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Welcome

“He who has a garden and a library wants for nothing.” –
Marcus Tullius Cicero

Happy July! Isn't that a great quote, especially for this month?

We are excited to welcome Staci Shaw to the Read to Me / Scoop team. Staci started her position as a projects coordinator in June. She has been busy been working with Peggy and Stephanie on many Read to Me projects and has been visiting a few area libraries to get to know you better. Read more about Staci in our profile below. She's looking forward to seeing many of you at the upcoming August 1 First Book and Every Child Ready to Read Orientation and at the ALSC Conference. We also hope to visit a few more summer reading programs and

other library events in the next few months. If we don't get the chance to visit you, please keep sending in your ideas and thoughts to [The Scoop!](#)



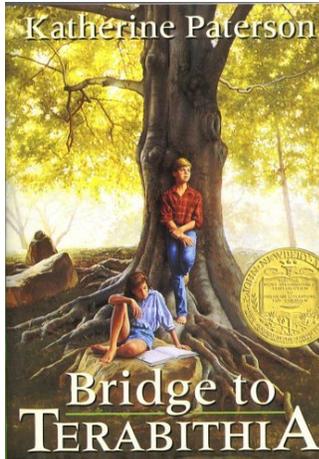
Meet Staci Shaw

Staci Shaw is the new Projects Coordinator at the Commission for Libraries, joining Peggy and Stephanie on the Read to Me team. Other than being a life-long patron, this is Staci's first professional experience in the library field. Her background is in education. She has a BA in Elementary Education and a MA in Education, Curriculum and Instruction, and she holds both an Idaho teaching certificate and a National Board of Professional Teaching Standards certificate. She taught in the classroom for thirteen years before becoming an instructional coach, and spent the last year working with learning disabled children. She has training and presentation experience on the local, state and national level, mostly in the area of Best Practices in instructional strategies.

"When I was in the classroom I taught children from 6 – 13 years of age, and when I worked with learning disabled children their ages ranged from 7- 15. I also have experience with preschool children through internships, partnerships, instructional coaching and volunteer/consulting work. The preschooler from whom I learn the most is my 4 ½ year old son, Jamison!" Staci said.

When asked about her biggest success and biggest challenge, she said helping to open ANSER Charter School in Boise was her biggest success. "As a founding team member, it was our vision to create a 'dream' school in which best practices in education, based on proven research, could be implemented and modeled within the community. While teaching at this school I was given the flexibility and creative license to plan authentic learning experiences for my students. The literacy-based educational program allowed me to use rich literature, rather than textbooks, to teach the content areas. The Boise Public Library! was an integral resource for our learning expeditions." Staci says her biggest challenge will be learning more about the library services provided throughout Idaho, and to determine how her educational experiences can be beneficial for librarians and youth services staff.

Even though she's only been on the job for less than a month, she could already state her favorite thing about her job. "When I walk into a library, I feel like a kid in a candy store! I am thrilled to have the opportunity to combine my educational background with my passion for reading and literacy." Staci said she is having a great time learning about all the components of Read to Me. She'll be involved with First Book, Every Child Ready to Read, Idaho Child Care Reads, Family Reading Week, Jumpstart, the new mini-grant projects, and Summer Reading.



Staci said she has so many favorite authors it would be a disservice to choose only one as her favorite. “Most of my favorites are in the young adult category, such as Creech, Patterson, Konisburg, Lowry, Hesse, Rowling, Sachar, Blume, Spinelli.... and so many more! In the picture book category, I like Cronin, Shannon, Munsch, Mayer, Seuss, Sendak... If I had to choose one book as a classic favorite, it would be *Bridge to Terabithia*. For me this book reminds me of that special time of childhood we enjoy before having to accept the reality of growing up -- the innocence, fantasy, creativity, simple friendship, acceptance and self-discovery. No matter how many times I read the story, I always cry!”

