



Marginalia

friends of merrill-cazier library

A Message from the Director

As the Library Shapes Students, Students Shape the Library

Sir Winston Churchill observed that “we shape our buildings; thereafter, they shape us.” As we enter the first full academic year of operation in the new Merrill-Cazier Library, we are acutely aware of the role it plays in shaping both the intellectual and social lives of USU students.

The Library is a center of activity, and as a student noted recently, the focal point of campus. From the first day of the semester students have gravitated to the Information Commons, to the group study rooms, the reading lounges, the quiet study corner, the café, and numerous other spaces in the building. In the first quarter of the academic year 50% more people came to the Library than did in the previous year in both the Science and Technology Library and the former Merrill Library combined. Whether studying, researching, or meeting friends, students are at home here enjoying the spacious, well-lighted and attractive surroundings.

The Library has what you would expect of a prominent symbol of the University’s commitment to learning. It stands ready with its resources and expert staff to play an active role in shaping minds through the processes of discovery and engagement with ideas. But more than that, the Library serves an important social function as a gathering place that was shaped specifically to accommodate collaboration and encourage interaction. We are gratified that students make the Library a destination and find it a comfortable and welcoming place.

This issue focuses on students and how the library enriches student life. We hear from current students about their use and enjoyment of the building. Student employees tell us about their jobs in the Library, and former students describe the influence the Library has had on their lives. While educators seldom know the impact they’ve had, anecdotal evidence such as that presented in this issue indicates that we have created an environment that will have a significant influence in shaping the current and future generations of students.

Linda Wolcott
Director, Merrill-Cazier Library



**“We shape our
buildings;
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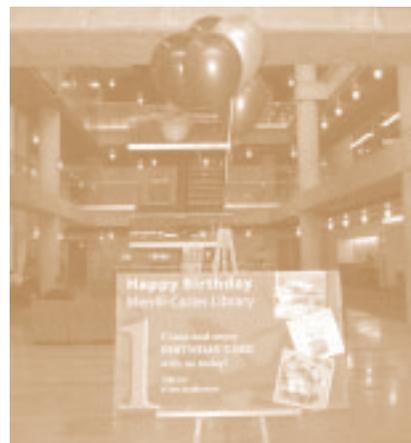
— Sir Winston Churchill

Let us Eat Cake!

Merrill-Cazier
Library
is 1 year old



Has it been a year already? We’ve been busy with classes starting up and introducing new services. We celebrated, sharing our first year birthday cake with the students in the Library. 375 slices gone in 15 minutes!



Photos by Trina Shelton



Photo by Kim Winger



Photo courtesy Donna Barry

Ideas in Flight: Architecture for the Birds

What began as a class assignment is being enjoyed by all at the Merrill-Cazier Library. On exhibit are birdhouses designed and built by students who took a creative projects summer course in the Interior Design program.

Taught by assistant professor Darrin Brooks, the students' assignment was to design a birdhouse in the style of a Pritzker Prize-winning architect. The Pritzker Prize is considered the world's premier architectural prize, often referred to as the "Nobel Prize of Architecture."

Students identified and researched an architect and shared their research in a visual and verbal presentation. Each student then designed a birdhouse in the style of the architect they had researched. After a review and critique process the students' designs were refined and completed. Each student also designed a bird to accompany their birdhouse. One bird was selected from the flock to represent the entire birdhouse exhibit.

The exhibit is installed on the lower level of the library near Special Collections and Archives.

