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On the COVER

Joey Fones and Carolyn Gill staff the Circulation Desk in the Georgia Tech Library’s recently renovated East Commons, a mixed-use space full of collaborative computer stations, study tables on wheels, rolling chairs, easy chairs, couches, coffee tables, freestanding “fabric” walls, and a sophisticated, modular lighting system.

Photograph by Katie Gentilello, Project Coordinator in Digital Initiatives at the Georgia Tech Library.
It's barely 2007, and we are off to a running start! December 1 was GLA Leadership Day (okay, that's the old-fashioned name! Officially, GLA Midwinter Conference!) and we had many great ideas for 2007 GaCOMO. Responsibilities for COMO rotate each year among the different sponsoring agencies, and this year GLA is responsible for the program.

Every year we hear many complaints that there is not enough programming for “xyz.” Since the programs come from the membership, this is your chance to have your voice heard by suggesting programming ideas. We are already contacting speakers for next fall, so it's not too soon to start! Program proposal forms will be available in March, which is right around the corner, so be thinking of topics you would like to hear more about or would make great programs.

We will be going back to Jekyll Island for the first time in several years for 2007 GaCOMO. Mark your calendars for October 17-19, 2007. Several of the older hotels have been torn down to make place for newer lodgings, so there should be a nice choice of accommodations. Internet and wireless access have been upgraded, eliminating the problems many of the vendors had in demonstrating their products at previous conferences on Jekyll.

Meanwhile, there is much to be done. Our next event will be Library Day at the Capitol on February 13. Jim Cooper, Director of the West Georgia Regional Library in Carrollton, will be coordinating this event. It is our opportunity to meet one on one with our legislators and express our thanks for their support over the past year and, of course, to tell them about our needs for the coming year.

My state senator remarked after his first year as a senator that one of the biggest surprises he had when he took office was how few of his constituents contacted him. If he hears from five or six people, he considers it a high number. So, it doesn’t take much work to get our voices heard. What’s hard is picking up the telephone and making the first call!

And what results we can achieve! The extra $2 million that was appropriated to public libraries last year by the General Assembly for the purchase of books was the result of one of the public library directors running into her state senator in a grocery store parking lot and telling him the sad amount of state book money that public libraries were allocated. Public libraries this year will be trying to get that money not only continued but doubled!

Representative Billy Horne, from Coweta County, introduced a bill for public libraries last year that paves the way for the production of a library car tag. It passed on the November ballot and should be available for purchase next year. The car tag will be a great advertisement for libraries, so we hope to see everyone sporting a library car tag over the next several years!

These are just several examples of the results of talking to our legislators. Whether you have lunch or visit with them on Library Day at the Capitol or call on them in their home district, the important thing is that they hear from you! And, don’t forget e-mail. While there are still several holdout legislators who do not use e-mail, the majority do, and if you drop them an e-mail message, you are likely to hear back from them.

Georgia libraries should take great pride in what we have achieved. GALILEO and PINES/Evergreen have made us not only national but international models of cooperation. We hope to continue building on this success over the coming year, so we shouldn’t hesitate to blow our own horns!

— JoEllen Ostendorf
President
Georgia Library Association
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“Personal library” denotes a collection of books. What type of book collector am I? I do not consider myself a bibliomaniac because I do not scour used book stores, yard sales, and flea markets for literary gems. Perhaps I am a bibliophile, a lover of books, but I do not own all the books I have enjoyed reading over the years. That leaves me with the category of lover of reading. Visitors to my house might have a different opinion, but I have not yet resorted to stacking books on the floor; they are in boxes.

I learned to read when my sister (13 months older) was in first grade and read to my mother every day. Even though I grew up on a farm, my parents enjoyed reading when they had time (my father favored westerns). Our small eclectic collection was supplemented by books borrowed from relatives and later the school library. My early favorites included Heidi, Five Little Peppers, Little Women and later mysteries such as those in the Nancy Drew series. Until adulthood I did not start building a book collection. My first bookcase was made by a high school student for a shop class project in 1965. This contains mass market mysteries by Marjorie Allingham, Elizabeth Peters, Rex Stout, and others. Now I have multiple bookcases/shelves in three rooms of my house.

My job as a librarian makes it easier to learn about authors through new acquisitions and perusal of literature, such as Library Journal and Publishers Weekly. For several years I was privileged to work part-time in an independent bookstore, where I spent most of my earnings on books. Through both jobs I have derived great pleasure from opportunities to meet authors.

My books are predominantly fiction of all genres, except horror. It is impossible to list my favorite authors, but contemporary ones include Isabel Allende, David Baldacci, Nevada Barr, Sallie Bissell, Clive Cussler, Beverly Connor, Pat Conroy, Bryce Courtenay, Michael Crichton, Janet Evanovich, Jan Karon, Terry Kay, Ridley Pearson, John Nance, Elizabeth Peters, Deborah Smith, Wilbur Smith, and Barbara Wood. Other favorite authors of historical fiction include Sara Donati, Dorothy Dunnett (Lymond and Niccolo series), Diana Gabaldon, and Sharon Penman. I enjoy most historical fiction, including stories of frontier and pioneer life. Books purchased by contemporary authors have not replaced such older favorites as Catherine Gaskin and M. M. Kaye. I still have books that I enjoyed many, many years ago by Mary Stewart, Victoria Holt, and Phyllis Whitney.

In the fantasy genre, I have all Robert Jordan’s books in the Wheel of Time series (supplemented by a treasured autographed map) and many by David Eddings. I have recently discovered Juliet Marillier. However, none top Tolkien’s Hobbit and Lord of the Rings, which I have read five or six times. The recent movies were not disappointing to say the least. Since Tolkien was a student and teacher at colleges of Oxford University, I went with Callie McGinnis and other Georgia librarians to Oxford for a week in April of 2005. I loved being in the old libraries and pubs, especially the one frequented by the Inklings.

In the science fiction genre, I only enjoy stories that take place in “outer space.” I do not own very many but do have most books by Georgia author Jack McDevitt.

Nonfiction categories are primarily biography, history (U.S. and Great Britain), true adventure, and especially travel accounts. My nonfiction reading interests were broadened thanks to the late Bob Richardson, Director of the library at Young Harris College, who arranged for Georgia’s participation in Penguin’s Appalachian project.
For several years Penguin sent overstock of trade paperbacks to prisons to have covers cut and pages stamped “not for resale.” Shipments were delivered to states in Appalachia. Libraries in the designated areas could get the free books. Bob and his staff and volunteers unpacked and sorted books before inviting respective libraries to select books. For several years I spent a couple of days helping to unpack and sort books. Bob, his wife, Jan, and his staff were wonderful hosts. Susan Smith, Head of Acquisitions, also went with me a couple of years. After all boxes were unpacked and sorted, we returned with Associate Director Mark McManus to select books for Ingram Library. Duplicates were available for staff and students. Through this project I was introduced to new authors, such as Jan Karon, and interesting books such as those in the Nature Library series. Penguin discontinued the project about a year after Bob’s death.

I have derived perhaps the greatest pleasure in enlarging my collection of books by and about some of my favorite illustrators, including Cecily Mary Barker, Jessie Wilcox Smith, Tasha Tudor, Beatrix Potter, as well as contemporary illustrators. I have all the books illustrated by Debrah Santini, an art professor at the University of West Georgia. I have an extensive collection of books illustrated by Michael Hague, and the most treasured item is his autograph and a bear sketch he drew for me as we talked when I ran into him a few years ago. The top shelf of this bookcase is devoted to Berta Hummel with a couple of figurines, a couple of large wax figures, framed print, and sample of Hummel eggs from a collection given to me by my daughters. I only have one book about her art. In addition to flower fairy works by Cecily Mary Barker, other books about these fantastical creatures include Fairies, Fairy Folk in Fairy Land, and Lady Cottington’s Pressed Fairy Book (not your typical fairy book). The book Victorian Fairy Painting was obtained when I indulged this fantasy in December of 1998 by attending the related exhibit at the Frick Museum in New York City.

The highlight of my illustrated book collection is books by and about Beatrix Potter (BP). Naturally I have given my granddaughter BP items like a quilt, bookends, and stuffed animals. My guest room, i.e. my grandchildren’s room, is decorated with fairy boxes, figurines, etc. but also a print of Benjamin Bunny given to me by Callie McGinnis. I also have a BP plate purchased in England in 1987. Some friends gave me a teapot, but little Maggie broke the pot. My books about BP include: The Journal of Beatrix Potter from 1881 to 1897, The Art of Beatrix Potter, A History of the Writings of Beatrix Potter (Linder), Beatrix Potter: Artist, Storyteller, and Countrywoman (Taylor), So I Shall Tell You a Story... Encounters with Beatrix Potter (Taylor), The Tale of Beatrix Potter (Lane), Letters to Children, Beatrix Potter’s Art (Hobbs), and At Home with Beatrix Potter (Denyer).

My interest in Beatrix Potter led to a two-week trip to England in 2003 with librarians Caroline Blumenthal, Jan Ruskell, and Susan Smith. We spent a week in the Lake District staying at the Lindeth House, where Beatrix Potter’s family had stayed and which she later purchased as a home for her mother. Sites visited included Hill Top Farm in Near Sawrey, Beatrix Potter Museum in Hawkshead, and World of Beatrix Potter in Windermere. We saw farms she bought and donated to the National Trust and scenery that remains much the same as in Potter’s day. During the week in London, Jan and I viewed a small Beatrix Potter exhibit at the Victoria & Albert Museum (V & A). We were excited to view additional original art and works by Beatrix Potter at the Blythe House, an offsite archive of material from the V & A. There are many dedicated aficionados who are members of the Beatrix Potter Society and attend biennial conferences in England and Scotland. One such American is retired Carroll County librarian/teacher Ann Crowell, who recently loaned some materials she obtained as a member of the society.