Staci read a wide variety of genres as an older child. “But what stands out in my memory the clearest are the original Nancy Drews. I was hooked on the stories and must have read almost all of them. I loved to stay up late and read, and I remember that “edge of your seat/fingernail biting/jump at every little sound outside the window” feeling when Nancy and the crew got close to solving the mystery! As a young child, I have fond memories of my mother reading the Hoban books to me- I really identified with Francis! I also remember my mother reading the Maj Lindman books to me (Flicka, Ricka and Dicka, and Snipp, Snapp and Snurr). The illustrations were fabulous! I am now collecting them and reading them to my son, who enjoys them as much as I did.”

More recently, she finished reading *The Kite Runner*, and plans to re-read *My Antonia!* next. “As a Nebraska native, I grew up with an appreciation for Cather (sort of a requisite in every high school English class). I also like to read light, humorous, curl-up-and-forget-about-your-day fiction, such Sophie Kinsella and Evanovich’s Stephanie Plum series (who will it be, Morelli or Ranger?).”

When Staci is not reading she enjoys reading. “I also like hanging out with my husband and son. We like biking, camping, hiking, rafting, and gardening.”

Library to Library

“WOW! We had a great visit from the Governor!” reports Karen Yother, Youth Services Director at the Kootenai-Shoshone Area Libraries. Governor Otter and Idaho First Lady Lori Otter are hoping to present Read to Me mini-



grant checks in person to as many of the 30 library sites as possible. The first stop was the Hayden Branch of the Kootenai-Shoshone Area Libraries.

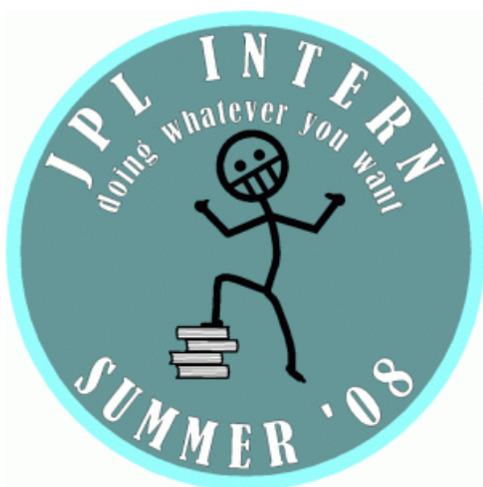
The Hayden Branch will be using their grant funds to partner with second grade teachers at Atlas Elementary to implement the “Read with Your Hero” program for second grade students. This year-long program will enlist the help of local firemen, emergency response personnel, and/or police officers, who will visit the classroom on a weekly basis and read with the students. A deposit collection of books, pre-selected by the teacher and librarian, will be available for the students and “heroes” to read. Three times per year the students will take a field trip to the Hayden Library, where the local heroes will meet them for a program, including an interactive program with the emergency vehicles, a puppet show, and summer reading promotion in the spring. Students and their parents will be invited to a special event at the Hayden Library for Idaho Family Reading Week in November. Each student will receive a free library card in the fall when the program begins. Grant funds will be used for field trip transportation and educational materials and supplies.

“We put the call out to our supporters and they came! The teachers and principal from Atlas Elementary, as well as the Superintendent of Coeur d’Alene School District 271; the firemen who are participating in the program and the Fire Chief; our Board Members, Foundation members and the Mayor all came. I also contacted parents and we had about 25 children come to join the fun. It was a fabulous--and quick--program, but so worth it,” Karen said.

The Governor visited the Lewiston City Library yesterday. Keep those photos coming!



Would you like to see a cool map of all the Read to Me mini-grants? [Click here for a new pdf version of the 30 sites.](#)



Young Adult Corner

Summer interns make teen programming a whole lot easier!

By Tina Cherry, from Jerome Public Library

Libraries all over are excited about summer reading, teen summer reading, adult summer programs, and, well, summer. Here in Jerome, we have five more reasons to be excited this summer... *five summer interns!*

Steve [Poppino](#) at the College of Southern Idaho helped us arrange for our interns to get college credit for their experience at the library (*although Tina reports in their blog that the five interns didn't actually go through with this – maybe next year*). I don't know if we're ambitious or crazy for jumping into doing this for the first time with so many at once.

