, but are not limited to:

- Moving from seeing students only as content “consumers” but as content “creators” as well;
- Stressing the impact of social media and the learning communities that spring up as a result of its use;
- Acknowledging recent evolution in the fields of scholarly communication and data management. (Gibson & Jacobson, 2014)

While the revision of the ACRL standards will have a major impact on information literacy instruction programs nationwide, some librarians have gone even further to challenge our practices of teaching information literacy. Many librarians feel that the new Framework will not address the most important problems, and that more comprehensive reform is needed, while others have questioned whether information literacy should continue to be taught by librarians at all (Cowan, 2014).

**Future**

For all of the focus academic libraries have placed on information literacy one could argue that the deficiencies observed by Zurkowski in 1974 are greater than ever;
however, employers are reporting that graduates do not possess these skills (Head and Whibey, 2014). Additionally, accrediting bodies are now requiring institutions of higher education to incorporate information literacy into their curriculum and to produce information literate graduates. The debate on who should teach information literacy still permeates campuses, but we still do not know if information literacy instruction is effective.

One thing we have not done well is assess our efforts. Gunselman and Blakesley (2012) summarize the lack of assessment of library instruction programs, quoting Barbara Fister, who said “we do not have strong and consistent evidence that course related instruction has a positive effect on student learning, even though it has been a fixture of academic libraries.” They also cite a 2011 ACRL conference paper written by librarians at California State University, “we certainly need to do a better job of assessing our impact on student learning, but we also need to specifically assess what our students know, don’t know and need to know rather than making assumptions.” Gunselman and Blakesly do acknowledge the work of a few individuals who are focusing on assessment, specifically Megan Oakleaf; and recent research conducted by Sue Samson (2010) and Margaret Fain (2011) could be added to that list. However, Gunselman and Blakesly’s observation that “we need to look more into what we do, and be receptive and flexible when assessment data, shifting priorities, and new circumstances suggest changes” rings true in our changing information environment.

How do academic libraries address the issues of assessment, faculty and employer’s expectations, and mandates from accrediting agencies? One possible direction would be to take Susan Cowan’s advice to heart and step back from information literacy, by moving away from its programmatic and institutional aims, and “to really hand over infolit to our faculty and, most of all, to our students” (Cowan, 2014). Cowan’s point is that information literacy will continue to thrive in these competent hands. Granting this, what would this stepping back look like in practice, and how would this refocusing of efforts take place?

**Refocusing Information Literacy at Montana Tech**

One way of answering the question of how to refocus information literacy instruction is to examine our own institution. At Montana Tech we are in our own way stepping back from information literacy. This is not to say we have abandoned our one-shots or for-credit classes, as we have not. However, we are rethinking and refocusing the role of the library regarding information literacy.

In order to better communicate to students and faculty we have developed our own definition of information literacy. We use this definition whenever we speak to students
and faculty as we find that it helps us consistently promote information literacy on campus. We say that information literacy is *asking good and important questions about information and its use, regardless of source or format.* Using this definition as a starting point, we are trying to create a library environment that fosters engaging conversations and promotes activities that encourage critical thinking. To facilitate this we are planning open-ended lunch meetings with small groups of students where we encourage them to think critically about their information needs and practices. We hope that these meetings will not only help students to ask important questions about how they use information, but also help us as librarians to understand our students better and critically assess our services.

The librarians at Montana Tech have also worked to maintain an open door policy. We reiterate to students that our doors are always open no matter the need. The students take this message to heart and visit our offices for assistance. When a student does visit our office, no appointment is necessary, and we stop what we are working on and attend to their needs. Only under extraordinary circumstances do we turn the students away, helping them first before returning to our work. It could be an in-depth research question or a simple request to assist with a computer or printer issue. If a student comes to an office the librarian will assist them, even if these questions could be fielded by the librarian currently working at the information desk. This builds a supportive environment which helps the students succeed, and we have found that if we carefully tend to small needs, students will return for help with their larger needs.

At Montana Tech we are also working with some faculty to encourage conversation about information literacy beyond the traditional classroom. One way we are attempting to accomplish this is by having faculty bring their classes to the library. Faculty bring their students to the library for five minutes. They show their students a specific resource, typically reference material commonly used in class assignments, such as the ASTM Standards. During this time they introduce their students to the appropriate liaison librarian. The faculty then state that there will be assignments based around the library throughout the semester and that students must meet with the librarian to complete the assignment. The initial meeting is that concise. We found that this approach serves to both introduce students to the library and to instill in them that the librarian is there to help. The librarian works one-on-one or in small groups with students on the assignments. The librarian does not only teach how to use library materials, but instead engages students in a critical discussion about information use, evaluation and creation. In many cases, a relationship is formed between the students and the librarian, and the students return to the library for help on other assignments.

We are also attempting to build unique relationships with students that are supportive and empowering and that encourage information literacy in their very nature. For
example, through our open door policy one of our librarians created a working relationship with an engineering graduate student. The relationship began when the librarian found a conference proceeding for the student. After this initial meeting the student regularly returned to the librarian for assistance. These meetings resulted in a friendly relationship where the student would drop by to visit with the librarian. As the student’s graduation date neared she asked the librarian if he could give a presentation on how to conduct a literature review to her student organization, which consists of over 200 students, and the librarian said he would be more than willing to do so. A week before the librarian was scheduled to speak, the student visited the librarian and shared an excellent presentation that she created on how to conduct a literature review. She then asked if she could give the presentation herself. The librarian immediately said yes, as he felt that the students would take the information to heart if it came from a fellow student and peer. This example demonstrates how the campus community at large can promote and participate in information literacy instruction, rather than a traditional library-centered approach.

What is working for Montana Tech may not be viable at every institution. However, we strive to build unique relationships with students and faculty and offer them an environment that is supportive and empowering. We are working to create spaces and opportunities that engage students and faculty in conversations about information literacy and critical thinking. We believe that fostering this environment is vital to graduating information literate students, who will apply these skills in the workplace and in society.

References


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“If you seek her monument, look around”: Mary Frances Isom and the Pacific Northwest Library Association

Penny Hummel, Library Consultant

Keywords: Pacific Northwest Library Association, PNLA, history, Mary Frances Isom, famous librarians


The library stands for the intellectual and spiritual enrichment of life. Its duty and its joy is to bring its treasures—the treasures that moth and rust do not corrupt—to the notice of every man and woman and child in the community which it serves, that through these treasures they may find the purest pleasure, that they may be encouraged, inspired and filled with wisdom, that they may become citizens in truth and neighbors indeed.

Mary Frances Isom, speaking at the 1913 PNLA conference (Isom, 1914, p. 56).

As 21st century librarians grapple with the complexities of our profession, it is valuable for us to reflect upon the visionary librarians of the past who laid the groundwork for us to do the work we do today. A case in point is Mary Frances Isom (1865 – 1920), one of the most remarkable librarians who ever worked in the Pacific Northwest. A co-founder and early president of the Pacific Northwest Library Association (PNLA), Isom was a tireless advocate for a progressive vision of library service that continues to inspire librarians and others a full century after her heyday. The full story of Mary Frances Isom’s trailblazing work as director of the Library Association of Portland (now Multnomah County Library) from 1902 – 1920 is detailed in a biographical sketch available on the Multnomah County Library website (https://multcolib.org/mary-frances-isom). The energy and enthusiasm that she directed towards the creation and development of PNLA derived from her sense that expanding the role of libraries in the Pacific Northwest and increasing information sharing among them were both essential to the cultural and educational maturation of the American West.

Originally from Cleveland Ohio, Mary Frances Isom came to the Library Association of Portland in the spring of 1901 as a cataloger. Immediately appreciated for her considerable talents, she was promoted to library director less than a year later. In March 1902, the Library Association of Portland, which had operated since 1864 as a private subscription library, opened its doors to the public.
Always eager to expand the library’s reach, Isom pursued the extension of library services to county residents outside of Portland. To make this happen, Isom drafted a law that enabled Multnomah County to levy taxes for library purposes. Passed in 1903 by the Oregon Legislature, the law paved the way for the Library Association of Portland to become the West’s first county library system in the West and only the fourth such system in the U.S. (Scheppke, 2007, p.10)

By this time, Isom considered herself a “Western librarian” and was keenly interested in creating opportunities to advance what she called “the library movement in this great Northwest” (Library Association of Portland, 1906, p. 15). After visiting the Wisconsin Library Commission in 1905 to study this national model, she drafted the legislation to create an Oregon Library Commission, worked with the Oregon Federation of Women’s Clubs to ensure its passage, and lured Wisconsin librarian Cornelia Marvin to Oregon to be its first director. Marvin’s work with the Oregon Library Commission included initiating the state’s first mail order library service and assisting in the development of almost 100 Oregon libraries. Comrades in the public library movement, Isom and Marvin forged a strong professional bond as well as a close personal friendship.

Mary Frances Isom also successfully convinced the American Library Association to hold its annual conference in Portland to coincide with the Lewis & Clark Exposition in 1905 and characterized the experience as “food and drink” to those like herself who worked at some distance from others in their profession (Library Association of Portland, 1906, p. 15). However, she and other library leaders in the Northwest knew they needed and wanted more. According to Cornelia Marvin years later, “We thought we needed the united strength of all the Northwest in order to create an interest in libraries and the library legislation essential to their establishment and support” (Smith, 1948-49, p. 6). So, a six-person committee including Isom and Marvin from Oregon as well as representatives from Washington State and British Columbia, created the Pacific Northwest Library Association.

The first PNLA conference was held at the University of Washington in June 1909 in conjunction with the Alaska Yukon Pacific Exposition. Planned as a joint meeting with the Washington Library Association, it attracted 35 attendees. At the first daylong conference, a constitution was drafted and PNLA’s geographical span was defined as including British Columbia, Washington, Oregon, Idaho, Montana and Utah. Both Marvin and Isom took leadership roles—Marvin as 1st Vice President, Isom as the chair of the Oregon State Executive Committee. Topics presented at the first PNLA conference included creating public library commissions, partnering with teachers and schools, and increasing cooperation among Northwest libraries. Drawing from her
groundbreaking work in Oregon, Mary Frances Isom spoke on “The Work of a County Library” in an afternoon session (Pacific Northwest Library Association, 1910).

By its second year, PNLA’s membership rose from 85 to 344 members, and Isom was elected its 1910-11 President (Pacific Northwest Library Association, 1911). As the official proceedings of the early PNLA meetings indicate, Isom took a strong leadership role, regularly presenting at the conference on a variety of topics. In 1912-13, she would also serve as a vice president of the American Library Association, however, her preference for PNLA over ALA is clear from a letter she wrote to Cornelia Marvin in 1911:

You know I am still a Philistine as regards the A.L.A. I think it is pleasant to go and meet the people, but so far as the association being of any value I fail to see it. I feel the same way about the A.L.A. headquarters, I think it is money sunk to the bottom of a well. I have never yet asked a question that has been intelligently answered. Perhaps they do some sort of work, but I fail to see that, too, and I think that a small association that is alive is much more important for our people than the larger one (Isom, Letter to Cornelia Marvin, 1911).

Another aspect of Isom’s commitment to her profession focused on increasing the Northwest’s supply of trained library staff, a topic she presented at the PNLA conference in 1916. She developed a well-regarded paraprofessional training program for the Library Association of Portland and dreamed of establishing a library school in Portland, even trying (unsuccessfully) to convince Andrew Carnegie to fund such a school.

As the years went by, the list of Isom’s accomplishments in Portland continued to grow. In 1913, the Library Association in Portland opened a new downtown Central Library, which is still beloved by Portlanders (and others) today. Isom also developed 16 branch libraries in rented and permanent facilities (many with financial assistance from Andrew Carnegie). During World War I, Portland’s Central Library was the Pacific Northwest’s regional collection and distribution center for book drives to benefit the troops in training camps and overseas. As the war wound down in the fall of 1918, Isom set sail for France to provide support for ALA’s book distribution efforts in military hospitals. During her five-month stay, she visited 93 of the 200-plus American hospitals still operating in France. Isom’s job was to inspect library operations at each location and in many cases, jump start new libraries so that books that had been donated and shipped from the U.S. were placed in the hands of injured, lonely and bored servicemen as quickly as possible. She undertook this difficult work knowing that she had an incurable form of cancer, seeking to contribute to her profession for as long as she could.
Mary Frances Isom returned to Portland in the spring of 1919 and in August, attended the 10th annual PNLA conference, which turned out to be her last. At the conference, she gave a presentation about her experiences in France, sharing an anecdote about a librarian she met there. She encountered this unnamed librarian sitting alone at a desk in the hospital library cataloging—amidst ward after ward of miserable servicemen who were desperate for the books that were on her desk, waiting to be processed. When asked by Mary Frances Isom why she was focusing on cataloging rather than distributing books, the librarian answered, “You can’t have a library without a catalog, can you?” Summarizing the lessons learned from the war effort as well as almost two decades as a librarian, here is what Mary Frances Isom then said:

We have learned that vision and imagination are priceless qualities for librarians to possess, vision to look into the future and picture the possibilities, imagination to determine the essentials...Most librarians hampered by small funds, swamped with trifling details, burdened by petty economies, are too timid. We have not been accustomed to meet life in the large, we hesitate to stray from the neat footpath into the open field. Have we not learned to plunge a little, to take a chance or two, to bank on the future? Only he who dares wears the laurel, only he who spends acquires (Isom, Hospital Libraries in France, 1920, p. 19).

Mary Frances Isom died of cancer on April 15, 1920 at the age of 55, less than a year after sharing these words with her PNLA colleagues. In September of that year, PNLA held its 11th annual conference in Portland at the downtown Central Library. At the opening session of the conference, PNLA president Charles Wesley Smith paid her this tribute:

Librarianship, not alone on the Pacific Coast, but throughout the continent, has suffered great loss in the death of Mary Frances Isom...Hers was a brave heart, a gracious personality, and it is but fitting that, assembled for the first time since her death, and in her own library, we should pay tribute to her memory as a wise builder, an efficient organizer, a tactful administrator, a fine librarian, and, more even than these, a woman whose untiring though unobtrusive labors, whose kindness, culture and charm have left a permanent impress for good on the community of which she was an ornament. She rests from her labors and her works do follow her, “Si monumentum queris, circumspice!” (Pacific Northwest Library Association, 1921, p. 12). Smith’s final words echo the epitaph of Christopher Wren in St. Paul’s Cathedral in London, which Wren designed. Their meaning: “If you seek his monument, look around.”
What kind of a difference did Mary Frances Isom make? Starting with one outdated library in 1902, Isom left Multnomah County in 1920 with 17 modern facilities and a complex service network involving 146 schools and 65 other agencies. A year later, the library’s circulation topped 2 million, an astonishing bookend to her tenure when compared with the 50,531 books circulated in 1901. More than a century later, Multnomah County Library remains one of the most well regarded urban library systems in the country.

Beyond serving her own community, Isom helped transform Oregon’s library landscape through her efforts to create and develop the Oregon Library Commission (now the Oregon State Library). As a cofounder of PNLA, she was equally influential at the regional level, and as a leader in the American Library Association’s efforts to address the information needs of servicemen during World War I, she also made a significant difference at the national level. Thanks to this foundational work, Isom’s “monument” shines today as it did a century ago. As her professional successors, we should all be inspired by her example of responsive and progressive librarianship.
Pacific Northwest Library Association,
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University of Washington Libraries, Special Collections, UW28498
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Seed Libraries in Sustainable Communities

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Keywords: seed libraries, public libraries, partnerships, innovative services, sustainability


Just a little over one year ago, a local community organization in the Missoula, Montana area approached Missoula Public Library (MPL) with a unique proposal. The Missoula Community Food Co-Op is an owner-run food cooperative that provides and promotes affordable access to local and healthful food. They were managing a library of heirloom, heritage, and native seeds at their facility. The popularity of the seed library had grown to the point where it was clear to the Co-Op that the collection needed a new home. The seed library coordinator, Ann Little, contacted MPL Director Honore Bray to propose a partnership between Five Valley Seed Library (FVSL) and MPL. It was agreed that FVSL would relocate its collection to MPL, where it might reach a wider audience of gardeners interested in seed swapping and seed preservation. As Bray responded at the time, “It was a simple answer for me: yes. What a wonderful thing for the Missoula Community.”

Joining a movement

The FVSL proposal was a timely one. MPL was already aware of the burgeoning seed library movement sweeping the US. Richmond Public Library in California championed the idea for public libraries starting in 2010, and provided both encouragement and a model for other libraries interested in the idea of promoting and supporting sustainable organic gardening. They report that there are now over 340 seed lending libraries located across the US and in 15 different countries (Richmond Public Library). MPL was eager to join this movement and provided the space and resources necessary to partner with FVSL on their proposal.

By January 2014, MPL and FVSL had established a seed library onsite at the public library. A suitable cabinet was donated by FVSL. The collection had been cataloged and was ready for circulation. Volunteers and staff were trained and eager to help
local gardeners start using the collection. Come spring, users streamed into MPL to take advantage of the new library resource.

FVSL/MPL Seed Library Cabinet

That FVSL came to MPL with an established seed library was a significant factor in the project’s success. And MPL’s reasons for partnering with FVSL were self-evident: a win/win situation for both the library and the Co-op. But what might be reasons for another library to consider a similar initiative?

**Purpose**

These days, public libraries have a new mandate to surprise their patrons and community with innovative services and resources that move beyond the traditional expectations of book management and book provision. Seed libraries are a terrific example of “outside the box” library service delivery.

Gardening is one of the most popular community activities in North America, and Missoula, Montana is no exception. Known historically as the Garden City for its rich soil and plentiful harvests that fed the mills and railroad workers who came to Missoula at the turn of the century, today community gardens have sprouted up throughout the Missoula valley and vicinity. Hobby gardening and the “eat local” movement grow in popularity each year. Downtown Missoula is able to support two thriving farmers’ markets throughout the summer. It makes sense in this context that the local public library be at the center of these activities, offering seed borrowing and donation through a seed library.
Seed libraries also focus on the propagation and preservation of heirloom and heritage seeds, which preserves biodiversity and supports the sustainability movement. The Rural Advancement Foundation International reports that, a century ago, hundreds of varieties of crops were available via seed houses. By the 1980s about 93% of varieties had gone extinct: for instance, of 493 varieties of lettuce, only 36 are available today for commercial sale (“Our Dwindling…”).

But most of all, hosting a community seed library is a fun way to get new users into your library!

**Process**

To get the FVSL seed library up in running at MPL, both the library and the Co-Op contributed time, resources and ideas to the process. FVSL volunteers brought with them a fully developed seed collection and packaging materials, plus an understanding of the collection’s supply and demand. They also brought zonal and seed classification knowledge with them to categorize the collection into something useable and appropriate for Montana users. FVSL already had an established and enthusiastic user group.

MPL provided the physical space in its Montana Room, better hours of access for users, supplementary educational materials and resources for those interested in or new to gardening, and access to the library public relations machinery for advertising and promoting the new service. The library also did complete original cataloging of the seed collection so it would be discoverable in library OPACs by users.

**Cataloging**

The cataloging component of the collection did prove challenging. There were no pre-existing records in the ILS (WorkFlows/SirsiDynix) used by MPL or the other
consortia libraries in Montana. Therefore, complete, original cataloging was required to ensure ILS access and retrieval, circulation limiters and reflection of the seed collection’s unique nature. This endeavor required collaboration between MPL and Montana Shared Catalog technical support in Helena, MT. Also, MPL is privileged to have an original cataloger on site who was willing to take on the challenge of cataloging such a non-traditional collection of items like seeds.

MPL’s requirements for cataloging the seeds was that there be:

- Clear and user-friendly titles that didn’t require scientific knowledge or rarified names (e.g., *Lettuce* for all lettuce varieties or *Beans* for all bean varieties);
- Circulation rules that specified the seeds’ non-holdable status with no fine accrual or due date since they are a gift to the user, not a “borrowed” item;
- Records that were transferable and usable by other libraries in Montana’s shared catalog if the seed library trend grew and expanded within consortial libraries;
- An accompanying efficient method of check out of seeds by interested users.

To accomplish this, MPL catalogers assigned a barcode for each of the seed types contained within the FVSL. An item type of SPECIAL was used to distinguish the unique nature of the seeds in the collection. And the checkout methodology selected relied on the WorkFlows Ephemeral Checkout Wizard which allows checkout of impermanent material to a library user where no due date or fines applies.

![Sample catalog record of MPL seed](image)

Each public library that hosts a seed library will, of course, determine what checkout, cataloging and discovery process works best for their work environment. But MPL’s solution allows for inventory management, circulation statistics, and easy access to what is available in the FVSL cabinet.
Promotion

With the bibliographic logistics of a seed library resolved, MPL moved forward with FVSL to advertise and promote the new resource. A successful launch event, The Seed Swap, was held in February 2018. The event included kid’s activities, while parents participated in the first official seed exchange at MPL. The positive feedback from the community was immediate and MPL recognized that the FVSL was bringing in non-library users who were tempted to get involved with native and local seed swapping.

Since the FVSL opened at MPL, 1,285 seed packets have been “checked out” to MPL library patrons. The most popular seed items were beans, tomatoes, sunflowers, lettuce and kale, peppers, and carrots.

MPL was very fortunate to have a partner like the Co-Op, with their FVSL volunteers already in place and managing an established seed collection. Most libraries will not have those advantages when starting their own seed library. But MPL learned that even a best case scenario like the FVSL partnership requires significant planning and preparation.

Lessons Learned

The takeaways for libraries interested in starting their own seed library are, first, be prepared to think outside the box: what a library is and what it’s for is transforming, and a seed library represents part of a new service delivery model.

Second, reserve the right amount of space or storage area which will work for your library to create a collection. The MPL cabinet houses a medium-sized seed library, compared to other types of seed libraries available in other communities. Think about repurposing an old card catalog or using spice racks, dressers, or apothecary jars and cases.