I cannot say that I have read all the books in my house, although some I have read multiple times. I am out of book space, thus books in boxes, but am reluctant to “weed.” If I set a goal to read all the books I have, I would not be able to buy any more! That’s not going to happen. I have to save all the illustrated children’s books for my grandchildren. I will not get rid of any book that I want my daughters, other relatives, or friends to read first. Occasionally I donate books to Ingram Library or the West Georgia Regional Library for their collection or book sale. My daughters, sisters, and I are beginning to consolidate a particular author’s works; for example, I gave my younger sister all my books by Dorothy Sayers and Ellis Peters, except for an autographed book.

In the future, I hope to indulge myself in reading and traveling, referring to literary guides in planning an itinerary. I hope to travel to Scotland next year with some librarian friends. I will soon consult my literary guide to Great Britain and investigate further on the Internet. In addition to sites associated with famous Scottish writers, I hope to visit or at least see some of the places mentioned in books by Diana Gabaldon and Dorothy Dunnett, as well as sites where Beatrix Potter’s family stayed for many years. ☞

Betsy Griffies is Head of Cataloging for the Ingram Library, University of West Georgia.
Social networking websites have gained popularity with a wide variety of library users. Both MySpace and Facebook—two of the most popular social networking sites—have been getting a lot of press in the last year. This is no surprise since they are among the highest ranked sites for web traffic.¹ And although originally thought to be a teenage fad, the average age of MySpace users has continued to increase so that "users between the ages of 35-54 now account for 40.6 percent of the MySpace visitor base."²

Social networking websites appeal to users because they provide a variety of services in one interface. Users are able to create a profile, make connections with people they know (called “friending”), send messages, join groups, share photos, and comment on friends’ profiles. This ability to connect with many individuals allows users to maintain contacts with friends as diverse as elementary school classmates, distant relatives, college buddies, church members and book club friends.

Since I was already using Facebook to keep up with friends from college and my MLIS program, I decided to set up an “Ask a Librarian” group for VSU students. Walking around my library, I realized that many students were using Facebook while they were researching. Having this group in Facebook allows them to get help at their point of need in a user interface that they are already familiar with. In addition, the group message board retains questions and answers, allowing students to find answers to common questions (see Figure 1).

Although I tried advertising the group via flyers around campus, I found that most of the students joined by word of mouth—either they were in a library instruction session where I mentioned the group, or they had heard about it from friends.

Facebook discourages institution-wide accounts (such as creating an Odum Library profile), so I recommend creating individual accounts. Any services you may want to provide can be offered via groups or one-on-one messages. Collection development suggestions, reference services, marketing events and instruction can all be provided via a social networking website such as Facebook.

If you have other ideas or need help starting up, contact me or ask one of the 228 members of the Librarians and Facebook group for help!

Cliff Landis is a reference librarian and facilitator at Valdosta State University. His email address is: jclandis@valdosta.edu.

References:
INTRODUCTION

With the increased commercialization of online resources and technical know-how of users, reference librarians are sometimes sought out for their expertise in knowledge management/subject specialization vis-à-vis the reference transaction. Current quantitative statistical measurements do not adequately reflect the effort/skills/knowledge associated with this work.

A 2002 survey conducted by the Association of Research Libraries (ARL) gives supporting evidence that many academic institutions are not completely satisfied with the usefulness of the reference statistics gathered, noting that “the migration of reference activity to areas beyond the traditional reference desk (e-mail, chat, office consultations) has further motivated many libraries to re-examine and modify current practices” (ARL SPEC Kit 268, Reference Services & Assessment, 2002). The ARL survey hoped to reveal current best practices, but instead “revealed a situation in flux”:

The study reveals a general lack of confidence in current data collection techniques. Some of the dissatisfaction may be due to the fact that 77% of the responding libraries report that the number of reference transactions has decreased in the past three years. With many librarians feeling as busy as ever, some have concluded that the reference service data being collected do not accurately reflect their own level of activity. (ARL SPEC Kit 268, Reference Services & Assessment, 2002)

There appears to be a feeling of pressure of not performing when the professional literature speaks of declining reference numbers and gives little or no credit for reference/research assistance. It was with a similar sentiment that the READ Scale was developed at Carnegie Mellon University. The READ Scale (Reference Effort Assessment Data) is a six-point scale tool for recording vital supplemental qualitative statistics gathered when reference librarians assist users with their inquiries or research-related activities by placing an emphasis on recording the skills, knowledge, techniques and tools utilized by the librarian during a reference transaction (Figure 1).

Figure 1 - The READ Scale

READ Scale - Reference Effort Assessment Data Scale

Definitions and examples of numbers rating:

1: Answers that require the least amount of effort and no specialized knowledge skills or expertise. Typically, answers can be given with no consultation of resources. Length of time needed to answer these questions would be less than 5 minutes. Examples: directional inquiries, library or service hours, service point locations, rudimentary machine assistance (locating or using copiers, how to print a document or supplying paper).

2: Answers given which require more effort than the first category, but require
only minimal specific knowledge skills or expertise. Answers may need nominal resource consultation. Examples: call number inquiries, item location, minor machine and computer equipment assistance, general library or policy info (how to save to a disk or email records, launching programs or re-booting).

3: Answers in this category require some effort and time. Consultation of ready reference resource materials is needed; minimal instruction of the user may be required. Reference knowledge and skills come into play. Examples: answers that require specific reference resources (encyclopedias or databases); basic instruction on searching the online catalog; direction to relevant subject databases; introduction to web searching for a certain item; how to scan and save images, more complex technical problems (assistance with remote use).

4: In this category, answers or research requests require the consultation of multiple resources. Subject specialists may need to be consulted and more thorough instruction and assistance occurs. Reference knowledge and skills needed. Efforts can be more supportive in nature for the user, or if searching for a finite answer, difficult to find. Exchanges can be more instruction-based as staffs teach users more in-depth research skills. Examples: instructing users how to utilize complex search techniques for the online catalog, databases and the web; how to cross-reference resources and track related supporting materials; services outside of reference become utilized (ILL, tech services, etc), collegial consultation; assisting users in focusing or broadening searches (helping to re-define or clarify a topic).

5: More substantial effort and time spent assisting with research and finding information. On the high end of the scale, subject specialists need to be consulted. Consultation appointments with individuals might be scheduled.

Efforts are cooperative in nature, between the user and librarian and/or working with colleagues. Multiple resources used. Research, reference knowledge and skills needed. Dialogue between the user and librarian may take on a ‘back and forth question’ dimension. Examples: false leads, interdisciplinary consultations/research; question evolution; expanding searches/resources beyond those locally available; graduate research; difficult outreach problems (access issues that need to be investigated).

6: The most effort and time expended. Inquiries or requests for information can’t be answered on the spot. At this level, staff may be providing in-depth research and services for specific needs of the clients. This category covers ‘special library’ type research services. Primary (original documents) and secondary resource materials may be used. Examples: creating bibliographies and bibliographic education; in-depth faculty and PhD student research; relaying specific answers and supplying supporting materials for publication, exhibits etc; working with outside vendors; collaboration and ongoing research.

The READ Scale was launched at Carnegie Mellon with a trial in spring 2003, followed by an academic year study in 2003 - 2004. The READ Scale emphasizes effort, recognizes time dedicated to the transaction, and highlights the knowledge skills used by the librarian at the time the reference transaction occurs. This method is especially appealing in a profession where the industry standard for recording statistical data is a hash mark that records and rewards quantity as opposed to quality.

This paper will introduce the READ Scale by describing the concept, methodology, data gathering, and study expansion.

CONCEPT

The current methodologies for data gathering of reference statistics value numbers alone and do not adequately reflect the effort of the work. By implementing a qualitative statistics gathering approach,
effort can be documented on an individual and departmental level.

Academic reference librarians appear ready to utilize qualitative data mining as a way of effectively capturing reference transaction statistics in an attempt to express a more accurate representation of this work. Qualitative methodology could enable a retooling of staffing strategies and utilize the skills of the academic librarian more fully. Furthermore, qualitative methodology may increase positive self-awareness of the professional librarian and enable libraries to participate more fully in the outcomes assessment favored by many administrative and accreditation bodies.

The READ Scale gives librarians an opportunity to record a specific aspect of their responsibilities, the reference transaction, identified by staff and library administrators as the most vital role of the position. The self-evaluation aspect encourages self-monitoring and could result in a personal sense of professional accomplishment. For a reference department tracking efforts, collecting traffic patterns and recording the number of questions that need specific skill sets can help to formulate desk-staffing strategies, improve outreach efforts and utilize outcome assessment techniques.

**SERVICE POINTS**

Six service points located in four buildings at Carnegie Mellon University participated in the yearlong study: Hunt Library Reference; Arts & Special Collections; Music Listening and Slide Collection; Engineering & Science Library; Mellon Institute Library; and Hunt Library Periodicals. Staffing for these service points includes 15 liaison subject specialists/reference librarians, five part-time graduate assistants and four full-time library specialists or assistants. The librarians hold faculty appointments at the ranks of Librarian, Senior Librarian or Principal Librarian.