Our interns have been blogging about their experience throughout the summer. You can find links to their blogs [here](#). I can't wait to see how their impressions of libraries and *our* library influence our direction. Since we're asking them to blog honestly, other libraries who want to do this can learn from our experience and tailor their program for success from the start. I'll set up a blog and link it to our interns page, too. I think I'll call it "LIP"—Library Intern Project. Update! The LIP blog is up and can be accessed [here](#).

An update from Tina's blog:

Ross (who created the great stick-guy logo) Aaron, Sara, Shelby, and Jenna have contributed so much already. They have, between them, translated our general brochure into Spanish, created signs (no "NO!" signs), taken the ABLE weeding course and in-house training for weeding, and begun actual stage one of weeding. They've cut untold numbers of summer reading fliers and time sheets, checked book donations against the catalog, placed new books on our website, learned opening and closing procedures, covered books, and begun helping staff out on the floor.

We've scheduled a weekly intern meeting so we can address upcoming activities, the status of projects, and whatever comes up. Fondue night is next Tuesday night. The interns who were at the meeting had their choice of jobs for this TSRP event, and naturally, they chose prep and manning the event, leaving the clean-up detail to the two who were not present. Isn't that what happens when you skip a meeting? Each of the interns will also be working on a library display project. Check out their blogs for more details.

I'm collecting individual project ideas from staff for the interns to choose from. They can dream up their own, of course — but I'm hoping that some of them will choose from a list of projects that we as a staff consider important but not urgent--the kind of thing that sits at the bottom of a stack at your desk for way too long.

[Thanks, Tina, for letting us lift all of this from your blog. We'd love an update after the summer is over!]



Book Look

By Stephanie Bailey-White

I always enjoy looking at book award lists. Several states run their own "Children's Choice" type awards and this one from

Illinois had some great ideas we could borrow and use in our libraries.

The list of award winners and more information about the “Abraham Lincoln Award” can be found at <http://www.islma.org/lincoln.htm>

Here’s what I liked about their book award program

- 1) **They provide a great annotated master book list *with websites*.** Adding a website is one “take away idea” that I hope more libraries adopt. The [2008 Kids & Family Reading Report](#) showed two-thirds of kids 9-17 who are Internet users have extended their reading experiences online — from looking for more books by the same author, to visiting websites that immerse them in content related to a book, to connecting with authors and other readers. The study found that both boys and girls who are online reading extenders are engaged in learning new things about books and authors and connecting with other readers online. Adding the book covers to the list would have also enhanced the teen appeal, but I’m sure they were trying to keep it to one easy-to-print page.
- 2) **It’s aimed at high school students.** Other than some great [YALSA awards](#) and the YA division for the [Young Readers Choice Award \(YRCA\)](#), you rarely see book awards and even reading lists targeting this age group. The Abraham Lincoln Award is designed to encourage high school students to read for personal satisfaction and become familiar with authors of young adult and adult books.
- 3) **They publicly recognize the students who read all the books listed.** A listing of students who read all 22 titles on the 2008 Abe Award Master List is linked from their web site and I’m sure they recognize those students in other ways, too.
- 4) **They involve a lot of people.** While only students in grades nine through twelve vote on the most outstanding author, nominations for titles can come from students, librarians, and educators from schools or public libraries. I love the ideas of those groups talking about books and sharing recommendations of great titles.
- 5) **They’ve already done the work!** Why not adapt their list 22 great books for high school students and start promoting those titles at your library today? The 2008 Kids & family Reading Report mentioned above also found that children and teens list “trouble finding books as a key reason they do not read more frequently.” Half of all children think there are not enough “really good” books from which to choose. That’s an area where librarians can make a difference. Adapt booklists like this, make them attractive, and get them into the hands of as many parents, teachers, and kids as you can. E-mail them to everyone you know, post them in the library and other places, do a book display, put them on your web site, keep adding new titles to the list, and come up with your own ways of promoting good titles!

Speaking of awards ...

