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In June, dozens of Georgia librarians attended the American Library Association’s 2007 Conference and Library Day on the Hill festivities in Washington, D.C. Among those who helped ALA show members of Congress how much libraries mean to our country and our state are: Julie Walker, assistant state librarian; Nick Fogarty, director of the Sequoyah Regional Library System (SRLS); Sharon Blank, public services librarian with the Screven-Jenkins Regional Library; Dr. Lamar Veatch, state librarian; Catherine Vanstone, librarian with the Southwest Georgia Regional Library; Elaine Hardy, GPLS’s library services manager for collections and reference; David Singleton, deputy state librarian; Lisa Rigsby, director of the DeSoto Trail Regional Library System; Leann Boyd, information services librarian at South Georgia College; and Susan White, assistant director of operations for SRLS.
All of the folks involved with COMO have been hard at work over the past few months developing the October conference, and we have an outstanding line-up starting with a number of pre-conferences and moving on to our First General Session speaker, Deborah Wiles, author of Love, Ruby Lavender, Freedom Summer, and Each Little Bird That Sings. Ms. Wiles has won an impressive list of awards, including a Coretta Scott King/Steptoe Award, the Ezra Jack Keats Award, and the Simon Wiesenthal Award. She was also a 2005 National Book Award Finalist.

Leslie Fisher, our Second General Session speaker, was one of Apple’s first employees assigned to study Internet growth and implementation. She became knowledgeable on Web design, server implementation, and Internet resources. After becoming “road kill” on Apple’s road to recovery, she formed Fisher Technologies. Fisher Technologies Inc. is now a nationally celebrated operation, providing web design, consulting, training, and presentation services to school districts and companies.

Our Third General Session speaker, Frank Winstead, is passionate about education. After an impressive 31-year career in public education in Georgia, Mr. Winstead retired in 1994 to devote full time to speaking and writing. His philosophy is that teaching is much more than what goes on in the classroom but includes the dozens of casual encounters, however brief, that occur during the day between a teacher and student and which may have more impact on a person’s behavior than what is said while formally instructing a class.

The Academic Library Luncheon will feature June Hall McCash, author of Jekyll Island from Pre-Colonial Days through the Civil War; attendees at the Public Library Luncheon will be entertained by Harry O’Donoghue, host of the Green Isle program on National Public Radio. And please plan to attend our GLA annual banquet where we recognize our peers for their contributions to our organization and to building successful libraries in Georgia.

Most impressive of all are the variety of programs and expertise that our colleagues bring to the conference. Representing a wide-range of subjects and expertise, programs run the gamut from implementing technologies, library construction, new serials standards, library security, blogs, and library law. There is something to appeal to everyone.

2007 marks my 31st year as a professional librarian. It was also the first time I realized as I met with the COMO Program Committee and read through the proposals that I didn’t have a clue as to what some of the proposals were discussing! I am close enough to retirement that I didn’t find this development disheartening but instead a reaffirmation that our profession continues to grow to encompass new technologies and ideas. The manner in which we provide information may have changed but the need for librarians to assist users in navigating these new waters remains as important as it was 10 years ago, when the Internet first became widely accessible, and even 20 and 30 years ago, when libraries installed the first OPACs.

I hope to see you on Jekyll Island from October 17-19 as we share our unique experiences, meet old friends, and make new ones. I also hope you make time to enjoy the beauty and history of Jekyll Island (without cutting any sessions, of course). Registration will soon be available on the GLA (gla.georgialibraries.org) and COMO (www.georgiacomo.org) Web sites.

— JoEllen Ostendorf  
President  
Georgia Library Association
A peek inside the personal library of a librarian
by William A. Richards

When I started thinking about this article I wasn’t sure whether to present it in the form of a confession, a boast, or a plea for help. So I imagine it will appear to be a mixture of all three, along with a certain amount of rambling due to late-onset attention deficit disorder.

First, let me get rid of the boast part right off the bat (or maybe this is the confession part). My library consists of approximately 3,500 volumes. (I say “approximately” because I decided some time ago that it was more fun to read ‘em than to count ‘em, and reading took less time.) Many of these are hardcover books bought new. Do the math. There’s a lot of money sitting on those shelves — hundreds of shelves. I am currently converting a garage into an office/library combination with almost 300 linear feet of shelf space. The room is lined from floor to ceiling with shelves. And still there isn’t enough room. The overflow lives on shelves in at least six other rooms and one hallway. If the doghouse could be climate controlled, I might even put some in there and get a smaller dog.

Well, since size doesn’t matter, I’ll stop talking about the number of books and shelves in my library, and move on to the more interesting 6XX fields. My library is less a systematic “collection” than an accumulation reflecting the changes in my personal and professional interests over more than 35 years. I still have some of the books I acquired in the late 60s and early 70s, when many of my friends and I were interested in politics and wanted our leaders to give peace a chance. One of my favorites from that era is The Arrogance of Power, by the late Senator J. William Fulbright. His book is even more relevant now than it was in the 60s.

You can trace the number of times I changed majors in college through some of the older books in my collection, particularly those dealing with politics, philosophy, literature, and psychology. Speaking of psychology, I must digress a little here. What strange obsessive compulsive disorder causes people (like me) to collect books or anything else for that matter in unusually, insanely large quantities? Certainly there is a qualitative difference between collecting books and, say, collecting Coca-Cola memorabilia. Or rather, the difference lies in the nature of the objects collected, not so much in the neurotic compulsion to collect them. What do we accomplish by surrounding ourselves with the stuff we collect, whether it’s books or baseball cards? Why do some people (myself included) keep a book after they’ve read it?

In my case I do actually re-read or at least consult many of the books I own and have already read. The books that have most affected me in the past usually are worth re-reading. Why bother re-reading a book? Obviously the stories don’t change. No matter how many times you read Moby Dick, Ahab and the White Whale will never become friends. What changes is me, the reader, and the lens of experiences I bring to each reading results in a different reading and understanding of the book.

On a much more superficial level, I enjoy the look and feel of books. Even the smell of new books is delightful. They are also wonderful props for decorating a room and making people think you’re an interllectual, as Flannery O’Connor would say. Have you ever noticed the carefully arranged shelves of books used as a backdrop for interviewing “experts” on TV news programs? If you look closely you may even spot some Readers Digest condensed books, so you know they’re used strictly as props. Naturally I never consider the books in My Library as mere props or décor. Looking at the ones I’ve read evokes memories of the ideas or fine writing they contain; the dozens of books I probably won’t live long enough to read are my own spooky memento mori.
My reading tastes in literature are rather conservative and perhaps dull. An avid reader herself, my mother-in-law once observed that despite all the books in our house, there wasn’t anything to read. Perhaps that’s because there is virtually no “fiction,” as it’s classified in bookstores and public libraries, in my private library. I recently read The DaVinci Code to find out what all the fuss was about. It was just OK—better than the movie—but it reminded me why I don’t waste time reading much contemporary “Fiction.”

I guess that makes me a book snob. Favorite authors extensively represented in my library include Shakespeare, Twain, Hawthorne, Hemingway, Faulkner, Flannery O’Connor, Alice Walker, Joel Chandler Harris, Southern authors in general, and books about them. A lot of these books are “classics,” the kinds of books that people talk about but don’t read, as Twain said. In the 70s I was especially fond of Hawthorne, so much so that I wrote a master’s thesis on his symbolism. Only later did I learn the extent of his influence on Faulkner and O’Connor. Faulkner, much like Hawthorne, usually wrote with passion about “the human heart in conflict with itself,” as he said. O’Connor’s characters, if not always conflicted are usually plagued in strange but compelling ways. My favorite is Hazel Motes in Wise Blood. When he proclaims that “nobody with a good car needs to be justified” I expect divine lightning to strike at any moment.