**METHODOLOGY**

The idea of using a scale format was conceived by Bella Karr Gerlich and evolved through collaborative work with Jean Alexander and Lynn Berard. All reference staff members were invited to an open forum to discuss the possibility of the units participating in a study to test the READ Scale qualitative data gathering model.

The staff shared the opinion that the traditional method of gathering reference statistics was not adequate and agreed that the units should participate in a study to either validate or invalidate the READ Scale method.

The next step was to test the READ Scale. First, participants would require input regarding the scale’s size and definitions for each of the numerical categories. Second, since this scale is a qualitative instrument that relies on individual personal assessment, the researchers needed to have agreement on how to quantify effort. Third, the elements/duration of the study would need to be defined.

All agreed that a six-point scale would be adequate; “1” representing the least effort expended and “6” representing the greatest effort. Some study participants suggested the addition of particular elements or clarification to certain points by changing wording in the definitions. Sample questions were then solicited from the reference desks in order to test the scale and normalize, as much as possible, the actual rating of effort by individuals.

All participants were asked to answer and rank their effort for each of the sample questions. It was agreed that responses would be evaluated by Jean Alexander. Rating effort for transactions at 1, 2 or 6 levels were typically unanimous, while the 3, 4 and 5 ratings revealed some differences between individuals’ perceived rankings. This was thought to be due to subject specialization and how individuals tend to ‘grade’ (hard or easy), although there was always a majority agreement. Alexander summed up how the transactions were resolved, the recommended rating to assign, and the reason for the rating. This enabled individuals to adjust their personal grading habits for traditional inquiries. It was important to recognize that where subject specialization is the norm, effort associated with customer service should be recognized. This is why the number of elements and time associated with the scale rankings are important to note, so that those staff who are helping someone out of their area of expertise should feel comfortable assigning a higher scale point than would the librarian with a specialization in the area.

Reference librarians were asked to conduct the study in their offices. Most did not actively keep track of those transactions that took place away from the reference desk, yet anecdotal evidence suggested that this is where the majority of their efforts assisting patrons were being spent, especially with those clients in the area of their liaison responsibilities. This data was compiled to help determine at which service point users sought assistance and at what level it was theorized that more transactions of a high level would be recorded by individuals in their offices rather than at a service point.
The READ Scale data recording method utilized the existing paper/online form that captured day, hour and approach type (virtual, phone and walk-up) for both directional and reference questions, on and off desk. The difference was that participants utilized a number instead of a hash mark when recording a reference transaction.

The scale was pretested for two weeks in spring 2003. Positive feedback encouraged participants to proceed with plans to conduct a study of the scale for the full academic year in 2003 – 2004. Comments were gathered and slight clarifications were made to the definitions, with a time data measurement element added that would be used for two preselected weeks in order to determine the average times used for answering questions in each category.

**DATA GATHERED**

**Observations from Participants**

Most participants found the scale easy to use. Comments to the contrary were described in small terms and on personal levels; these included difficulty in memorizing the scale and deciding how to rank electronic questions. None of the librarians felt the scale needed to be changed at the end of the yearlong study. No one complained. Staff members were excited to see some details of how reference librarians work.

General comments that were received in subsequent interviews of participants were favorable. They were interested in the “value-added” concept the scale brought to the reference transaction. Reference staff expressed interest in continuing to record statistics using the READ Scale, noting that it made them “think and appreciate the work that goes into answering questions and helping people” and that the scale encouraged them to be “a little more introspective about what I’m doing, and that’s not a bad thing either.”

When asked how they felt about self-evaluating and using the scale for personal assessment, one staff member said, “I think it’s important. I support it even though it can be subjective. I think over time it can give you an idea of what kind of questions we answer and the work that goes into it because it is all very fleeting when you put a tick—you’re not really getting any information but quantitative things acting on their own.”

Others agreed with this point of view, and ideas and discussions on how to use the data began to emerge.
One librarian said “Well, one of the things I would really like to do with data of this nature is to try to get a handle on what value or what impact we have on the population that we serve. If we can at least get an idea of what the general breakdown between the different intensities of reference service are, how much effort in each category we are expending, we’d have measures with which to evaluate the nature of the question, and knowing that, try to come up with a value for it or an impact for it …”. Another librarian suggested that the data gathered from the READ Scale could have even more impact: “…if all we’re ever going to get is an estimate of our impact on society, some of the things like a 4 or a 5 or a 6 have such an impact on that individual’s life. In some cases they make or break their earning potential for the rest of their life, and, you know, depending on how much they listen to you.”

**Key Findings**

Reference staff felt that the current methodology for keeping reference statistics, the practice of counting transactions only, does not adequately portray the importance of this role nor the skill and experience they bring to their work.

Reference staff found the READ Scale easy to use and descriptive of effort previously unrecorded, giving voice to their effort, knowledge and skill as professionals.

The participants like the qualitative component of the READ Scale, take self-evaluation seriously and are interested to learn more about themselves as reference librarians and the information-seeking behavior of their users from the collected data. The majority agreed they would be inclined to adopt this methodology of gathering statistics.

There are differences in patterns regarding the traditional category of questions among the three primary reference desks in our study: Hunt Reference has a higher percentage of directional questions than either Arts or Sciences (Figure 2). This is interesting because it suggests users may be discipline conscious in their information-seeking behavior.

This idea is further supported as the statistics gathered also show users actively seeking assistance at service points other than the reference desk. However, these service points fielded an insignificant number of transactions above a level 3 question, recording only 25 questions at the number 4 level and two at the number 5 level, signifying that when it came to in-depth reference inquiries, users sought out or were directed to librarians at the respective reference desk.

The study also revealed that the bulk of inquiries to service points continue to come in the form of personal contact (in person or by phone) while the bulk of queries...
Figure 4: Question by Type, All Service Points

Questions By Type, All Service Points, AY 2003-2004

Figure 5: Off-Desk

Off-Desk (Reference Librarian Consultations) by Question Type
to individual librarians (off-desk) come in the form of email (Figure 3).

Figure 3: Transaction Approach Types – Service Points and Off Desk

Initial scale ratings recorded for service points as well as off desk from the yearlong study yielded the following results:

At all service points, the majority of the transactions recorded were in the 1 – 3 READ Scale range (Figure 4, page 12):

Off-desk transactions followed a different pattern – with fewer level 1 and 2 transactions and a higher percentage of 3, 4, 5 and 6 level questions (Figure 5, page 12). These charts again demonstrate that the method used to approach reference staff off-desk is done electronically, though the personal approach is still highly valued, with most reference transactions continuing to occur at a public service point.

Finally, time was recorded for all transactions for a two-week period in an effort to test the validity of the scale regarding the time element. This exercise revealed no surprises and all transactions recorded were within the scale ranges as described (Figure 6).

Next steps / Process of expansion of the study

The participating librarians in this study felt that the role of reference/research assistant is even more important in this age of the information overload and requires more skills than ever before. The statistics that are gathered quantitatively do not reflect the evolution of effort/knowledge/skills required to assist today’s users. The response to the READ Scale methodology was positive, so much so that four reference service points have elected to adopt the READ Scale at Carnegie Mellon as their primary tool for recording reference statistics. Their reasons for continuing to gather data using the scale vary from the personal observations described in this paper to wanting to gather enough data over time to be able to observe trends and assemble assessment options. This reaction encouraged the application for the joint research opportunity between GCSU and Carnegie Mellon now underway to expand the study to 15 academic libraries in order to test the validity, usability, and adaptability of the scale in various academic environments. We feel this work could significantly impact how reference statistics at academic institutions are collected and analyzed.

By expanding the READ Scale study to a more diverse pool of institutions, we hope to learn if recording qualitative reference data is valued and useful to our professional work and if the READ Scale is a viable, adaptable tool for gathering that information.

Bella Karr Gerlich is Associate University Librarian at the Library & Instructional Technology Center, Georgia College and State University; G. Lynn Berard is Principal Librarian, Engineering and Science and Editor, FOCUS, at the University Libraries, Carnegie Mellon University.
As we grow up and examine our lives, it is truly amazing to think that our parents actually had their own passions outside of their children. My mother's love for reading was a huge part of her world, and she happily shared it with me as I began to expand my reading repertoire. Her favorite author, Elizabeth Goudge, has been described as a writer whose books are really “grown up fairy tales.” For most critics of the time, this style of writing and its great appeal seemed quite odd and the object of contempt. Fortunately, this 20th century entity, heavily influenced by her 19th-century upbringing, has made a lasting impression. Her style of “escape” literature has influenced greatly the world of today’s readers through a most interesting twist.

The post World War II cynicism of the Western literary world found Goudge’s adult fairy tales too sweet for their taste. Their disdain for the remnants of anything Victorian is revealed in their harsh critiques of her works. Yet the public read her books in droves, the titles sold millions and the best seller list was often topped by one of her titles.

Goudge’s books entered my life through my mother’s influence. I recall being told frequently that a certain book was “too old” for me. I wasn’t sure what that meant exactly, but I did know that my older sister was the right age for these titles that included such works as A Tree Grows in Brooklyn and The Group. Other books were my haven, and I soon began to read the same titles my mother was reading. The authors we enjoyed together included Nora Lofts, Victoria Holt and Elizabeth Goudge. Ms. Goudge was my mother’s favorite and with the publication of The White Witch, forever mine. Her books were not only hours of enjoyment for us but investments that crowded our bookshelves at home.