Patrick Williams
Public Relations and Marketing

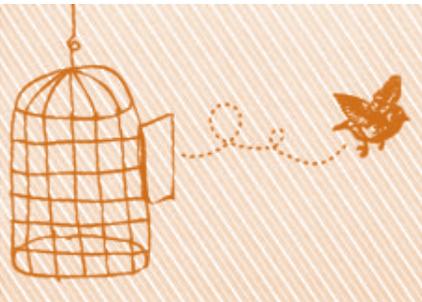


Photo courtesy Donna Barry



Photo by Kim Winger

Books Studio Exhibit: BASIC BINDING & BEYOND

This spring the Art Department was very fortunate to showcase student work in the lobby at the new Merrill-Cazier Library. This exhibition, titled “Basic Binding and Beyond” featured a selection of one-of-a-kind books made by students enrolled in the Book Arts Studio class. Simple and complex book forms including both soft and hard covers were explored as well as a variety of binding systems. The class investigated books as a means to present a collection of images, alone or combined with text, as well as considering books as conceptual objects such as sculpture and other non-traditional formats. One of the intentions for the class was to expand the students’ understanding about the potential of books as an interactive art form. “This class has enhanced my previous ideas of what a book is and should be,” said Miriam McGregor, a junior in the class. “I really enjoy the functionality of a book. While in this class I came closer to the book as a form of art. It was interesting to think of it this way because I had always felt some sort of aura or godliness from books. When thinking of the book as an object of art it feels more personal and free.” To enhance their understanding of historical and contemporary books, the class took fieldtrips to the Special Collections Departments at Utah State University and the University of Utah. “I think one of the benefits of the class was being able to tour the rare/art book collections in the libraries at both USU and U of U,” said Joshua Dodge, a senior. “It was very educational and inspirational to see all the different solutions to the book art form.” This was the first semester the Book Arts Studio class had been offered by the Art Department. Instructor Dennise Gackstetter was impressed by the enthusiastic response to the class and to the library exhibition. “The quality and originality of the books made during this class far exceeded my expectations,” she said. “The students really stretched themselves creatively and the result was an incredibly unique array of books.”

*Dennise Gackstetter
Lecturer, Art Department*



More Gallery Space: for Student Exhibits

The new Merrill-Cazier Library features several wonderful exhibition spaces. These spaces are reserved for library exhibits, student exhibits and, when space is available, university related exhibits.

Potential exhibitors are asked to create and submit a proposal to Special Collections and Archives for review. Please call 797-2663 for more information.



All photos by Randy Williams



Peer Mentor Program

Offers Valuable On-the-Job Experience to USU Students

What could librarians do to help students feel comfortable approaching the reference desk for assistance? The Reference and Instruction Services department in Merrill-Cazier Library has had the good fortune to hire students to join reference librarians in putting a familiar, friendly face on our services. Library Peer Mentors are student employees who bring energy and fresh ideas to the programs and services with which they work. The Library Peer Mentor (LPM) program began in fall 2003 as a result of Joyce Kinkead, Vice Provost for Undergraduate Affairs and Research, suggesting to Linda Wolcott, Vice Provost for Libraries, that academically-oriented student employment could qualify for funding through the Undergraduate Teaching Fellows Program. The first jobs were advertised in December 2003, and five students were hired to work spring semester 2004. Four students were hired to work during the 2006-2007 academic year in both the Reference and Special Collections & Archives departments.

LPMs add value to reference and instruction by extending librarians' reach and increasing opportunities for interaction with students by their approachable nature both at the reference/information desk and in the classroom. The primary message that peer mentors and librarians want to promote is that the library is here for students; it is their place, and we are here to help them learn good research skills. In establishing the Library Peer Mentor program, librarians aimed to design jobs that go a step beyond some of the duties traditionally assigned to student workers. Viewing the peer mentor role as a sort of apprenticeship to librarianship, positions were created that provide opportunities to sharpen research skills, gain experience in customer service and teaching, and learn about operations in several library departments. Weekly seminars served as the formal training to teach LPMs about their job, while probably the most valuable learning takes place in the course of daily work. In the seminars librarians and peer mentors gave presentations that explored the nature and purpose of reference librarianship and specific information sources not only in reference, but also in Special Collections & Archives, Government Documents, and other library departments.

LPMs have played an important role in library instruction classes and orientation programs. Librarians have made a concerted effort to transform their approach to teaching since 2003. LPMs contribute in many ways to instruction, occasionally teaching how to use a specific database, helping host English 1010 classes in Special Collections, and often working in partnership with librarians to offer students individual guidance on their research process. Peer mentors make insightful and creative contributions to librarians' planning for Connections orientation activities, and they represent the Library at orientation sessions for international students and other groups. In these outreach activities LPMs encourage students to visit the library, and hopefully their influence will remove any intimidation some students may feel about asking for help when they begin working on research assignments for their classes.

LPMs have worked in several areas of the Library in which they have been exposed to a variety of roles that librarians and staff perform in their mission to support the USU community. Peer mentors not only put students at ease when greeting them at the reference/information desk but also represent the library well when leading tours of the building and taking part in fund raising events. Librarians learn from LPMs' example and use their input to improve reference service, instruction, and outreach activities. LPMs provide a crucial link in helping reference librarians understand learning styles and preferences of current students.