I recently finished reading the entire works of Mark Twain, as published in the Library of America series. That’s eight volumes of about 1,000 pages each. My library includes almost all of the Library of America titles, as well as the complete works of Charles Dickens (another of my favorites). Another large set of books in my library is Great Books of the Western World, bought by my parents for my sister and me when I was barely old enough to read comic books. This set truly does include many great “classic” books. I know this because every time I find a copy of this set for sale in a book store or library book sale the volumes are in pristine condition, confirming Twain’s definition of a “classic.”

In addition to literature (with a capital L) and much literary criticism, my library also includes a large number of history titles, particularly Southern history. I became interested in Southern history when I was Director of the Atlanta History Center Library and Archives, an interest which continued while I worked on a doctorate in American Studies at Emory.

My library includes more than just the Norton Anthology Hall of Fame authors. How boring that would be for some people. One of my “special” collections is the bibliographic equivalent of “The Gong Show.” The Wit and Wisdom of Spiro T. Agnew, for example, consists of 100 blank pages. The Lucretia Borgia Cookbook claims to have authentic favorite recipes of notorious historical figures, such as Pancho Villa’s yummy recipe for Chicken Federales. Want to know how to escape from quicksand, wrestle an alligator, or win a sword fight? Consult my copy of The Worst-Case Scenario Survival Handbook. One of my favorite weird books is Porno-Graphics: the Shame of Our Art Museums, by satirist Dan Greenburg. It includes color overlays so the reader can see how much better famous paintings of “nekkid” people look clothed. Another favorite of mine is Philip Gamer’s Better Living Catalog, featuring pseudo-serious descriptions of “62 absolute necessities for contemporary survival,” such as solar-powered earmuffs or low-rider roller skates.

Many GLQ readers know my wife, Jane, who is also a librarian. Although she doesn’t suffer from Bibliomania as I do, she has been largely responsible for our growing collection of cookbooks and smaller collection of children’s books. Among our favorite cookbooks are the 26 volumes of Southern Living Annual Recipes. Two of our more unusual cookbooks — not counting The Lucretia Borgia Cookbook — include Southern Cooking by the late Atlanta Journal columnist Mrs. S. R. Dull and The Congressional Club Cookbook. Originally published in 1928, our copy of Southern Cooking is one of a reprint edition published in 1988 that was reproduced from a rare original copy in the Coca-Cola/Shillinglaw Cookbook Collection at the Atlanta History Center. Our copy of The Congressional Club Cookbook has a personal inscription from the late Senator Paul Coverdell.

Among our small children’s collection are several pop-up books by Robert Sabuda, including America the Beautiful and The Christmas Alphabet. Given the location of our home in the neighborhood of Brer Rabbit, we naturally have several Joel Chandler Harris books as well.

Unfortunately, even if I take early retirement, do nothing but read, and live to triple digits, I doubt that I will be able to finish all the books in my library that I haven’t read, especially since I’m still adding to the collection and enjoy re-reading old favorites! By the way, have you ever had someone look at your personal library and ask that most annoying of questions — “Have you read all these books?” I think everyone with a large collection sooner or later gets this question. I like to answer as Danny Kaye once did in an episode of “The Twilight Zone”: “Why would I want a library full of books I’ve already read?”

Bill Richards is Professor of Library Science at Georgia College & State University.
The Beginnings

The Georgia Institute of Technology Library has been a pioneer in delivering virtual reference. The first foray occurred in 1994, when libraries were already tackling the brand new frontier of “information gateways” and librarians everywhere were discussing the hot new media storage devices — optical discs and CD-ROMS. Every savvy librarian of the day was fully engaged in discussions about internet gophers and Dialog, Silver Platter and Dynix were familiar buzz words in everyday conversation (Dusoulier 1994). Into this arena, the Library initiated an email-based electronic reference service. In the fall of 1994, Tech’s ASK a Librarian service received its first email question. The ASK service was immediately popular and during the first year 297 questions were received and by the second year almost 700 queries from students and faculty had been answered. (Johnston and Grusin 1995).

The Questionpoint Era

Over the subsequent years, virtual reference questions multiplied and during the academic 2002/03 year the Library received a total of 926 email and chat questions. At about this time, the idea of libraries offering chat reference was gaining attention nationally. The Association of Southeastern Research Libraries (ASERL) contacted member libraries to see if there was an interest in exploring online chat reference as a consortium and to offer ASERL members the ability to purchase virtual reference software at a discount. Among the fifteen ASERL libraries, Georgia Tech was the first to offer chat service. Although Tech librarians were satisfied with the library’s homegrown ASK email and AOL IM chat services, the promise of expanded features encouraged the reference committee to explore purchasing a web-based virtual reference product.

Working groups were formed among reference librarians from the ASERL libraries and after investigating several popular subscription chat software systems, the group chose Questionpoint. Questionpoint was considerably less expensive compared to others and was supported by OCLC. It offered several features that were attractive: the ability to refer email questions to other librarians, good tracking of questions, transcripts of all chat and email questions, and detailed usage statistics. While several of the ASERL libraries decided to form a consortium to answer virtual reference questions, Tech librarians decided not to participate in the consortia because of the unique engineering and technical focus of Georgia Tech.

It was decided, however, for the library to purchase Questionpoint to use as its virtual reference system. After extensive staff training, the library switched to Questionpoint in August 2003. The library’s systems department set up an entry portal with a built-in email and chat module. Students could go to the library’s help webpage and log in with their Georgia Tech ID to either send the reference desk an email or a chat question. Because it is web based, Questionpoint can be accessed from any computer once the user authenticates through the Georgia Tech login portal.

The Library experimented with several reference staffing models before
instituting the policy that individual librarians would be responsible for answering email reference questions for their assigned day, with the evening reference librarian being the back up. The librarian could answer questions at their office computer or while working on the reference desk.

One particularly attractive feature of Questionpoint was the automatic collection of statistics. Tech librarians had been spending many staff hours compiling statistics for the homegrown ASK and AOL chat services and were dependent on the librarians remembering to log all email and chat transactions. The statistics offered by Questionpoint, in contrast, were very detailed and data could be automatically gathered for each day and for each hour of the day. This helped the online reference librarians to determine the busiest times for chat and email and illustrated the value of providing service during the overnight hours.

Chat service was available whenever the library was open; in total, users had access to Tech’s chat service for more than 130 hours a week.

A review of the statistics also identified an alarming and recurring issue with Questionpoint Chat. Based on statistics, the reference desk was missing almost 30 percent of the incoming chat queries during certain times of the day, which resulted in the chat statistics decreasing the first year that Questionpoint was launched on campus. (See Graph 1.) There were several factors which contributed to this situation. It was obvious early on that the Questionpoint Chat experience was very different from instant messaging. Response time was slow and the reference interaction took much longer than before. Once the student or librarian entered text it could take as long as a minute or two before the text would be transmitted. This was frustrating to Tech’s students who were used to the very fast pace of IM. Many times a student would log in and before reference staff even realized there was a chat question, they would log off thinking there was no one available. Sometimes the student would then send their question using the email feature.