In the 1960s, hardbacks were still popular and paperbacks were rare. We had no Amazon, no Barnes & Noble or Borders. The culture of the day was to either go to the library and check out the book you wanted or head to the department store in Atlanta — Rich’s or Millers — and purchase it. Thus I was able to see my mother slowly but steadily acquire the hardback copies of Ms. Goudge’s works as she read through them all one by one.

I cannot tell you when she began reading Ms. Goudge but it must have been early in this author’s career. My mother, like Ms. Goudge, was a product of the Victorian age, for parents who were from that time raised her. Like Ms. Goudge, my mother’s gentle and spiritual character saw and treated her world and its surroundings in a way that has sadly vanished from us. Victorians — the quintessential good soldiers — mustered on through the hard times, quietly and patiently enduring until better times came. Those better times always did arrive no matter how miniscule or unassuming. Optimism and imagination are often happily linked in those end-of-the-19th-century minds, and Ms. Goudge’s writing style and personal history reveal nothing less than the unsinkable spirit — a product of her upbringing. Goudge’s books helped my mother through some hard times, so much so that my mother corresponded with Goudge to thank her. She received a nice reply.

Elizabeth Goudge was born in 1900, one of the last true Victorians. She was influenced greatly by that age, and her books reflect the passionate link between creation and humanity, a respect for the world and awareness of the infinite links between all creation. The words “gentle spirit” come to mind when I think of her works. During the course
of her writing career, she produced about 17 novels, nine series titles, 17 collections of stories, three anthologies, four works of non-fiction, and one autobiography.

Her literary career was not without reward. Her children's book, *The Little White Horse*, won the Library Associations Carnegie Medal in 1946. Her best-known novel, *Green Dolphin Street*, was made into a film in 1947 with a stellar cast that included Van Heflin, Lana Turner and Donna Reed. Goudge writes of this event in her autobiography as being quite astounding and unexpected.

Her life, as revealed in her autobiography, *Joy of the Snow*, reads like anything but her optimistic and happy-ending novels. Yet through it all, Goudge remains undaunted and accepting of what life measures out. Her parents were her models. Her father, a prominent clergyman of the Anglican Church, moved several times, uprooting the family on each occasion. Her mother, an invalid most of her life, suffered terribly from a back injury. Yet Goudge's life is revealed as that surrounded by a loving family to whom hardships were part of life and the good times found in the source of a sunny day, an abundantly blooming lilac bush or a peaceful walk with the family dog. Goudge seems to have applied her talent in writing at a young age and became a success but not immediately.¹

Her style of writing is a lost art, a style that was vastly popular in its day yet very underrated by critics. She drew characters and settings from those around her. She carefully wove her love for England and its history into charming stories with historic backgrounds and engaging characters. Research and writing were her gift, and she was a master at creating what is now the old-fashioned historical novel. Unlike some of her contemporaries, her works lack the larger-than-life heroine characters. Instead she uses her knowledge of real people, their relationships and the ways in which they work out those relationships against the backdrop of multiple historical settings.

In her book *The White Witch*, Goudge weaves one of her most intriguing stories. Set against the historical backdrop of the English Civil War, the novel combines history and character with folklore. This narrative includes research that Goudge conducted on the Gypsy people of England. Using the works of Charles Leland, she develops sympathy for the Gypsy characters and their culture into the plot. Leland was one of the first people to study, interview and become accepted in the Gypsy society of Great Britain.²

Today his works are little known and hard to acquire, but Goudge drew heavily from them to create her story and characters. The Gypsy culture is perhaps one of the last left in the 21st century that nourishes that same connection to nature so ingrained in Goudge's stories.

Her wit combined with charm and a desire to make a happy ending were a recipe for success. Readers adored her. Her titles were on the best seller list more than once, and many of her novels were Literary Guild choices. In her own words Goudge admits: “I know that happy endings are sometimes inartistic, and certainly not always true to life but I can’t write any other kind. I am not a serious chronicler of the very terrible contemporary scene but just a story-teller, and there is so much tragedy about us everywhere today that we surely don’t want it in the story-books to which we turn when we are ill or unhappy... We must escape somewhere.”³

Most of her works were critiqued in the *Saturday Review of Literature* and *Time*. The review of *Pilgrim’s Inn* (also known as *The Herb of Grace*) provides an illustration of the rather sarcastic and cynical view critics held toward Goudge and similar authors. The review in *Time* in 1941 includes Goudge’s work and that of Hiram Haydn’s *The Time Is Noon*, a popular title that concerned life in America in 1929. Using a rather unfortunate metaphor of the “hatched chick” to describe the authors’ new titles, the review is not overly flattering to either author, but most pointedly unkind to Goudge. The reviewer depicts her as “a happy ever after” lightweight and adds that Hollywood likes her just the way she is. Times have indeed changed. However, the underlying tone of the review is how can such a piece of fluff be taken seriously?⁴

*Green Dolphin Street* was reviewed in *Time* in much the same air of amazement as *Pilgrim’s Inn*. First the writer derides Louis B. Mayer for...
Goudge has left us a legacy of good old-fashioned storytelling and appreciation for those simple things in life that collectively make up happiness. Deep within, she has concocted characters based in reality, flavored by historical research, and tempered with the current-day need to escape from the present. Her deep seated “Victorianism” with its optimistic joy in the small things of life and its ability to shoulder burdens until the sun shines again, makes her characters appealing, especially to readers with similar trials.

Her style is not lost to the ages nor is her ability to inspire. Take for example the unprecedented rise to fame and popularity of the Harry Potter books. It is perhaps the most singular event of the century which has inspired readers of all ages to leave their laptops and pick up that thing called a “book.” It is that “good story,” filled to the brim with imagination, fairytale-like surroundings and characters who solve their problems in most creative ways that keep readers standing in line in bookstores to be the first to get their next installment.

Once again the recipe is imagination, good will, the desire to entertain and to provide escape from the cares of the world. It is no coincidence that J. K. Rowling’s favorite children’s book was the Little White Horse by Elizabeth Goudge.10

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References:

4 “A Pot in Every Chicken,” Time (April 5, 1948): 100.
A New Story to Tell: The East Commons at the Georgia Tech Library
by Charlie Bennett

The Georgia Tech Library is transforming, one section at a time, to keep up with changes in library use and perception that have accompanied the digital revolution. Four years ago, we renovated a study area and created a computer lab dedicated to student productivity. Our attendance numbers jumped, and we started staying open overnight during the school week. As we kept the library open longer, we realized that the students needed better study spaces if they were going to stay in the library for hours on end. With “Library as Place” and “Libraries Designed for Learning” (recent CLIR publications) and student focus groups as our guides, we explored what would make a great study space in a modern research library, as well as what kind of space would help us test our own ideas on how to support student productivity, creativity, and success. We asked the students what they wanted and needed, and they had a lot to tell us. While they were glad to get the essential computer terminals, they needed more — resources to help them through long days of studying and to keep their minds and bodies refreshed. Students were working more and more in groups as class styles changed, and our group-study areas were old and unappealing. The narrative the students described for us was simple: “I spend more time in the library than anywhere else. I want to be as comfortable and productive as possible.”

The result of all that information is our most recent renovation: the East Commons (EC), a mixed-use space full of collaborative computer stations, study tables on wheels, rolling chairs, easy chairs, couches, coffee tables, freestanding “fabric” walls, and a sophisticated, modular lighting system. Hundreds of students flow through the EC a day, alone or in groups, modifying the space in any way they can. We rearrange the furniture once or twice a week, in almost whimsical patterns, and the students still surprise us with their own arrangements (especially the changes that happen overnight); each time I see a set of tables jammed together in a sloppy Frankenstein’s monster of a study group, I smile at the thought of the students owning the place, building their study spaces as they see fit. My office is in the middle of everything,
with a window looking onto one of the computer clusters, and the students stick their head in the door to ask me everything from where they can pick up print-outs to whether I can help them move a light, from the definition of “caveat” to what music I’m listening to as I work. I’ve moved furniture to accommodate a meeting between a PhD candidate and her advisor, changed the positions of the lights to reduce the glare on a student’s laptop (which took me three minutes on a stepladder — flexibility in lighting means more than just a dimmer switch), and spent 45 minutes with a student explaining the relationship between servers, personal terminals, and web browsers.

Workdays in the EC are never the same because the students don’t expect the EC to be the same each day. Not one of them has ever said “Why aren’t the tables arranged like they were before?” or “Why are the couches in different places?” They seem unfazed by anything and will often take a seat at a table or in a couch the moment it’s been moved. This article may seem overly concerned with furniture, but the student’s joy in the EC is tied to the abundance of comfortable, informal places to sit, eat, study, and sleep. The computer clusters are quite important too — without them, the EC is just a cool new lounge — but the lighting and the furniture are what make this space unique on campus and what draws the students here.

The students spend long hours in the EC, working hard and wearing themselves out. In expectation of these long hours, we have a completely open food and drink policy, and part of our renovation was a sandwich and coffee shop. Its sales have exceeded expectations by 50 percent and the students are still asking for longer hours. They need more than coffee and smoothies, however; the students want something to break the monotony and to give them the head-clearing they need to study all day and into the night without burning out.

We have art (and are careful to make the art connect with the students in some way; right now, we have 16 gorgeous perspective exercises done by Georgia Tech architecture students), color-wash fluorescents for the walls, and the fabric walls mentioned above (which are bendable, movable, and textured), which break up the visual field of the space — a student who leans back from her work and tries to clear her mind for a moment isn’t faced with a blank wall or the sides of a study cubicle.