The winners of the Boston Globe–Horn Book Awards were announced on June 18, 2008. Presented annually since 1967, the Boston Globe–Horn Book Awards are customarily given in three categories: Fiction and Poetry, Picture Book, and Nonfiction. This year, as happens occasionally, the judges also awarded a Special Citation. The 2008 winners are:

Nonfiction *The Wall* by Peter Sís (Foster/Farrar)

Fiction and Poetry *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, illustrated by Ellen Forney (Little)

Picture Book *At Night* by Jonathan Bean (Farrar)

Special Citation *The Arrival* by Shaun Tan (Levine/Scholastic)

The judges selected two honor books in each category:

Nonfiction: *Frogs* by Nic Bishop (Scholastic)
What to Do About Alice? by Barbara Kerley, illustrated by Edwin Fotheringham (Scholastic)

Fiction and Poetry: *Shooting the Moon* by Frances O'Roark Dowell (Atheneum)
Savvy by Ingrid Law (Walden/Dial)

Picture Book: *Fred Stays with Me!* by Nancy Coffelt, illustrated by Tricia Tusa (Little)
A Couple of Boys Have the Best Week Ever by Marla Frazee (Harcourt)



Upcoming Events

Looking ahead, save these dates:

August Events:

August is Get Ready for Kindergarten Month (for more check out www.surfnetkids.com/kindergarten.htm), Children's Vision & Learning Month (see www.visionforlearning.org/ for additional information), and National Immunization Awareness Month (for more information go to www.cdc.gov/vaccines/events/niam/default.htm).

August Author Birthdays:

August 1 - **Herman Melville** (1819-1891). Melville was an American novelist, short story writer, essayist, and poet. Author of *Moby Dick*, *Billy Budd* and other fiction. www.melville.org/

August 12 - **Walter Dean Myers**. Myers has written dozens of books, including novels and non-fiction works. He is the author of *Hoops*, *145th Street*, *Handbook for Boys* and more. See www.scils.rutgers.edu/~kvander/myers.html for more.

August 16 – **Matt Christopher** (1917-1997). Christopher was the author of the #1 Sports Series for Kids! Besides books, Christopher has had about 275 short stories and articles published in over 65 children and adult magazines. See www.ipl.org/div/askauthor/Christopher.html or www.mattchristopher.com/books/books.asp for some of his works.

August 22 - **Ray Bradbury** (born in 1920). Bradbury is one of those rare individuals whose writing has changed the way people think. His more than five hundred published works -- short stories, novels, plays, screenplays, television scripts, and verse -- exemplify the American imagination at its most creative. Some of his works include *The Martian Chronicles*, *Fahrenheit 451*, and *The Halloween Tree*. For more see www.raybradbury.com .

Other upcoming events:

September 27-October 4: **Banned Book Week**. www.ala.org/bbooks

October 12-18: **Teen Read Week**. The theme for 2008 is Books with Bite @ your library. [YALSA](http://YALSA.org) sponsors [Teen Read Week](http://TeenReadWeek.org) each year to encourage teens to explore and take advantage of all the great resources libraries have to offer. AdLit.org, YALSA, and [Mirrorstone Books](http://MirrorstoneBooks.org) are looking for celebration ideas that involve significant collaboration between teachers and librarians. Share your ideas, and you could win some fabulous prizes, including the grand prize: an author visit from Kimberly Pauley, author of the soon-to-be-released YA novel *Sucks To Be Me: The All True Confessions of Mina Hamilton, Teen Vampire*.

November 7-9: **Young Adult Library Services Association Young Adult Literature Symposium**, www.ala.org/ala/yalsa.

November 16-22: **Idaho Family Reading Week**. This year we're going with a pirate theme: "AR-R-R-R-R-RE You Reading?" Watch for packets in early September.

March 8-14, 2009: **Teen Tech Week 2009**. The 2009 theme is Press Play @ your library.



Summer Reading News



Thank You Fred Meyer Fund!

Children who have access to books are more likely to be better readers. And, they need time to practice reading over the summer to keep their skills sharp. Thanks to a \$15,000 grant from the Fred Meyer Fund, 110 libraries received 6,155 “Books for Summer Readers” to give away to their summer reading participants.