Incoming chat questions are answered by librarians and reference staff on duty at the reference desk. In general, staff work from one to two hours at a time on the desk, and this frequent turnover presented a coordination problem. The Questionpoint Chat window would accidentally be closed at the end of some shifts and oncoming staff were forgetting to check to see if the chat window was open. Inconsistency in the Questionpoint “new chat” audible chime and confusion over which computers had Questionpoint actively loaded also resulted in some missed chat questions.
Another troublesome factor was Questionpoint itself; the Chat feature occasionally would have problems connecting. The Chat system would be down and Questionpoint was not always diligent about notifying libraries. Frustration caused by this instability discouraged users and lowered reference staff morale. While the Questionpoint email system seemed to be working well, chat transactions never returned to the record levels the library experienced the year before Questionpoint was introduced.

The Instant Message vs. Web-Client Debate
As Tech librarians continued to work through the various problems introduced with Questionpoint Chat, the reference committee watched with interest as several other libraries began to follow in Tech's earlier footsteps and institute instant messaging reference services at their libraries. One distinct advantage these libraries had over Tech's older homegrown system was the use of new aggregator products such as Trillian and Gaim. These products allow libraries to receive chats from multiple IM platforms without requiring the user to download any special software other than the IM client that he or she already used. The pilot libraries reported notable success using these low-cost and intuitive products.

The debate of web-based vendor systems versus IM aggregators seems to be popping up everywhere these days. When comparisons between web-based chat systems, like Questionpoint and instant messaging are evaluated, some arresting facts show why IM is gaining in popularity on many reference desks (Houghton and Schmidt 2005).

- One very attractive point of comparison for library directors is cost. IM aggregators like Trillian and Gain are available at a nominal, if any, cost compared to a possibly hefty annual renewal cost for commercial products.
- The reference transaction is much faster with IM. There are no introductory entry forms, no unfamiliar chat screens for the user to navigate. Users obtain the library's “buddy name” and use their IM service of choice.
- Once the student contacts the library for help, the library can easily be included, along with all their other “buddies” on their IM screen for easy access and a visual reminder of help being only a click away.
- The technology of the aggregator programs is simple for library systems departments to install and technical problems are reduced. Many web-based chat programs bog down if browsers...
other than Internet Explorer are used and they often are incompatible with standard anti-spyware and firewall software.

- The simplicity of the IM product makes librarian training less arduous than with web-based clients.
- The IM user does not have to disclose personal information, while the web-based software usually requires the user to fill out a form with contact information. While the IM user has better control of his/her personal information, this does limit the librarian's ability to follow-up later.
- One drawback to using IM is that statistics are not as well developed with IM aggregator products as with the web-based chat programs.

These discussions surrounding instant messaging reminded Tech librarians what had been learned earlier from the Tech community: students like instant messaging. In fact, the Pew Report on IM use suggests that while about 12 percent of U.S. adults use IM on a typical day (Shiu 2006), closer to 84 percent of online teens between the ages of 15 and 17 actively use IM on a regular basis. Additionally, this same teen group identified IM as the preferred method of communication over email by 50 percent (Lenhart 2006). The message was clear. Tech users wanted IM and the library needed to respond.

A New Day Dawns
Due to continuing problems with Questionpoint Chat, the Tech Library chose to discontinue that service while maintaining the Questionpoint email system. During July of 2006, Tech premiered its new IM chat service. The aggregator of choice was Trillian, which supports AOL, MSN, and Yahoo IM clients. The free version of Trillian had already been distributed to computers throughout the Library and was familiar to many of the Tech Library staff. An upgrade to the Trillian Pro version ($25 annual subscription) allowed Tech librarians to take advantage of the more robust statistical features and the ability to later add Google IM to the chat offerings.

The Tech reference desk typically is staffed with at least two librarians. To circumvent the earlier confusion of missing incoming chat questions, the Library chose to launch the IM chat service loaded on only one reference desk computer and to assign a librarian each hour to sit at this computer and take all IM chats along with other telephone and in-person reference assistance.

Early feedback from Tech librarians is encouraging, as is their enthusiasm over the chat changes. The library is optimistic that this new service will result in increased library usage and that it will serve as a positive outreach to university users. It is ironic that the Tech library has come full circle. The library started its first virtual reference service using AOL chat and now is returning to instant messaging once again.

Lessons Learned
Over the past twelve years, the Georgia Tech library has had significant involvement in the online reference revolution using both email and chat. Through it all, Tech librarians have learned invaluable lessons. Some of the lessons learned thus far are:

- Users don’t want to download clients onto their computer to use a library feature.
- Users won’t come back if the service is slow, out of service, or sporadic.
- Users want service from their desktop, integrated with their work.
- Users want the ability to multitask... They don’t want to have to use the phone to call us while they are online.
- Users want immediate answers.
- The new generation of students are on IM. The academic library needs to be where they are.

Georgia Tech Library is now taking full advantage of current reference technology and applying the “lessons learned” in order to best serve our community of users.

Cathy Carpenter and Crystal Renfro are reference and subject librarians with the Georgia Tech Library and Information Center in Atlanta.

Resources:
The academic library is an exciting, bustling, sometimes mysterious, place. The Odum Library at Valdosta State University sees over 600,000 people pass through its doors annually. Every single person who comes in the library has a purpose, a motive, an expectation, a reason for being there. What are these expectations? What are these motives? What are the reasons that people come into the library? And, more importantly from a librarian or library employee standpoint, are these expectations met? Is the typical patron, whether student, faculty, or community user, satisfied with his/her library experience? Does s/he enter the library expecting that whatever his/her needs and reasons for being there will be successfully met? Does s/he exit the library sometime later, whether five minutes or five hours, satisfied that the incoming expectations were, indeed, met? Or, do they exit the library, dissatisfied, confused, concerned, unhappy, or disappointed?

It is an interesting experience to sit unobtrusively observing the patrons come into the library heading in a specific direction (or perhaps wandering, seemingly aimlessly). Watching the student reach a long, solid study table, placing his/her books down, sitting down sometimes with quickness and excitement, sometimes almost painfully grudgingly, ready, if not necessarily willing, to begin to work. There are those who move into the library quickly, scout around the myriad computer workstations looking for an empty seat. They sit and begin typing furiously, checking their e-mail for a message from a friend, beginning a chat session with a group of friends, or, perhaps, opening a word processor and beginning to type diligently an assignment for class. Some patrons head directly to a service desk, perhaps circulation, perhaps reference, perhaps the information-technology helpdesk, questions in mind, ready and hopeful of receiving satisfactory answers to their questions. Often, groups enter the library, two or more patrons in tandem, as a team together on a mission. The library, for that moment, is the hub, the locus of that mission.

How does one measure the success of the library in meeting patron expectations? The literature on the subject1 talks of surveys, questionnaires, and the formal and informal polling of library directors at schools of similar size to the library in question. Frankly though, surveys, questionnaires, and polling other library directors seems a bit sterile and insensitive to the reality of the scene in front of me. To actually observe droves of students coming in and out of the two entrances to the Odum Library — to watch them, moving to and fro, finding their desired place, enmeshing themselves in their work — this is the sign of success (or failure). Literally being in the field, observing the patrons in action, participating in their experience, or lurking in the shadows was the primary way I intended to discover whether the library in which I am employed was successfully fulfilling its most primary and fundamental mission — satisfying patron expectations.

To be sure, more than unobtrusive observation was necessary for me to determine whether, in any systematic or consistent way, the library was, indeed, fulfilling that mission. Thus, my involvement in this study was more than mere lurking. Much of my observation was participatory, sitting down with patrons, talking to them informally and probing their needs and wants vis-à-vis the library, finding out whether the library was doing an adequate, sufficient, or even an out-standing job of fulfilling its mission of producing satisfied customers.