Our most ambitious mental refreshment is in one section of the EC where there are group-study tables. In 20 minutes, we can turn the group-study area into a small theater or presentation space that can seat up to 100 people. A rear-projection screen in one corner and a movable podium have allowed us to host lectures, film viewings, panel discussions, and a couple of musical performances, all without losing the study space for the rest of the day. The section isn’t closed off; we make it clear to students that they can drift in or out of presentations. The students know that there’s always something going on in the EC. A gratifying email from a student, who calls himself a “resident of the new East Commons,” tells us that “the EC has helped me improve my grades while still maintaining a social life.”

A few weeks after we opened the EC, I was preparing to move one of the freestanding fabric walls — on top of a stepladder, a crescent wrench in my back pocket — when a student stopped and said “What are you doing?” I told him I was about to move the wall, and he said “How are you going to move the wall?” I showed him the threaded rods, explained how I’d be sliding the brackets along the lighting system’s rail, and the student was intrigued. He went away smiling, surprised at what could happen in the EC. It’s all about the students finding a reason to come to the library and having a story about it to tell.

Charlie Bennett is East Commons Coordinator at the Georgia Tech Library in Atlanta. His email address is cb129@mail.gatech.edu. All Georgia Tech Library photographs by Katie Gentilello.
Tillinghast one of 25 winners of New York Times’ 2006 Librarian Awards

The New York Times has announced the names of the 25 winners of the 2006 New York Times Librarian Awards. Now in its sixth year, the program honors librarians from around the country who have provided outstanding public service and have had a strong, positive impact on their nominators. This year’s winners represent 17 states.

Included among the 25 winners is Nancy Tillinghast, Director of the Thomas County Public Library in Thomasville, Ga.

Nominations for the public librarian awards came from the general public. The Times received more than 1,300 nominations from 45 states this year.

The Times held a ceremony and reception in honor of the winners on Dec. 13 at which each winner was given $2,500 and a commemorative plaque from The Times. A separate plaque featuring the winner’s name and title will be sent to the library where each winner works.

“We are very happy for this opportunity to celebrate librarians from across the country, whose enormous contributions sometimes go unrecognized,” said Alyse Myers, senior vice president and chief marketing officer for the New York Times Media Group. “This year, we are also delighted to extend the Librarian Awards to academic librarians, who serve their college communities with the same devotion as the public librarians whose work we have honored since 2001. All librarians fill a vital role in our society — they are the people who bring together communities in the pursuit of knowledge. In doing so, they remind us that education and civic engagement are critical components of a thriving democracy. We applaud this year’s winners and the work they do every day.”

Two selection committees composed of leading library professionals from around the country chose the winners. The public librarian awards selection committee included Kate Nevins, Executive Director of SOLINET (Southeastern Library Network). The academic librarian awards selection committee included Loretta Parham, CEO and Director of the Robert W. Woodruff Library at Atlanta University Center.

Henderson Library opens in new quarters

At noon on October 1, the Zach S. Henderson Library at Georgia Southern University in Statesboro opened in its new quarters without any break in service. The addition built onto the original library will house our most-circulated materials during the two years of reconstruction and renovation of the original structure. Less-used materials and some offices are now located off-site. Approximately 160,000 volumes were loaded by staff into bins of the automated retrieval collection (ARC) during the months leading up to the move. This ARC is the only one presently operating in any southeastern library. Space will almost double when the entire completed building opens in 2008. For additional and updated information, visit the library’s Web site at http://library.georgiasouthern.edu.
Retired librarian revises list of best books on the Indians of Georgia

Students in Georgia public schools are required to learn about Indians of Georgia when they study Georgia history in the 4th grade and again in the 8th grade. But there aren’t many printed materials on this topic. Before I retired from the Atlanta-Fulton Public Library, I noticed that many kids came in wanting such material. So in 1997 I made a list of what was in print:

*The Best Books in Print about The Indians of Georgia for students in grades K-8: Cherokee, Creek (also called Muscogee; sometimes called the Creek Confederacy), and Mound Builders (prehistoric people, also called Mississippians)*, Compiled by Louise S. White in collaboration with members of GLMA (Georgia Library Media Association).

I have revised it, updated it, and self-published it every August since then — also I have distributed copies every year at COMO, always asking for corrections and additions. This year’s, August, 2006, is the 10th edition.

To access this list on the web, posted by Georgia Public Library Service and updated every August, use this URL: www.georgialibraries.org/lib/georgia.html. Scroll down, past Georgia counties, Georgia education, and Georgia government, to “Georgia history.” It is there. It’s really quicker to go to Google and ask for “Best books in print, Indians of Georgia.” The list is only seven pages on paper — with 10 more pages on the web for title and author-indexes.

For adult books, see the short list of very basic adult books on page 9, under the heading “Background reading for teachers, media specialists, parents, and other adults.” The books “Grade 8 and up reading level,” beginning page 7, are also quite suitable for adult reading. For a free paper copy of the list, phone or FAX your request to 404-371-8072 or write me at 264 Chelsea Circle, Decatur, GA 30030.

— Louise S. White
part Creek Indian, born in Georgia librarian, member of GLA and GLMA

Emory’s Matthews retires after 35 years

Dr. Linda Matthews retired in August after 35 years at the Emory University Libraries. Matthews came to Emory as a reference archivist in 1971 after earning her doctorate in American history from Duke University. She has a master’s from Duke in that subject and a bachelor’s in history from Winthrop College in her native South Carolina. In 1977, she earned a master’s degree in library science from Emory.

She became director of the Special Collections and Archives Division in 1982 and was appointed vice provost and director of libraries in September 2003. While previously geared toward Southern literature and history and other early Americana, under Matthews’ guidance, Emory’s holdings expanded to include some of the finest collections of English-language literature, particularly Irish poetry, and African-American history and culture.

Emory Provost Earl Lewis noted, “What distinguishes Linda in a very distinguished field is her ability to combine the old and the new. She understands the importance of the print culture, arguing forcibly for expanding the manuscripts and rare books collections and building capacities in a variety of fields. At the same time, she knows the significance of leading in the area of digital publishing and understands the need to develop the library with an eye on the future… I will treasure forever being able to say that I worked with one of the best of the best.”

In May 2006 Matthews was awarded the Governor’s Award in the Humanities. “Dr. Matthews has worked diligently to sustain the unique character of Georgia,” noted Georgia Governor Sonny Perdue. She was recognized for “creative leadership and careful stewardship that has expanded Emory’s [library] collections and made the university a national and international destination for humanities researchers.” It’s a nice cap to what has been a remarkable career.

Martinez appointed liaison at Emory

Ida Martinez has been appointed Social Sciences Liaison for the General Libraries of Emory University. Previously Ida was selected as a Library Fellow at Cornell University in a two-year program and after one year was appointed as Outreach Librarian. She received her MLIS from Dominican University and her BA in psychology and business from the University of Notre Dame.
Hog Hammock Library opens on Sapelo

On Saturday, December 9, the Three Rivers Regional Library System formally dedicated the Hog Hammock Public Library on Sapelo Island. Novelist and journalist Tina McElroy Ansa was the featured speaker.

Housed in a blue, two-room building that formerly served as the island’s school, the library will supplement its own collection by bringing full PINES accessibility to the 60-plus permanent residents of Hog Hammock as well as to the state workers who live on the island part time.

Attendees at the dedication ceremony demonstrated their support for the new library by purchasing book bags decorated with its logo. The popular fund-raising items feature a proud Geechee woman holding a rice fanner basket. The logo was created by Jim Denk, an award-winning designer with The Charlotte (N.C.) Observer.

Emory acquires Rushdie archive

Salman Rushdie, one of the most celebrated authors of our time, will join the faculty of Emory University as Distinguished Writer in Residence and place his literary archive at Emory’s Robert W. Woodruff Library.

In making the announcement, Emory President James Wagner said “Salman Rushdie is not only one of the foremost writers of our generation, he is also a courageous champion of human rights and freedom.” Rushdie is the celebrated author of nine novels including Midnight’s Children (1981), Shame (1983), The Satanic Verses (1988), The Moor’s Last Sigh (1995), and, most recently, Shalimar the Clown (2005).

Midnight’s Children is widely regarded as a masterpiece of world literature; in 1993 it was selected as “the Booker of the Bookers,” the best novel published in the 25-year history of Britain’s prestigious Booker Prize. Rushdie is equally well-known, however, for the worldwide uproar that greeted his 1988 novel The Satanic Verses, for being condemned to death by the Ayatollah Khomeini, and for the ensuing debate over freedom of expression that those events prompted. Iran revoked the fatwa on Rushdie’s life in 1998, and he has since then resumed a more public role including serving for the past two years as President of PEN’s American Center, where he was a vocal advocate for persecuted writers around the world.

The Rushdie papers include multiple drafts of all of Rushdie’s novels and other writings from Grimus (1975) to Shalimar the Clown (2005), including manuscripts of two unpublished novels and other writings. The papers also contain a large quantity of correspondence with a wide literary circle, materials documenting Rushdie’s life under the fatwa, notebooks and journals maintained since 1973, photographs, and other related personal and literary papers. Once processing is completed, the Salman Rushdie papers will be the primary resource for all subsequent studies of Rushdie’s life and work.

The Rushdie archive will be housed in the Manuscript, Archives and Rare Book Library (MARBL) of the Robert W. Woodruff Library. For more information, please contact MARBL at MARBL@emory.edu or call 404-727-6887.