Oakland, CA had a very novel solution for housing a seed library.
Courtesy of Richmond Public Library http://www.richmondgrowsseeds.org/sister-libraries.html
Third, determine what collection management approach will work for your library. MPL wished to gather statistics and monitor its seed library success via quarterly and annual circulation. Your library may prefer a more informal approach, or a simple swap based on the honor system.

Fourth, publicity is crucial to success, so include a plan for marketing and raising community awareness via your website, social media, newsletter or outside media.

Fifth, a seed library is a collective activity. You will need volunteers and interested groups to get involved and participate. Local gardeners, both experienced and new, and farmers or growers are your ideal target audience for seed swaps and donations. Educators and schools, especially college agricultural programs, are a great source of interested people. Also consider community groups that share the interest in local food harvests (the “locovore” community) or are already affiliated with your library in some other capacity.

Consult your Extension Agent

There is one cautionary side to seed libraries which any library should be aware of before moving forward: there may be federal, state or local laws that prevent, restrict or limit the collection and distribution of seeds. The Cumberland County Library System in Pennsylvania learned this when the State Department of Agriculture informed them that their seed library violated the Pennsylvania Seed Act of 2004. In this case, the State determined the library seed collection could result in invasive or poisonous plant propagation, cross-pollination, misinformation, or “agri-terrorism” (Creason). A conversation with your local extension office is advised before any first steps are taken.

Finally, be prepared for success, for it will come to you!

If you would like more information about MPL’s experiences setting up a seed library on site, or would like to learn more about the cataloging and management of seed records in an ILS, feel free to contact us at (406) 721-2665.
References


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Library staff are always looking for new, effective ways to boost early literacy efforts. Since the Idaho Commission for Libraries’ Read to Me program began in 1997, we have tried many models that are working to change parent behavior and ensure that more children enter schools with the skills that will help them be successful. Most of these programs and services can be easily adapted by other libraries. Idaho is sorely in need of these types of services. We know that children who start school behind, tend to stay behind. If children are not reading on grade level by the end of first grade, there’s only a one in eight chance they’ll catch up without costly, direct intervention. Idaho Reading Indicator scores in 2013 show that 20 percent of children entering Kindergarten do not recognize three or more letters of the alphabet. Another 26 percent recognize fewer than 11 letters. (Idaho State Department of Education) The number of Idaho children who are not reading on grade level leads to a large number of students who do not complete high school or go on to college. For every ten high school freshman in Idaho, only one will graduate from college (Swan 2014).

There is very little state funding for early childhood programs in Idaho. On the flip side, perhaps partly because there are very few affordable pre-kindergarten options available to parents, Idahoans love and use their public libraries. Over the past five years, while Idaho’s population increased only four percent, library use has increased from 13 percent to over 21 percent. Children’s circulation and children’s program attendance are among the highest in the nation (Carnevale 2010). Even with those high per capita statistics, we know we are not reaching many families who could benefit from library resources.

Before the Read to Me program began, little was being done at the State Library level to promote early literacy. There was no youth services training offered, no programs to speak of, and little contact with partners. The program is funded with a combination of state, Library Services and Technology Act funds, and private and corporate funds when available. The vision is that all parents and caregivers will nurture their children’s early literacy skills, and all children will develop as independent readers and become
lifelong learners. We’ve used a three-pronged approach of outreach, public information, and professional development to help achieve our goals.

We offer a “buffet” or “smorgasbord” of outreach programs that Idaho libraries can participate in, depending on the needs in their community. The Read to Me website at http://libraries.idaho.gov has many details about each program. They have all been researched by an independent evaluator from Boise State University and shown to be highly effective at changing parent behavior and increasing their knowledge of early literacy practices they can do at home. These programs can help level the playing field so any family, regardless of income or location, can raise a proficient reader but most of these programs only reach 1,500 to 3,500 families per year (Idaho Read to Me Program data). Encouraging low-income families to become regular library patrons and check out books to take home remains our greatest challenge, especially in outlying rural areas.

In 2012, the Idaho Commission for Libraries staff applied for a National Leadership Grant of $250,000 from the Institute of Museum and Library Services over three years to support the new Routes to Reading program. The J.A. and Kathryn Albertson Foundation provided a cash match of $30,000. Additionally, $45,000 in state funding is used to support the program. We were one of 19 in the nation to receive a grant award. The grant is allowing the Commission and Idaho public libraries to significantly increase the amount of reading done in Idaho homes and child care settings. We had some big goals with the program and really wanted to reach as many Idaho families as we could. We have three routes we’re using aimed at increasing access to books for young children who are unlikely to have books at home. Why? Because research shows that when kids have access to books, they read them or are read to more often. And the more they read, the more proficient they become and all aspects of literacy improve.

By partnering with Head Start, preschools, and home-based childcare providers to place Books to Go bins at these locations, parents and caregivers have convenient, continuous access to pre-packaged books. Early childhood educators can also use the themed bags to supplement their curriculum or have more titles to choose from for their daily read aloud times. To further reduce barriers, any book that is lost or damaged is replaced with no questions asked.

Public libraries request the bins and deliver them to their community partners and go over an orientation binder that’s included with each bin together. The binders have a simple check-out sheet, sample reminder slips for parents, and information about replacing the books. This helps the libraries enhance or establish partnerships...
on the local level. Because the program is delivered off-site, we emphasize that it is from the library with a large, bright logo to help identify the program.

Each bin contains 30 themed bags and each bag has four age-appropriate quality books and an early literacy handout that corresponds with the titles. Child care providers are encouraged to use the books and materials throughout the day and parents can pick up a bag when they pick up their child or they can go home in backpacks. Families now have easy access to 120 books in the preschool bins. Bilingual bins and bins for infants and toddlers were added to the program shortly after it was established.

Feedback has been positive. This program introduces children and their parents to new authors and titles and gets them more comfortable reading and returning books. We ask parents to complete a quick survey that’s included in each bag. During the first year of the program we received 1,311 quick surveys back and 86 percent of parents said they increased the amount of time spent reading as a result of the program. 87 percent reported reading all four books in the bag and eight percent reported reading three of the books.

Dr. Roger Stewart, Literacy Professor at Boise State University, conducted our first study of preschool children for this project using the Get Ready to Read assessment tool and individually assessed 200 children in 2012-2013 at eight sites and over 400 children in 2013-2014 at 12 sites. Most of the children in Books to Go and My First Books programs did not perform better than the children in the control groups, with the notable exception of two partners sites (two developmental preschool programs) in both years that really worked to ensure the bags were going home on a regular basis. Unfortunately our other research sites did not implement the program consistently.

As we move into the third year of the grant program, there are 71 Idaho public libraries who are participating in the Books to Go program with 188 partners. We
also established a partnership with Idaho’s Infant Toddler program that provided bins of themed books to over 70 sites. Many of those bags are delivered to families’ homes on a regular basis. We have provided over 300 bins throughout the state and are working on reaching our goal of having 75 libraries participate. The Books to Go program could easily be adapted by libraries in other states and countries. All of the information and parent handouts are available on the Read to Me website for others to utilize.

While most of the results have been very positive, we’ve also found that not all of the bags are getting home on a regular basis. Many of the library’s partners have been great about getting them home, but others have put them in a closet and only had a few bags venture home. We assumed that everyone would be as excited about the program and its potential for advancing early literacy as we were, especially Head Start teachers and other early childhood educators. We were wrong. We’ve asked librarians to check back with their partners on a more regular basis this year and will be developing other strategies to see if we can get all the bags to circulate more often in places where they aren’t being used.

As we move into the third year of the program, our goal is to get everyone going in the same direction! We will be focusing more attention on the goal that all adults in a child’s life know the importance of literacy development and how best to support its growth. We still have parents who won’t let their children bring home Books to Go even though we replace lost or damaged books. We’ve found the same resistance with summer reading programs and other outreach efforts so we know there’s a lot of work to do in this area with parents and many early childhood educators and child care providers.

The National Leadership Grant allowed us to provide an online storytime tool and a subscription to Tumblebooks ebooks for every public library in the state. Many working families and child care providers have never been able to attend a library storytime. The online storytime website, DayByDayID.org, delivers a daily storytime using a parent-friendly site with songs, rhymes, fingerplays, and games and a book of the day to help parents develop their children’s early literacy skills. We adapted this model from the South Carolina State Library who did all the work and graciously allowed us to borrow it. Virginia has also adapted this model and is working to create a Spanish companion page for each day, where ours only has one Spanish page for each month. Providing online access to books has allowed us to provide additional access to print and reduce the barriers of lack of transportation, limited library hours, and language barriers. While our goal remains to motivate underserved families to utilize community libraries, these intermediary steps greatly improve access to books and reading materials.
The third route of our program is communication, collaboration and coalition-building. ICfL is part of a statewide reading task force focused on third grade reading proficiency. A main strategy to meet the challenges of school readiness and summer learning loss is to build partnerships and coalitions that include public and school libraries. ICfL and some of our task force partners hosted four regional coalition-building summits designed to increase awareness of Idaho’s low proficiency rates, build partnerships within communities, and identify strategies to address local challenges. Ron Fairchild from the National Campaign for Grade-Level Reading was the featured speaker and facilitator for these sessions, as we work with that organization on local and statewide levels.

Result of these summits have included new partnerships and coalitions and existing coalitions are moving forward with more targeted goals. Many libraries in Idaho are revising current policies, focusing on increasing young children’s access to print, developing outreach services, strengthening community partnerships, and taking leadership roles in initiatives and efforts to improve literacy and early childhood education.

The Routes to Reading program is just one section of our roadmap. We have several other routes we’re currently piloting or have been focusing on for over 17 years. We’re working more closely with elementary school libraries in our state to provide mini-grants and additional professional development opportunities to ensure that the youngest students can check out books to take home. This past summer we also kept six school libraries open over the summer to help minimize the summer slide and we’re analyzing the results of that now to see if it had any impact on test scores.

Routes to Reading and all other Read to Me programs that encourage families to read and use their libraries are constantly being evaluated. Evaluation reports and more information about each program can be found on the Read to Me website. The website has free scripts for Every Child Ready to Read family workshops and Child Care Reads workshops, a Fun with Math and Science online game board, Summer Reading Outreach Guidebook, Early Literacy Stations, and more.

We also encourage library staff from other states and Canada to subscribe to The Scoop, a free, monthly e-newsletter for youth services staff (see http://libraries.idaho.gov/page/scoop for past issues and a subscription link). We love to share ideas and hear from others. Read to Me staff members are happy to talk about any of the programs via email (Stephanie.bailey-white@libraries.idaho.gov) or over the phone at 208-639-4145.
References


Stephanie Bailey-White has been with the Idaho Commission for Libraries for 23 years and helped launch the Read to Me Program in 1997 to advance early literacy statewide. She has a Master’s Degree in Reading Education and loves seeing Read to Me programs in action all over the state of Idaho. Stephanie can be contacted at stephanie.bailey-white@libraries.idaho.gov.

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Old Homes Tell Great Stories: Calgary Public Library and the Century Homes Calgary Project

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Keywords: heritage homes, community engagement, partnerships, Calgary, outreach


“Most of us think that history is the past. It’s not. History is the stories we tell about the past.” -- Thomas King, An Inconvenient Indian.

Introduction

Libraries are increasingly looking at ways to collect, preserve, and showcase the stories of their communities, people, and heritage. The Century Homes Calgary Project was a groundbreaking and successful initiative launched in 2012 to celebrate Calgary’s homes built during the time of Calgary’s first great building boom a hundred years before. In its inaugural year, this grassroots organization had an amazing 508 households (out of an estimated 5000 homes extant pre WWI) signed-up to participate, along with community coordinators from 30 different communities. In addition, it also received considerable positive media attention.

The majority of participants researched their homes, displayed Century Homes Calgary banners, and created homemade yard signs with historical information that told their part of Calgary’s story. The inaugural Century Homes Calgary celebration happened between July 27 and August 3, 2012 as part of Historic Calgary Week, which was sponsored by the Chinook Country Historical Society. Thousands of Calgarians viewed the signs through formal and informal walking tours guided by the map on the Century Homes website. Research and photographs of the participating homes were collected for an online legacy database housed at Calgary Public Library for posterity and to benefit future researchers.

The success of this project in 2012 and the continued contact by homeowners who wish to participate resulted in the Century Homes Calgary Project (originally conceived as a one-time event) recurring in 2013 and 2014 in spite of numerous natural and human challenges. Its continuation encourages the growth of the community of Calgarians who actively support history and offers new opportunities for community engagement by Calgary Public Library. Its success has led to national recognition and support by Canada’s National Trust to develop a blueprint to help other communities to adapt. This has been unveiled at the national conference in Charlottetown in October 2014.
Calgary Public Library’s Community Heritage and Family History (CHFH) collection staff partnered with community and city organizations, heritage groups and advocates in a small but strong committee focused on encouraging residents to learn more about their homes and the city’s heritage. This was a wonderful opportunity for Calgary Public Library to be involved in partnering with other key heritage stakeholders in an innovative North American heritage celebration that also showcased the Library’s resources and expertise. It is hoped that this project will be of interest to other libraries that could adapt these ideas to benefit their own communities.

**Background and Review**

With a population of approximately 1.2 million, Calgary has always been a city of booms and busts. Although many homes and inner city neighbourhoods were built in the ten years prior to 1915, subsequent booms have resulted in the loss of many homes. There has, however, been a slow but steady growth of interest in heritage. Calgary still has a plethora of old homes with proud owners, many of whom were interested in celebrating their homes’ histories as the 1912 centennial approached. People were planning house birthday parties and some communities wanted to do neighborhood celebrations. Calgary’s designation as Cultural Capital of Canada for 2012 was also an added incentive with the focus on telling Calgary’s stories and the heritage community was looking for ways in which to celebrate. In addition, 1912 marked significant centennial anniversaries for many of Calgary’s institutions and annual events, such as the Public Library and the Calgary Stampede. Subsequently, a steering committee to investigate ideas to celebrate heritage homes emerged. The committee consisted of a partnership between small groups of passionate heritage advocates across various organizations including Calgary Public Library, the Calgary Heritage Initiative, the Federation of Calgary Communities, Calgary Heritage Authority, Cliff Bungalow-Mission Community Association, and the Hillhurst Sunnyside Community. The committee emerged with members that possessed a perfect storm of skills and experience. They decided to partner with Chinook Country Historical Society to capitalize on their Historic Calgary Week programs and sub-committees were formed for Programming, Funding, Communications and Volunteers. Calgary Public Library’s CHFH staff were actively involved from the project’s inception as part of the steering committee in 2011 and played a strong role in its success.

The steering committee took lessons from similar house celebrations in Baltimore, Maryland, Cambridge, Massachusetts, and Sacramento, California but this was the first time an undertaking of this magnitude has taken place in Canada and where the Public Library was a key partner. In the summer of 2014, Medicine Hat, Alberta modeled its first Historic Home Festival (focusing on the homes of WWI) after Century Homes Calgary.
Calgary Public Library opened its doors January 2, 1912 as the first public library building in Alberta and ever since has been an integral part of Calgary’s history. The original building, Memorial Park Library, is still an active branch and the heart of its community. The library is looking toward a new central library where a recent survey of 13,000 residents noted local history as 4th in priority, reinforcing our mandate for community engagement and interest in supporting the heritage community in new and different ways. The CHFH collection consists of a physical collection of over 40,000 items and a digital library of over 9,000 images. The strategic goal of connecting community is reflected in staff outreach and programming, both in terms of hosting and developing program ideas to showcase Calgary’s story.

The Project

The project started with a very limited budget but was eventually successful in obtaining grants and sponsorships, enabling participants to receive the banners and yard signs for free. Some $5000 in the first year and $6000 in the second year went to the Library in order to set up the legacy database as a permanent record of the homes that participated and a slice in time for these houses.

The program’s four components included seminars and workshops, a website, formal celebrations, and a legacy digital Library for the benefit of future researchers.

Goals and Objectives

The goal of this project was to develop grassroots awareness and appreciation for heritage homes and Calgary’s history in general in order to create greater connections to Calgary for both newcomers and native Calgarians, resulting in a dynamic and engaged city.

The project’s objectives were:

- To engage Calgarians who live in homes built in the building boom prior to 1915 and enlist them to research and showcase the history of their home;
- To assist homeowners in researching the history of their home with assistance from the Calgary Public Library and their partnership with The City of Calgary, Corporate Records, Archives and The Glenbow Archives as The Heritage Triangle;
- To provide an opportunity for participants to engage the general public in a creative way through visual displays and signs featuring their homes’ stories, photos and other artwork;
To leave a legacy digital library of the research, stories and photos of the participating heritage homes for future researchers, to be housed in Calgary Public Library’s CHFH Digital Library;

To set the stage for further legacy projects including a network of heritage homeowners to provide opportunities to educate and inform heritage homeowners.

The main components of the project were:

- Seminars and workshops
- Website
- Formal celebrations
- Legacy digital library

The Library was involved in all these components and took the lead on workshops, developed the research portion of the website, did outreach at the formal celebrations, and hosted the legacy digital library.

Initial grant funding helped with hiring professionals to develop branding and a website, which were key factors in the promotion of Century Homes. The importance of social media was also recognized through Twitter, Facebook, and Pinterest communications.

During the 2012 Historic Calgary Week hundreds of people toured neighbourhoods, read the signs and participated in impromptu or organized tours. Volunteers took pictures of the signs and the houses for the legacy database. The media response was very positive and a series of interviews with homeowners took place on the Canadian Broadcasting Corporation (CBC) throughout the week. All participants were invited to a final celebration held in conjunction with Hillhurst School’s fall fair and 100th anniversary celebrations and were encouraged to bring their signs and share stories.

The success of 2012 and the enthusiastic response from participants encouraged the committee not just to repeat the event in the following year but to expand it to add pre-World War I buildings (including schools and businesses) and to continue on into 2014. Despite challenges of fundraising, acquiring new volunteers and gaining media coverage, momentum was gathering for the 2013 celebrations. Then, in June 2013, the most devastating natural flood disaster in Calgary’s history occurred. In spite of this tragedy, some 271 participants signed up again, including many who were directly affected by the flooding. The Central Library and the City of Calgary’s Archives were closed for almost two months, but staff still continued to assist with research, focusing on online resources. They also worked on assisting with a pop-up program on flood
recovery for heritage homes as well as a Century Homes program on historic homes for Historic Calgary Week in July.

Century Homes continued in 2014 as enthusiasm was still high; however the committee and many volunteers were not able to commit as extensively as in the past. The committee hired a facilitator to assist in reviewing the successes and challenges of the previous years. Homeowners were encouraged to sign up and banners and yard signs were distributed but the emphasis was on a do-it-yourself approach with more emphasis on individual participation. The Library continued to offer the House History Research program and Century Homes-related programs and, of course, assisted people in their individual research.

**Successes**

The success of Century Homes Calgary culminated in winning the 2012 Governor General’s Award for Excellence in Community Programming. This award recognizes programming developed by volunteer-led heritage, community and cultural organizations at the grassroots level. According to Joanna Dawson, community engagement coordinator of Canada’s History Society, Century Homes Calgary stood out because of its significant impact on the community, both in terms of the number of participants in the project and in the number of those benefitting from the legacy of the research in future years. The project was also recognized by Mayor Naheed Nenshi at a special City Council meeting in January 2013 and received a City of Calgary Lion Award for Community Revitalization in July 2014. Over the three years of the project, some 750 homes participated. What resonated with people was the ability to share the personal connection they have to their houses.

**Overall Results**

**Increased Heritage Involvement**

In 2012, there were 508 participants from 30 communities, exceeding the original estimate of 200 to 350 homes. The participant survey results at the end of the 2012 project revealed that:

- 78% of respondents had never participated in heritage events before;
- 90% wanted the project to continue;
- Over 80% of survey respondents were interested in doing more historical research.

The project continues to attract new participants and new neighbourhoods on an ongoing basis.
Results seen in the Library included:

- Increased opportunities for networking with local heritage organizations and communities;
- Recognition of the Library as a significant partner as indicated by an invitation for the Library to participate for the first time in the Alberta Government’s Municipal Heritage Forum for communities;
- Positive media coverage;
- Increased opportunities for programming and outreach;
- Significant increase in use of the Local History Room for building research;
- CHFH staff actively assisted and continue to assist customers with their research needs;
- Increased donations to the CHFH collection;
- Alignment with the strategic goal of connecting communities;
- More knowledgeable staff on built history resources.

**Increased heritage awareness**

Guided and self-guided tours were organized in several communities. Yard banners, media stories, social media, and particularly word of mouth all played a role in promoting the event. This activity had Calgarians viewing their neighbourhoods differently as they toured around their own and other neighbourhoods seeking new Calgary stories.

Key activities undertaken by the Library’s CHFH collection as part of this project were:

- Promotion of Century Homes and Library resources through blog postings and social media;
- Participation at a Heritage Roundtable program on Century Homes attended by 110 people. This program focused on historic paint colours, architectural styles and how to photograph your historic home. The Library’s booth of resources assisted in answering questions;
- Media outreach included segments on Shaw TV and the CBC wherein the Library’s staff promoted various library resources.

2012:

- Two seminars on researching house history, with the second session added because of great interest. This program was a story-based program that walked participants through basic research methods for historical and genealogical research. Subsequent workshops were modified to make it more accessible;
- In-house developed library program “Ancestors and their Attics” (adapted for Century Homes during Historic Calgary Week), which told the story of a century home and its inhabitants as a case study;
• Aids and tips for research promoted on the Calgary Public Library website;
• CHFH blog postings and social media entries to assist researchers and promote Century Homes;
• Training session for staff on house history research;
• Doubling of the use of the Local History Room from May to July when participants were conducting their research on a daily basis;
• Promotion of library resources through Century Homes website and social media;
• Participation in the “House Party of the Century” celebration for homeowners after the event where the Library had button-making and a table of resources;
• Partnership with the Calgary Heritage Authority in hosting a Century Homes program with one of the community coordinators as part of the Library’s annual Heritage Weekend in October;
• A pop-up Century Homes area was created in the Local History Room.