Beyond the observation and the informal involvement with patrons of the library, I conducted more formalized interviews with several library patrons. These interviews were free-flowing. My intent was to prod and probe, poke and push, ferret and furrow, all the while attempting to ascertain whether the library was...
sufficiently and satisfactorily providing the desirable level of service to patrons. My analysis following the interviews proved entirely consistent with my analysis, following both my discreet and participatory observations: the library, as a collective entity, is doing a fine job of meeting users’ needs.

I am in a unique position. I manage the circulation department of the Odum Library. In that role, I am the first line of observation and contact for the many patrons who enter the building. On a regular basis, I deal with the problems, issues, concerns, complaints, tales of lost books, dog-eaten books, books “clearly returned” (“though your records seem to show otherwise...”), books “never checked out,” and books “I knew I should never have loaned to my friend.” I am interested, as fundamental to my job (a job that I thoroughly enjoy), in how we are succeeding or failing in our mission of satisfying patrons. Not all of this is unique. What is unique, though, is that I also have an interest in qualitative study, and, quite conveniently, I have had the opportunity this semester to put my interest in qualitative study to work exactly in an area central to my job and the library’s mission. Doing what I enjoy doing (observing library patrons at task in the library and trying to ensure their satisfaction with their library experience) while simultaneously having an opportunity to test the waters in basic interpretative qualitative research is somewhat unique for a library employee. It has been a stimulating experience. I suspect it will not be the last time.

A concern or caveat heading into this study was whether my quite visible employment with the library, and, specifically, the nature of my job, would make me an awkward participant or interviewer. Would patrons, many of whom I recognize and know on a day-to-day basis, confide in me, trust me, allow me to interview and observe them freely? Would the observed, the interviewees, feel ill-at ease? Would they alter their responses so I would hear what they believed I “wanted” to hear? Would their observed actions demonstrate legitimate interaction with the library environment or would they be stilted, feigned, manufactured, or artificial?

Rather than hide my librarian status and anxious to publicize my research intentions, I took a dramatically forthright approach with those I observed and those I interviewed. I explained the nature of my inquiry and solicited their help. I invited their participation and requested their indulgence in speaking honestly, straightforwardly, and unapologetically. Tell me the truth. Be sincere. If you have good things to say, say them. Do not exaggerate for effect. If you have things to say, to contribute, to rant about, let them out. Again, you do not...
have to be histrionic. Just be yourself—whatever that means. Though I have no empirically verifiable way of determining with exactitude whether my desires were heeded, my sense of both my participatory observations and my one-on-one interviews was that the comments, responses, attitudes expressed verbally and in body language were, indeed, real. I was comfortable with these patrons and they were comfortable with me. I did not lead them on; I did not set up false scenarios inviting them to praise or criticize the library. I asked simple, probing questions and they answered. I watched them “do their thing” in the library, and I recorded the observations. At times, it was extremely boring. At times, it was enlightening but hardly earthshaking. For the most part, I had affirmation of my preconceived mind-set regarding library service. Occasionally, I gleaned something new. My approach was seemingly haphazard with an overriding purpose. I spent several hours in different locations in the library casually observing patrons. The sites I selected to observe varied. I sat in an active computer lab — more than 20 students sitting at workstations. I sat in a third-floor open area where there are twelve, long 6-8 person study tables. I sat in the periodical reading room which houses over 2000 current journals and magazines, as well as numerous study tables, soft, comfortable chairs, and both wired and wireless network access.

However, the comments, the observations, and the interviews confused me or, at least, disturbed me. They were not what I was expecting. Ah, well, I should not be “expecting” anything. I was observing and I was supposed to be observing with a clear, unsullied, objective eye. I was observing students at work, at play, relaxing, studying, reading, sleeping, crouched seriously over a computer monitor, typing furiously. I observed animated conversations between students, students scurrying around pulling books or journals off shelves, stacking them neatly (or not so neatly) on large tables, then sitting down and sorting out their impending work. I watched students, sometimes four or five students in a group, practicing a presentation together, arguing quietly, discussing how best to present their mutually gathered information. There was joking, quizzing, and ogling; there was concern and fear at having waited too long to start, disdain for the assignments, boredom with the class, anger at the instructor. All this was in the public eye; all this was palpable, conspicuous, and clear.

And then an epiphany occurred — an epiphany that undermined, yet liberated, my librarian subjectivity, an epiphany that transformed, morphed, and matured my exploration and research pursuit in a new direction. I had been approaching this study narrowly focusing on the specific question of whether the library was meeting patrons’ expectations. Now, to be sure, that is an important question. But it is a question specifically geared towards active engagement involving a library service (for example, interaction between patron and librarian at the reference desk). What my observations and patrons’ comments made during my observations revealed were that patrons’ expectations were not the principal interest of the patron; it was the role or utility that the library played in the patron’s particular and individual routine. Of course, the library fulfilled the patrons’ expectations. They would not be coming to the library otherwise. However, what became interesting, revelatory, and overriding in my study was how patrons viewed, used, and embraced the library and their library experiences.

This revelation redirected my focus. I reread my field notes, my observer’s comments, my interview transcript. I began looking not so much for themes relating to library expectation and fulfillment, but comments and patterns relating to general use of the facility. Why were people coming to the library? What were they doing here? How have these reasons for coming changed over the last year or two? My ethnographic study shifted unexpectedly. I refocused my librarian eye. I attached another lens. I was not interested in whether the library gave the students what they wanted in service, personnel, and facilities. That would wait for another time, another study, another project. I was now interested in why students came and what experiences in the library were important to them.

Now, this may seem an extremely subtle shift, indeed, a very mundane change in focus. But, in fact, it is not. The general knowledge of why people use the library at all is significantly distinct ethnologically from whether they are having their needs fulfilled. I realized in reading over my notes and analyzing my data that some very consistent patterns emerged. Though I only interacted directly with six or seven students, and only did a full length interview with two, it was apparent from recurring observations and remarks that these students like the library. They like it as it is and for what it provides — a comfortable, large, and engaging place to do many different activities. Not one student I observed, questioned, or interacted with stated that first and foremost the library was the obvious place on campus to study, to do schoolwork. It was the single, universally accepted place on campus that was enjoyable to visit, hang out, meet friends, and study or do schoolwork. The latter was always a tagalong. There was no embarrassment or hesitation here. It was not as though the students seemed apologetic for this attitude. No student said anything to the effect of “yeah, I know the library is the place to do research, reading, writing, seek professional help, etc., and I hate to admit it, but I
don’t do those things there. I just like to hang out, check my email, and relax.”

Looking at the notes, looking at the comments, watching the patrons at work (or at play), my analysis became more unidirectional. Was the library meeting “expectations”? Students were using their library — that, in itself, was the principal expectation being met. What was interesting was how they were using it. All observations, all interactive involvement pointed to the same point: students were comfortable in the library. They may have all been doing different things, but they found a place to successfully do them here. Everyone had carved out their own niche. Some sat alone in study carrels, wearing headphones, submerged in their own silent world, reading, sleeping, studying. Many sat at open tables, work laid out before them, taking advantage of the open space, unsubmerged but just as wrapped up in their activities. The library is a magnet for group work—two or more students working together. My observations and discussions with students clearly indicated equal satisfaction in how, again, the library has (deliberately) no formalized policies regarding food and beverage or noise. Patrons police themselves and the results have been consistently excellent. This is in stark contrast to older times when not even a sealable bottle of water was allowed in the building and the “shushing” of the bun-headed librarian was as ubiquitous as the massive card catalogs.