Call for Proposals: 4th Annual Georgia Conference on Information Literacy
Coastal Georgia Center, Savannah, GA
October 5 - 6, 2007

We invite proposals for workshops and presentations that will consider, extend, or otherwise address information literacy.

Access this website for conference details and the online submission form http://ceps.georgiasouthern.edu/content/infolit.html

Call 912.871.1760 for additional information
Proposal Deadline April 6, 2007

Lee Moon (left), manager of the Brunswick-Glynn County Public Library, and Michele Johnson, Acting Manager/Member of Hog Hammock Public Library Board of Trustees, display one of the book bags given to attendees.
**Bennett to present at conference following success of Lakeland teen programs**

Paula Bennett, Manager of the Miller Lakeland Library in Lakeland, Ga., was chosen by the Director of Children’s Services of the Georgia Public Library Service to present to a group of children’s and youth librarians at the annual teen conference in Warner Robins this month. Bennett was chosen to present at the teen conference because of the success of her teen program at the library, known as LTAC (Library Teen Advisory Council). She produces a monthly teen newsletter that tracks the success and community involvement that her teen group participates in. “It is a great honor to be asked, because of all the hard work that I have put in and all of the success our teen program has had,” says Bennett.

LTAC has been at the forefront of many community outreach events such as the annual Kick Butts Day events, the American Cancer Society’s Relay for Life, the annual Lighting of Lakeland Christmas Parade and other events that support the community and promote awareness. LTAC won an advocacy award for outstanding volunteer service in tobacco use prevention and was chosen to design a billboard for tobacco prevention for the American Cancer Society. LTAC also sponsors the annual Kick Butts Day events in Lanier County for tobacco prevention awareness. Kick Butts Day 2007 will be the third year that LTAC has organized the event. Additionally, LTAC participates in the annual Domestic Violence Week activities and the annual Red Ribbon Week campaign in Lanier County every year.

Bennett created LTAC as a way to highlight the positive aspects of teens and help them become more responsible young adults, while teaching them how to make an impact on the community. Part of their community outreach is in the school system where LTAC members read to elementary school classrooms as part of the annual Dr. Seuss birthday celebration, called Readers Are Leaders. Their latest school outreach endeavor included participating in the community Renaissance Parade and Pep Rally, held to recognize students for outstanding behavior and achievements.

The teens have been recognized as volunteers within the library system. Last year, they implemented a new leg of the program: a mentoring program, known as M&Ms (Mentors & Mentees). The program consists of pairing seasoned LTAC members with up-and-coming sixth graders. The sixth graders “shadow” their mentor throughout the year and are then eligible to become official LTAC members. This program has seen much success already and is on its way for even more.

Bennett has previously received the Lakeland-Lanier County Chamber of Commerce Achievement Award in recognition of her vision and devotion toward the development of youth, the enhancement of their literary experience, and their service as community volunteers. She was also chosen as a Leadership Lanier 2006 participant because of her work with LTAC and her community involvement. For more information on Miller Lakeland Library’s LTAC teen program, call (229) 482-2904 or visit LTAC’s website at www.myspace.com/teens_rock_ltac.

**LTAC members read books to elementary schools during Dr. Seuss’ birthday celebration.**

**Members of LTAC participate in an event to help spread awareness of domestic violence.**
Athens Regional Library news and notes

Trudi Green has joined the Athens-Clarke County Library as manager of the Adult Services Department. She has worked for the LeRoy Collins Leon County Public Library System in Tallahassee, Fla., since 1997 and was the manager of the Adult Services Department there for the past four years.

The Athens-Clarke County Library will be host to the exhibit “Alexander Hamilton: The Man Who Made Modern America.” This traveling panel exhibit, made possible by a grant from the American Library Association, examines Hamilton’s central role during the Revolutionary War and founding period (1774-1804) in creating the economic, constitutional, social, journalistic, political, and foreign policy templates for modern America. The exhibit, which is based on a major exhibition of the same title on display at The New York Historical Society, will be on display through Feb. 16.

Three programs in January and February will investigate Hamilton’s life and contributions. Nationally acclaimed historical and political writer Buckner Melton Jr. will provide a program on Hamilton’s life. Stephen Mihm, University of Georgia assistant professor of history, will lead a discussion on Hamilton and the history of paper currency in the early republic. Finally, Mary Ellen Brooks, director of the Hargrett Rare Books and Manuscript Library at the University of Georgia, will lead a discussion on Georgia during Hamilton’s lifetime.

The Athens-Clarke County Library recently hosted guest artist Fernando Meza, professor at the Universidad Veracruzana in Xalapa, Mexico, as part of their “Bridging the Gap” grant. Meza is a celebrated photographer and graphic artist. Born in 1955 and brought up on his father’s rancho in the border town of Rio Bravo, Tamaulipas, Meza was influenced in his work by the United States. Programs included a lecture entitled “Modern Art and Education in Mexico,” a photography workshop for families at the Pinewoods Library and Learning Center (a branch of the Athens Regional Library System dedicated to the Hispanic members of the community), a Day of the Dead program and a discussion about the “Life of a Professional Artist in Mexico.”

Coastal Plain Regional Library news and notes

The Tifton-Tift County Public Library has a temporary home thanks to a local “angel” and an international corporation. Through the hard work of state Senator Joseph Carter and the generosity of Wal-Mart, the library has moved out of its 1913 historic building and into a former Wal-Mart for the next 18 months.

This move will make the transformation and renovation of the library’s home building a safer, faster and more efficient project while still providing library services for the nearly 40,000 Tift County residents. The process of finding a building big enough, empty enough and cheap enough to house nearly 100,000 volumes was a daunting challenge.

Senator Carter, a library friend and former Board member, was able to contact the right people and make the case for the use of an empty Wal-Mart as the library’s home away from home. Nearly all of the library’s services are available at the “library at the old Wal-Mart” as it is being called, including all of the library’s materials, Internet access, staffing and limited programming.

Hall County Library news and notes

The Hall County Library System recently hosted several exciting new programs. These include:
Teacher Safety
Recent events have highlighted the problem with violence in schools across our country. On Monday, November 13, Sergeant Kenny Lane from the Hall County Sheriff’s Department presented a program on teacher safety at the Murrayville Branch of the Hall County Library System. This timely event instructed educators how to react in case of such an emergency. All educators throughout Hall County were invited to attend.

Doggy Tales
During November and December, the Murrayville Branch of the Hall County Library System began hosting “Doggy Tales.” “Doggy Tales” is a unique program during which children read aloud to specially trained therapy dogs. Children were invited to attend four sessions. Each child was given 15 minutes on each day to read with therapy dogs Ginger or Casey. This program is especially effective with children who need reading practice and encouragement. The children were asked to bring a book from home or to bring the library a few minutes early to select a title to read. A second series of programs is currently being planned for 2007.

Hunting Safety
The Hall County Library recently collaborated with the Department of Natural Resources to present two programs on hunting safety. The program was presented at the Gainesville Branch Library on November 14 and at the Blackshear Place Branch on December 7. Both programs saw large numbers in attendance and received numerous compliments from attendees.

Ohoopee Regional Library news and notes
Martha Francis Powers has been appointed the Public Services Librarian for the Ohoopee Regional Library System. She obtained a Bachelor of Arts in English Literature from Ohio Wesleyan University and a Masters of Library and Information Services from Kent State University. She worked as a Technical Services and Government Documents Assistant in the L.A. Beeghly Library of Ohio Wesleyan and did her practicum work as a Young Adult Librarian at the Delaware County District Library in Delaware, Ohio.

The Ohoopee Regional Library System has acquired the complete sets of both the “Dear America” and “Royal Diaries” historical fiction series for teens thanks to the work of a young patron. Lauren McDonald, age 12, chose the library as her service project to win her Bronze Award for Girl Scouts. By writing letters and talking to neighbors, Lauren raised enough money to purchase the entire series. She placed one set in the library and worked with the library to have another set of the books placed in the Family Crisis Center for the children who are living there.

On November 14, Ms. Jackie Bell of Sandersville, Georgia, gave a presentation on the history of the Transylvania Club and the Georgia Historical Plates at the Laurens County Library.

Through sales of the historical plates and its annual fundraiser, the Transylvania Club’s 36 members provide generous financial support for staffing and collection development to the Rosa M. Tarbutton Memorial Library in Sandersville.

Troup-Harris-Coweta news and notes
The 11th Annual Azalea Storytelling Festival will be held Friday and Saturday, March 2-4 in the new Callaway Auditorium at LaGrange College. Both LaGrange College and LaGrange Memorial Library are among the sponsors. This year’s tellers include Donald Davis, Kathryn Wyndham, Andy Offutt, and Sheila Kay Adams with appearances by Jane Cunningham, Anne Hewett, and Josie Bailey. For additional information, contact Pat Gay at the LaGrange Memorial Library (telephone: 706-882-7784 x21; e-mail: pgay@thclibrary.net).

Frank Lewis, regional library Board of Trustees member, passed away on October 25. Frank had been a longtime library supporter and was director of the Banks Library at LaGrange College for 22 years before his retirement in 1995. Frank was noted throughout the community for his commitment to service including board memberships and service to the 100 Black Men of America, Alpha Phi Alpha Fraternity, Historic Chattahoochee Commission, and the Troup-Harris-Coweta Regional Library board. He also helped establish the Troup Council of Aging and the Pathways Center. In 2003, the State House of Representatives passed a resolution in his honor. He will be deeply missed by all his friends in the community.