2013:
• Memorial Park Library – a 100-year-old institution -- participated as headquarters for Historic Calgary Week, complete with a banner and sign;
• Expanded Century homes programming such as a Historic Gardens program;
• Revised House History research program, simplifying the process for beginners and a videotaped version of it made available on the Library’s YouTube channel accessible to all;
• Developed and presented Historic Calgary Week program “Calgary’s Historic Homes and their Owners”;
• Because of the impact of the flood closing the Library and the City’s archives at a critical research time, the Century Homes website was modified to include mostly online resources;
• Assisted at a pop-up Heritage Roundtable program on the impact of flooding on heritage homes by government experts and heritage consultants;
• A popular program for the Library’s annual Heritage Weekend was the Century Homes Ghost Walk.

2014:
• Continued to offer popular Research Your House History program revised to reflect the WWI theme this year with research on a Calgary soldier’s house and his story, inspired by one of the homes in the Century Homes database;
• Calgary Public Library’s legacy project, the Calgary Flood Story website, launched in June 2014 http://floodstory.com/ encouraged Century Home owners to upload their stories of the flood.
Legacy

Successful results for the Library included:

- Increased awareness of the Library and its resources;
- Addition of the Century Homes material to the CHFH Digital Library, highlighting the Library’s importance in gathering the community’s history;
- Donations of material such as the Cliff Bungalow Mission, Renfrew and Bankview heritage inventories to the CHFH collection, making this information publicly accessible in order to aid future researchers;
- Increased opportunities for networking with local and national heritage organizations and communities;
- Increased programming partnership with the Heritage Triangle consisting of the City of Calgary, Corporate Records Archives and Glenbow Library and Archives;
- Invitations to participate in new heritage initiatives such as the Heritage Neighbourhood Community Task Force;
- New donations to the collection, including the City of Calgary’s heritage files on designated buildings;
- Ongoing programming on Research Your House History and development of new programs with Heritage Triangle partners on WWI topics.

Challenges and Key Learnings

Planning
Originally conceived as a one year project, the decision to repeat the event did lead to challenges, especially as the major funding was for a one-time event. Even though the infrastructure was in place, there were fewer volunteers available to assist. Also, because the project wasn’t as novel, it was difficult attracting attention to it.

Funding
More staff time was spent recruiting funds for the second year. It wasn’t until late in the process that there was sufficient funding (primarily from the Alberta Real Estate Foundation) to continue to offer the program for free.

Website
While initial funding covered the cost of branding and website design, back end refinements (particularly regarding the tour map) required extensive I.T. experience and support from skilled volunteers.

Media
As the project wasn’t new, and the flood eventually took priority in the media, it was difficult to raise awareness of the project. One pleasant surprise was that participants from previous years put up their signs and banners during Historic Calgary Week without signing up again and some continue to leave them up all year round.
Flood
The flood had a major impact on the event as it affected many of the historic neighbourhoods as well as the Library itself. Despite this, there were new participants and neighbourhoods signing up and wanting to continue.

Volunteer burnout and recruitment
While most of the steering committee from the original group stayed on in some capacity through to 2014, the lack of new volunteers with the right skill sets severely affected the project. Participants and organizers wished for the project to continue but were unable to sustain the level of commitment necessary without more new, skilled volunteers.

2014 and Beyond
Because of the recognition conferred by the Governor General’s Award, the Canada’s History Society supplied funding for the hiring of a consultant to develop a blueprint based on the Century Homes model. This blueprint could be used in other communities and was modified to reflect how communities and libraries can be involved in similar celebrations either on a large or small scale. The blueprint was unveiled at Heritage Canada’s National Trust conference in October 2014 where Century Homes organizers gave a presentation to a national audience.

All members were keen to carry on investigating new ways of community engagement and advocacy and investigating initiatives based on Century Homes such as children’s workshops and more themed events. The Library has been invited to participate in new task forces (such as a pilot project on designating historic neighbourhoods), thus providing new opportunities.

Relationship to the Library’s Strategic Plan
Calgary Public Library’s Strategic Plan 2012-2014 identifies “Connecting Community” as a key strategic direction. As described in the plan, “[t]he Library must continue to position itself at the heart of its communities, participate in community life and contribute in an essential way to the future of Calgary by harnessing its resources to encourage civic discourse and build and strengthen the fabric of community life”

Century Homes enabled the Library to highlight resources of interest to the community, connected the Library to the community in a meaningful way and strengthened the Library’s profile.

Library recommendations:
- Be embedded in the heritage community and cross-promote, making the library visible at every opportunity;
• Become the gateway to the heritage community and be the publicly accessible place for community documents and legacy projects;
• Tie into major events with funding opportunities and partnerships;
• Be flexible and responsive;
• Make it easy to ensure better support, capacity, and resources by tying into existing library activities such as promotion, programs and encourage partners to do the same;
• Assist staff in training through workshops and tips and think beyond to promote related library activities such as family history coaching programs.

Conclusion

This project was a wonderful opportunity to celebrate Calgary’s remaining heritage homes and engage Calgarians in a new and different way. The stories of ordinary Calgarians and their houses added to the social history of the city’s neighbourhoods and communities and are now preserved for posterity through the Library. Century Homes enabled the library to highlight resources of interest to the community, connected the Library to the community in a meaningful way, and strengthened the Library’s profile as an effective, desirable partner. The awareness raised through this project continues to grow the community of Calgarians who actively support history and offers other new opportunities for community engagement by Calgary Public Library.

Additional Information
Century Homes website
http://www.centuryhomes.org/
Century Homes Databases, CHFH Digital Library
2012
http://cdm16114.contentdm.oclc.org/cdm/landingpage/collection/p16114coll2
2013
http://cdm16114.contentdm.oclc.org/cdm/landingpage/collection/p16114coll4
Governor General’s Award:
http://www.canadashistory.ca/Awards/Community-Programming/Articles/2012-Calgary-Heritage-Initiative-Society
Century Homes in the Media
National Trust Conference
Century Homes Calgary: Providing a Blueprint for Use by Other Cities
Century Homes Committee members
With Right Honourable David Johnson
Governor General of Canada

House research workshop at Calgary Public Library

Century homeowners and sign

City Council recognition

House Party of the Century celebration
Committee members Druh Farrell

Century Homes display in Calgary Public Library’s Local History room
References


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Introduction

Producing digital collections is becoming increasingly common for libraries. Such a digital presence is an excellent way of showcasing a library’s unique materials to audiences worldwide. The story of the MSU Library’s journey into the world of digitizing collections was presented at the PNLA Annual Conference held in Helena, Montana in August 2014.

MSU Library’s experience with digital collections and metadata has been a meandering and sometimes rocky path, rather than a smooth, straight-forward road. Our story begins in 2003, when MSU Library was given the August “Gus” Ludwig Hormay collection, donated by his estate. Gus Hormay was important in the field of agriculture/range science because he developed rest-rotation grazing systems. His collection of materials included project notes, calendars, photographs, and correspondence. The physical materials are housed in the Special Collections department. Along with the collection, a monetary donation was made that allowed us to process and make available the materials. A temporary archivist was hired to digitize the objects, focusing almost exclusively on the scanning of items and only a bare minimum of metadata was created. There are about 8000 digital objects in this collection.

The Special Collections team was responsible for creating a finding aid for this collection. That finding aid has the contents listed by series, which are grouped together by the type of material: Family and Personal papers; Publications; Photographs, Color Transparencies, and Motion Pictures, and so on. Then within each series, items are listed by the box that the physical object lives in. There is a record representing the collection as a whole in the library catalog, and the URL in
the catalog record is a link to the finding aid. Individual digital objects are not searchable within the finding aid, so it is not necessarily the most user-friendly presentation of digital objects.

After the scanning of the Hormay collection was completed in 2004, Library administration began to consider a position devoted to digital initiatives. The Digital Initiatives Librarian would be responsible for coordinating all aspects of digital collections, including monitoring best practices for building digital collections, metadata development and application, and would serve as the primary contact on digital projects. The position was assigned to the Cataloging & Processing (C&P) team. That seemed the most logical fit because of the metadata aspects of the position. Our Digital Initiatives Librarian (DIL), Jason Clark, was hired and started in July 2005.

One of the major projects Jason handled was the creation of a stand-alone web database for our Electronic Theses and Dissertations (ETDs). All theses and dissertations since 1901 have been cataloged in OCLC and are in our catalog. Since 2004, all theses and dissertations have been required by the graduate school to be submitted electronically. Jason worked with the library tech responsible for cataloging theses and dissertations (Rhonda Borland’s predecessor) to develop a workflow for creating the ETD metadata records as well. The bibliographic record was created for each thesis or dissertation and uploaded to OCLC. Then that information could be entered or cut and pasted into the ETD database metadata record.

Jason is very forward thinking and interested in emerging technologies. His interests reach far beyond metadata and digital collections, into application development for the web and mobile environments. By 2007 it was becoming evident that we did not have enough personnel to handle the many facets of digital projects and oversight of the library’s website, as well as take on new endeavors to move the MSU Library forward. Thus, a new team was created to address those activities. The Digital Access and Web Services team (DAWS), was “born” on January 1, 2008. The Digital Initiatives Librarian was designated as this new team’s leader. DAWS started out very small, with only the DIL/team leader and the Web Services Librarian. Within the first full year of DAWS’ existence 1.5 FTE classified staff were added, including a part-time computer specialist, Bonnie McCallum.

Once DAWS was created, all aspects of digital collections, including metadata moved to fall under DAWS purview. The one exception was the ETD’s cataloging and metadata, which Rhonda was responsible for beginning in 2008. DAWS members were creating the web interface applications, the underlying database structure for each digital collections, as well as creating the metadata.
In approximately its first year and a half, DAWS was incredibly busy creating digital object databases and establishing metadata practices. The team developed some very nice digital collections. The Hormay collection, however, still lived digitally only as a finding aid. In order to give this collection a digital “face,” Bonnie from DAWS had to be quite creative in making the metadata records for the Hormay collection. The only metadata available was the finding aid and the information it contained. Bonnie took the back end of the HTML page for the finding aid, copied and transferred that information into Notepad++. She then methodically stripped out the “stuff” she didn’t want (i.e. the HTML code) and once that was completed, she dumped the remaining information into an Excel spreadsheet. From that spreadsheet she put the data into an SQL database, and then went into the administration side of that database and built the MODS table. She characterizes this process as “a major hack job,” but unless we wanted to go back to the physical objects and start over to get complete metadata, this was the best option. A range science student was hired to go back and “beef up” the records and keywords where possible.

Creating metadata for some collections was more straightforward. For one such collection there were already records within a Procite database that we could use. It was a much easier process to “port” the information within the database into SQL, and the MODS table. It was possible because digital object identifiers were associated with the metadata records within the Procite database. It was a matter of simply matching the record to the digital object and making minor edits in the metadata record as necessary.

The MSU extension publication collection had metadata records that were much more robust because they were built from scratch. A librarian received a grant to pay for scanning of the MSU Extension materials, and they were scanned in a very methodical way. Digitization began with the first piece on the shelf and continued in order until the grant monies ran out, about 350 items. Robust metadata was created at the point of scanning for the digital objects. This project could easily be picked back up where it was left off, if resources become available. With each collection digitized, we have learned how to improve our processes and procedures.

By this time, digital resources and endeavors were becoming increasingly important to the MSU Library. This was reflected in the Library’s Mid-range plan produced in 2010. That plan contained the following two targets: 1) develop a digital collection plan and 2) build digital collections and tools that provide access to unique and relevant research material. The explicit inclusion of these targets cemented the importance of digital collections at MSU Library. DAWS was listed as the responsible
party for these activities, and they would continue to handle all aspects of our digitization efforts.

In October 2012, a new Dean took the helm of the MSU Library. In early 2013, a new strategic plan was produced to incorporate our new Dean’s vision, and to correspond and support the University’s new strategic plan. In this new plan, 3 targets were devoted to digital efforts, the most compelling was to “prioritize and digitize 3 special collections by 2015.” In addition, the Dean stated in an Executive Team meeting that he wanted digitization efforts “ramped up.” The message was clear: increase digital production!! At that point, the affected team leaders began discussing how to move metadata creation from DAWS to C&P.

With our new Dean and the 2013 strategic plan in place, transformations throughout the organization began. There seemed to be a domino effect, one change paved the way for the next change to occur. One event was a vacancy within the C&P team in July 2013. The position had been mostly devoted to handling federal depository documents. C&P held a retreat to discuss the vacant position, create a team mission statement, and to consider the possibility of a new team name. Our retreat gave us an excellent start for our internal team discussions moving forward. We had been seeing that metadata creation seemed to be expanding out of C&P to employees throughout the organization. Those employees would often come to C&P members with questions regarding how to describe materials. It appeared to the team that our expertise was being overlooked, in part because of the team’s name, Cataloging and Processing. Metadata did not equate with cataloging for many people.

Another event that caused organization-wide ripples happened in October 2013. The team leader of Access Services left to accept a position elsewhere. With her departure, conversations about the potential of restructuring teams began. The Reference and Access Services teams proposed a merger and name change to Learning and Research Services (LRS). Interlibrary Loan was moved from Access Services to Collection Development. Seeing team-level changes such as these beginning to occur, we proposed changing our team name and put forth our finalized team mission in order to proactively influence our C&P team’s future.

The proposed name was Resource Description and Metadata Services (RDMS). We felt that this was broader and better characterized the direction our endeavors were headed. As part of our Mission statement, we laid out our team’s basic areas of responsibility:

*The MSU Library’s Resource Description and Metadata Services Team provides high quality intellectual access to information resources, in all formats,*
supporting teaching, learning, and research at Montana State University and beyond.

Team responsibilities:

- Providing leadership and coordination of all types of metadata, partnering with appropriate teams as necessary
- Creating MARC and non-MARC metadata for physical, electronic, digitized and born-digital materials
- Managing the federal government documents collection
- Performing catalog maintenance, including clean-up projects
- Performing withdrawals, transfers and reclassification of materials
- Processing physical materials
- Coordinating the binding of materials
- Coordinating and performing mending of materials

We believed that this description would help remind all within the organization the role we play in providing access to library resources of all types, and that our expertise was valuable. We also included a request to fill our open position as part of the proposal. It took several weeks, but the name change and mission were approved by Executive Team Nov. 8, 2013 to be implemented as of Jan. 1, 2014, while our open position remained a subject of discussion.

The merger of Reference and Access Services into Learning and Research Services (LRS) opened the door to additional mergers and changes. A merger of Systems and DAWS came somewhat out of the blue, but was received rather positively by the majority within the organization. A proposal was put forward with the suggested structure of the newly merged team, including a new name: Library Informatics and Computing (LIC). In addition, the proposal listed responsibilities LIC would need to let go of moving forward: desktop support, metadata creation, and digital production. A few days before Christmas, the Dean and Associate Dean requested a meeting with Amy Foster, the team leader for C&P/RDMS, regarding a “possible opportunity” for the team. The proposal for LIC was shared and the Dean asked if the team would be willing/able to take over metadata AND digital production. C&P/RDMS had already been planning and working towards taking over metadata creation; adding the digital production piece seemed a logical fit. These changes agreed upon, Amy then went back to the drawing board to rewrite the description of the vacant position to incorporate digital project management.

In the midst of the talk of name changes and team mergers, several other developments were taking place. Jason Clark had been working on a project to outsource the digitization/scanning of our print theses and dissertations (over 5000 titles), including setting project parameters and selecting a vendor from the
submitted bids. Bonnie McCallum began training C&P members about the MODS schema and introducing us to the databases where metadata would be entered. ScholarWorks, our Institutional Repository was being implemented. And throughout the Library, teams became known as departments.

The Library began work on the Institutional Repository, ScholarWorks, in August 2012. The ScholarWorks Institutional Repository was addressed within the 2013 strategic plan. This directly affected C&P because the ETDs would essentially be the first materials to populate ScholarWorks, and the old ETD database would be retired. ScholarWorks impacted Rhonda Borland's workflow so she became very involved in its implementation. Both the MARC records and old metadata records were drawn upon to create the new metadata records. Rhonda went from doing data entry to being the expert in what pieces of information were in which fields in both records. There were all sorts of interesting questions. Did we want a different field in the metadata record for every subfield used to display LC subject headings in the OCLC record? Why do records back to 1901 not have the chairperson information consistently put in the same field? Having a cataloger’s knowledge of MARC structure and fields proved a valuable asset. It took some trial and error to get those old records into ScholarWorks properly, but it is working pretty well now.

In September 2013, Bonnie McCallum from DAWS had begun conducting training (in stages) for C&P members on the MODS schema. Working on one of the digital collections, WPA photos, proved to be helpful for our team's learning curve. Although basic metadata (title, creator) had already been created as the photos were scanned, Jason Clark and Bonnie looked to C&P for expertise on LC subject headings. Anne Stefani began adding LC subject headings to the records and this led into her editing or adding information to the description and keyword fields. At this time, approximately half of the records have completed metadata, and the collection database will be beta tested and then have some analytics run on it. The analytics are to see if Google or other search engines are able to bring up our collection in their results by doing keyword or similar searches.

**Hurdles Hit and Lessons Learned**

There have been some hurdles and even a few skinned knees along the way. Some projects were more complex and proved particularly challenging. An MSU photos project had, over time, quite a number of people working on it. The project “owner” even changed a couple of times. There was metadata for about 140 photos entered into the collection database, and there were a number of changes made to the fields within those metadata records as the project was refined. This required that changes be made within each individual record, multiple times. Using a small sample set (under 50) when beginning and working out the kinks of any project will be most efficient
and cause less frustration if changes need to be made to the individual records. In addition, many of the photographs have incorrect information, such as a photo of a specific building with the wrong name written on the back. This slowed down the metadata creation, because time was spent tracking down and correcting the mistaken information. If the project has a curator/"owner" from the start there will be much more consistency throughout the entire project.

The Hormay collection has provided us with a number of learning opportunities. The complicated steps required to extract metadata from the finding aid for this collection have been addressed earlier, but another obstacle is that about 2000 photographs (of the total 8000 objects) do not have ANY metadata, some even lack titles, and are therefore rendered useless. They are not made available in the digital collection database. It is perhaps possible to go back to the physical photographs to see if there is information on the back from which metadata can be derived. This has taught us that having metadata entered at the point of scanning is critical. While it may seem to slow the process down initially, it will be time well spent in the long run.

Determining which parties will be involved in any project at its inception is ideal. There will be less chance for details to fall through the cracks if all known parties are identified from the outset. The outsourced digitization project for legacy theses and dissertations is a prime example. Jodi Rasker in RDMS was asked to create the procedures and then oversee the process of preparing the materials that would be sent out to the vendor, but not until the point where the vendor was expecting the shipment of the initial box of test materials. If she had been involved from the start there would not have been such a scramble to prepare materials for shipment, and there would have been ample time to discuss practical concerns such as how many shipments would be sent and the necessity of storage space for loaded boxes prior to being shipped.

Of course, digital project opportunities often come up quickly. An urgency to digitize a portion of the Library’s Caroline McGill collection (founder of the Museum of the Rockies) arose when a potential grant was identified. In an RDMS department meeting, discussion about the metadata for such a project occurred. Initially the metadata for the project was to be assigned to Bobbi Palagi, however Jodi had knowledge of Caroline McGill through previous work at the Museum of the Rockies. This illustrated a need to discuss upcoming and/or potential projects within RDMS to ensure metadata creation would be assigned to the most appropriate employee.

Several hurdles were experienced in regards to the vacant position within RDMS. Several versions of a position description were drafted, and just as it seemed that we would be able to move forward, something would come up that would require
further revisions, or a complete overhaul to the position description. We were nearing
the point of beginning a search to fill the position, now defined as the Digital Projects
manager when a novel idea was put forward to Jason Clark and then to Amy Foster.
Bonnie McCallum wanted to move from LIC (previously DAWS) to become the Digital
Projects manager in RDMS. This was an exciting possibility. Bonnie had already been
handling a good portion of this work; she knew the history behind all of our digital
collections, and realistically, she would likely have been the one called upon to train
anyone hired into the Digital Projects manager position. Jason and Amy agreed this
would be a beneficial move and pitched the idea to library administration in late June.
Bonnie McCallum’s position became full-time and moved to RDMS on July 15, 2014.
This change has already enhanced communication about digital projects between and
within departments.

With the WPA photo and the McGill collections, two of the three collections identified to
be digitized in the Strategic plan, we are now on track to meet our target. There are at
least two additional projects currently moving beyond the planning stage that will be
completed before the end of 2015.

Moving forward, we see digital initiative projects involving cross-department
teams to improve efficiencies and provide the scalable structure that is needed to allow
us to ramp up production. There now is a standardized form that project proposers
must fill out, a Digital Steering Committee to vet the proposed projects and a Digital
Projects Technical Committee to figure out the nitty-gritty details. By having a Digital
Projects manager and the resource description experts in the same department, we will
be able to have several projects in the works simultaneously, and have better
coordination of all aspects of the projects. It is extremely valuable that our Digital
Projects manager understands how critical good metadata is to any digital collection.

Our story of digital production and metadata will continue. The RDMS department is
excited about the changes we are experiencing, the contributions we have already
begun to make to some very unique and interesting projects, and the future of digital
collections and initiatives for the MSU Library.

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Rhonda Borland – has worked in Resource Description and Metadata Services at
Renne Library, MSU, since 1996. Rhonda started out at Renne Library as the
Bindery Clerk. In 2008 she started creating both OCLC and metadata records for electronic theses and dissertations (ETDs). Recently all of the metadata records were moved to new software. She helped figure out some of the details of that process. She also worked on a photo digitization project for several months and experienced some of the issues involved in such projects.