Time and again, the same comments were repeated, if not verbatim, then clearly in essence: “The library is fun,” “The library is a cool place to hang out,” “I enjoy being in the library,” “It’s a comfortable place,” “I can study here, I can relax here, I can visit with my friends here.” Essentially, the library has become a hub on campus for many students. It has replaced or usurped the student union, the recreation center, the dining hall, and the university center as the most “happening” place on campus. And though, obviously, there are many activities that simply cannot be done in the library, there are many that can keep our attendance numbers rising significantly every year. Analysis through interpretation of comments revealed satisfaction in all user services but, more importantly, contentment with the atmosphere of the building, the soul of the building. The library was not an austere, frightening place. It was a welcoming, engaging place where serious work could (and is) done, but much more happens within its walls as well.

The confusion expressed both in body language and verbal response to my enquiries regarding “expectations”
signified to me an important characteristic in this terse ethnographic study: Students do not view the library as a study hall or traditional place of research per se; they see the library as a safe haven on campus, sort of an academic sanctuary. The library is a place to escape, relax, chill-out, psyche-up, eat, drink, and be merry. The merriment is revealed in all sorts of ways.

Can any substantive conclusions be drawn? Can I make anything out of the relatively brief observations and interviews conducted? I would contend the answer to these questions is a definitive “yes.” Times change, infrastructures change, and the uses of infrastructures change. The academic library is not what it once was. The design of buildings, the bundles of spooled, coaxial cables spinning their way through plastic conduits, snaking through ductwork, and hidden by ceiling tiles allow power and networkability to reach hundreds of small personal computers. Our library’s floors are filled daily with hundreds of students sitting at these hundreds of machines. This was not the case when I was an undergraduate; students have fun in the library now. Bun-headed women with steely wills, “shushing” mouths, crooked fingers, and faces of iron do not patrol the floors; food and beverage is no longer confiscated at the door, the atmosphere is somewhat carefree, casual, and inviting. Can serious work still be done? Yes, indeed, it can and most certainly is. Nothing from the library of yesterday, in that regard, is any different. But the heart and, perhaps, spirit of the library are different. The library is much more than merely the research center on campus; it is a focal point for student interaction (and, though I have not discussed it in this paper, faculty interaction as well). It is a springboard location for students to congregate and meditate, interact and investigate. And this all occurs in an environment where the staff welcomes patrons happily and excitedly.

Drawing too generalized a set of conclusions is perilous. Such a small sample of interviewees, so little time invested in unobtrusive and participatory observation makes me extremely uneasy to pontificate about the station of the academic library of today. Nevertheless, I would contend that an unambiguous conclusion is inducible regarding our library at VSU: It is used, a lot, and it is venerated and appreciated by the students who use it.

Alan Bernstein is Circulation Manager at Valdosta State University’s Odum Library.

Notes:

The AxisCard smart card has been in use on a trial basis at Griffin Technical College since the beginning of fall quarter 2005. Several classes received the card and were encouraged to use it in the hopes that it will increase their usage of the library and its resources. This study, using a quasi-experimental design, evaluates the card’s effect on usage of library services and resources, AxisCard online features, physical facilities and print resources. The survey was administered to two groups. The first group received the AxisCard in fall 2005. The second group is a nonequivalent control group of students, taking the same courses in the winter, who did not have the AxisCard. A chi-square determined that there was very little statistical difference between the groups in most categories, however use of GALILEO and some print resources showed a significant difference. The percentages of students indicating that they never used certain library resources show promise for further study.

A simultaneously administered satisfaction survey indicated general usage of most card services, high satisfaction, and a desire for more services, especially from home. AxisCard is recommended as a useful resource for academic libraries and other academic services.

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**Introduction**

In 2005, the Library Council of the Georgia Department of Technical and Adult Education (DTAE) chose the Griffin Technical College Library as a test site for use of the AxisCard, a technology designed to facilitate ease of use of library resources, solve the problem of multiple passwords, and save important personal information that is repeatedly entered into online forms. Griffin Tech was chosen for three reasons: its central location which facilitates visits by representatives of all colleges, its medium size, making the project relevant to both larger and smaller colleges, and its reputation for being a leader in library technology for the DTAE system. The test of the AxisCard had been underway for an entire academic quarter, so the Griffin Tech library management decided to evaluate how the card has affected library usage in general.

**Literature Review**

Rumsey (2002) defined a smart card as “a plastic card, similar to a credit card, with an embedded microchip” (p. 38). It is distinguished from the more prevalent “mag-stripe” card by its vastly increased storage capability and its microprocessor (Myhill, 1998). Smart cards have been in use, primarily as identification and debit cards, in colleges and universities since a few pilot projects were implemented in the mid-1990s. The first university smart card system was implemented at the University of Exeter (U.K.) in 1996. Managed by a local bank, it was used as a pass card for campus buildings and services, a debit card, and a library card. At the end of the initial pilot project, there was high student approval of the card system (Myhill, 1998). At Florida State University, the card has also been used for vending machines, laundromats, telephone services, and for purchase at local stores. FSU has found the greatest benefit of the card to be the ease and convenience of disbursing financial aid. Use of the card has eliminated lines at the financial aid office through direct deposit of loans into student accounts (Wiens, 2001).

Smart card use in libraries appears to be moving in a different direction, and more slowly, than in the rest of academe. In the mid-1990s, a consortium of European libraries began using the TOLIMAC (Total Library Management Concept) system to provide easy access to fee-based information services through libraries. The card also has debit card capabilities and can be used to pay for the services. The primary advantage of using a smart card is security for the patron. Since the patron information is stored on the card and encrypted, information...
providers do not have access to it and cannot track users (Rumsey & Spoiden, 2000). Exeter’s smart card was used to check out materials, pay fines, and use photocopiers (Myhill, 1998).

In the library world, it appears that public libraries are leading the way in creating innovative functions for smart cards. Public libraries in Cornwall County, U.K. issued the cards to a targeted population in 2001. Functions of the cards included not just library services but a host of municipal and county services including bus fares and parking lot fees. (Jenkins, 2004). The Englewood (Colorado) public library began using the PubliCARD SmartGuardian system in 1999 to limit children’s access to the internet while protecting adults’ access. SmartPassky, also developed by PubliCARD, stores passwords for auto-login, favorites, and frequently used information such as names, addresses, and credit card numbers, for use on enabled computers (“PubliCARD”, 1999).

There are several examples of positive feedback on smart cards. As Myhill (1998) mentioned, the pilot project at Exeter was very well received, with ninety percent of surveyed students recommending the program be continued. The TOLIMAC system was also well received by patrons who participated in a quasi-experimental study of the patrons’ ability to learn the system, combined with debriefing interviews (Rumsey & Spoiden, 2000).This study found that speed of document delivery and the debit function were popular among patrons. Administrator interviews suggest a success at Florida State University (Wiens, 2001). A survey of two groups of students, one with the cards and one without, conducted by Lee, Cheng, and Depickere (2003) found that many students at two universities in Australia and Singapore had a very favorable view of the cards and intended to continue using them if they already have them and begin using them at some point in the near future if they do not, provided they do not disrupt the students’ routines.