If you would like to thank the Fund directly, here is their address:

Glynda Brockhoff
Philanthropy Coordinator
Fred Meyer Stores
Mail Stop 04002/34N
PO Box 42121
Portland, OR 97242



Summer Reading Online Report Form Now Available

As summer reading programs start to wind down, don't forget one last thing before you put away all those bug props and craft supplies. It's time to fill out your statewide summer reading survey online. Idaho libraries have shown a steady increase in participation over the past few years. In fact, 62% more children participated in 2007 than in 2004. Last year, libraries reported that 44,600 children registered for summer reading. The information you provide helps the Commission maintain funding for this signature library program. To fill out the survey, go to:
<http://libraries.idaho.gov/2008summer-reading>.



Schools Interested in Summer Reading Stats by Anne Abrams

One thing I learned while putting together a pilot study on reading retention over the summer is that schools pay attention to statistics. The pilot is ICFL's first time to see if we can find a correlation between completing summer reading programs and maintaining or increasing reading levels when students go back to school in the fall.

With help of librarians Meg Lojek (McCall Public Library) and Karen Yother (Kootenai Shoshone Area Libraries), I met with two school principals to ask for their help. Jim Foudy, the research-savvy, adept principal of McCall and Donnelly Elementary Schools,

said that teachers will pay attention to summer reading if it is linked to data. He and Meg met with Peggy McClendon and me to fine-tune the pilot study.

We came up with a very simple one-page model for elementary (K-3) students. The public librarian will provide the principal with the names of students who completed summer reading at the beginning of the school year. After administering the Idaho Reading Indicator test in the fall, the principal will run the results for all the students minus the summer reading kids' scores. He or she will then run the results of the summer readers. Jim said the school must have at least 130 K-3 students and at least 34 children must have completed the summer reading program for the information to meet the State Department of Education guidelines.

Tracking the names and schools of summer reading participants was something already in place, Karen assured me when I visited her in Hayden. We met with her partner Atlas Elementary School Principal Scott Freeby. In less than 30 minutes, he signed on. Just like Jim, he is very interested in compiling the information. Having worked with evaluation measures for summer school sessions in the past, Scott said that it is difficult to capture all the variables that influence children to read over the summer. The pilot study will only be an indicator of the effect summer reading programs have on children's reading retention, but it is streamlined and uses information already in place. Scott also suggested that a reading teacher would make a good school contact for the study.

The findings will help educate Idaho citizens about the value of summer reading programs. I hope to have a number of libraries participate and I will share the cumulative findings with participating schools and libraries. Take a look at the pilot (<http://icfl.idaho.gov/page/summer-reading-evaluation-pilot>), and if you want to join in, let me know! (Contact [Anne Abrams](#) by email or call her at 1(800) 458-3271 or 334-2150.)



Library Websites Promote Summer Reading

Garden City Public Library <http://gardencity.lili.org/node/491/>

The Garden City Public Library provides links to booklogs for children, teens and adults as well as a brochure that lists summer reading programs.

Grace District Library <http://grace.lili.org/summer>

The Grace District Library has registration information and links to fun bug links for fun projects and ideas related to insects.

Kootenai Shoshone Area Libraries <http://ksalibraries.org/summer/summer/>

KSAL's 7 branches are represented on their summer reading website, which provides links to online registration, the program calendar, activities, and recommended book lists.

Lewiston Public Library <http://lewiston.lili.org/>

The Lewiston Public Library provides online registration for children, teens and adults.

McCall Public Library <http://www.mccall.lili.org/node/127>

McCall Public Library lists their program information and dates and invites kids to “Summer Reading Camp.” Photos of events are posted as well as photos of prizes to be won, including a new bicycle.

North Bingham County District Library in Shelley

<http://northbingham.lili.org/summertime>

The No. Bingham Co. District Library invites kids to catch the reading bug each week for eight weeks with a different bug theme each week. The library has incorporated TumbleBooks Library into each week’s online activities.

West Bonner County District Library in Priest River

<http://westbonner.lili.org/summer-reading>

Visit the W. Bonner Co. District Library’s website to find the answer to these riddles and more: “Why are frogs so happy?” and “What happens when two frogs catch the same fly?”