Flora Shrode
Head, Reference and Instruction Services

Holly Swenson
Library Night Supervisor / Former LPM participant

student employees @ the library



Photos by Randy Williams

Holly Swenson

“The LPM program is the most educational and professional advancing position that the library has to offer undergraduates. I was able to escape a mundane office cleaning job for what I thought would be a fun and easier job. Little did I know that it would not only be fun, but mentally, personally, and academically challenging, professionally rewarding, and the catalyst for a change in career and post-graduate educational plans.”



Zachary R. Jones

“My two-and-a-half years working in Special Collections & Archives has been more than employment, it has been a mind expanding experience. Special Collections not only focused my perception of scholarly interpretation, it broadened my perspective of the world around me. I now better comprehend my role in the community, church, and the professional world. Special Collections is a department that radiates with a friendly and productive intellectual environment. As I graduate from USU this year I look back upon my time as an Aggie, and I can honestly say that working in Special Collections was one of my greatest university experiences.”

Maria Walters

“While working in the Fife Folklore Archives I realized there were many aspects of folklore that I did not previously consider. In class I study the theories. While interning in the Folklore Archives I was able to organize the students' folklore papers and to apply the theories. Working with the student collections helped me understand that folklore is active and constantly changing to fit the needs of the people.

I hope the students realize the importance of their submitted information and that they feel a sense of accomplishment when they find their papers preserved in the library. I enjoyed meeting the friendly staff in Special Collections and I appreciated the continuous encouragement I received. I am glad that I was able to help organize and preserve some of the students' papers. Now, as I seek employment, I can include my experiences in a broader spectrum of jobs that I would be interested in obtaining.”



Photo Courtesy Ammie Nielson

It's YOUR Library! Students Comment ...

Emilie Thompson

(Junior, Parks and Recreation)

Working at a computer in the Information Commons

"I would say I spend between 3 and 6 hours a day here. Sometimes I get frustrated because it is such a social place with students talking on cell phones and listening to their iPods. But there are always quiet places to find. I love all the computer access in the Information Commons, and the study rooms are great for group projects. All of the windows and open spaces in the new library provide such a nice setting; I don't feel claustrophobic in here. My favorite spot is on the third floor in the quiet study area."



Sarah Swenson

(Freshman, Communications)

Entering the library

"I really like the atmosphere, the feel of the place. It's easy to focus in this environment, and I can always find an area to study by myself or study areas to work with groups. Having all of the computers and internet access is great. I really like studying in the booths on the first floor. I would say I spend 1-2 hours here a week."



Jordan Collins

(Senior, Finance)

Jimmy Macfarlane

(Junior, Finance)

Working together in a first floor media room



JC – "I've noticed this place is always packed. I used to study in the Merrill and SciTech, but it was never busy like this. I think students love coming here because it is new and aesthetically pleasing. It's great that I can bring my laptop in here and use the wireless access. That's very important. I would bet grades have gone up as a result of the new library. I wonder if anyone has looked into that."

JM – "These study rooms are very useful. I've been in here with 10 – 12 students working on a project, and having computer access is very helpful because we can access class notes and WebCT while we're working on our projects. You always need a computer when studying today."

One year in the new Library: What USU students think ...

A random survey from the

"heart of the campus"

Megan Milkanin

(Junior, Elementary Education)

Brian Bateman

(Sophomore, Undeclared major)

Chatting on a bench outside of Special Collections

BB – "I look at the new library as the focal point of campus because everyone uses it and knows where it is. It's a great place to meet up with friends during the day. I probably spend 10 – 15 hours a week in the library. When I need to find a quiet place to study, my favorite spots are the computer lab and the first floor study carrels down the hall in the older part of the building."

MM – "It's great here in the mornings and mid afternoon when it's less crowded. I use the computer lab a lot, because I don't have internet access at home. I'm probably here about 10 hours a week. I use the café to sit and talk to friends. It's such a relaxed setting."