Everything is not perfect, though. Rumsey (2002) noted that the card has been dropped at some of the original implementation sites. A possible explanation of this is the limited use of the cards and the discontinuation of the underwriting of the program by local banks. Vandooren (1998) noted that the cost of the individual cards is much higher than mag-stripe and barcode cards, making initially issuing cards and replacing lost ones costly.

AxisCard, the technology being tested at Griffin Tech, is similar to SmartGuardian and SmartPassky. Like SmartPassky, it saves auto-logins, remembers favorites, and stores personal information for use in filling out online forms with an “auto-fill” function that fills out forms at the click of a mouse. In contrast to SmartGuardian’s access-blocking function, it allows libraries to direct users’ attention to recommended sites (Offshoot Systems, 2005).

Evaluation of systems like AxisCard can add to the body of research on favorable/unfavorable views of smart cards by examining how they affect not just perceptions, but also actual use of those services they access and the academic success of students who use the technology. Griffin Tech, as a test site for the entire technical college system in Georgia, is an ideal subject for such a study.

**Background**
In September of 2005, the AxisCard was issued only to students in several core curriculum courses. These courses were chosen because they are taught with a different group of students each quarter, and because they all require a research project that would ideally prompt students to visit the library. The library installed AxisCard readers and software on all publicly accessible computers. Functions of the card at Griffin Tech include storage of login information for multiple websites, storage of bookmarks for frequently visited sites, storage of personal information to automatically fill out online forms, storage of library-recommended URLs, and storage of multiple user profiles for use of online resources. The card serves as the official student identification for these students, though it is not currently used as a smart card anywhere else on campus. Library employees have also been issued AxisCards and have been trained to operate the card system.

The test period for this project was fall quarter, which ended on December 14, 2005. In winter quarter 2006 card usage was evaluated to determine whether it should be expanded to all Department of Technical and Adult Education campuses.

**Purpose**
The purpose of this study is to determine whether the AxisCard has had an effect on use of the library’s technologies, resources, and services, and whether the effect is significant enough and positive enough to recommend adoption of the AxisCard by all DTAE libraries. A significant effect is defined as one shown to be statistically significant by the administration of a chi square. A positive effect is defined as an increase in usage of the library’s technologies, resources, and services, especially those directly associated with AxisCard. A secondary purpose of this study is to determine student perceptions of the card.

**Methodology**
As an evaluation, this design must contain certain elements. The most important element, in fact the one
without which evaluation can’t take place, is the intervention. In this case, the intervention is the issuance of the AxisCard. The intervention must be intended to produce some change in behaviors or situations. The response variable is use of the library’s technologies, resources, and services. In this case the intended result (or change in response variable) is increased use of the library’s technologies, resources, and services.

The research design of this evaluation project is quasi-experimental, since there will be no random sampling of subjects, or random assignment to groups. Fortunately, the quasi-experimental design of the project makes sampling simple. There are 135 students who have been issued cards. The identities of these students have been well documented, and they are relatively easy to reach for survey purposes. This group is the experimental group. For the control group, students enrolled in the winter-quarter sections of these same courses were used. The assumption is that they are at roughly the same point in their academic careers and have virtually identical assignments to those of the experimental group, making them a nonequivalent control group as described by Babbie (2004). A nonequivalent control group has not been chosen randomly from the same pool as the experimental group, but has been carefully selected to have similar characteristics, thereby eliminating as much bias as possible without random selection and assignment. Another assumption must be that these students have never used a smart card in a college setting, since most colleges do not use the cards.

A questionnaire was created to survey the groups. The questionnaire asks respondents to indicate how often they use thirteen separate library resources with the following response choices for each option:

### Internet Access

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Degrees of freedom: 4  
Chi-square = 8.20355107855108  
For significance at the .05 level, chi-square should be greater than or equal to 9.49. The distribution is not significant.  
$p$ is less than or equal to 0.10.

### GALILEO Databases

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Degrees of freedom: 4  
Chi-square = 17.3406082462742  
For significance at the .05 level, chi-square should be greater than or equal to 0.01. The distribution is significant.

### Library Catalog

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Degrees of freedom: 1  
Chi-square = 3.49852845621679  
For significance at the .05 level, chi-square should be greater than or equal to 3.84. The distribution is not significant.  
$p$ is less than or equal to 1.

### Noodle Tools

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Degrees of freedom: 1  
Chi-square = 3.49852845621679  
For significance at the .05 level, chi-square should be greater than or equal to 3.84. The distribution is not significant.  
$p$ is less than or equal to 1.

### Subject Guides on the Library’s Web Site

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Degrees of freedom: 4  
Chi-square = 3.49852845621679  
For significance at the .05 level, chi-square should be greater than or equal to 3.84. The distribution is not significant.  
$p$ is less than or equal to 1.


Appendix A:
Frequency and Significance (Continued)

Newspapers

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Degrees of freedom: 4
Chi-square = 5.48516389011745
For significance at the .05 level, chi-square should be greater than or equal to 9.49.
The distribution is not significant.
p is less than or equal to 1.

Print Journals / Magazines

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Degrees of freedom: 4
Chi-square = 10.2214788213823
p is less than or equal to 0.05.
The distribution is significant.

Read Books in the Library

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Degrees of freedom: 4
Chi-square = 2.7193428785638
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The distribution is not significant.
p is less than or equal to 1.

Checked Out Books

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Degrees of freedom: 1
Chi-square = 3.84
For significance at the .05 level, chi-square should be greater than or equal to 3.84.
The distribution is not significant.
p is less than or equal to 1.

Used Group Study Rooms

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Degrees of freedom: 4
Chi-square = 4.3471005423446
For significance at the .05 level, chi-square should be greater than or equal to 9.49.
The distribution is not significant.
p is less than or equal to 1.

The questionnaire was pre-tested on the library staff in January 2006 for fine-tuning. The questionnaire was then edited and presented to the experimental group in February. The questionnaire was administered to the experimental group by library staff in their current quarter classes. The nonequivalent control group was surveyed in March, at the end of their quarter in the courses. The questionnaire was administered during class time.

Unfortunately it was not possible to survey a total census of the students as had been planned. Several students had dropped out of school for the winter quarter. Additionally, many students who were in one of the courses in the fall were in another of the selected courses in the winter, and therefore already had the AxisCard. The sample therefore resembles an available subjects sample. Fortunately, however, these two phenomena resulted in experimental and control groups of almost exactly the same size.

Data Analysis

Few questions went unanswered by respondents. The Scantron process was used to determine percentages, while frequencies were computed in an Excel spreadsheet. Because the Scantron machine rounds up to the nearest tenth, in some cases the total percent on the sheet equals 100.1. The Georgetown University online chi-square calculator was used to determine significance. Frequency
and significance tables are included in this article as Appendix A.

The results were statistically significant in only two cases: GALILEO Databases and print journals and magazines. Reports of usage of the GALILEO databases were higher in all positive usage categories (every day, once or twice a week, once or twice a month, once or twice a quarter) among AxisCard holders. Only 31.1 percent of AxisCard holders reported never using GALILEO databases compared with 65 percent of the non-AxisCard holders.

The reporting of print journals and magazines suggests a more complicated pattern of use. While no non-AxisCard users reported using the journals and magazines every day, they outpaced the AxisCard holders in the “once or twice a week” and “once or twice a month” categories. AxisCard holders reported more “once or twice a quarter” usage, but slightly more (62.3 percent to 58.3 percent) of the AxisCard holders reported never using journals and magazines at all.