School Zone

U.S. students need 21st century skills

Many Americans are concerned the U.S. is not preparing young people with the skills they need to compete in the global economy, according to results of a nationwide poll released by Partnership for 21st Century Skills. An overwhelming 80 percent of respondents say the skills students need to learn to be prepared for the jobs of the 21st century are different from those needed 20 years ago. Those polled said schools need to do a better job of keeping up with changing educational needs.

Other key findings include:

- Eighty-eight percent of voters say they believe schools can and should incorporate 21st century skills such as critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction into the curriculum.
- Two out of three people (66%) believe students need more than just the basics of reading, writing, and math. They believe schools also need to incorporate a wider range of skills.
- Slightly more than half of the respondents (53%) say schools should place an equal emphasis on 21st century skills and basic skills.

For further information, visit the Partnership for 21st Century Skills website at <http://www.21stcenturyskills.org> .

Know the Numbers

More libraries offer Spanish-language services

Some 78 percent of libraries nationwide develop programs and services in Spanish, the number one non-English language used in public libraries these days, according to [“Serving Non-English Speakers in U.S. Public Libraries”](#) a new study released by the American Library Association (ALA).

About 21 million people in the U.S. speak limited or no English, 50 percent more than a decade ago. As the nation’s demographics continue to change, public libraries are ramping up efforts to meet these demands. Libraries reported the most successful programs and services were English as a Second Language (ESL), language-specific materials and collections, computer use and computer classes, story time and special programs.

Smaller communities are serving a larger proportion of non-English speakers. The majority of libraries serving non-English speakers are in communities with fewer than 100,000 residents (484 of all responding libraries). The majority (53.6 percent) of residents in these smaller communities traveled between 1-3 miles to reach a library, and another 21 percent traveled between 4-6 miles.

Literacy is both a barrier for non-English speakers and is what most libraries support in specially designed services and programs for these patrons. Reading and library habits negatively impact use of the library by non-English speakers (76 percent). Knowledge of the services offered by the library was the second most frequent barrier to their participation (74.7 percent) identified by librarians.

These study findings can provide a venue for developing better and more precise materials, services and programs for those linguistically isolated. Librarians can better predict what specific language materials and services may be required to optimally serve non-English speaking groups by learning from the experiences of librarians in other parts of the country serving these groups. Research and experimentation can occur not only in a public library environment but can also use and incorporate other public agencies that are also challenged by communication with linguistically isolated populations in these studies.



A Closer Look at Idaho’s Newest First Book Sites

Read to Me First Book provides children from low-income families the opportunity to read and own their first new books. The program provides a book a month for nine months for each participating child, as well as offer early literacy workshops for families. In addition to providing children with books, a goal of the Read to Me program is to encourage contact between at-risk families and librarians, in order to promote local library services. The Idaho Commission for Libraries has participated in the program since 1997.

This year approximately 2,100 children in Idaho will be receiving a free age-appropriate book each month from September through May. In addition to receiving books, First Book families are encouraged to get a library card and learn about all the wonderful resources available through the library.

Eight Idaho public libraries participated in the 2007-08 First Book program. With the addition of state funding this year, 25 libraries were selected for the 2008 – 2009 program (see list below). This year, applications from three schools, who are partnering with their local libraries, were also accepted. [To see a map of all 25 First Book sites, click here.](#)

We received 37 First Book applications with requests to serve 6,459 children. This record number of applications will help make the case for increased funding for the Read to Me First Book request before the Legislature this winter. We're asking for enough funding to reach 5,000 children next year.

For those libraries interested in becoming a First Book site for 2009 – 2010, application information will be announced in the Scoop, and posted after the first of the year on our website, <http://libraries.idaho.gov/firstbook>.