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**Jodi Rasker** – has worked in Resource Description and Metadata Services at Renne Library, MSU, since 2009. Prior to Renne Library, Jodi worked 12 years as the Assistant Curator of Textiles and History and as the Collections Assistant at the Museum of the Rockies. She hopes that sharing the experience of the transition to metadata will start a dialogue that helps to support and enhance our understanding of metadata and how we respond to what seems like an approaching “tidal wave”.

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**Other contributors to the presentation:** Anne Stefani, Library Technician; Bobbi Palagi, Library Technician; and Bonnie McCallum, Computer Specialist, Montana State University Library, Bozeman

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Technology Petting Zoos and Gizmo Garages – A Tale of the Evolution in the Use of Digital Devices Training and Support for Library Staff and Patrons in Two Western States

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Keywords: training, digital devices, eBooks, Montana libraries, Washington libraries


Introduction

Libraries need to support patrons’ use of digital devices to access library materials online, especially eBooks available for loan. There are an ever growing number of devices and full range of experience and needs that come with the patrons who own them. How do libraries cope? One way that many libraries are addressing this issue is by having some of the most popular devices at the library for training of staff and patrons. In Montana, these kits have been dubbed “Technology Petting Zoos,” and in Idaho, “Gizmo Garages.” This session at the Pacific Northwest Library Association’s 2014 annual conference in Helena, Montana, focused on different models for the use of devices in the library to support staff and patrons, including patrons with visual impairments.

Montana – Technology Petting Zoos: From Demo to Tech Support

The Montana State Library works to support public library services in Montana. Toward that end, the State Library provides electronic resources through a statewide license and facilitates the broad use of eresources across the state. The shared eresources that the State Library supports include:

- EBSCO databases – over 30 selected databases licensed for use by all Montanans and all Montana libraries;
HomeworkMT – licensed 2011-2014 by the MT State Library and for 2014-15 by the Office of Public Instruction, this online tutoring service is powered by Tutor.com. The one-on-one chat-based tutor sessions assist nearly 1,000 students each month, with the majority of users in middle, high school, and college;

Montana Memory Project – this online repository encourages libraries across the state to digitize special collections and local content of interest to users worldwide;

Montana Library2Go (MTLibrary2Go) – downloadable ebooks and audiobooks available for loan to patrons of participating public libraries across Montana. MTLibrary2Go is very popular. It is sustained by a model for sharing content and the work of selection and managing content across all the participating libraries. The State Library provides a coordinating function, but participating libraries contribute the bulk of the financial support for MTLibrary2Go;

Montana Shared Catalog (MSC) – available for any library type, the MSC creates an economy of scale for libraries that would not otherwise be able to afford to automate using a robust ILS. While the MSC is not an e-resource per se, the ILS and the costs of operating it are shared. Libraries within the MSC have developed partner sharing groups that effectively expand the functional collection of a library;

DiscoverIt! – the EBSCO discovery service in Montana, DiscoverIt! is a webscale discovery system that can be infinitely customized by libraries.

Beginning in 2010, the Montana State Library acquired eReader and audio devices to teach library staff to be proficient accessing these e-resources using the emerging mobile devices of tablets, MP3 players, and iPod touches. These devices traveled to libraries for demonstrations to library staff. Usually, a trainer would take a bag full of devices, offer basic introduction, and pass the items around so that librarians could handle them and try them out. Commonly, sessions included specific instruction on how to download an eBook or audiobook from MTLibrary2Go from a computer to a user’s device, though some were less formal and might include just a familiarization with the devices. Primarily, these trainings were demonstrations.

From that model, the State Library began lending the devices to a library for several weeks at a time to allow library staff more time to try them out. The problems that the State Library encountered with this model, though, were significant. These are personal devices by design and much of their functionality comes from being tied to a personal account. This proved to be very problematic, as users found that they could not download anything, even free content, without establishing an account with a credit card. For shared devices not under the control of the primary owner, this was highly problematic.
The State Library staff also encountered an increasing demand for help in assisting library patrons who had their own devices and wanted to learn how to use them. By 2012, the Broadband Technologies Opportunity Program (BTOP) stepped up to address this need by providing the more than three dozen participating BTOP public libraries in Montana with a Technology Petting Zoo of their own. At that time, lending a bag of devices to a library for staff development was no longer the primary model of the program. Rather, libraries began to identify staff proficient in one or more device types. At the same time, librarians were acquiring their own devices to use at home, and thus acquiring mastery of at least that device type.

By 2013, as Amazon content entered the MTLibrary2Go service, and OverDrive’s usability improved, it became less important for the State Library to teach step-by-step procedures for each of several different device types to library staff. Rather, libraries came to identify a cadre of frequent and proficient users – some library staff and some patrons – that proved to be a useful knowledge base to assist new users or those with new devices. Patron training events evolved so that a mix of library staff and patrons assisted others with similar devices. In some libraries, an event would be planned around iOS one time, and another time Android or Kindle. In others, a mixed device event would be organized with different stations for each different type of device. When a patron enters the library with a new ereader looking for help, the librarian or patron who knows that device best may not be there, and a follow-up appointment must be scheduled.

The model of training for the Technology Petting Zoo has morphed from quite formal to increasingly informal in Montana. The primary audience for training has extended beyond staff to patrons. So, what’s next in this continuum? At this time, the State Library is preparing to invest again in tablet devices, with a different purpose and model in mind: to utilize tablets in context at the State Library’s sponsored training events. The Montana State Library will maintain a lab with 10 iPads and 10 Nexus 10’s that can be used to provide training in administration and use of e-resources, website development, and the use of a range of applications to improve library services and productivity. At a recent training event, the iPad Airs were used by teams of librarians to research and plan library programs. Librarians were learning how to operate the iPad as they were tasked with searching for e-resources and completing an online form with their program idea. For many, this was their introduction to tablet gestures, typing on a tablet, and the app-driven environment of a tablet. It was hands on – well, fingers on – practice with a tablet, but entirely in context of the training. When it comes to tablet devices, the State Library recognizes that these are becoming the work tools of the library; it is not just about eBooks and audiobooks anymore.
Idaho – The Gizmo Garage: Closing the Digital Divide One Device at a Time

The Portneuf Library participates in a state wide program with the Idaho Commission for Libraries funded with LSTA and IMLS grants providing digital devices to Idaho libraries for staff and public training purposes. The devices are property of the state and there are four ‘Gizmo Garages’ of devices in the four geographic areas of Idaho. The Portneuf Library, located in the southeast corner of Idaho, holds one of the Gizmo Garages. The Gizmo Garages contain a wide variety of devices, but each has examples of Android operating systems, the iOS operating system, eReader tablets, and other common devices. Additionally, the Garages contain unusual or new devices like Chromebooks, Leap Motion sensors, and portable scanners and projectors. The goal of the Garages is to provide staff and library user educational opportunities to address the Digital Divide. The Digital Divide is defined as the gulf between those who have ready access to computers and the Internet and those who do not (citation or in-text reference to where this definition comes from?). The Portneuf Library itself is a small, rural library struggling with Digital Divide issues. Portneuf serves less than 15,000 registered users and circulates an average of 11,000 physical items a month. Electronic circulations average less than 700 uses a month, including all digital eBooks, audiobooks, magazines, streaming services, and article databases offered by the library and the state of Idaho. Given these numbers, the need for digital device training for library staff and library users is an important objective.

The first task the library addressed with the Garage was staff training. Initially, the library held traditional device training for staff, holding events with the devices available for staff interaction for a limited amount of time. These sessions were not very successful, as the staff interacted with the gadgets briefly and did not develop a depth of understanding regarding device use and applications. The Portneuf library broke from this traditional form of training and implemented something different. Instead, the library instigated a structure checking out devices to staff members for a 30 day period of time. The staff took the devices home from the library to play with them and explore library provided digital materials. This program worked far better, as staff had a longer period of time to explore the device and get to know how it worked with individual preferences and purposes. Upon returning the devices to the library, the staff included a summary of pros/cons or a paragraph about what they liked and didn’t like about each device. This new tactic instilled a better sense of understanding of the different kinds of devices and operating systems. Staff not only established awareness of Android, iOS, and eReaders in order to address common and basic questions asked by users, but staff developed a ‘subject specialty’ as well. Certain staff became enamored of a particular operating system or device, enabling the library to offer in depth, one-on-one appointments for library users. Users with advanced
questions or a steeper learning curve than a ready reference type transaction
arrange appointments with device specialists.

The initial programming event for library users consisted of an hour long, structured
event where the library staff displayed the Gizmo Garage devices and invited the public
to come and try them out. However, this failed miserably. Users exceeded the
fire capacity for the room, causing a queueing system with users waiting for a turn
outside the event room. Users brought their own devices and questions, and none had
any interest in the devices on loan in the Garage. With the large attendance of library
users and the exceeded capacity of the room and program, additional staff were pulled
from service desks to help. The Portneuf Library staff changed the structure for Gizmo
Garage events as a result. Now, Gizmo Garage events are limited in attendance and
users are required to sign up in advance. Users are expected to bring their own device
and questions, and the library provides a 3:1 ratio of users to library staff. Users are
grouped by operating system or device, and staff move between the groups of people
answering questions. These sessions are completely unstructured and chaotic, but are
easier to manage than a structured plan. Best practices for the unstructured classes
are:

- Limit attendance and require sign ups;
- Require users to bring their own device;
- Require users to bring usernames/passwords to sessions;
- Have a list of tasks on hand to assign users in order to move from group to
group.

Having a list of tasks to assign users is a huge necessity. Users getting an answer to
one question will begin to poke at their device making structured learning difficult and
time consuming for library staff. Having a list of tasks to say, “Ok, you work on this for
a few minutes while I go to that group. I’ll be right back.” enables users to explore on
their own until they reach another question point. From this the Portneuf Library
developed a list of Core Competencies for device users. Furthermore, the library
discovered it was imperative to require users to bring usernames and passwords with
them to events. If a user did not have these things and needed to reset passwords or
re-create usernames, the library user was asked to make an individual appointment
with library staff and excuse themselves from the event. Coaching users through
password/username resets is too time consuming for unstructured classes with large
attendance numbers.

The library discovered that most of the attendees were of the Boomer age and were
moving into Internet access via a device and cell service access. Many of the Portneuf
Library’s users did not have a personal computer at home. As a result, the library
realized it needed to provide basic Internet classes beyond the devices themselves.
Examples of such classes are password management, internet security, safe shopping online, Facebook, and privacy topics. Another issue was the common request from users, “You just do it.” Many of the library’s users attending the Gizmo Garage sessions had their device set up for them by a child, grandchild, relative, or neighbor. Since they had no initial interaction with the device during the set up period, users wanted library staff to complete tasks or problem solve on devices. The library is not comfortable doing these activities and is concerned about legal issues regarding patron privacy and personal devices. As a result, the policy that library staff not do things for users but be willing to walk users through troubleshooting and problem solving was put into place. Again, this became a motivational drive to create classes specific to digital concepts and to offer one-on-one appointments.

Overall, the Portneuf Library focuses its Gizmo Garage classes for adults, but does permit teens to join in the classes with their own devices. While the Portneuf Library still has the state owned Gizmo Garage, since the majority of its staff are trained with devices, the Garage goes out on loan to neighboring libraries so they may train their staff. Library staff keep the list of Core Competencies on hand in order to direct users to learn tasks identified as important on digital devices. The list of Core Competencies is given to each library staff member upon the loan of a device in order to encourage a familiarity and understanding of different operating systems and hardware. Finally, the staff keep an open mind and a flexible attitude when teaching Gizmo Garage classes.

**Joann (Jo) Flick** is the Continuing Education Coordinator at the Montana State Library. Prior to coming to MSL, Jo worked in marketing and product development for an instructional media publisher for the Agency for Instructional Technology, an associated agency with PBS. Jo holds an MS Ed. from Indiana University in Instructional Systems Technology, a BA in Art from the State University of New York and has 20 years of experience designing and distributing learning media. Formerly, Jo served as the curator/director of the Kent-Delord House Museum in Plattsburgh, NY. Jo is an EMT, volunteer firefighter, painter, Montana Master Gardener, volunteer citizen-scientist loon counter for Glacier National Park, and chosen human to three adorable kitties. Jo can be contacted at jflick@mt.gov

**Jezmynne Dene** is the Director of the Portneuf District Library, located in Chubbuck, Idaho, serving a population of 18,000. She has her bachelor’s degree in Southwestern History from the University of New Mexico and her masters in Library and Information Science from the University of Illinois, Urbana-Champaign. Jezmynne is a patient and enthusiastic librarian and is active in her community. Jezmynne enjoys enabling her staff to succeed and moving her library into the future while staying relevant and important to her library’s community. Jezmynne can be contacted at jezmynne.dene@portneuflibrary.org
## Core Competencies

### Basics
- Power cycle device
- Adjust light and volume
- Change display timeout
- Turn the wifi on/off
- Turn Bluetooth on/off

### Settings
- Navigate settings to adjust for personal preference
- Add accounts
  - Email/iTunes/Google Play/Amazon
- Add an email

### Pictures
- Take pictures
- Email/send pictures
- Take a screen shot

### Keyboarding
- Use the shift key
- Use numbers
- Turn caps lock on/off
- Use special characters
- Emojis

### Know how to install apps on the device
### Know how to force close apps
### Know how to organize apps
### Browser vs apps – know the difference
### E-Ink vs Tablet – know the difference

### Understand your library’s materials
- Ebooks
- Audiobooks
- Streaming/downloading
- Magazines
- Articles

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Gems in Our Libraries: Mining Local Resources to Provide Quality Programs in Small Town Libraries

Erin Hollingsworth, Public Services Librarian, Tuzzy Consortium Library, Barrow, Alaska

**Keywords:** community collaboration, programming, partnerships, public libraries, volunteers, schools


**Introduction**

Successful librarians know their communities. Collaboration is a case by case situation and a prescriptive tone should not be taken. Rather, insights into how one library forms collaborations can be presented and drawn upon by others. Included below are some samples of community collaborations that have been formed to provide some of the programming offered at Tuzzy Consortium Library in Barrow, Alaska.

**Collaborations at Tuzzy Consortium Library**

Knowing your community is at the heart of community collaboration based programming in libraries. Good librarians know the needs of the community, but they are also familiar with the many strengths of the community. Many partnerships and collaborations can grow from familiarity with different individuals and groups with a likeminded interest.

Programs can be orchestrated through the generous donation of time. Many of the large programs at Tuzzy Consortium Library are only possible because of help from volunteers. Individuals and members of social organizations have often helped when called upon. Often people are excited to help with the programs but they do not know how. Approaching people and organizations to ask for support can be daunting, but it is well worth the chance of denial.

Asking for community help with programs has been made so much easier through the help of one volunteer. An award winning photographer, who also happens to be on the Board of Directors of the Friends of Tuzzy Library, is invited to large events to capture the participants and the programs. These photos are then shared with potential future collaborators. People are able to make an emotional connection with pictures. The photographs tell the story of the library programs and they have been key to helping
the library better connect with the community. The images also lend themselves well for thank you notes and other communications with your community partners. They can also be used to feature the events in advertisements and news stories about the programs.

There are many other volunteers that make the programs at Tuzzy Library a possibility. Local Girl Scout troops have helped with weekly children’s activities and have offered child care during the Friends of Tuzzy Library annual meeting and potluck. Members of Rotary and Lions Clubs are also active volunteers at the library. They bake cupcakes, man game booths, paint faces and register children each year during the Summer Reading Program Kick Off Carnival. They help by providing supplies and time for other activities. These groups are also vocal advocates for the library in the larger community.

Another strong source for community collaboration for library programming has come from the school district. Tuzzy Consortium Library operates the main library in Barrow, Alaska but it also has a memorandum of agreement to operate the public library hours in the school libraries in each of the seven villages across the North Slope. This unique partnership allows for the library to provide materials and services to a larger community of users. Through this collaboration summer reading programs reach children in remote villages and people have access to great information services. Some wonderful fieldtrips to the library and librarian visits to classrooms are possible through our partnership with the schools. Ongoing contact with the school aged children has been beneficial for the development of programs geared towards youth.

Each Saturday, along with Story Time, Tuzzy Consortium Library also offers a Crafternoon program. Families are invited to come to the library to create a craft or do an activity. Collaboration with the Samuel Simmonds Memorial Hospital Diabetes Prevention Program has provided the library with grant funding to purchase snacks for these activities. This partnership enables the library to serve fruits, vegetables, cheese and crackers and other healthy snacks to the families at our activities. Tuzzy Library has been serving snacks at Crafternoon for almost a year now and over 1,000 people have benefited from it. Education about healthy food choices has been worked into programs with amazing success. Just recently, the Diabetes Prevention Program awarded the library a second grant to continue serving healthy snacks and added funding to expand the program to the adult programing as well.

The collaboration with the Diabetes Prevention Program and our local university’s Cooperative Extension has helped the library to provide programing that would
otherwise not be an option. Classes that explore the science of ice cream, the possibilities of Arctic home gardens, and so much more are possible because of the help and support of these community groups.

Author talks and workshops are often offered thanks to a wide variety of local resources. A grant from the Alaska State Library provided funding three northern Alaska libraries to bring four different poets to our communities to present and teach. Collaboration with the group 49Writers has brought writers and poets to read and present workshops. The Alaska Center for the Book has also worked with the library to bring noted authors to the state and then helped communities with working out the finer points of bringing the authors to their libraries. The Friends of Tuzzy Library have also been a wonderful partner in their support of bringing visiting authors to the library for talks, presentations, readings, and workshops.

Other activities that are enriched by volunteers include: visiting researchers who present to the community and offer hands on training during summer lagoon walks; Adults who stamp holiday cards thanks to a local volunteer who loves to share her hobby; Children who read with members of the US Coast Guard while learning about their mission in the community; and elders who come and share in the joy at library events.

Many different events and programs happen at the Tuzzy Consortium Library as a result of help and support from community collaboration. Volunteers, professionals and anyone else can serve as a resource for programs at the library.

**Collaborations Around the Region**

Librarian Joyce McCombs at the Delta Community Library in Delta Junction, Alaska does a wonderful job partnering with community members to bring programming into the library. There are about 1,000 people in the community, but that does not stop the Delta Community Library from offering a wide range of classes, programs and events. Joyce welcomes volunteers who are eager to share their professions and hobbies. The library has been home to chocolate tasting classes, aurora borealis photography workshops, and an engaging Crime Scene Investigation at the Library hosted by an Alaska State Trooper.

The staff at Tuzzy Consortium Library also collaborates with libraries in Washington and Montana to help them build their programs. Collaborative efforts with volunteers in those states have helped to establish reading rooms for elders and summer reading
programs for children on underserved reservations where librarians are not available to help the community with their needs.

**Conclusion**

Some wonderful ideas were shared during a presentation of this material at the PNLA annual conference in Helena, MT in August 2014. Ideas included collaborating with local sports teams at any level [professional, university/college, high school or community based] and including more military and emergency workers in programing since many communities, even small ones, have volunteer emergency medical technicians and some form of law enforcement. Many such ideas were shared during the discussion. Librarians from across the PNLA region recognize the strengths that stem from strong community relations. There is a wealth of resources in our local communities and libraries need to take advantage of this when contemplating ways of offering programs and events. Community partnerships result in real gems for everyone.

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Idaho Libraries – Where Making Happens!

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Keywords: maker movement, STEAM, out-of-school learning, makerspaces, libraries


The Maker Movement allows libraries to demonstrate to their communities how they can bring different groups together to learn from each other, develop skills, and have fun through innovation, creation, and making.

Why is this important? Studies continue to highlight that upon graduation students do not possess sufficient skills for the required careers of the future. The National Assessment of Educational Progress (http://nces.ed.gov/nationsreportcard/), commonly referred to as our Nation’s Report Card, just announced that only 26% of 12th graders scored at or above the proficient level in math in 2013. Students do not spend enough time in school to hone these science, technology, engineering, art, and mathematics (STEAM) skills. For example, typical 18-year-olds attending school about 180 days a year for 6.5 hours a day will spend only 18.5% of their waking hours in school. How can we expect them to become proficient in a variety of areas of study if they ONLY learn during that small percentage of time? Out-of-school time must be spent practicing what they learn in school, deepening their understanding, and exploring new directions for that learning.
Where do they go to do this? Current research clearly shows that attending quality out-of-school learning activities works, even for lower income students. Many studies demonstrate the impact that out-of-school activities, formal or informal, planned or unplanned, can have on students’ grasp of mathematical and other concepts [http://www.afterschoolalliance.org/lendAHandFacts.cfm].

However, although some children do have access to out-of-school learning opportunities such as camps, after-school classes, and other rich learning experiences, the reality is many do not have access to these opportunities, due to cost or other factors. Without quality out-of-school learning opportunities, our youth - especially our underserved youth - will not be adequately prepared for college and career.
So how do libraries become acknowledged out-of-school learning spaces? By becoming a place where learning can be constructed, made, and played with. Where the learning is active, not passive. In other words, by becoming makerspaces.

In early 2013, the Idaho Commission for Libraries (ICfL) developed “Make It at the Library,” a pilot project to implement a maker culture in public libraries across Idaho. The project combined top down support from ICfL with local libraries to meet the following project goals:

- Project participants demonstrate the ability to create formal programs with the materials and curriculum provided;
- Project participants demonstrate the ability to create informal or “stealth” programming that tweens/teens can work on independently within the Makerspace;
- Tween/teens identify the library as a place to develop STEAM skills individually or in groups, including use of the Makerspace.

This dual approach builds:

- a cohesive understanding of maker philosophy and culture among library staff from libraries of differing sizes and in different parts of the state;
- a network of local and regional mentors to support growth and expansion;
- partnerships for leveraging buying power and support;
- recognizable and consistent branding.