While statistical significance across the distribution was somewhat disappointing, a look at the percentages of students reporting that they never use the library resources is worthy of mention (Appendix B). In all but one of the electronic resource categories, more non-AxisCard holders reported never using the resources than did AxisCard holders. The lone exception was the category of the library catalog. A slightly higher percentage of card holders reported never using the catalog than did non-card holders. In the physical, or non-electronic categories, there were a few noticeable differences between the reports of the card holders and the non-card holders. More of the non-card holders (61.7% to 52.5%) reported that they never read books in the library. More of the non-card holders (77 % to 62.3%) reported that they never checked out books. More of the non-AxisCard holders (49.2% to 31.1%) reported that they never used the library tables for study. Finally, more of the non-AxisCard holders (46.7% to 29.5%) reported that they never asked the librarians a question.

The satisfaction survey gave a good picture of students’ attitudes toward the card (Appendix C). Of AxisCard holders, 77% reported that they would recommend the card to other students. The most used service was the storage of passwords (40.32% of respondents chose this non-mutually exclusive option), followed by personal bookmarks/favorites (30.65%) and library recommended bookmarks/favorites and stored user profiles (20.97% each). Auto form-fill followed at 19.35 %, followed by “other” (9.67%).

Students indicated a strong desire to use other services not currently provided at Griffin Tech. Over sixty-one percent wanted access to their BANNER accounts with the card, followed by use in vending machines at 43.55%, access to photocopiers (41.93%), storing word processing files (41.94%), and customized desktop (38%). Printing from computers was next at 32.26 %.

**Appendix A:**

**Frequency and Significance (Continued)**

**Used Library Tables for Study**

<table>
<thead>
<tr>
<th></th>
<th>Every Day</th>
<th>Once/twice a week</th>
<th>Once/twice a month</th>
<th>Once/twice a quarter</th>
<th>Never</th>
<th>Total</th>
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<tbody>
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<td>4</td>
<td>13</td>
<td>9</td>
<td>17</td>
<td>19</td>
<td>62</td>
</tr>
<tr>
<td>No AxisCard</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>13</td>
<td>30</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>22</td>
<td>17</td>
<td>30</td>
<td>49</td>
<td>124</td>
</tr>
</tbody>
</table>

Degrees of freedom: 4
Chi-square = 4.4554840178653
For significance at the .05 level, chi-square should be greater than or equal to 9.49.
The distribution is not significant.

**Used Audiovisual Resources**

<table>
<thead>
<tr>
<th></th>
<th>Every Day</th>
<th>Once/twice a week</th>
<th>Once/twice a month</th>
<th>Once/twice a quarter</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AxisCard</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>49</td>
<td>62</td>
</tr>
<tr>
<td>No AxisCard</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>47</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>17</td>
<td>96</td>
<td>123</td>
</tr>
</tbody>
</table>

Degrees of freedom: 4
Chi-square = 4.2259727739758
For significance at the .05 level, chi-square should be greater than or equal to 9.49.
The distribution is not significant.

**Asked a Librarian a Question**

<table>
<thead>
<tr>
<th></th>
<th>Every Day</th>
<th>Once/twice a week</th>
<th>Once/twice a month</th>
<th>Once/twice a quarter</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>AxisCard</td>
<td>6</td>
<td>8</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>62</td>
</tr>
<tr>
<td>No AxisCard</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>12</td>
<td>28</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>14</td>
<td>29</td>
<td>28</td>
<td>45</td>
<td>123</td>
</tr>
</tbody>
</table>

Degrees of freedom: 4
Chi-square = 7.14428521933035
For significance at the .05 level, chi-square should be greater than or equal to 9.49.
The distribution is not significant.

$p$ is less than or equal to 0.20.
“Other” was last with 8.06%. Seventy-four percent indicated a desire to use the AxisCard at home. Comments were generally positive; however, seven of the fourteen comments mentioned that the respondents had not used the card. Other comments included a desire for expanded services, a desire for support for a wider variety of browsers, and difficulty among some respondents in using the card.

**Conclusion**

AxisCard use at Griffin Tech shows promise. Some significant change in library use has been recorded by this study. The card seems to have some effect on use of GALILEO and print journals and magazines. The effect on use of the journals and magazines seems to be rather complicated, and further study of this phenomenon could produce some reasons for it. Perhaps more AxisCard users report that they never use these resources at all because they are more likely to

**Appendix B:**

**Percentages**

**Internet Access**

<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
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<td>9.4</td>
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<td>64.7</td>
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</table>

**GALILEO Databases**

<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>3.3</td>
<td>8.2</td>
<td>26.2</td>
<td>31.1</td>
<td>31.1</td>
<td>99.9</td>
</tr>
<tr>
<td><strong>No AxisCard</strong></td>
<td>0</td>
<td>6.7</td>
<td>8.3</td>
<td>20</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

**Library Catalog (Web Safari)**

<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
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<td>13.1</td>
<td>11.5</td>
<td>73.8</td>
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<td>1.7</td>
<td>11.7</td>
<td>16.7</td>
<td>70</td>
<td>100.1</td>
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</table>

**Noodle Tools**

<table>
<thead>
<tr>
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<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>0</td>
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<td>3.4</td>
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**Read Books in the Library**

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<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>0</td>
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<td>18</td>
<td>24.6</td>
<td>52.5</td>
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<tr>
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<td>23.3</td>
<td>61.7</td>
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**Checked Out Books**

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<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>0</td>
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<td>6.6</td>
<td>29.5</td>
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<tr>
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**Library Catalog (Web Safari)**

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<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>1.6</td>
<td>6.6</td>
<td>3.3</td>
<td>14.8</td>
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<td>100.1</td>
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<td>78.7</td>
<td>100.1</td>
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**Library Tables for Study**

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<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
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<td>6.6</td>
<td>19.7</td>
<td>14.8</td>
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<td>31.1</td>
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<td><strong>No AxisCard</strong></td>
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<td>16.4</td>
<td>11.5</td>
<td>19.7</td>
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<td>100.1</td>
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**Noodle Tools**

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<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>1.6</td>
<td>3.3</td>
<td>18</td>
<td>16.4</td>
<td>60.7</td>
<td>100</td>
</tr>
<tr>
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<td>9.8</td>
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**Journals / Magazines**

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<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>19.7</td>
<td>70.5</td>
<td>100.1</td>
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<tr>
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<td>8.2</td>
<td>9.8</td>
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<td>67.2</td>
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**Newspapers**

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<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
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<td><strong>AxisCard</strong></td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>19.7</td>
<td>70.5</td>
<td>100.1</td>
</tr>
<tr>
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<td>8.2</td>
<td>9.8</td>
<td>11.5</td>
<td>67.2</td>
<td>100</td>
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**Subject Guides on the Library’s Web Site**

<table>
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<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
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<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>1.6</td>
<td>3.3</td>
<td>18</td>
<td>16.4</td>
<td>60.7</td>
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<td>9.8</td>
<td>14.8</td>
<td>70.5</td>
<td>100</td>
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</tbody>
</table>

**Used Library Tables for Study**

<table>
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<th>Daily</th>
<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
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<td>1.7</td>
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<td>100</td>
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**Journals / Magazines**

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<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
<th>Never</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AxisCard</strong></td>
<td>1.6</td>
<td>1.6</td>
<td>9.8</td>
<td>24.6</td>
<td>62.3</td>
<td>99.9</td>
</tr>
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<td>15</td>
<td>13.3</td>
<td>58.3</td>
<td>99.9</td>
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</tbody>
</table>

**Library Tables for Study**

<table>
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<tr>
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<th>Daily</th>
<th>1x / 2x a week</th>
<th>1x / 2x a month</th>
<th>1x / 2x a quarter</th>
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<th>Total %</th>
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<tbody>
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<td>26.2</td>
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<td>1.7</td>
<td>10</td>
<td>21.7</td>
<td>20</td>
<td>46.7</td>
<td>100.1</td>
</tr>
</tbody>
</table>

**Asked a Librarian a Question**
use electronic versions, having already logged in with AxisCard. Maybe the reverse is true of the non-card holders. They may see no compelling reason to use the computers since they do not have the enhanced services of AxisCard, and instead use the print resources. In spite of the lack of significant change in most of the categories, the decreased percentage of students in several categories reporting that they never use the resources contains some hope that the AxisCard may be having a small effect that can be increased with careful work and involvement by the library staff. In many of the categories, more of the non-card holders reported never using the resources than did the card holders. Whether this is a direct result of card issuance remains to be seen.