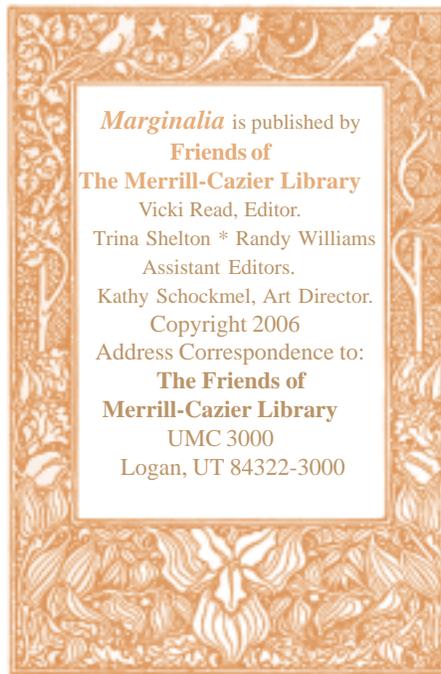


All Photos, Kim Winger



Jake Lott
(Sophomore, Landscape Architecture)
Supervisor at the Quadside Cafe

“I’ve worked in the Quadside Cafe in the new library since it opened. I also worked in the Quadside in the old Merrill. I’m the architect of the best sandwich on campus. It’s a good campus job that works really well with school. I like all the interaction with people. I use the library to study, hang out: it’s a cool place to hang out. I like to brag to visitors about the Library’s features, especially the Barn.”



“keep reading books, but remember that a book’s only a book, and you should learn to think for yourself”

— *Maxim Gorky (1868-1936)*

A letter “home”

A note from a Library Alumna

While earning a Bachelor’s of Science in American Studies at Utah State, I had several positions in the library system. I worked at both the Sci Tech and Merrill Libraries at the circulation desk and in the stacks. This job allowed me to meet and talk with a large number of faculty as well as with students from all over the world. Shelving books in the stacks gave me what I consider a scholarly advantage because I was able to learn about academic library systems first-hand. The Art Book Room was by far my favorite place to work. Whether wrapping gems from the Beat collection in mylar or perusing the photography section, it was truly an amazing experience. Of course, as with any job, the people you work with and work for greatly affect the experience. The librarians and supervisors were always helpful to and respectful of their student workers. Besides being a great place to work, it was an ideal job to have while a student because of the flexible hours. After working as an administrative assistant for two years at Cornell Law School I have returned to my roots, as it were, and now work at the Law Library as a night supervisor.

— **joanna hooste**

Honors Study Room & Library Research Award Honor Joyce Kinhead and Benefit Students

The Joyce Kinhead Honors Corner, made possible by the generosity of an anonymous donor, consists of a 3rd floor group study room and computer lab for honors students. At the April dedication Christie Fox, Honors Program Director, stated: “Because of Dr. Kinhead’s leadership and vision, we have seen the Honors program grow and have seen services expand to benefit all of the university’s students. We are here not only to dedicate the Honors Corner, but also to honor an individual who has over the years made a substantial contribution to the program and to the university as a whole. Today’s dedication is intended to ensure that her name continues to be associated with excellence.”

Also announced at the dedication is the new Joyce Kinhead Library Research Award which will be given to an undergraduate student who completes an outstanding research project using the library’s resources. This new program is designed to honor and publicize sophisticated skill and creativity that students demonstrate when incorporating information found through the library’s resources into their original scholarship. Awards will be presented to the research team of student, instructor, and collaborating librarian while the student will receive a cash prize. Winning projects will be exhibited in the library throughout the year, which will include an essay describing the students’ experience using the library as a part of their research process.



*President Stan Albrecht; Joyce Albrecht; Dr. Joyce Kinhead
(Photo courtesy Katherine Shakespeare)*

Kinhead herself has been a generous supporter of the Merrill-Cazier Library. She provided funds to create the May Swenson Study Lounge on the 4th floor, and also gave a gift to name a bench in Special Collections and Archives in honor of her friend, Florence Henderson White, Milton R. Merrill’s assistant during the 40s and 50s.

For information about donating to the Library Research Award Program, contact Trina Shelton at 435-797-2631.



friends of the
MERRILL-CAZIER LIBRARY
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student employees put a BRIGHT face on the MERRILL-CAZIER LIBRARY

Chances are that if you've visited the Merrill-Cazier Library you've interacted with one of our 75 helpful student employees. From peer mentors at the reference desk to knowledgeable student workers at the circulation desk, the library offers its best each day with the help of great students workers. I'm sure you won't be surprised to learn that the Library is the third

largest employer of student workers on campus. During the 2005-2006 academic year, library student employees worked 55,162 hours and earned \$311,667. Vicki Read, Head of Patron Services (which employs 30 students), notes that "without our student workers we couldn't open. Because we have longer hours than most places on campus, we need the help of our student employees to help us cover all the 102 open hours per week. The students we employ are great and they tend to stay with us during their entire academic career, which is a win-win situation for the library and its patrons."

*Randy Williams
Folklore Archives Curator
Special Collections & Archives*



Circulation Desk staffers. Photo by Randy Williams