In addition, local libraries have the independence to meet their community’s needs while sharing best practices and providing real-world feedback to guide the overall project. It was a successful and exciting first year. Five libraries - Ada Community Library, Community Library Network, Gooding Public Library, Meridian Library District, and Snake River School Community Library - embraced “making” and pushed the boundaries of programming with tweens and teens. Each library exceeded every expectation and

Preparing a 3D print
demonstrated innovation, creativity, and drive in the implementation of the project. Through their maker programs, the libraries served 3,585 teens/tweens and 1,120 families, and engaged another 4,650 people through outreach events. As they nurtured a maker culture in their communities, the five libraries created 18 partnerships and hosted 66 different programs with these partners.

In the second year, libraries from the first year of the project committed one new staff member to attend trainings together with two staff from six new libraries. These six new libraries were selected from eleven applicants: Aberdeen District Library; Buhl Public Library; East Bonner County Free Library District; Jerome Public Library; Portneuf District Library, Chubbuck; and Twin Falls Public Library. As in the first year, one workshop focused on developing a foundational understanding of the maker culture and the design process, along with exploration of construction, simple machines, engineering, and architecture. A second workshop focused on robotics, and a final three-day training included 3D design, 3D printing, and e-textiles.

The following tools were included:

- BrickLab®
- Fischertechnik® engineering kits
- Fischertechnik® robotics kits
- RepRap Mendelmax 3D printer
- MaKey MaKey
- Squishy Circuits and more innovative making materials
Midway through the second year, library staff report that patrons are coming in more frequently, meeting with others, staying longer, jumping into more hands-on activities, delving into exploration, teaching others what they’ve learned, collaborating on projects, using problem solving skills, working together as families, and showing increased interest in technology and STEAM-based activities. People “routinely bring in projects that they are working on, from remote controlled cars they are modifying to devices they have created with arduino, an open-source platform for making interactive projects.” Alex Hartman Ada Community Library, Lake Hazel Branch. Use of the libraries’ 3D printers has seen an overall increase as patrons learn about their many uses and as staff share expertise on creating and printing objects. Fischertechnik® engineering kits are being used to design and create both in the library and through extensive outreach events in schools. Tweens/teens are more engaged, use the library as a place to explore and work on longer-term projects, take ownership in the maker area, and take pride in their projects and the challenges they’ve overcome. Many makers are truly connecting with the library for the first time. Plus, community members are volunteering to help with Make It programs!

There is an increased awareness of all the library has to offer. The view of the library as a “depository for information” is changing to one of a “meeting and learning place,” a “place where creation happens.” Staff also report an increased sense of community. One librarian said, “One day, we had patrons of all ages creating snowflakes out of cupcake liners to hang on our Christmas tree. I never thought such a simple thing could bring the community together like it did.”

**Changes in who is Using the Library**

Library staff has also seen an increase and shift in who is using the library. Specifically, more patrons of a variety of ages - from students to patrons 50 and older, older children and high school-age users participating more in library programs and the maker events, and homeschoolers coming into the library to participate in makerspace – are using the library as a resource, and benefit from the social aspect of the Make It space. There has also been an increase in psychosocial rehabilitation (PSR) workers and their clients, due to the social nature of the programs and the skills that children and tweens learn in a maker environment. Social development is enhanced when children work together to create and solve problems.

No author sited, so we eliminated the quotes. One participating librarian also noted: “Our public in general seems to be looking toward us more and more as a resource for technology. Specifically because of the 3D printer, I’ve heard many business people consult us when they are looking to make technology purchases of their own.”
Community/Patron Benefits

The Make It at the Library project has given libraries the opportunity to create a culture and place that offers a broadened experience. Whole families engage in activities, “strengthening family bonds, which in turn can keep parents involved in their kids’ lives and interests over the long-term, thus increasing their likelihood to finish school/go on.” (Kate Radford, Meridian District Bookmobile. Participants have been observed teaching each other what they have learned. Libraries are focusing more on STEAM program offerings and incorporating math and science into storytimes. Some teens have indicated that they now want to participate in quality STEAM-related courses at school. Some individuals who have had their first practical exposure to computer programming at the library are now enthusiastically writing programs of their own design for arduino devices. Other participants have learned fundamental engineering principles such as gear ratios and leverage by engaging with Fischertechnik® engineering kits.

Library programming is becoming more informal, with an emphasis on group exploration. Instead of “instructing patrons,” library staff is creating an environment where patrons can explore and discover independently as well as collaboratively. Staff members have become more confident and excited about science and technology, and about sharing what they have learned. Staff is “becoming more comfortable with the idea that they can run a maker program and not know all of the answers.” Travis Porter, Ada Community Library, Victory Branch Libraries are sparking an interest with families and teens because they now know that they can have an even wider variety of experiences at their local library. Staff looks at programming as more of a partnership than a teacher/student relationship or presentation. One librarian said, “By creating programs without a specific outcome, the results have been amazing. Especially with teens and tweens, the amount of group work that happens spontaneously is extremely rewarding.” Meridian Public Library

The maker tools also have increased awareness and interest in the community. Patrons see the libraries as a place that offers resources they can’t get anywhere else, both because of the actual materials (robotic and engineering kits, 3D printers, etc.) and how libraries approach their maker activities. With the 3D printer at one library, students in the drafting class have learned to print their own designs. One student successfully printed a miniature rocket he had been designing for several years.

Best Practices

Library staff make the following suggestions to build successful maker programs:
• Partnerships
Research and use the expertise in your community to create new and exciting programs. Although each community differs, a few examples include local cooks/chefs, staff from local educational institutions, and technology experts. All these avenues offer increased expertise that library staff may not possess, but can tap into to develop programs of interest to their community. Programs do not have to be high tech. At one library participants enjoyed making wool baskets after viewing the sheep shearing process and taking part in cleaning the wool. Another library sponsored a boat making program using water bottles. Participants had a chance to race their boats, then try to improve their performance for future races.

• Stealth programming
Stealth or informal programming is the perfect way to reduce staff time commitment and encourage anyone who is interested to participate alone, or collaborate with others on their schedule. Staff posts a challenge, such as who can create the highest stand-alone Legos tower and lets the creativity begin. Some libraries allow participants to take photos of their creations and post them to share with others.

• Maker Spaces can be permanent or temporary
One of the biggest challenges for all libraries was identifying a permanent maker space location. This was quickly overcome with the realization that with some ingenuity available space can be modified, if only temporarily, for making activities. The focus on creating makers and using the space available builds the maker culture and allows library staff to redefine use of space. Several staff are analyzing collection size and location to determine best use of available space.

As with any pilot project, challenges have arisen, however. These include:

• Evaluation
Perhaps the biggest challenge has been documenting the success of the program. While quantitative measures such as number of programs, participants, and partners are encouraging, ICfL staff continues to search for a methodology to qualitatively demonstrate how maker programs affect and change participants’ skill development. In the midst of a hands-on program, it is difficult to stop the participants to see how the program is affecting them; plus, often these skills are developed over more than just one or two programs. Library staff have been provided with video cameras to video tape programs for later analysis. Hopefully, the videos will demonstrate increased participant involvement and collaboration. Other evaluation ideas include asking participants as they leave the program to share their willingness to participate in other similar programs and share what they have learned from the program. Of course, staff observation of participation and sharing of anecdotes are also helpful indicators about the programming effects.
• **Space**
Adequate space can be a challenge in many libraries. As the focus has changed from creating maker spaces to creating makers, library staff discovered often the challenge is one of perspective. The same program can be successfully delivered in locations of differing sizes by analyzing the program goals and needs and adjusting accordingly.

• **Cost**
A common question is the cost of the pilot project. The cost for each library is approximately $10,000. This includes the tools listed above, seven days of training on all the tools, and travel, lodging, and per diem for the training. The cost varies depending on the tools selected, but participants clearly believe that training is an integral part of the process and should not be reduced or eliminated.

**Conclusion**
The project continues to evolve. Meridian District Library created Make It-Take It Kits to circulate as part of the year one project. At this time they have over 10 different kits circulating, and they are so popular they have never been on the shelves! The Commission purchased additional totes for each library as part of year two funding in order to expand this concept to any library wishing to participate.

http://libraries.idaho.gov/make-it-take-it-kits

During the next year the focus will be continuing to extend making into the community and improving evaluation techniques. As stated above, evaluating the impact making activities has on users is perhaps our biggest challenge.

The Afterschool Alliance released a study called “Defining Youth Outcomes for STEM Learning in Afterschool” (www.afterschoolalliance.org/STEM_Outcomes_2013.pdf) in 2013. The outcomes, indicators, and sub-indicators that this study identified may help to provide a common language and framework for libraries as they develop programs. Defining appropriate goals and describing the impact of these programs is key as we seek new funding to expand the program to other libraries and strive to support the after school educational needs of students.

To read more about what we are doing in Idaho, please visit the Idaho Commission for Libraries’ website at http://libraries.idaho.gov/make-it-idaho. Follow our progress by *LIKING* our Facebook page: https://www.facebook.com/MakeItIdaho.
References


National Assessment of Educational Progress, http://nces.ed.gov/nationsreportcard/


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By Idaho Commission for Libraries (ICfL): Sue Walker and Erica Compton, project coordinators

Erica Compton – is a project coordinator for the Commission and divides her time between projects for Read to Me early literacy, tweens and teens, and mid-life adults. One of Erica’s passions is introducing people of all ages to STEAM (Science, Technology, Engineering, Arts, and Math) topics. Make It at the Library has become one of her favorite projects and she enjoys helping library staff engage tweens and teens through making. You might find odd items like soldering irons, LEDs, and other making-related tools in her office – just in case! Erica can be contacted at erica.compton@libraries.idaho.gov

Sue Walker – Works as a library consultant on a variety of projects at the Commission for Libraries serving underserved audiences including those unable to read standard print through the Idaho Talking Book Service, teens/tweens, and mid-life adults. Sue can be contacted at sue.walker@libraries.idaho.gov

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Using Slide Shows to Engage Patrons with Library Resources

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Keywords: slide shows, branding, user engagement, marketing, academic libraries


Many libraries these days rely on the free promotional opportunities presented by social media. Albertsons Library at Boise State is no exception; however, we have found that we can extend the outreach capabilities of social media by using the same themes, images and/or messages on a slide show that runs on all the computers in the library, as well as a monitor in the library lobby. This article will examine concepts in user engagement and branding as the foundation to the successful use of this marketing tool, and also offer tips specific to setting up and designing your own slideshow.

Know your audience

Prior to creating your slide show, you have to have some idea of your audience in order to use themes, images, and wording that will not only resonate with them, but motivate them to engage with your library resources and services. At Albertsons Library an array of user profiles have been assembled through the university demographic statistics, a biannual LibQual survey, and careful attention to the library’s social media networks. Because Albertsons Library has thriving accounts on Facebook, Twitter, Instagram, YouTube, Pinterest, and its blog, we have a large audience with which to conduct our informal surveys and form assorted user profiles.

Brand Identity

Another important aspect of user engagement with your slide show, or any marketing effort, is the creation of a consistent look and feel to all of a user’s experiences with your institution, from space to signage to marketing. This consistency helps create your library brand, a subconscious association with a particular set of characteristics. At Albertsons Library, our brand is connected to our mission “to actively engage in learning, teaching and research at Boise State University,” and is exemplified in the library’s service orientation, flexibility, and leadership in mobile technologies and
e-learning. At Boise State, any marketing initiatives must also consider the brand standards of the university, which decree particular fonts, colors and use of the logo. By integrating the library’s brand characteristics with the university brand standards, Albertsons Library has created a cohesive look and feel to not only its slide programs, but also its signage and its social media posts. This cohesiveness is further supported through the use of a shared Google calendar that outlines key outreach opportunities and themes for each month. We often use the same theme or image for social media postings, book displays, and our slide programs, slightly tweaked to appeal to the audiences for each.

In addition to the planning and scheduling afforded by our shared calendar, Albertsons Library has found the need to establish a general policy about the slide content, which simply states that slide content must be directly tied to the library mission. This policy has become increasingly important as the slides have been noticed by other university groups who want to advertise their events and resources. By allowing only those slides that are directly associated in some way with the library, we have avoided having our message crowded out or diluted. By collaborating with groups who share the library’s goals, running slides for such programs as the Summer Research Institute, the Act Now Project (a week-long event centered on diversity education) and the university’s Welcome Week committee, we establish the library as an essential collaborator in teaching, learning and research at Boise State.

It might sound limiting to allow only slide themes associated with the library’s mission, but we have found that with a little creativity almost any sort of holiday or theme can be connected to the library. For example, December 5th is National Ninja Day, which we used to promote our resources connected to the science of body movement in the Kinesiology library guide. December is also the month for Festivus, the holiday initiated by George Costanza’s father on the TV sitcom Seinfeld, which we used to promote our Philosophy library guide. International Beer Day occurs August 1st, and while we don’t want to promote alcohol use on campus, we can certainly question the health benefits of beer and direct our users to the Health Sciences Library guide.

**Technology**

Compared to everything involved with the planning and scheduling of the slide program at Albertsons Library, the technology involved has been minimal. The library’s innovative IT team, who excel at using existing tools to provide new services, make use of Microsoft ScreenSaver and the library’s networked computers to get the show up and running. IT set up remote access to the network on my desktop, so I can
quickly and easily edit the slides. The only investment made for the slide program beyond manpower was in the purchase of a digital photo frame that we use in the library lobby, and a Raspberry Pi, a credit card sized computer that allows us to connect the frame to WiFi in the library. This gives the slide editors remote access and easy editing capabilities. We use PowerPoint to design the slides, then save each slide as a JPEG so that it will run on Microsoft Screensaver.

**Finding Images**

When it comes to finding images that you are legally able to use in your slide show, first consider your own institutional photo services or archives. Then you might look to Flickr’s Creative Commons, the Library of Congress, Microsoft Images, or institutional collections such as the Los Angeles County Museum of Art. If you’d like to use pictures of celebrities, take a look at Wikimedia Commons. In any case, be sure to attribute your images correctly; Creative Commons recommends the inclusion of the title of the work, its author and the rights grantor. They outline recommended attribution practices on their site https://creativecommons.org/licenses/by/3.0/us/.

**Connecting to users**

Picture your user when considering images. For example, when we created a slide commemorating Elvis week, we chose an image of two Elvis impersonators with a young man who looked to be our typical undergraduate. We were able to connect Elvis Week to our resources with this heading, “Wise men say, Only fools rush into their research. Contact your librarian first!” Make sure you’re considering the diversity of your users when choosing images. By seeing themselves depicted in library marketing, patrons may feel more comfortable in your library. Honor that diversity by including holidays in your slideshows that appeal to non-majority groups such as Chinese New Year (connected to our eHRAF World Cultures database), LGBT History Month (connected to our Boise Gay Life collection), or Spunky Old Broads Month (connected to our Gender Studies library guide).

Of course, another basic consideration in choosing themes for your slideshows is user need, so technology features largely in the slideshows at Albertsons Library, as does social media. We also take advantage of our slideshow to toot our own horn, such as when our librarians or programs earn awards. When our Facebook account hit 1,000 users we made sure to run a slide saying so, and thanking our users for their support.
Be aware of contemporary culture and use it in your slides to engage your users. Neil Gaiman is a popular author, and an avid supporter of libraries, so we found a photograph of him with a young man at a book-signing event to use with the Gaiman quote, “I’m very, very certain that without libraries I wouldn’t have the career that I have had” for National Library Week. Memes can be a fun way to catch users’ attention, but must be used carefully as they have short lives. A while back a Ryan Gosling meme was making the rounds of social media which included his picture and the phrase, “Hey girl…” followed by a statement of the things he would do for her. We used the meme to advertise our phone chargers, and it got a lot of attention at that time, but the slide will have to be retired after one use because the meme has run its course.

**Assessment**

Once you have your slideshow up and running you should consider how you might assess its success. While we have no formal assessment in place for our slide program, Albertsons Library can answer affirmatively to the following evaluative questions:

- Do users stop to look at the slides?
- Do users act based upon what they see in the slides?
- Do users refer to the slides?
- Do others want to be included in the slideshow?

Because the digital monitor is positioned between the Circulation and Reference desks, it’s easy to see that users do stop to watch the Albertsons Library slides. In one example of a user motivated to action by a slide, a student went to Special Collections to ask to see the Gay Life collection, which, the student noted, she had not known about before seeing the slide. Users refer to the Albertsons Library slides in their interactions with library staff, as in the case of the student who e-mailed me for more information about a research program she had seen on a slide. Plus, the library regularly considers requests from other campus groups who want to be a part of our slideshow. Although these assessments are informal, they offer sufficient evidence for Albertsons Library to believe that the slideshow is an essential and effective component of our outreach efforts.

**RESOURCES FOR CREATING YOUR SLIDESHOW**

- A slide show that beautifully exemplifies its message on design on the Librarian Design Share site [http://librariandesignshare.org/tag/design-principles/](http://librariandesignshare.org/tag/design-principles/)
• This blog post on branding, marketing and usability is geared toward health & human services professionals, but key concepts certainly apply to all http://www.openminds.com/market-intelligence/executive-briefings/answer-lies-usability.htm/

• Aaron Schmidt’s fabulous all-encompassing take on usability for the library is expressed in his blog http://www.walkingpaper.org/ as well as his new book, Useful, Usable, Desirable.

• Scot Sterling includes lots of useful examples of good graphic design on his blog Library Graphic Design http://librarygraphicdesign.blogspot.com/

REFERENCES


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Reading the Region 2013-2014: Award Books, Award Programs, and the Latest Winning Titles From Around the PNLA Region

Jan Zauha, Outreach, Instruction & Research Librarian, Montana State University, Bozeman, MT

Keywords: book awards, reading, YRCA, collection development, readers advisory


Each year a significant number of book awards are given out in the Pacific Northwest Library Association’s region by a variety of organizations and programs, from library associations to publishers. These state, provincial, and regional awards are often difficult to identify in the flood of book information on the Web. Understandably, they tend to get lost in the shadow of national and international awards that enjoy a much higher media profile.

As champions of authors and readers in our region, librarians in PNLA know much is produced locally that is deserving of attention, so each year at our conference, the PNLA Board sponsors a program to highlight these award winning books. Present and past board members from every state and province in the association select titles from the list of award-winning titles in their area to present at this program. Sometimes they choose to book talk their personal favorites, but often they focus on books that are making a difference in their libraries and communities, books that reveal something important about the places they live. Over the years our talks have included singing and dancing and a lot of show and tell, but they always include an emphasis on why libraries should collect specific titles, which readers would most benefit from them, and how they reflect the nature and values of the communities we serve.

This year, the following librarians represented their area within the PNLA region for this program:

- **Alaska**: Mary Jo Joiner, Alaska PNLA Representative, Director, Kenai Community Library, Kenai, AK
- **Alberta**: Jocie Wilson, PNLA’s Young Reader’s Choice Award chair, Client Services Librarian, Yellowhead Regional Library, Spruce Grove, AB
As always, this year’s list of award winners offers something for all ages and interests. We hope this bibliography will be useful to librarians involved in collection development, readers advisory, library programming, and reference work. We’re fortunate to have so many great authors, publishers, and passionate readers in our region!