2008 – 2009 First Book Participants: (*First-time Participants)

- American Falls District Library
Partner(s): Power County Head Start
- Armoral Tuttle Public, New Plymouth
Partner(s): Rainbow Room
- Bear Lake Co. District, Montpelier
Partner(s): Bear Lake County School District
- Bellevue Public
Partner(s): Bellevue Elementary School
- Boise Basin District, Idaho City
Partner(s): Basin Elementary
- Cambridge Public
Partner(s): Cambridge School District
- *Cascade Public
Partner(s): Cascade Public School
- Clearwater Co. District, Weippe
Partner(s): Timberline Schools

- *Council Valley Free Public
Partner(s): WICAP Head Start, Tater Tots Daycare
- E. Bonner Co. District, Sandpoint
Partner(s): Head Start
- E. Owyhee Co. District, Grand View
Partner(s): Grand View Elementary
- Emmett Public
Partner(s): Emmett Head Start
- *Grace District
Partner(s): Early Developmental Preschool
- Hailey Public
Partner(s): Hailey Head Start, Hailey Kiwanis Club
- *Kamiah School District
Partner(s): Kamiah Branch of the Prairie-River Library District
- *Kennedy Elementary, Rexburg
Partner(s): Madison Public Library
- *KSAL- Pinehurst Branch
Partner(s): Angels in Motion Daycare
- *Latah Co. District, Moscow
Partner(s): Lewis Clark Early Childhood Program (Head Start)
- *Midvale Community Library
Partner(s): Midvale School District
- *N. Bingham Co. District, Shelley
Partner(s): AW Johnson Elementary
- *Patricia Romanko Public, Parma
Partner(s): Parma Elementary- Developmental Preschool
- *Rigby City
Partner(s): local daycares
- Salmon River Public, Riggins
Partner(s): Lewis Clark Early Childhood Program
- Soda Springs Public
Partner(s): Bear River Head Start, local daycares
- *Washington Elementary, Caldwell
Partner(s): Caldwell Public Library

Tips & Tools



New Books!

The Idaho Commission for Libraries Professional Development Service (PDS) provides access to numerous titles in the field of library and information sciences. Free shipping to and from your library is provided! See <http://libraries.idaho.gov/pds> for

more information. The following are a few of the recent additions.

Where Do I Start?: A School Library Handbook, Santa Clara County Office of Education, 2001. This book provides a quick overview and reference for many library related topics in an easy-to-read style. It brings a great deal of information together in one document with an extensive index and selected resources and can serve as your first reference source. [ICFL 027.8 WHERE D]

Transforming Library Service Through Information Commons: Case Studies for the Digital Age, by D. Russell Bailey and Barbara Gunter Tierney, ALA, 2008. The Information Commons (IC) strives to unite both electronic and traditional library services that reflect the contemporary way patrons use resources to provide one-stop service for students at all levels. This guide provides tales from the field that will be invaluable for institutions considering the development of an information commons model. [ICFL 025.5 BAILEY]

MySpace.com Handbook: The Complete Guide for Members and Parents, by T. Brian Chatfield, Atlantic Publishing, 2008. MySpace is not just for children anymore. Now it has become a place for adults to connect with past friends and classmates, as well as a place for adults to form new relationships with people who have similar hobbies and interests. This guide details how to set up your account and provides valuable information on how to stay safe online. There are hundreds of hints, tips, and secrets. [ICFL 006.7 CHATFIE]

Improving Library Services to People with Disabilities, ed. Courtney Deiners-Jones, Chandos, 2007. This book provides international insight into services for people with disabilities and is designed for librarians, library users, and people interested in promoting universal access to information. [ICFL 027.663 IMPRO P]

News Beyond Idaho

Summer slides occur in more than just water.

Two-thirds of the learning gap between lower and higher-income students can be attributed to unequal summer learning activities, research shows. Education activists call this the "summer slide" for students in Denver Public Schools. Members of Great Education Colorado and Summer Scholars met recently at the "Summer Learning Day." [Read the rest of the article here.](#) (Source: Rocky Mountain News)

Maryland District Uses Summer Book Fairs to Encourage Reading

At summer book fairs, students can chose \$20 worth of popular children's and teen books at no charge. The middle-schoolers commit to reading at least five and reporting back to their school book club in the fall. Teacher specialist Buffy Jordan plans to track whether the summer-reading program helps children maintain or even improve their reading skills. [Read the rest of the article here.](#) (Source: The Baltimore Sun (MD), July 10, 2008)



Talk Back: *We welcome your feedback on anything in *The Scoop*. Just e-mail Peggy or Stephanie and we'll print your comments in *The Scoop*.*

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