In 1964, children in Mississippi lived in segregated communities, with little idea about life on the other side of town. Parents often tried to protect their children from racial struggles that were happening “somewhere else.” Also living separately from the larger community were many people with disabilities. In this novel, Paige Dunn avoids institutionalization for polio to raise her daughter. This could have been a tearjerker, but Berg instead insists that the reader view Paige Dunn and daughter Diana as they see themselves: tough, intelligent survivors. Like many teenagers, Diana daydreams of being an actress, spends time reading fashion magazines and running around with a “wild” neighborhood friend. Always there to rain on Diana’s parade, it seems, is Peacie. Peacie, Paige’s African-American friend and caregiver, has helped to bring Diana up since she was a baby and allows no self-pity from the girl. Peacie and Paige’s friendship and Peacie and Diana’s love-hate relationship form the heart of the story.

In this passage, Peacie asks Diana to go to the grocery store, and Diana at first refuses:

“You can’t spank me anymore, Peacie,” I said. “I’m too old.”

“You too old, you say.”

“Yes, I am.”

“Well, I’ll tell you what. If you so old, you don’t need no one beg you to get groceries that is mostly ate by you.”

“I said I’d go!”

“That’s what I said, too. We in agreement, ain’t that something. Now see if your mother done with that bedpan.”

Together, Peacie and Paige are formidable. Diana will accept life as it is, and not as she wishes it might be. Also in the story are Peacie’s courageous boyfriend, LaRue, who decides to join freedom marchers in his Mississippi hometown; Brooks, a local hardware store owner who has always seen Paige as the beauty that she is; Dell, a handsome drifter who appears in town much like a movie star; and Suralee, Diana’s on-again, off-again best friend. We Are All Welcome Here is a terrific story showing how racism, disabilities, and daily humiliations are overcome by bravery and sincere compassion for one’s neighbor. Recommended for all public library adult fiction collections.

— Reviewed by Teresa Pacheco
Chestatee Regional Library System


Set in the South Carolina Low Country, Patti Callahan Henry’s novel focuses on a few months in the life of Kara Larson, a young socialite in the small town of Palmetto Pointe. As the novel opens, Kara is rushing around,
simultaneously organizing a tournament for the PGA golf tour (her employer) and planning her extravagant wedding to pro golfer Peyton Ellers. Kara is haunted by the loss of her mother to cancer when Kara was nine, as well as by the abrupt and dramatic departure of her childhood sweetheart Jack when she was 14. Then Kara meets Maeve Mahoney, a nursing home resident she is visiting to fulfill a service requirement for membership in the local ladies’ society. Maeve’s tales of long-ago love and loss in her Irish homeland resonate with Kara and lead her to reexamine her life and her plans. Romance fans may enjoy this lightweight offering, although the characterizations are so thin that it is difficult for the reader to fully engage in the conflict and invest in the story’s outcome. Even moments that are intended to be soaked in sentiment and drama come across as somewhat flat and detached. The device of overlaying Maeve’s reminiscence onto Kara’s life is awkward and does little to enrich the story. The happy ending arrives as expected but lacks the warmth and depth to truly satisfy. An optional purchase for medium to larger public libraries.

— Reviewed by Sarah Trowbridge
Fayette County Public Library

**Hitched** by Carol Higgins Clark

Detective Regan Reilly is days away from membership in the NYPD detective Jack “no relation” Reilly when the studio burglary of New York wedding-dress designers Alfred and Charisse sends Regan’s plans (and those of four other brides) into a tailspin. When not aiding Regan in pursuit of the dress thieves, Jack tracks “The Drip,” a serial bank robber so named because of his penchant for rainy-day heists. Hitched is the 10th novel in Clark’s Regan Reilly mystery series. (The fifth installment, *Deck the Halls* (2000), was co-written by Carol Higgins Clark’s mother, mystery novelist Mary Higgins Clark.) Though “The Drip” remains masked until near novel’s end, the dress thieves (and their motives) are revealed in the fourth chapter; thereafter, the story alternates between the casework of detectives Regan and Jack and the misadventures of dress thieves Marco and Francis (who flee first to Atlantic City, then Las Vegas). Various side plots include a secretive romance, a conning couple’s ruse, and the strange, abruptly resolved abduction of one of the brides. While the story is at times entertaining, readers expecting depth (or real suspense) will be disappointed. Characters are drawn from familiar stereotypes—the tireless detective, the bumbling chief, the histrionic bridezilla, the eccentric recluse. The plotting weaves together through a number of coincidences, and it seems that everyone in the story’s world listens to the same radio station, watches the same television show, visits the same nightclub, and follows every detail of the press’s apparent round-the-clock coverage of the April brides and their stolen dresses. Aside from anxious brides-to-be, *Hitched* might best suit readers in search of fast-paced, comedic, PG-rated, potato-chip fare: None of the characters use foul language, violence is limited to a few bumps and bruises, and all evil-doers get their comeuppance in the end. Recommended for public libraries seeking beach reads or light mystery for their adult collections.

— Reviewed by Christina Hodgens
Conyers-Rockdale Library System

**NON-FICTION**


The deep affection that he held for the works of William Faulkner is evident on every page of this book collecting the undergraduate lectures of the late Dr. Richard Marius. Transcribed by Nancy Grisham Anderson, *Reading Faulkner* is casual and conversational in tone and geared as it is toward first- or second-year non-English-major college students, it is much more accessible to the average library patron than most other works of literary criticism. Dr. Marius covers Faulkner in depth, but not so deeply as to scare away anyone who might want to know more about William Faulkner but doesn’t want to go to graduate school to do so. The subtitle, *Introductions to the First Thirteen Novels*, is somewhat misleading as the lectures do not cover just the early works of the Mississippi Nobel Laureate. The first 13 novels include *The Sound and the Fury* and *Absalom! Absalom!*; generally considered Faulkner’s best works and the apex of his career. Throughout, Dr. Marius touches upon the common threads that the books share, notably those that distinguish these works as Southern literature. Frequently, Dr. Marius discusses the importance of the oral storytelling tradition in the American South and the effect that this has on the style of Faulkner: long, flowing sentences nearly free of punctuation, alliterative passages with a use of unusual words (“the curbedge’s channelbrim”); the reader can almost hear the stories being recited aloud rather than written. Marius also...
makes the point that Faulkner, before international recognition brought about by his receipt of the Nobel Prize for Literature, was not just a Southern writer, indeed “merely a regional writer of some interest,” as Dr. Marius describes the view of Faulkner held at the time, but was also very much a member of the Lost Generation of American writers, with all their hallmarks: a deep spiritual wounding brought on by the horrors of World War I, a recognition of the worthlessness of the values held by previous generations, i.e., chivalry. While Dr. Marius never quite comes out clearly with the word “existentialism,” he does mention the effect that T.S. Eliot’s *The Waste Land* had on Faulkner and that Faulkner thought Hemingway’s style lacked “courage,” although he did admire his fellow American’s work. A serious reader of Faulkner will find much to like about *Reading Faulkner: the First Thirteen Novels*, and the book would be put to good use in most academic libraries, but public libraries, especially those outside of the South, might find that they already have something on the shelf by Harold Bloom that can do what this book does, and possibly do it better.

— Reviewed by John McConnell
Hall County Library System


The striking cover of this 383-page trade paperback encourages the curious amateur or experienced professional birdwatcher to investigate further. Once inside, the contents offer the reader many more surprises. The beautifully detailed color illustrations on glossy pages often show the bird species at rest or in flight, as well as visual differences (such as color and size) between the male and female birds. The color coding on many levels and the cross-references within the Reference Guide, the Top Birding Sites, and the Species Accounts are a definite help to the novice birdwatcher like myself. The introduction, interesting and quite readable, provides key information for effectively using the information within and provides an overview of birding as a hobby. The introduction also highlights the Top 50 Birding Sites in Georgia, with a state map and an expanded write-up for 15 of the sites. A typical Species Account includes the common and scientific name of each bird, large bold illustrations, an overview of the species, identification characteristics, size, status, habitat, nesting, feeding, voice, similar species and best sites for viewing. I have found the voice information to be particularly helpful to me during my backyard adventures. The authors have impressive credentials and share their extensive knowledge with obvious enthusiasm. They encourage the reader to participate in birding activities such as joining organizations and clubs, landscaping for conservation and to attract wildlife, and setting up bird feeders and nesting houses to invite birds to visit and stay. Helpful websites are listed. This comprehensive publication engages the reader on many levels and is a worthwhile addition to the two other popular birding books in our public library’s collection (*Georgia Bird Watching*, Thompson, 2004 and *Birds of Georgia Field Guide*, Tekiela, 2002). Easy to follow and a delightful reference, this book is a terrific mid-priced gift for a nature lover and a “must have” for any academic or public library collection.

— Reviewed by Ruth Hayden
Smyrna Public Library

*The Untold Story of Shiloh: The Battle and the Battlefield* by Timothy B. Smith (University of Tennessee Press, 2006; ISBN 1-57233-466-5, $34.00).