REGIONAL AWARDS

Pacific Northwest Library Association (PNLA) Young Readers Choice Awards (YRCA) 2014 (www.pnla.org/yrca/)
- Junior Division (4th-6th Grades): Cabin Fever by Jeff Kinney
- Intermediate Division (7th-9th Grades): The Son of Neptune by Rick Riordan
- Senior Division (10th – 12th grades): Divergent by Veronica Roth

- Anatomy of Melancholy by Robert Wrigley
- Dream Animals: A Bedtime Journey by Emily Winfield Martin
- The Great War: July 1, 1916: The First Day of the Battle of the Somme by Joe Sacco
- The Mushroom Hunters: On the Trail of an Underground America by Langdon Cook
- A Tale for the Time Being by Ruth Ozeki
- We Live in Water by Jess Walter

American Indian Youth Literature from the American Indian Library Association (AILA) Award 2014 Winners (awarded every 2 years) (www.ailanet.org)
- Picture Book Award: Caribou Song by Tomson Highway and John Rombough
• **Middle School Award:** *How I Became a Ghost: A Choctaw Trail of Tears Story* by Tim Tingle

• **Young Adult Award:** *Killer of Enemies* by Joseph Bruchac

**ALASKA**

**Alaskana Award** – Adult Fiction or Non-Fiction ([akla.org/newspoke/](http://akla.org/newspoke/))

• **2014 Winner:** *Dena’inaq’ Huch’ulyeshi: The Dena’ina Way of Living* ed. by Suzi Jones, James A. Fall, Aaron Leggett

**Forget Me Not Award from the Alaska State Literacy Association** ([www.akliteracy.org/](http://www.akliteracy.org/))

• **2013 Winner:** *Aurora: A Tale of the Northern Lights* by Mindy Dywer

**ALBERTA**

**Alberta Readers’ Choice Award** ([www.epl.ca/alberta-readers-choice](http://www.epl.ca/alberta-readers-choice))

• **2014 Winner:** *Almost a Great Escape: A Found Story* by Tyler Trafford

**Book Publishers’ Association of Alberta Awards 2014** ([www.bookpublishers.ab.ca](http://www.bookpublishers.ab.ca))

• **Children’s & Young Adult Book Award:** *The Loxleys and the War of 1812, 2nd ed.*, by Alan Grant and Mark Zuehlke, illustrations by Claude St. Aubin and Lovern Kindzierski

• **Scholarly & Academic Book Award:** *The Peace-Athabasca Delta: Portrait of a Dynamic Ecosystem* by Kevin P. Timoney

• **Trade Fiction Book Award:** *Love at Last Sight* by Thea Bowering

• **Trade Non-Fiction Award:** *Disinherited Generations: Our Struggle to Reclaim Treaty Rights for First Nations Women and their Descendants* by Nellie Carlson and Kathleen Steinhauer, as told to Linda Goyette

• **Lois Hole Award for Editorial Excellence:** *Xwelíqwiya: The Life of a Stó:lō Matriarch*, by Rena Point Bolton and Richard Daly, edited by Pamela Holway

• **Robert Kroetsch Poetry Book Award:** *The Great Black North: Contemporary African Canadian Poetry* edited by Valerie Mason-John and Kevan Anthony Cameron

• **Speculative Fiction Award:** *One’s Aspect to the Sun* by Sherry D. Ramsey

• **Education Book Award:** *The Great Black North: Contemporary African Canadian Poetry* edited by Valerie Mason-John and Kevan Anthony Cameron

• **Alberta Book Design Awards:**
  - **Book Cover:** *The Wages of Relief: Cities and the Unemployed in Prairie Canada, 1929-1939* by Eric Strikwerda, cover design by Marvin Harder
- **Book Design**: *The Dilettantes* by Michael Hingston, book design by Natalie Olsen
- **Book Illustration**: *The Loxleys and the War of 1812, 2nd ed.*, by Alan Grant and Mark Zuehlke, illustrations by Claude St. Aubin and Lovern Kindzierski

**Rocky Mountain Book Award** (grades 4-7) ([rmba.lethsd.ab.ca](http://rmba.lethsd.ab.ca))
- **2014 Winner**: *Cat’s Cradle: Book 1 The Golden Twine* by Jo Rioux

**Writer’s Guild of Alberta: Alberta Literary Awards 2014** ([www.writersguild.ab.ca](http://www.writersguild.ab.ca))
- **George Bugnet Award for Novel**: *Roost* by Ali Bryan
- **Stephan G. Stephansson Award for Poetry**: *Massacre Street* by Paul Zits
- **Wilfrid Eggleston Award for Non-Fiction**: *Almost a Great Escape: A Found Story* by Tyler Trafford
- **R. Ross Annett Award for Children’s Literature**: *Graffiti Knight* by Karen Bass

**BRITISH COLUMBIA**

**Red Cedar Book Award 2013/2014** (grades 4-7) ([www.redcedaraward.ca](http://www.redcedaraward.ca))
- **Information Book Award**: *The World in Your Lunchbox: The Wacky History and Weird Science of Everyday Foods* by Claire Eamer
- **Fiction**: *Ungifted* by Gordon Korman

**BC Book Prizes 2013** ([www.bcbookprizes.ca](http://www.bcbookprizes.ca))
- **Ethel Wilson Fiction Prize**: *Anatomy of a Girl Gang* by Ashley Little
- **Roderick Haig-Brown Regional Prize**: *Arthur Erickson: An Architect’s Life* by David Stouck
- **Hubert Evans Non-Fiction Prize**: *Arthur Erickson: An Architect’s Life* by David Stouck
- **Bill Duthie Booksellers’ Choice Award**: *The Lonely End of the Rink: Confessions of a Reluctant Goalie* by Grant Lawrence
- **Dorothy Livesay Poetry Prize**: *The Place of Scraps* by Jordan Abel
- **Christie Harris Illustrated Children’s Literature Prize**: *How To* by Julie Morstad, illustrated by Julie Morstad
- **Sheila Egoff Children’s Prize**: *The New Normal* by Ashley Little

**Chocolate Lily Awards 2013** ([www.chocolatelilyawards.com](http://www.chocolatelilyawards.com))
- **Best Picture Book**: *Toads on Toast* by Linda Bailey, illustrated by Colin Jack
- **Best Novel**: *I’ll be Home Soon* by Luanne Armstrong
• **Best Novel:** *I’ll be Home Soon* by Luanne Armstrong

IDAHO

Idaho Library Association Book Award
(www.idaholibraries.org/awards/idahobookaward)

• **2012 Winner** (most recent): *Books, Bluster, and Bounty: Local Politics and Carnegie Library Building Grants in the West, 1890-1920* by Susan H. Swetnam

• **2012 Honorees:**
  - *Be Brave, Tah-hy!: The Journey of Chief Joseph’s Daughter* by Jack R. Williams
  - *Anything Worth Doing: A True Story of Adventure, Friendship and Tragedy on the Last of the West’s Great Rivers* by Jo Deurbrouck

2013 Top Idaho Author and Book Award Winners
(idahobookextravaganza.com/author-awards/)

**Top 10 Idaho Books – Nonfiction**

**Authority** by Nathan Barry  
*Sweating Bullets* by Dale Dixon  
*Spoiled Milk* by Angela Young  
*Be Your Own Hero* by Catherine Owens  
*Daring to Choose* by Michele de Reus  
*Comfort Food Gets a Vegan Makeover* by Jill Skeem  
*This Little Piggy Went to the Liquor Store* by A.K. Turner  
*Working in Sync* by Whit Mitchell  
*Journeys on the Edge* by Walt Hampton  
*Energize* by Bob Faw

**Top 10 Idaho Books – Fiction**

*The Angel of Esperança* by Judith McConnell Steele  
*Ancient Echoes* by Joanne Pence  
*Gift of the Phoenix* by Donna Cook  
*Triple Cross* by Jack Patterson  
*Sparks the Matchmaker* by Russell Elkins  
*The Temple of Kahrnahrgx* by Joel Lund  
*Mustard’s Last Stand* by Kathy McIntosh  
*The Santa Society* by Kristine McCord  
*Lighten Up* by Angela Ruth Strong  
*Winds of Freedom* by Rebecca Carey Lyles

• **Best New Idaho Author – Nonfiction:** *Authority* by Nathan Barry  
• **Best New Idaho Author – Fiction:** *Gift of the Phoenix* by Donna Cook  
• **Best Children’s Book:** *Mama’s Purse* by A.J. Irving  
• **Best Interior Design – Nonfiction:** *Spoiled Milk* by Angela Young, designed by Shiloh Schroeder
• **Best Cover Design – Fiction**: *The Angel of Esperança* by Judith McConnell Steele, designed by Sarah Tregay

**MONTANA**

Montana Book Award 2013 ([www.montanabookaward.org](http://www.montanabookaward.org))
• **Winner**: *Let Him Go* by Larry Watson

• **Best Nonfiction Book Award Winner**: *Deliverance From the Little Big Horn* by Joan Nabseth Stevenson
• **Best Fiction Book Award Winner**: *The Round House* by Louise Erdrich
• **Best First Book Award Winner**: *The Anatomy of Edouard Beaupré* by Sarah Kathryn York
• **Zonta Award for Best Woman Writer**: *The Miseducation of Cameron Post* by emily m. danforth
• **Best Poetry Book**: *Notes From the Journey Westward* by Joe Wilkins
• **Art & Photography**: *Montana: Real Place, Real People* by Alan S. Kesselheim & Thomas Lee
• **Short Stories**: *What You Get At Home* by Dora Dueck
• **Culinary**: *Foodshed: An Edible Alberta Alphabet* by Dee Hobsbawn-Smith
• **Young Adult**: *The Miseducation of Cameron Post* by emily m. danforth

Treasure State Award (K-12 picture) ([libguides.msun.edu/treasureaward](http://libguides.msun.edu/treasureaward))
2014: *Jangles* by David Shannon

**WASHINGTON**

Children’s Choice Picture Book Award ([childrenschoiceaward.wikispaces.com](http://childrenschoiceaward.wikispaces.com))
• **2014 Winner**: *Kel Gilligan’s Daredevil Stunt Show* by Michael Buckley, illustrated by Dan Santat

Evergreen Teen Book Award ([www.evergreenbookaward.org/](http://www.evergreenbookaward.org/))
• **2014 Winner**: *Divergent* by Veronica Roth

Sasquatch Reading Award ([www.wlma.org/sasquatch](http://www.wlma.org/sasquatch))
• **2014 Winner**: *The Dead Boys* by Royce Buckingham

- **Fiction:** *The Orchardist* by Amanda Coplin
- **Poetry:** *Plume* by Kathleen Flenniken
- **History/General Nonfiction:** *The Rocks Don’t Lie: A Geologist Investigates Noah’s Flood* by David Montgomery
- **Biography/Memoir:** *Short Nights of the Shadow Catcher: The Epic Life and Immortal Photographs of Edward Curtis* by Timothy Egan
- **Picture Book:** *Those Rebels, John & Tom* by Barbara Kerley, illustrated by Edwin Fotheringham
- **Young Adults:** *The Wicked and the Just* by J. Anderson Coats

Jan Zauha has been a librarian and faculty member at Montana State University in Bozeman since 1995. She is Outreach/Research and Instruction Librarian on the Learning and Research Services group in the MSU Library. She has served as Montana representative and president on the PNLA Board and is involved in the PNLA Leads program. Her research interests include recreational reading in academic libraries, staff development, and leadership training. Jan can be reached at jzauha@montana.edu

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Adding Demand-Driven Acquisition of eBooks

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Keywords: eBook, monographs, DDA, flexibility, collection development


Introduction

The shifting landscape of eBooks challenges libraries to integrate diverse platforms, formats, and pricing models into existing acquisition and discovery methods. At Montana State University (MSU) Library, deciding what print books to buy for our patrons and making them available via our catalog already requires a significant investment of resources. Librarian liaisons assess the value of information in new and forthcoming titles, Collection Development personnel pursue the purchase of recommended monographs within budgetary constraints, and our Resource Description & Metadata Services Department ensures that each new resource is accurately described and accessible in our catalog. Electronic monographs add complexity – including questions of accessibility and economic sustainability – to the already challenging process of assessing information value and enabling discovery on a title-by-title basis. MSU Library saw demand-driven acquisition (DDA) as a model to better integrate our eBook and print monograph programs while connecting our patrons with the titles they need. In fall 2013, MSU Library implemented a pilot of Yankee Book Peddler’s (YBP) DDA program for EBook Library (EBL) eBooks. The initial results of this pilot were presented at PNLA’s 2014 Annual Conference in Helena, Montana and are summarized in this piece.

MSU Library’s eBook holdings prior to the DDA pilot included approximately 275,400 individual titles. These holdings were primarily package-based from multiple publishers and aggregators. Beginning with Knovel engineering and science texts, our collection grew to include SpringerLINK eBooks; Safari Tech Books Online; Gale’s Virtual Reference Library; CREDO Virtual Reference Library; and OverDrive’s MontanaLibrary2Go.

We have acquired the MARC records for eBooks in a variety of ways: receiving files on a CD-ROM mailed to us monthly (Knovel files were initially received this way),
downloading vendor created files of records, and receiving vendor defined OCLC record sets. The quality of the records is the determining factor in where we choose to obtain records for any package.

MSU Library continues to grow our eBook holdings in response to multiple factors. Increasing enrollment at MSU brings more students through our doors, yet circulation of our physical materials declines with each year; 24.09% of our physical collection circulated in 2012, compared to 44.68% in 2008. In a finite physical space, we make difficult choices to reduce the footprint of our print holdings so that we can provide technology-enabled workspaces, flexible furniture, and group study accommodation. Expanding distance learning programs and our land grant mission to serve the entire 147,042 square miles of Montana make eBooks an important information resource. While we did not conduct a formal assessment of patron demand, we observed increasing requests for and acceptance of electronic formats. eBooks are also increasingly available as vendors move into the market with new platforms, formats, and pricing models.

Yet eBooks are not an easy beast; quality of content, pricing models, and patron adoption/usage are among common concerns about eBook collections (Mulvihill, 2011). When considering the option of a demand-driven program for eBooks, MSU Library’s goals were to:

1. Connect patrons with more eBooks: Our need for stacks reduction and the increasing platform, format, and device options meant that MSU Library wanted to grow the number of eBooks available to our patrons, within budgetary constraints;
2. Connect patrons with the right eBooks: Package subscriptions offer large numbers of titles, but often a small percentage of the collections saw use by our patrons. MSU Library wants our eBook holdings to match patron demand; and
3. Better integrate eBook programs with existing acquisitions: From both a cost perspective and in order to refine our print holdings, MSU Library wanted to ensure that our print and eBook holdings are complimentary but not redundant.

**Demand-Drive Acquisitions: The What, Why, and How**

Ben Hunter, Head of Cataloging and Collections at the University of Idaho Library, provides a concise definition of demand-drive acquisitions (DDA), alternately termed patron-driven acquisitions: “Adding a specific resource to a library’s collection based on a patron’s immediate need” (2013, emphasis added). There are many DDA models available to libraries, including for print resources as well as electronic. MSU Library elected to pilot Yankee Book Peddler’s (YBP) DDA program for EBook Library (EBL) eBooks. YBP is an established partner of MSU Library, accounting for the majority
(78% in fiscal year 2013) of our print monograph purchases. MSU Library staff and librarians use YBP’s Global Online Bibliographic Information (GOBI) interface to review, recommend, and purchase monographic materials. Our existing subject profiles, data record of purchases and licensing, and familiarity with the platform meant that we could easily integrate a DDA program into our acquisitions process. Similarly, we had experience with EBL’s platform, formats, and lending models, making them a good choice of eBook aggregator for an initial pilot.

Under YBP’s DDA model, MSU Library makes a large group of eBooks discoverable to our patrons but only pays for a title if and when a patron elects to borrow it. Pricing, loan lengths, and purchasing are covered in the the Results section below. The initial step is to develop a “consideration pool” of titles based on MSU Library’s existing subject and publisher profile. Titles already owned by the library in print or electronic format are automatically excluded from the consideration pool. The pool is further refined by excluding titles published before a certain date (2011) or above a price threshold ($300). With our initial DDA profile parameters defined, the next step was to load MARC records for the consideration pool titles into our library catalog, making them discoverable to our patrons.

**Establishing DDA in Our Catalog**

MSU library was afforded the opportunity to review the DDA eBook records prior to loading to achieve quality control. YBP automatically adds our EZ-proxy string to the 856 $u directly in front of the resource URL and the note (856 $z) we use to identify the applicable library. There are ten libraries sharing our SirsiDynix Symphony ILS, several of which are also experimenting with DDA eBooks. This results in multiple libraries with holdings attached to a record, and therefore multiple URLs (856s) appear in the record.

When a file of DDA eBooks becomes available, Collection Development retrieves the file(s) from the vendor, saves it to a shared drive and then notifies RDMS that the file is available. RDMS opens the file in MarcEdit and makes any further changes. For example, a 949 is added using codes that automatically populate the location and item type fields. A code identifying the library and vendor is also added to the “Item Category 3” field. This is to provide a match point for deleting the DDA items for any given library, without affecting other libraries’ access. This deleting process is still being fine-tuned, however.

Once the records are edited they are loaded into the catalog. Files for new records are added weekly and once a month we receive a file of records to delete. Currently, if more than one library has holdings on a record, it is necessary to delete the titles
individually. We are working towards a process to allow batch deletes, but we haven’t achieved that yet. The delete files have records that are greatly abbreviated as compared to the full “consideration” records. This can make matching up the title in the catalog with the one to be deleted a bit more challenging. If MSU Library is the only library with access to all of the records in a delete file, we are able to “load” the file using our bibliographic loading report and have the record deleted. To do this the 001 field must match identically what was in the original full record, and the LDR field, position 05 must be marked as d.

When a purchase is triggered or a title is purchased outright, RDMS will change the Item Category 3 code to reflect the purchase and prevent the record from being removed if we wish to delete all the consideration records at one time.

The Results So Far: Activity and Expenditures

As described above, a DDA program works by making a pool of eBooks discoverable by patrons; the library then agrees to pay only for those titles that a patron elects to borrow after a free five-minute browse session. MSU Library allows patrons to select from three different lengths: one, seven, or fourteen days. The price the library pays for these “short-term loans” varies from five to twenty-five percent of the purchase price, depending on the loan length and the publisher. MSU Library also elected to automatically purchase any title with three short-term loans. We also chose to purchase outright any title that a patron specifically requested through our existing purchase request methods, thus bypassing the additional cost of short-term loans against a title we knew would see activity.

Table 1 shows the results of our DDA pilot from the launch of our pilot in November 2013 through the end of our fiscal year in June 2014. Important highlights from these results include:

- Through the DDA program, MSU Library made 12,980 unique eBook titles available to our patrons.
- The majority of titles (12,707, or 97.89%) saw no loan activity.
- The average price for an individual short-term loan was $17.94, or 13.54% of the average price for an outright purchase of an eBook ($132.48).
- The average spent per title (incorporating the cost of multiple short-term loans against a single title) was $57.16, or 43.15% of the average price for an outright purchase.
Table 1: Browse sessions, loans, purchase activity, and expenditures for MSU Library DDA titles, November 2013 through June 2014.

<table>
<thead>
<tr>
<th>PURCHASE TYPE</th>
<th>TITLES WITH LOAN ACTIVITY</th>
<th>TOTAL SPENT</th>
<th>AVERAGE SPENT PER PURCHASE TYPE</th>
<th>AVERAGE SPENT PER TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO PURCHASE</td>
<td>9</td>
<td>$928.40</td>
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<td>$160.31</td>
</tr>
<tr>
<td>NO PURCHASE ACTIVITY</td>
<td>12,707</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12,980</td>
<td>$13,551.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An important component of MSU Library’s DDA pilot was its integration with existing monographic purchasing processes. Using YBP’s GOBI interface, MSU Library liaisons receive notifications of new and forthcoming publications in specific subject areas. Our Collection Development Department then reviews and orders these titles in print. As part of the DDA pilot, MSU Library elected to track – but not order – liaison-recommended titles that were included in the DDA program. Of 485 total titles that liaisons recommended for our collection, the majority (450 or 92.78%) saw no loan activity. We purchased 18 recommended eBooks outright and saw 16 short-term loans resulting in 1 auto purchase of recommended titles. This is not to denigrate the important role that our subject liaisons serve in identifying important information resources; rather, it is to highlight the difficult tasks of predicting patron engagement with individual titles while operating within budgetary and space constraints.

Figure 1 shows the number of loans per title for titles that were borrowed by patrons under the DDA program. The majority of borrowed titles (174, 81%) only saw one loan during the initial pilot period. Combined with the overall low borrowing rate from the DDA Consideration Pool – 12,707, or 97.89%, of DDA titles saw no loan activity) – MSU Library sees the pattern of DDA loan activity as consistent with our declining print circulation. It remains a challenge to predict and acquire those materials which meet both the specific needs of individual patrons and the broad-spectrum needs of our community of patrons. DDA provides an opportunity to pay at the time of need and for the amount of need.
Conclusion: Communication, Flexibility, and Learning as We Go

eBooks continue to be an interesting challenge to librarians, adding the complexities of mutable formats, platforms, and licensing models to the individualized attention inherent to procuring monographic materials. At MSU Library, demand-driven acquisition of eBooks is one means of providing our patrons with access to a large monographic collection without paying for titles that never circulate. Reflecting on our experience reveals aspects of the program that work well, including:

- Communication: Our Collection Development and Resource Description and Metadata Services departments communicate openly, resulting in a strong and positive working relationship. This has been crucial as we established and refined DDA procedures.
- Integration: The tools provided by YBP and EBL, including automatic selection of titles and notification of DDA activity, have made it much easier to manage the content we are providing through the pilot. Additionally, the process for loading MARC records has become streamlined and works quite smoothly.
- Flexibility: The ability to remove individual titles from the DDA program and purchase them outright in either print or electronic formats allows us to respond to patron requests and format preferences.

Additionally, challenges that we have faced include:

- Intercampus records: Deleting just one library’s holdings from a record is proving to be more difficult than initially thought. We will continue to experiment in hope that a solution is realized.
• Record quality: An issue about subject headings not having active links within the public catalog was raised by reference librarians. After investigation it was determined that there are 650 \4 in some records, rather than 650 \0 (Library of Congress Subject Heading). The 2nd indicator of 4 (source not specified) will not show up as a hyperlinked field, while a field coded with the 2nd indicator of 0 will be hyperlinked. This has required us to spend a bit more time during the editing process to ensure that the subject headings fields have legitimate LC headings and that they are coded properly.

• Format preferences: The same integration with existing acquisitions that has worked well for our pilot also required us to consider format preferences. In a few instances, patrons expressed a strong preference for print books. In response, MSU Library now directly asks for format preference when a patron requests a title that is part of the DDA program. We also have refined our DDA profile with YBP to exclude subject areas where print is the preferred format (e.g., art, architecture, photography, and other pictorial works).

MSU Library will continue to evaluate the usage, cost, and workflows for our electronic DDA program. We are considering including additional eBook aggregators, but this requires that we evaluate their platforms, patron experience, and pricing models. Following the initial evaluation period for MSU Library’s DDA pilot, EBook Library (EBL) announced that multiple publishers raised the percentage paid for a short-term loan. MSU Library is considering publisher exclusion based on these price increases. We will continue to look for ways to improve the loading of catalog records. Overall, the program has been a success in that it invites us to refine our eBook collection and discovery policies within the context of our broader monographic collections.
References


Amy Foster – is a tenured, Associate Professor at Montana State University in Bozeman. Ms. Foster holds a Bachelor of Science degree in Sociology from Montana State University and a Master of Science degree in Library Science from the University of North Texas. She has worked at MSU since 1999 and has been a librarian since 1993. Ms. Foster is the Head of the (recently renamed) Resource Description and Metadata Services department. Amy can be reached at amy.foster3@montana.edu.

Molly Arrandale – is a program manager in Collection Development at Montana State University Library. She coordinates the acquisition and management of the library’s ebook collections and holds a Masters in Public Administration from Montana State. Molly can be reached at mollyarrandale@montana.edu.