On April 6-7, 1862, Shiloh, Tennessee, was the site of the largest and bloodiest Civil War battle up to then. More than 65,000 Union troops under General Ulysses S. Grant fought it out against 45,000 Confederate soldiers under General Albert Sidney Johnston and P.G.T. Beauregard. At the battle’s end, 24,000 were dead, wounded, captured or missing. Smith is a staff member at the Shiloh National Military Park; this is his second book on Shiloh and it is not about the battle. In an introduction and 10 short chapters, Smith views aspects and issues that emerged from the two-day clash. It is about memory, the force of personality, reconciliation and changing views of historians. Chapter 1 sets the stage with a concise overview of changing historiography of the battle. The second chapter attempts to demolish the 10 “greatest myths of Shiloh,” starting with the one that the Union forces were surprised by the Confederate army (they weren’t). One of the myths—that the Union Navy played only a minor role in the battle—is also dealt with in a separate chapter. Smith shows how Navy gunboats on the Tennessee River protected the arrival of Union troops in a hundred transports and brought fire to bear on Rebel positions at critical moments. Chapter 7 reviews the period of reconciliation in the late 19th-early 20th centuries when a forest of commemorative statuary rose on the restored battlefield, and contrasts it with the rekindled “Lost Cause” mentality of our time. The book reads well, helped by appropriate historic photos, but badly needs a good map.

The life of J.J. Haverty, who died as a millionaire father of 10 children, is almost a classic tale of “rags to riches” during the industrial age and its aftermath. Haverty was able to see trends ahead of time and move on them; this ability served him well in his art collection. His main interest in collecting was American artists, and he collected many that were not well known at the time but are important now. Unfortunately the High Museum did not have the same vision he did, and many of the pieces were either returned to his family or have disappeared. After the Civil War, the middle class began to appear all over the United States. In Atlanta, J.J. Haverty, the son of an Irish laborer, was perfectly suited to his time and place. He began working as a clerk in a department store and founded a chain of furniture stores with A.G. Rhodes. The stores were known as Rhodes-Haverty until they split in 1908 and became two separate chains of furniture stores; Haverty’s Furniture stores are still in business. This slim volume, written by Haverty’s great-grandson, tells how he became a millionaire businessman who developed an interest in art, especially American art. J.J. Haverty began collecting art after he built Villa Clare (named for his wife, Clara, and County Clare in Ireland). Widowed in 1918, he turned his energy and money to serious art collecting in the 1920s and 1930s. Haverty was instrumental in building Christ the King Cathedral and the Stone Mountain Monument and in beginning the High Museum of Art. During the Great Depression of the 1930s, he opened his home to art lovers on Sunday afternoons. Upon his death and the death of his daughter, nearly all of his collection was donated to the High Museum of Art. It was the first major collection to be given to the museum. J.J. Haverty also gave the High his collection of art books, the funds for a library, and an endowment to help purchase other art. His collection helped the High Museum transition from a nearly moribund museum to the vibrant home of art it is today. This book tells how he became an art collector and relates his life to the life of Atlanta. He was a small boy when Sherman’s soldiers burned his home, and his family had to start over with nothing. His life makes a very interesting story and is well told in this volume, which is also illustrated with more than 30 plates of paintings from his collection and short biographies of his favorite artists. A worthwhile book on art in Georgia that should be interesting to many readers.

— Reviewed by Wallace B. Eberhard
University of Georgia (Emeritus)


Benjamin Elijah Mays’ impressive life, positive and far-reaching influence, integrity, strength, and intelligence are a beacon of promise to all who encounter his legacy. Anyone acquainted with Mays and his work, either through study of his most famed students or discovery of the man himself, cannot help admiring his effectively nuanced instructional sermonizing and leadership-by-example lifestyle. During his 27-year presidency of Morehouse College, from 1940 to 1967, Mays touched the lives of thousands of men, including Martin Luther King Jr.; this volume adds to a burgeoning scholarship on Mays that will hopefully touch and motivate thousands more. Author Carrie Dumas and editor Julie Hunter recount Mays’ life and work through imagery and compiled reminiscence. Despite fascinating characters and thorough research methodology, evidenced in the variety of archival institutions and personal collections referenced, the execution of the work detracts from its cohesion. The subject-based arrangement does comprise an organizational scheme, but this reviewer would have significantly preferred a straight chronological narrative. For example, seeing a circa 1981 image in a chapter titled “Early Years” is illogical. Further, many notable figures (JFK, Hank Aaron, and Jimmy Carter, to name a few) languish in the “Additional Photographs” section when a chronological arrangement would have effectively juxtaposed Mays’ celebrity encounters with his academic honors. To some degree this volume bolsters examination of larger issues, 20th century African-American education and community leadership. However, captions are inconsistent, and the volume lacks an index. The book is nonetheless a valuable and enjoyable addition to any library collection as it offers a fresh and visual perspective on Benjamin Mays and his important work.

— Reviewed by Jewell Anderson
Armstrong Atlantic State University, Lane Library

Georgia Library Quarterly Winter 2007
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Photographs selected from the Atlanta History Center’s Kenan Research Center trace changes in Atlanta women’s clothing, education, roles in the workplace, civil rights, social activities and political involvement from the mid-19th century through the early 1970s. Seven chapters organize the material according to varying time periods and themes; brief introductions place the photographs in context, outlining Atlanta’s demographic, economic and social conditions and their impact on women during each era. Most Atlanta women in the 19th and early 20th centuries were working- or lower-class and therefore rarely photographed; noting this, the authors balance early portraits of well-to-do women with later photographs of students, social clubs, and laborers. Moving through time, mothers and daughters in fashionably trimmed hoop skirts give way to groups of college girls, store clerks, suffragettes, WAVES, and factory workers in Rosie-the-Riveter overalls. Notable women are briefly profiled, including PTA co-founder Selena Sloan Butler, prohibitionist Mary Harris Armour (the “Georgia Cyclone”), champion golfer Alexa Stirling, and Grace Towns Hamilton, the first African-American woman elected to the Georgia General Assembly. The emphasis is on women’s expanding roles outside the home as educators and philanthropists and on advances in civil rights for women and African Americans. The book’s appealing, well-produced graphics and clear text provide a concise overview of Southern women’s history. Recommended for both academic and public libraries.

— Reviewed by Maureen Puffer-Rothenberg
Valdosta State University


Pembroke is located in rural South Georgia between Savannah and Statesboro (Bryan County). In 1889, this small town was flourishing with pride and growth. Mr. M.E Carter, its first resident and mayor, worked for the railroad and lived in a boxcar. To depict this rich history and to celebrate its centennial in 2004, the Pembroke Committee worked tirelessly to capture the memories of the town. The railroad was the heartbeat of the community, and the “little red caboose was used for many social functions. At the “Welcome Center,” they used the fire station at noon to signify to everyone it was lunch time. People would gather and could actually set their watches by the blowing of the siren... At the Bryan County High School lunches were served and cost 5 cents a day.” Scattered throughout the book are many pictures of churches, schools, and businesses. A fascinating business was logging. As the demand for housing boomed, the demand for lumber became a necessity. Turpentine farms and distillers attracted a great number of settlers to the area. Pembroke residents consider themselves lucky to live there. Readers will enjoy a peek at the many activities as well as the people. Pembroke is a pleasant read with many pictures depicting the atmosphere then and now. Pembroke can easily fit into the web of Georgia’s history in any public library or academic institution with a Southern culture collection.

— Reviewed by Regina W. Cannon
University of Georgia-Griffin

MUSIC

Best of the South: New Songs from the South: Musical Stories by Sugar Hill Songwriters (Sugar Hill Records, 2005; SUG-CD-0030, $15.00).

Best of the South is a compilation of 17 songs by various musical artists in the stable of Sugar Hill Records. This CD is billed as a companion to the book Best of the South: Volume II, published by Algonquin Books. The tracks are from previously released material dating from 2001-2005. Each song represents a different aspect of Southern musical style or theme, from Dolly Parton’s sweet ballad “Little Sparrow” to the Louisiana blues “All About You” by Sonny Landreth. Singer/songwriter Greg Trooper, who contributes two tracks, works from Nashville. Tim O’Brien of West Virginia melds Southern classical country, old time, and cowboy swing with Irish for a unique bluegrass sound. “Dear Sarah” by Scott Miller is based on Civil War era letters from his great-great-grandfather to his great-great-grandmother Sarah. Miller’s “Ciderville Saturday Night” has an unusual tempo change and instrumental break. Terry Allen’s “The Great Joe Bob (A Regional Tragedy)” just has to be heard to be appreciated. The Duhks, from Canada, contribute “Death Came A Knockin’,” a song that illustrates a fusion of influences including Celtic, old time, blues, and folk with lyrics that might remind you of a tent revival sermon. Other artists include Allison Moorer, Guy Clark, the Gibson Brothers, and Grey DeLisle. The liner notes are minimal and there are no lyrics. The CD has excellent sound quality on a high-end component system, car stereo, and boom box. Recommended for public or academic libraries that collect Southern music and literature.

— Reviewed by Jack Fisher
Valdosta State University
Georgia Library Day
Tuesday, February 13, 2007

Plan now to join us in Atlanta!

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The Georgia Library Media Association (GLMA)

8:45 A.M.
Registration, coffee and juice
Floyd Building
(Twin Towers, 20th floor, West Tower)

9:15 A.M.
Welcome – GLA President and remarks from Georgia Legislative Guests
Floyd Building

10:00 A.M.
Comments from the Georgia Library Community and Organizations
Floyd Building

10:45 A.M.
Teacher Retirement System of Georgia Update
Floyd Building

11:00 A.M.
Visit the Capitol
Georgia State Capitol
(Please contact your legislators prior to Feb. 13, and let them know you will be attending this event.)

11:45 A.M. – 1:30 P.M.
Box lunch with your legislators
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