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Programs-to-Go: Easy Programming Across Generations

Jenny Grenfell, Timberland Regional Library System

Elizabeth Squires, Timberland Regional Library System

Keywords: programming, kits, community engagement, volunteers, crafts


Programs-To-Go is a programming vehicle that the Timberland Regional Library has been using for several years with great success. The idea originated with Timberland Youth Services Coordinator Ellen Duffy in 2001, from a program in Indianapolis. The first two kits developed were Giants and Camping, and the concept has taken off ever since. Each Program-To-Go kit is designed around a theme. The kit consists of a box (we use Rubbermaid tubs) that contains a program manual and all the materials needed to carry out the activities for the program. Thanks to the staffing at our Service Center (and volunteers!), it is possible for our kits to be stocked for 100 participants. And, while this is not the only factor that enables success, this format makes it possible for branches to carry out programming that they might not otherwise be able to accomplish due to time, staffing, or expertise.

The first kits were Family Programs-To-Go. These kits target a wide age range, with parental involvement encouraged. They are a mixture of stories, crafts, games and activities. Often these programs are offered in the evening (i.e. Fairy Tale Night at the Library) or other times when families are most likely to be able to come together. A free-flowing station approach is often used which allows families to drift from one activity to another as interests dictate. The program box contains books, realia, handouts, craft supplies, and any developed materials needed for the program. One example would be the African Safari Program to Go. This program is contained in two tubs. Its contents include:

- Program manual, which contains all craft and activity instructions as well as supplementary information and additional activities (supplies not included in tub).
- Books needed for the storytime
- Examples of several Africa-inspired crafts, and the supplies needed for those crafts
- Safari Photo Booth – a backdrop and costume pieces (including a pith helmet) to create a photo op for families
- “Binocular Safari”, including the animal pictures and a pair of binoculars
- Stick puppets to use with the book Anansi and the Moss-Covered Rock
- Musical instruments to accompany the book Honey...Honey... Lion!
- Call-and-Response with We’re Going on a Lion Hunt
- Safari Animals Feltboard
As the Family Programs became more popular, we began to develop ideas for school-age children. These were dubbed “Programs-To-Go”. An example of this type of program is “Secrets of the Underground” which focuses on various codes and ciphers.

Programs-To-Go are aimed at a school-age audience, without the expectation of parental involvement. In practice the Family Program Kits and the Teen programs are often used to fill this niche as well. The programs have a mix of stories, crafts, and games. They can be used in a “stations” approach, or in a more linear programmatic fashion depending on space, staffing and energy!

Timberland developed two youth book discussion programs, based on this same kit-to-go concept. Junior PageTurners is a book discussion group aimed at grades 1-3. These kits include 20 copies of the book, discussion questions, a manual explaining all crafts and activities in the kit as well as information about the book, author, illustrator, and any related information and additional activities. The kits are stocked with supplies for one or two main crafts, and any props needed for activities or games. Youth PageTurners is aimed at grades 4-6. These kits contain 15 copies of the book, a manual with discussion questions, information about the book and author, related information, and sometimes suggested games or activities. The materials for the crafts are not included in these kits, because in the initial design the emphasis was on the discussion questions-- the related activities developed later.

Teen programmers were the next to find the possibilities in this method of sharing programming. In the beginning the Teen Programs-To-Go were very specific, concentrating on programs most branches couldn’t offer independently. Dance Dance Revolution (when the program first came out) included the software and instructions about how to hook up the game using a laptop and computer we could borrow from our tech department. Guitar Hero quickly followed, as did Tie Dye for Teens. The manuals in these kits included information on how to carry out the program, and suggestions for related book displays. Since then, these programs have expanded in scope and now are a reflection of teen culture in the year they were created. Kits such as Bollywood and Steampunk Party (to name a couple) include several different activities, and are reminiscent of the School-Age kits, while clearly targeting an older age group. The manuals in these kits are more robust, including instructions not only for the activities supported by the tub contents, but related activities and lots of background information.

The newest facet of shared programming via Programs-to-Go is in the area of adult programming. The challenge is to adapt the design used by Youth Services to work with older audiences. So far kits have been developed involving a 3-D Copier, yarn
arts, and a program for use with older adults on Remembering, which contains activities, games, and props to encourage memory strengthening and discussion among participants. We were able to purchase the Remembering components through a third-party vendor, Bi-Folkal Productions. However, ideas and resources for similar programs can be found in sources such as periodicals (Good Old Days or Reminisce) or even through brainstorming with others.

Since the shared programming via Programs-to-Go is more in its infancy in the adult realm, we are continuing to develop ideas that we can share throughout our district.

How are these kits built? Sometimes, as in case of Summer Reading, it is decided to create theme-specific kits at the family and teen levels. There is an annual allocation in the Youth Services budget for the creation of a certain number of Programs-To-Go (any level) and PageTurner kits in order to keep the options fresh. In all these scenarios, people with an idea that seems like a good kit are encouraged to run with it. The idea can be anything, some like to build kits around topics, titles, or activities that kids might not usually encounter or get to spend time with. Versatility is important in these kits – will they be of interest to others, and is there sufficient variety to pull in all sort of participants?

The next step is to find activities for the kit. This is an opportunity to pull together ideas from multiple resources (books, web, etc.). Often the kit will "build itself" during this phase. Timberland orders the books and any supplies centrally, even the special stuff (such as a tuning fork and metronome for the Music Program-to-Go, or craft supplies). In order to figure out what will work for your situation some questions may be helpful: Will your kit be stocked for participants? Will you include craft supplies, or just realia? Establishing parameters that work for your library system or group of libraries will make it easier for others to create programs-to-go as well.

One of our county groups decided to have each library create a storytime, then they shared these among themselves and immediately had 5 storytimes! The Programs-To-Go can work in a similar manner. In Timberland, the kit designer is responsible for creating the manual, which includes table of contents, craft instructions, background information lists of resources, etc. This person is also responsible for pulling together the materials to stock the kit (100 participants in our case), and labeling all the parts.

Once the creator has finished putting the Program-to-Go together, it is sent to our Youth Services Coordinator for a final review and accessioning. The electronic description is added to the staff website (Sharepoint). Kits are sunsetted after they have outlived their usefulness as indicated by lack of use. Giants was just retired this year, after 13 years, while Camping is still going strong at the same age. Live Clue
never saw too much use and was retired after a few years, and Japan Culture Club only lasted a couple years. As a developer of several kits I would say that you just never know! Sometimes kits are raided for parts for a newer program, and sometimes they get a facelift. This year the program “Bump in the Night” from the mystery-related Summer Reading Program a couple years back found new life as “Timberland CSI” for this year’s science theme.

This concept is extremely flexible – not only can it be used for large thematic programs, it can also serve as a way of circulating specific crafts. This summer we had a tub with the example, instructions, and supplies to create Thaumatrope to accompany our Summer at the Library programming. The Mother Goose (and What’s the Big Idea) programs out of the Vermont Center for the Book lend themselves well to this format. Several “Science Play” and “Discovery Centers” have been built into “to-go” kits from that content. This past summer it was a great way to circulate a collection of science experiments libraries could do with kids. Four identical Science Experiments-To-Go tubs were created and were constantly in demand!

How will you make this idea work for you? The possibilities are endless! This is a powerful tool for sharing programming and expanding the programming potential of libraries. If you have any questions or want more information, please don't hesitate to contact us!

How will you make this idea work for you? The possibilities are endless! This is a powerful tool for sharing programming and expanding the programming potential of libraries. If you have any questions or want more information, please don't hesitate to contact us!

Happy programming!!

**Jenny Grenfell** is the manager of the North Mason Timberland Library. Her background is in youth services, both in libraries and in school settings. Jenny has created thirteen Programs-to-Go for youth programming at a variety of ages, and enjoys the collaborative nature of these programs. Jenny can be reached at jgrenfell@trl.org

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This work is licensed under a Creative Commons Attribution 4.0 International License.
What will the future of professional development for library workers look like? Will it all be online? What will conferences be like? Who will be presenting ideas and who will be the audience? Questions like these hold philosophical interest for us as library professionals, but held immediate relevance for me as the Vice President of PNLA in 2009 as Mary Lou Mires and I planned for the centennial conference of our organization. That conference was very successful both for the association and in spurring my research interest in the topic, which culminated in the publication of my edited monograph, *Revolutionizing the Development of Library and Information Professionals: Planning for the Future* by IGI-Global in 2014, which contained contributed chapters from myself and 17 other authors who explored questions about best practices and the future of professional development.

From April 2013 to August 2014, I presented information and findings from my book to various audiences in the Pacific Northwest: at the Montana Library Association’s annual conference in 2013, at the Alberta Library Conference in 2014, and most recently at the PNLA Conference in Helena. Each audience offered interesting questions and thoughts as I presented my research findings and asked them to share their impressions from their experiences and perspectives.

My presentation was structured to allow for maximum audience participation in what was essentially a research presentation. I used my library’s set of iClickers to survey each audience, following the survey I had distributed to 1000 library workers across the U.S. and Canada that had formed the foundation of my personal contributions to the book. Though my initial survey results lacked statistical validity due to a low response rate, I discovered through my tour of the region that the results held true. My audience members’ thoughts generally matched up with the findings I had produced. I will discuss some exceptions and interesting responses below.

Going into this research, I assumed that there would be a documentable shift toward online training opportunities as technology improved and budgets declined. However, this was not and continues to not be the case. The majority of my survey respondents preferred face to face learning experiences, this was especially true for the audiences of my face to face conference presentations.
This was a huge discussion point after each of my presentations as individual attendees shared why online learning modes did not work well for them. There is a lot of passion out there for face to face meetings. This was especially noteworthy at the PNLA conference presentation.

Another area that was markedly different between the face to face attendees and my survey respondents was that my conference audiences tended to be more involved in conference planning, presenting, and volunteering within associations. This makes sense, they were physically at a conference hearing my presentation.

The discussion about how involved the average library worker was in conference organization and presentation led to a conversation about barriers in conference attendance both in my written research and in all three conference presentations. The ideas of both finances and managers being gatekeepers in professional development came up in the PNLA discussion more so than the other conferences at which I presented. I found that the Alberta models of funding conference attendance seemed to vary from the mostly American audiences I had spoken with, they had more fully-funded attendees and fewer attendees paying their own way. All audiences recognized that lower level employees are often shut out financially from attending professional development opportunities and voiced a desire to change this. This often led into further discussion about online learning experiences as a potential leveling device.

In addition to the iClickers, I also distributed notecards to capture my audience’s response to the same open-ended questions I had asked in my initial survey. The first question asked attendees to share why they were attending this particular professional development opportunity—the conference that I was presenting at. I asked this at the start of my presentation. Answers almost universally focused on the learning and networking aspects of the conference. In Alberta, a small but significant number of respondents said they were at the conference to present their own sessions. This was not a response I received from any of the other groups.

The second question asked attendees to describe their best professional development experience. I asked this question about a third of the way into my presentation and the timing may have thrown off the answers, since most people put down traits of good professional development that I had mentioned or did not answer the question at all. However, I got back some very interesting and useful responses that depicted experiences that had mattered to attendees and the reasons why. Most mentioned specific conferences, but a few talked about mentorship arrangements or internal
trainings that had made a personal difference in their workplace. Two people mentioned my conference sessions as particularly useful for their professional development.

I also discussed unconferences and other less-structured events at each presentation. A small but significant portion of each audience had some experience with these events and was universally in favor of them as a lower cost and more interactive way to learn and share information. Most of the time this conversation item would evolve into a discussion on how to best plan internally for professional development and have employees share the outcomes of their own learning experiences.

One interesting note about differences in the conference presentation audience makeup, is that in Alberta a large number of trustees attend the annual conference. This is mostly community-funded and encouraged by the library staff in order for trustees to more fully understand the library’s role in the community and its work. This is a brilliant idea that we should work to encourage in the U.S. As a library trustee myself, I know the focus of community funding is often less on trustee attendance and more on facilitating library staff’s attendance. While this is important, I like the idea of well-informed trustees and see clear benefits as well.

The conclusions of my personal research for my book rang true through my conference experiences. A successful conference for library workers has the following elements:

- Quality content targeted at specific job responsibilities of library workers;
- Low costs in terms of time and location;
- Face to face networking opportunities.

I enjoyed the chance these presentations offered to see more successful professional development opportunities in action and to participate in my own way throughout the region, and look forward to sharing future research on the topic of professional development.

**Bibliography**

Samantha Hines received her MS in Library and Information Science from the University of Illinois Urbana-Champaign in 2003. In 2004 she was hired as the Social Science Librarian by the Mansfield Library at the University of Montana Missoula and is currently Head Librarian for Missoula College campus library of the University of Montana. She writes and presents widely on issues of online library services, information literacy instruction, and library middle management, and is the author of Productivity for Librarians (2010, Chandos), and Revolutionizing the Development of Library and Information Science Professionals (2014, IGI- Global). Samantha can be reached at samantha.hines@umontana.edu.

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Empowering Your Patrons with Online Government Information from Federal Depository Libraries

Justin Otto, Associate Professor, Social Sciences Librarian, Eastern Washington University, Cheney, WA

Keywords: Federal Depository, government documents, regional, GPO, search


Introduction

This article, which was originally given as a presentation at the 2014 PNLA Conference, focuses on building awareness amongst all kinds of libraries that they can use services from the Federal Depository Library Program to access government information electronically. The topics discussed include The Federal Digital System (FDSys), the Catalog of U.S. Government Publications, metasearching from the Government Printing Office, digital authentication of government PDF's, and how you don’t have to be a depository library to have links to government information in your collection.

What is a Federal Depository Library?

Federal Depository Libraries, or FDL’s, are libraries that participate in the Federal Depository Library Program (FDLP), which is administered by the United States Government Printing Office (GPO). All kinds of libraries, including public, academic, law, and state libraries are FDL’s. As participants in the FDLP, libraries receive a variety of materials from the government. In exchange for these documents, the library agrees to provide, to the general public, both free and unfettered access to government information and assistance in accessing and understanding it. Figure 1 gives some examples of what you will find at a Federal Depository Library (see Figure 1).
There are about 1200 FDL’s across the United States. Every state has a Regional Depository, which is an FDL that receives and preserves a copy of every document that is a part of the program. The rest of the libraries in the FDLP are Selective Depositories, which make collection development decisions about which kinds of materials they want to receive from GPO. It should be noted that there are a few states that do not have a Regional FDL, in which case the Regional in another state acts as their Regional. The Washington State Library, for example, is the Regional Depository for both Washington and Alaska. Figures 2 through 5 show the Regional and Selective Depository Libraries in the four U.S. States within the Pacific Northwest Library Association region (see Figures 2, 3, 4, and 5).
Figure 3: Federal Depository Libraries in Idaho. Regional Depository is in **bold**

- Boise Public Library
- Boise State University
- College of Idaho
- Idaho State University
- Idaho Supreme Court
- Lewis-Clark State College
- Northwest Nazarene University
- University of Idaho College of Law
- **University of Idaho***

Figure 4: Federal Depository Libraries in Montana. Regional Depository is in **bold**

- Aaniiih Nakoda College
- Carroll College
- Fort Peck Community College
- Montana State Library
- Montana State University, Billings
- Montana State University, Bozeman
- **Montana State University-Northern***
- Montana Tech of the University of Montana
- Salish Kootenai College
- State Law Library of Montana
- **University of Montana***
- University of Montana Law Library
The Federal Government is very good at making government information available through the internet, and a growing portion of the information available at Federal Depository Libraries is also available via the web. This means that it is now possible for any library to provide access to government information. The services and knowledge found at an FDL are becoming increasingly important as government information becomes more readily available, because even though anyone can stumble across a government document on the web, the librarians at FDL’s provide description, context, and interpretation of what these documents are and what they mean. But FDL’s don’t just provide service to the public. They will provide assistance and share their knowledge with other libraries who would like to promote access to electronic government information as a service to their patrons.

**Adding Electronic Federal Documents to Your Collection with PURLs**

One of the simplest ways to add electronic government information to your library’s collection is through the Government Printing Office’s PURL (persistent URL) service. GPO maintains a PURL server with an extensive list of URL’s to government documents. The actual URL, or web link, to a government document can change if the website or database where it resides changes, but the PURL from GPO will not change. As long as you have the PURL, when you click on it, it will resolve through GPO’s PURL server and take you to the document regardless of what the actual web address of the document is.

GPO’s PURL service is designed to allow Federal Depositories to reliably provide access to electronic documents though their library catalogs because electronic government documents are considered part of the FL’s collection and therefor have item records in the catalog. Any library can find the PURL for an electronic document by searching the catalog of an FDL. That PURL can then be used by the library to provide reliable access
to that specific document. Figures 6 and 7 illustrate this through the example of *The 9/11 Commission* report. By searching the catalog of an FDL, in this case Eastern Washington University, you can obtain the PURL for the report. The PURL will then take you to the web location where GPO keeps the PDF of the report (see Figures 6 and 7).

![Electronic Report from an FDL](image)

**Figure 6:** Catalog record for *The 9/11 Commission* report, including PURL from GPO. PURL URL: [http://purl.access.gpo.gov/GPO/LPS51934](http://purl.access.gpo.gov/GPO/LPS51934)

![GPO Resolves PURL](image)

**Figure 7:** *The 9/11 Commission* report, provided by GPO, with actual URL to the document: [http://www.gpo.gov/fdsys/search/pagedetails.action?granuleId=&packageId=GPO-911REPORT&fromBrowse=true](http://www.gpo.gov/fdsys/search/pagedetails.action?granuleId=&packageId=GPO-911REPORT&fromBrowse=true)
**FDSys – The Federal Digital System**

*FDSys* ([www.gpo.gov/fdsys](http://www.gpo.gov/fdsys)) doesn’t have the greatest name, but it is GPO’s primary system for providing electronic access to government publications and it is a very helpful tool. It preserves and provides access to documents and publications from the legislative, executive, and judicial branches of the U.S. Federal Government. FDsys allows you to access metadata in different schema and download documents and publications in multiple file formats. Three ways to access documents in FDSys are to browse, search, or retrieve documents by citation.

**Browse FDSys**

FDSys provides the ability to browse in various ways, such as by collection, by date, or by the government agencies that author the government documents and publications. Figure 8 provides greater detail, with examples, of the browsing options available in FDSys (see Figure 8).

![Browse FDSys](image)

**Figure 8: Browse options in FDSys**

Figures 9 through 13 illustrate the process, from start to finish, of using the browse functionality in FDSys to retrieve the official PDF of a law. The example used is the *Patient Protection and Affordable Care Act*, more commonly known as the “Affordable Care Act” or “Obamacare” (see Figures 9, 10, 11, 12, and 13).
Figure 9: Browsing FDSys step 1 – use the Browse All link to see all browsable collections in FDSys

Figure 10: Browsing FDSys step 2 – choose a collection to browse (in this case Public and Private Laws)
Figure 11: Browsing FDSys step 3 – navigate to the specific document of interest (in this case the Affordable Care Act)

Figure 12: Browsing FDSys step 4 – the downloadable file formats and metadata for the specific document of interest (in this case the Affordable Care Act)
Figure 13: Browsing FDSys step 5 – the pdf of the document of interest (in this case the Affordable Care Act) Note: documents can be large – the Affordable Care Act is 906 pages long

Search FDSys

In addition to its browsing functionality, FDSys includes simple, advanced, and citation searching functions with the default being a simple search through the search box located centrally on the FDSys homepage (see Figure 14). Figure 15 provides greater detail on the search functionality of FDSys (see Figure 15).

Figure 14: The FDSys simple search box with Advanced and Citation search options
The FDSys simple search retrieves results based on a keyword search of the collections in FDSys. Figure 16 illustrates the results of a simple search for the keyword phrase “war on drugs”. Note the options to narrow the search results by a number of criteria including Collection, Date Published, and Government Author (see Figure 16).

The FDSys advanced search provides a number of options for searching by specific collection, date, etc. Figure 17 provides an illustration of the advanced search options through the example of a search for the keyword “pollution” within the Congressional Committee Prints, Congressional Documents, Congressional Hearings, and Congressional Reports collections (see Figure 17).
Retrieve by Citation in FDSys

Patrons will sometimes have the citation for a law, regulation, etc. and they just need assistance in obtaining the document from a reliable government source. FDSys makes this easy through its Retrieve by Citation functionality. In this functionality, once you choose a collection, like the Weekly Compilation of Presidential Documents, FDSys populates other relevant menus for that collection to help facilitate the retrieval of the desired document by citation. Figure 18 illustrates the search by citation functionality for a specific page in the Weekly Compilation of Presidential Documents (WCPD), while Figure 19 shows the retrieved page from the WCPD (see Figures 18 and 19).
Figure 18: *Retrieve by Citation* functionality in FDSys

Figure 19: *Weekly Compilation of Presidential Documents* document retrieved through FDSys *Retrieve by Citation* functionality
Citations can be a very helpful way to use FDSys, especially for retrieving laws. Take the Patient Protection and Affordable Care Act, for example. If you search FDSys for that name, or for “Obamacare”, you will retrieve a large number of results from congressional hearings, reports, etc., and it may be difficult to know which result is the actual law. But if you have the citation for the law, FDSys can take you directly to it. To continue with the Affordable Care Act example, that law is Public Law 111-148 (P.L. 111-148) and it is also in the United States Statutes at Large as 124 Stat. 119. By using the citation appropriate to the collection you can easily find the pdf of the Patient Protection and Affordable Care Act in FDSys.

**Digital Signatures in FDSys**

Referring to Figure 19 again, you might notice that it has the logo of an eagle in the upper left-hand corner (see Figure 19). This is a digital authentication signature attached to the pdf that verifies that the pdf was created by the Government Printing Office and is an official, unaltered copy of the government document. Figure 20 provides a better look at the digital signature logo (see Figure 20).

![Digital Signature Logo](image)

Figure 20: Digital authentication signature found on document retrieved from FDSys

If the pdf of the government document is altered, the digital signature will disappear. There are a number of documents in FDSys that do not have the digital signature feature, but for those that do, it provides a level of assurance for the patron that can be important when working with things like laws and federal regulations.

**Catalog of U.S. Government Publications and Metasearching from GPO**

In addition to FDSys, another helpful online tool for locating government information is the Catalog of U.S. Government Publications, or CGP (http://catalog.gpo.gov/). The CGP is basically an online library catalog covering government documents issued by all three branches of government from 1976 to the present. It contains descriptive records for historical and current publications and direct links to online versions of those publications if online versions exist from the government. Figure 21 shows the homepage of the CGP in which a simple search is about to be conducted for the keywords “trout” and “stream” (see Figure 21).
Figure 21: Homepage of the Catalog of U.S. Government Publications

Figure 22 illustrates the search results from the keyword search for “trout” and “stream”. The results include environmental studies and maps from the federal government. The first page of results shows that the dates of the items located with the CGP go back to the early 1980’s. If you want to obtain a document located through the CGP for which there is no electronic copy, you can contact the nearest Federal Depository Library or just do a traditional Interlibrary Loan request (see Figure 22).

Figure 22: Search results from the Catalog of U.S. Government Publications
Metasearch from GPO

The documents and publications within the purview of the Federal Depository Library Program make up only a portion of the government information that is available online. There is a wealth of information residing in government websites that is not included in FDSys or sent in tangible form to FDL’s. A very helpful tool in this regard is the federated searching, or “metasearching” functionality provided by GPO. GPO’s metasearch employs the MetaLib federated search system. The link to begin a metasearch is located on the homepage of the CGP (see Figure 23), and although it is not the most obvious feature on the page, if you know it’s there you have access to a very helpful tool for locating government information on the web. It is also available directly at http://metalib.gpo.gov.

![Figure 23: Metasearch link (MetaLib) on the CGP homepage](image)

Once in the GPO MetaLib functionality, the user is presented with the choice to search across “GPO Resources”, which includes the CGP and FDSys, or “General Resources”, which searches across a wide variety of government websites and databases, including FDSys (see Figure 24). If you access the A-Z Resource List located at the top of the MetaLib start page (see Figure 24), one can get a sense of the breadth and depth of the government resources being searched by GPO’s MetaLib. Figure 25 shows the resources searched by MetaLib that begin with “F”. The list includes resources from the FBI, the Federal Reserve, and of course, FDSys from GPO (see Figure 25). Another example is the “W” list (see Figure 26). While the “W’s” only contain one resource, it is the Water Resources of the United States website from the U.S. Geological Survey (see Figure 27). Through that website GPO MetaLib is searching data sets and other kinds of materials in addition to documents and publications.
Figure 24: Metasearch options from GPO

Figure 25: Example of resources searched by GPO MetaLib
GPO MetaLib also includes advanced search functionality with the ability to search subsets of the “General Resources” by category. As an example, Figure 28 shows the advanced search page. A search is about to be conducted for the keyword “water”, with the search limited to resources within the “Environment” category (see Figure 28). Figure 29 depicts the results of the search, which includes results from FDSys, the CGP, and in this case OSTI, the U.S. Department of Energy’s Office of Scientific and Technical Information (see Figure 29).
There is a wide variety of tools from the Federal Depository Library Program that you can utilize to help your patrons access online government information. While they are all designed to make information accessible to and by the public, people (including librarians) are not always aware of them or their features. Government documents specialists at Federal Depository Libraries can help, but tools such as FDSys and the
CGP are open to everyone. Libraries of all kinds can use services from the Federal Depository Library Program to empower their patrons with electronic government information.

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Wednesday, August 13, 2014

8:00 a.m. – 12:00 p.m.  PNLA Board Meeting

Pre-conferences

1:00 – 2:30 p.m.

Boost Your Early Literacy Efforts - Stephanie Bailey-White & Karen Yother

Your neighbors in Idaho are excited to share how they’ve been advancing early literacy statewide and at the local level. Hear about programs that are working in small and larger libraries, get resources you can take back and adapt, and discuss how we might be able to work more effectively across state and country lines to ensure more children enter school with the skills they need to do well in life.

In for the Long Haul: Mining the Past to Create Successful Libraries Now and in the Future - Sarah Head & Cheryl Stenstrom

How can we mine the past to create a more successful and stable future for public libraries? In this session, learn what you can do as a new librarian to take advocacy theory into practice. The focus on will be on examining past advocacy efforts and their effectiveness, as well as considering what new techniques you should add to your toolkit. Emerging leaders can lay the ground work to build influence when they’re just starting out, and help ensure the success of their library over the long term through established relationships with decision makers.

2:45 – 4:15 p.m.

Reading the Region 2013/2014 - Jan Zauha and state/provincial panelists

Join members of the PNLA Board and others for a rapid round of book talks featuring award winning titles for 2013-2014 from Alaska, Alberta, British Columbia, Idaho, Montana, and Washington. Books for all ages and interests will be previewed and displayed. Award programs and reading initiatives from throughout the region will be highlighted.

Programs- to- Go: Easy Programming Across Generations - Elizabeth Squires & Jenny Grenfell

Programs-to-Go are a great way to share successful programming ideas with an entire network of peers! A program is developed around a topic or theme. Typically circulated in a tub, they contain program manuals, special materials, and supplies for the crafts and activities involved. Everything you need to put on the program is in the box! We will explore ideas for programs with youth, and with older adults. Learn how you can harness the talent in your library or system to benefit everyone!
5:00 – 6:45 p.m. Opening/Vendor reception with Wilbur Rehmann Jazz Quintet, appetizers & cash bar (sponsored by Missoula Public Library)

7:00 p.m. Dine Around Helena – Find suggestions for restaurants and sign up when you arrive.

5:00 p.m. – 9:00 p.m. Alive @ Five (free weekly downtown summer concert series on Wednesdays)

Thursday, August 14, 2014

8:00 – 9:30 a.m. Welcome & Keynote Breakfast - Unshelved by Ambaum & Barnes present “Surviving the Public”

9:30 – 10:00 a.m. Break with Vendors – Silent Auction opens

10:00 – 11:00 a.m. Breakout Session 1

Adding Demand Driven Acquisition of e-books to Your Library’s Offerings - Amy Foster & Molly Arrandale

Demand Driven Acquisition (DDA) of e-books is becoming a widely used option for libraries looking to make the most of their budgets. The presenters will address the experience MSU Library had implementing DDA from beginning to end: from the decision to offer DDA e-books and setting up the program with the vendor to providing access via the catalog and what happens when a purchase is triggered.

What’s the Story? Current Research Children e-books - Andrew Smith

This presentation looks at current research on children and e-books. How do e-books fit into our libraries and our programs? How do we use them for storytelling? How can we work with titles published in both print and electronic formats? Are we seeing more reading with e-books or less? Is this a format children like and to which they respond? How much research is there, and what does it say? Can we use new formats to illuminate older programs? Can our older techniques improve the use of e-book?

Jim Lynch, Laura Kalpakian, and Nancy Pearl: How Three Authors Use Libraries to Mine Information for Their Work - Linda Lambert

Jim Lynch used the Washington State Library special collection of resources and memorabilia for Truth Like the Sun (2012), his novel about the Seattle world’s Fair. Novelist Laura Kalpakian, who relied heavily on libraries for past projects like Cosette, is currently using ILL for the first memoir she’s ever written, focusing on her family’s experience of the Armenian genocide in 1915. And Nancy Pearl, well, she practically IS a library.

Graphic Novels from the Inside - The Unshelved Guys

Gene loves comics, and in this program he shows us some of the reasons why, showing moments that demonstrate the unique power of this amazing medium.
**Digital Public Library of America - Jennifer Birnel**

The Digital Public Library of America was launched in April 2013 and since then has grown from 2.4 million records to 5.6 million records by January 2014. The DPLA strives to contain the full breadth of human expression, from the written word, to works of art and culture, to records of America's heritage, to the efforts and data of science. Tour this amazing website and learn how to use it and how to share it with your library patrons. Bring your own device to view the pages during the presentation.

**11:15 a.m. – 1:15 p.m. Membership Luncheon with Montana authors Jon Axline & Ellen Baumler – Book signing afterward**

**1:30 – 2:30 p.m. Breakout Session 2**

*Teaching Information Literacy to Undergraduate Students: Reflecting on the Past, Present, and Future of Library Instruction - Conor Cote & Scott Juskiewicz*

The need to teach information literacy skills to undergraduate students is often framed as a 21st century concern, but debate over the value and practice of teaching this set of skills can be found as far back as the early 1900’s. In this session, we will look to the past, present and future to show that while library instruction has evolved, many central concerns remain unanswered. Examples will be taken from our experience co-teaching credited chemistry and writing courses, providing one-shot library instruction sessions, and giving individual consultations.

*Librarians as Censors? Internet Filtering Past, Present and Future - Judy Hart, Matt Beckstrom & Amy Cannata*

The filtering issue in libraries was decided when CIPA passed, right? Well, maybe not. The outcome of a court case in Washington set a precedent that could affect other U.S. libraries and place librarians in the role of Internet censors. Join us for a review of filtering history and a discussion about the ramifications of new legal cases.

*Seed Libraries in Sustainable Communities - Honore Bray, Annie Alger & Elizabeth Jonkel*

Creating a seed library in your community will promote sustainability. Explore gathering seeds, cataloging the seeds in the local system and distribution of the seeds through your library. Multi-type Libraries can serve their communities while helping them be sustainable by providing free seeds from your library. This is a growing service provided by over 200 libraries in the US. All you need is a space for a cabinet with drawers, a seed friends group and time.

*Disrupting the Past, Inventing the Future - Kim Crowley & Connie Behe*

Flathead County Library System disrupted conventional library mores to reinvent themselves as ImagineIF Libraries. How did they do it? And what have been the results of this shift in perspective? In this program we'll describe how work culture and branding are intricately intertwined. We'll tell you what it takes to fully embrace and adopt a new identity and way of doing things at your library.

*Gadgets & Gizmos Gold: Library Digital Devices - Jo Flick, Christie Briggs & Jezmynne Dene*

Libraries need to support patron’s use of digital devices to access library materials online, especially eBooks available for loan. There are an ever growing number of devices and a full range of experience and needs that come with the patrons who own them. How do libraries cope? One way that many libraries are addressing this issue is by having some of the most popular devices at the library for training of staff and patrons. In Montana, these kits have been dubbed 
“Technology Petting Zoos,” in Idaho, “Gizmo Garages.” This session will focus on different models for the use of devices in the library to support staff and patrons, including patrons with visual impairments.

2:30 – 3:00 p.m. Break with Vendors

3:00 – 4:00 p.m. Breakout Session 3

**Catching Their Attention: Slide Shows as Outreach - Elizabeth Ramsey**

Albertsons Library at Boise State University has found slide shows to be an essential and easy to manage component in its outreach efforts and branding strategy. The slide shows run continually on a TV monitor in the library lobby as well as on all the computers in the library labs. This presentation focuses on the strategies used in the selection of topics, images and text, presenting examples of some of the most popular slides used at Albertsons Libraries categorized under recommended best practices.

**Benefication of Business Information - Christy Goodnight**

Benefication is the treatment of mined materials to make it more concentrated or richer. With this in mind, we are going to take a look at business information to demystify it and make the information richer and more pertinent to your everyday life. Afraid of getting those questions about business information in your library? This session will benefit you! We will mine the databases from EBSCO and sources freely available from the internet.

**Lab at Library: STEM Programming - Holly Jackson**

STEM programming is crucial to creating critical thinkers and by forming community partnerships and creating STEM based programs we can increase the next generation of innovative individuals. These program don’t have to be extravagant either! There are simple, cost effective ways to convey STEM related concepts. Come gather some ideas of how to implement fun, hands on STEM programming for children, teens and adults in your libraries.

**Gems in Our Libraries: Mining Local Resources to Provide Quality Programs in Small Town Libraries - Erin Hollingsworth**

This program will look at some of the different programming options that are available to those of us living in small communities with limited library budgets. Examples of programs and partnerships from across the PNLA regions will be presented and participants will be encouraged to engage in a brainstorming session to share what they have learned from experiences in their own libraries.

**The Ideas of Isom: PNLA’s Founders Can Tell Us About Libraries Today - Penny Hummel**

A co-founder of PNLA and its third president from 1910-11, Mary Frances Isom (1865-1920) is one of the most remarkable librarians who ever worked in the Pacific Northwest. A trailblazer and visionary who led the Library Association of Portland to national acclaim from 1902-1920, Isom was a tireless advocate for a progressive vision of library service that still resonates today. Find out more about why Isom’s ideas still matter—and be inspired by her energy, enthusiasm and example.

4:15 - 5:30 p.m.

**Get On Board! – Helena Tour Train ($7.50), in front of hotel**
Corette Library Tour - Join us for walk across the beautiful Carroll College campus for a tour of the Corette Library

6:00 - 9:00 p.m. Corks & Cans at the Brewhouse with musical comedy with Shark Rodeo ($30.00)

Two drinks and splendiferous h'ors deuvres at the Brewhouse (easy walk from hotel)

Friday, August 15, 2014

8:00 – 9:30 a.m. Author Breakfast – Mystery Author Leslie Budewitz – book signing afterward.

9:30 – 10:00 a.m. Break with vendors

10:00 – 11:00 a.m. Breakout Session 1

Digitizing Past to Support Present: Expanding the Role of Institutional Repositories - Sam Meister, Megan Stark & Wendy Walker

Institutional Repositories are growing in academic libraries, encouraging exciting new directions for library collections and expanding the role of academic libraries as partners in the production and dissemination of research and creative scholarship. The Mansfield Library was approached by the university’s student governance body to digitize and provide increased access to their historic records. The research potential within these materials was clear, but it was especially engaging, and a new direction for the Library, to pursue a digitization project that included support of a campus group’s administrative and governance needs as a primary goal.

Ukrainian Libraries Past and Present: A Visiting Librarian’s Perspective - Amy Campbell

In 2011, a scholarship from Emporia State University afforded me and a few other classmates the opportunity to visit libraries in the Ukraine. I will share some history of that country and discuss how current Ukrainian librarianship grew from this history. Ukraine is undergoing another series of changes and we will discuss how hope for this country can still be found in a library.

IT for All! Bringing Microsoft IT Academy to the Masses - Elizabeth Iaukea

More than 50% of today’s jobs require some technology skills, and experts expect that percentage will increase to 77% in the next decade. Through online courses, The Microsoft IT Academy (ITA) provides industry-leading technology skills to help bridge the skills gap. In partnership with Microsoft, the Washington State Library provides the Microsoft ITA to state residents through local community and technical college, public, and tribal libraries. Representatives from the WA State Library and Microsoft share lessons learned and best practices for states considering jumping on the Microsoft ITA bandwagon to bring IT training to local communities.

Leadership Development: What We’ve Learned and Where We Are Headed - Mary DeWalt, Carmen Clark, Samantha Hines & Jan Zauha
PNLA Leads turns 13 this year and 164 library staff have participated in the five institutes offered to date. Join an interactive discussion about PNLA’s valuable professional development opportunity - past, present and future.

**Mining Early Literacy: The Very Ready Reading Program - Jan E.V.W. Hanson**

Longview Public Library has been able to pilot “The Very Ready Reading Program.” Our Strategic Planning meetings with the community revealed a need to expand our story times, yet our staff was already over-extended with the (very popular) story times and other youth events we already were doing. The solution? We adapted the research-based “Very Ready Reading Program” (by the World of Eric Carle & Demco/Upstart) to a 2 hour program using trained volunteers. Find out what worked, what didn’t, and how you could do it too!

11:15 - Auction ends, Vendors close

**11:15 a.m. – 12:15 p.m. Breakout Session 2**

**Moving to Metadata: A Brave New World for Catalogers - Amy Foster, Jodi Rasker & Rhonda Borland**

MSU Library’s Cataloging & Processing (C & P) team did not dive into metadata creation for digitized materials when the Digital and Web Services (DAWS) team began creating digital collections. DAWS team members handled this. With a new mandate from the Dean to increase digital production, DAWS realized that their metadata creation efforts would not scale to meet the demand. C & P eagerly jumped at the opportunity to participate in this activity. This presentation discusses how the transition began and has progressed. It will also speak to how this shift influenced the team to change its name.

**Back to School With the National Library of Medicine: Resources and Curriculum Materials for Kids’ Health and Wellness - Gail Kouame**

What do Harry Potter and the National Library of Medicine have in common? And what does this have to do with kids’ health? Come to this session and find out! The National Library of Medicine hosts a treasure trove of web-based information resources that include topics for kids and parents about health and wellness. They also host many different resources for students and teachers, including curriculum materials and activities that are “out of the box.” There’s something for kids of all ages!

**Future Modes of Professional Development - Samantha Hines**

From the presenter’s own research and from her recent book, come learn about what the future of professional development for library workers might look like, and share your ideas as well. Will it all be online? What will conferences be like? Who will be presenting ideas and who will be the audience? Mine ideas from the past to revolutionize the future!

**Old Homes Tell Great Stories: Century Homes Calgary and Calgary Public Library's Community Heritage and Family History Collection - Carolyn Ryder**

Libraries are increasingly looking at ways to collect, preserve and showcase stories of their communities, people and heritage. The Century Homes Calgary Project was an award-winning initiative celebrating heritage homes. Library staff developed strong partnerships with communities, city organizations, and heritage groups to encourage residents to learn more about their homes and heritage and promoted the library and its resources.

2:15 – 3:15 p.m. Breakout Session 3

**YRCA: Learn About Young Readers’ Choice Awards** - Jocie Wilson, YRCA Chair

Learn about the changes and improvements to YRCA. Suggestions welcome!

**Emotional Labor in Library: Developing Universal Strategies to Support Employees in the Workplace** - Garry Potter & Jan Zauha

Workplace stress is common in public service positions. Come explore the concept of “emotional labor” to better understand the stress placed on library staff in the trenches as they manage their emotions to meet employer demands and cope with patron expectations. This program examines emotional labor from the perspective of the library profession in Australia and the US, its impact on services and morale, and strategies that can be developed to support library staff engaged in it.

**Advocacy That Matters** - Lindsay McFarlane

What happens when you develop and implement a targeted advocacy plan for your library? Learn how small and rural public libraries in central Alberta are telling their story and raising both library awareness and support in their communities by leveraging their Plan of Service (strategic plan), local data and the resources available in The Library Effect toolkit, to create and implement an advocacy plan of action. Be inspired to get going on your own advocacy plan and reap the rewards!

**Building Makers: Idaho’s Statewide Approach** - Erica Compton & Sue Walker

Have you thought about implementing maker programs in your library? Idaho Commission for Libraries is supporting the implementation of makerspaces in eleven public libraries across the state. The project includes training on tools & technology, leveraging partnerships, involving community, and evaluating outcomes. The results include formal & stealth programming incorporating engineering, robotics, 3D printing & other STEAM topics to draw teens into these innovative programs and spaces! Come discover what Idaho is doing, what we are learning, and what’s next.

**Killing Dewey: Rethinking Physical Classification of Books** - Jezmynne Dene

Browsing bookstores is so easy, and so much fun. What if we did this in our libraries? How would a library make the changes? What would it look like in our catalog? How would the staff react? What impacts would such a change make to cataloging and purchasing? How would users react? Libraries are moving to different classification styles; attend this session to learn how one Idaho public library killed Dewey, and liked it!

3:30 – 4:30 p.m. Breakout Session 4

**Under the Crust: Raspberry Pi** - Jan E.V.W. Hanson

We have been awarded a Teen Tech Week Grant for $1000 from ALA/YALSA, to add five Raspberry Pi’s to our MakerPlace program. The program will briefly review the background to the grant, and then give hands on practicum in using Gimp, Scratch and other free, open source software.
Be an Exhibitionist! - Jennifer Ashby & Mary Neuman

Join us to learn about the challenges and successes of creating a museum quality exhibit, complete with programming, entertainers and a gala opening! In 2013, Asotin County Library hosted the Humanities WA Traveling Exhibit "Hope in Hard Times: Washington During the Great Depression." New partnerships were built and old ones strengthened through cooperative efforts that included creation of a local exhibit to complement the traveling exhibit.

Mining for Partnerships: Are You Ready to Dig? - Bretagne Byrd & Audra Green

Libraries, like health clinics and schools, are on the frontlines as communities change. We are often the first to notice a community shift, before lawmakers and policy makers are able to recognize these shifting needs, and we need to listen. This program focuses on going beyond our walls, identifying partnerships, making them, and keeping them. We will discuss developing outreach with community led approach, in partnership with library-led actions and policies. As librarians we both have hands on experience with unique partnerships that make our libraries, and our patrons, a more interactive part of the community.

Getting Down to Bedrock: Ethics and Library Services - Lauren McMullen

Beneath the shifting sands and unstable soils of these changing times, there’s a solid foundation of ethical principles that helps us navigate contemporary challenges and guides our design of library services for tomorrow. Things like equal access, intellectual freedom, privacy, transparency, fairness, respect, honesty, and more. In this interactive session we’ll re-visit and reaffirm those principles as they apply to librarianship and library service. We’ll practice ethical decision-making and work with real-life scenarios to learn how to address a variety of ethical dilemmas faced in libraries.

Empowering Your Patrons With Online Government Information from Federal Depository Libraries - Justin Otto

Two librarians from Eastern Washington University, a Federal Depository Library in Washington, will focus on how all kinds of libraries can use services from the Federal Depository Library Program to access government information electronically. Topics include: The Federal Digital System, an online gateway and digital repository for accessing Congressional information, Federal Regulations, etc.; Digitally authenticated PDFs that verify your information is from the government; You don’t have to be a Depository to have links to government information in your OPAC or website.

6:00 – 7:30 p.m. President’s Reception @ the Lewis & Clark Public Library Appetizers and drinks provided. (sponsored by the library)

Join the leaders in PNLA and the state and provincial leaders in celebrating libraries. Tours of the library available.

Saturday, August 16, 2014

8:30 – 10:00 a.m.
Historical Walking Tour
Nature Hike on Mt. Helena
9:00 a.m. – 1:00 p.m.
Farmer’s Market – Downtown Helena