The satisfaction survey indicated wide usage of the password storage and book-marking features of the card. Since over 9% of responses indicated that other services were used it might be advisable to survey students again in a few months and use an open-ended addendum to that question. It would be interesting to see if the students have discovered features of which we were not aware, or if this is the result of a misunderstanding of the other response options.

Among the desired services, students indicated a strong preference for access to their registration and academic records through BANNER, a student-record system. The main functions in BANNER that would require a smart card are login and password storage. Every response option for desired services except for “other” had response rates higher than thirty percent of all respondents, indicating that students might use these services enthusiastically if they were offered. About eight percent desired other services. Again, a repeat survey could be done with an open-ended response option to determine what specific services the students desired.

Students indicated by a wide margin that they want to have AxisCard access at home. This makes sense. Many services such as password storage, automatic form fill, and stored user profiles are not used just in the library. This is another service that should be adopted if funding permits.

Finally, over three quarters of card holders indicated that they would recommend the card to other students. We consider this to be a resounding endorsement of the card.

Although the satisfaction survey indicates a positive response, further research is recommended. It may be advisable to conduct a more qualitative study of the AxisCard. In a focus group or interview environment, researchers may learn about barriers to both AxisCard use and library use that they may not have considered before. Also, expansion of the AxisCard to other on-campus uses may raise its profile and make students more likely to use it both inside the library and out.

Although there have not been significant changes in library use as a result of the card in many categories, the arguable “crowning jewel” of Georgia’s library resources, GALILEO, has had increased use among card holders. This is a positive step in making more students aware of this

Appendix C: Satisfaction Survey

<table>
<thead>
<tr>
<th>% of 62 respondents</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which Smart Card (AxisCard) services have you used?</strong></td>
<td></td>
</tr>
<tr>
<td>40.32%</td>
<td>25</td>
</tr>
<tr>
<td>30.65%</td>
<td>19</td>
</tr>
<tr>
<td>20.97%</td>
<td>13</td>
</tr>
<tr>
<td>19.35%</td>
<td>12</td>
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<tr>
<td>20.97%</td>
<td>13</td>
</tr>
<tr>
<td>9.67%</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you recommend Smart Card (AxisCard) to another student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.42%</td>
</tr>
<tr>
<td>4.84%</td>
</tr>
<tr>
<td>17.74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What services would you like to be able to use with the card?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>41.93%</td>
</tr>
<tr>
<td>32.26%</td>
</tr>
<tr>
<td>37.10%</td>
</tr>
<tr>
<td>43.55%</td>
</tr>
<tr>
<td>61.30%</td>
</tr>
<tr>
<td>41.94%</td>
</tr>
<tr>
<td>8.06%</td>
</tr>
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Continued on page 27
VSU’s MLIS program receives accreditation, graduates 12 in first ‘split ceremony’

Valdosta State University’s Master of Library and Information Science Program was officially accredited by the Committee on Accreditation of the American Library Association at its meeting June 24.

The VSU MLIS is now the only ALA-accredited program of its kind in Georgia. There are only 56 accredited institutions in the US, Canada and Puerto Rico. The distinction of ALA-accreditation will allow VSU to offer library and information science education to all of Georgia.

Approved by the Board of Regents of the University System of Georgia in 1999, the program formally began in fall of 2001 with knowledgeable faculty members and its first class of enthusiastic students. The ALA-accreditation process takes a minimum of five years and VSU was granted permission to begin in 2001, successfully advancing through each phase, including a site visit in February 2007. Based on an evaluation of all evidence and reports, the Committee on Accreditation granted initial accreditation to the VSU MLIS Program for the full term of seven years. The program’s next review will be in spring 2014.

The focus of the MLIS Program is to educate librarians for academic, public and special libraries in Georgia. The program is primarily distance education, using Internet instruction with brief periods of face-to-face classes at central locations, normally selected weekends at Macon State College. It is designed for students who cannot return to a single campus for extended periods of time.

On May 4, the Valdosta State University Master of Library and Information Science Program graduated 12 new master’s level librarians in a “split ceremony.” Using IP videoconferencing technology, graduations were held both in Valdosta and at the Dunwoody campus of Georgia Perimeter College. VSU President Dr. Ronald Zaccari officiated at the Valdosta ceremony, and he formally conferred the MLIS degree to all students.

NGAL sponsors program on ‘green practices’

The next meeting of North Georgia Associated Libraries (NGAL) will be held Oct. 9 at the Robert E. Fulton Regional Library in Ocee. Belinda Morrow and David Greenebaum will speak on “Green Library Spaces and Practices.”

NGAL is a nonprofit group of library systems from 53 counties in northern Georgia. Members include public library systems, academic institutions, school systems, and special libraries. Meetings are held four times a year, in January, April, July, and October. Annual dues are $35.00.

NGAL programs provide informative and motivational speakers on a wide range of topics. Credits toward state license requirements are available to attendees. For more information, visit www.ngalweb.org.

Armstrong Atlantic picks university librarian

Doug Frazier has been named university librarian of the Lane Library at Armstrong Atlantic State University (AASU). Frazier had served as interim university librarian since June 2006.

In that capacity he oversaw the relocation of the library from a temporary space on campus to the fully renovated Lane Library building last June. He will oversee a budget of $1.7 million and a staff of 19, including 10 librarians.

From 1996 to 2006, Frazier served as assistant university librarian. He joined AASU in 1991 as head of technical services and systems librarian. He holds a master’s degree in library science from the University of Washington and a bachelor’s degree from Western Washington University.

Part of the University System of Georgia, AASU offers more than 100 undergraduate and graduate academic programs and serves more than 6,700 students.
Georgia College & State University Library names new faculty and staff members

Michael Bonnard has joined the Georgia College & State University Library and Information Technology Center as Special Formats Catalog Librarian. He received his MLS from Indiana University and a Bachelor of Music in piano performance from the University of Tennessee at Chattanooga. His long history of cataloging experience will serve him well as he builds GCSU’s collections of music scores and sound recordings, electronic resources, video recordings, and Internet resources.

Georgia College & State University Library Information and Technology Center also welcomes Shannon Morris as the Museum Curator. Shannon previously served as Curator of Education with Centre for the Living Arts/Space 301, a non-profit contemporary art center in Mobile, Ala. She has worked for the Telfair Museum of Art in Savannah and Birmingham Museum of Art in Birmingham.

Weishiuan “Sandy” Chen joined the Georgia College & State University Library and Instructional Technology Center as the new Serials Librarian. Sandy earned a bachelor’s degree from the Fu Jen Catholic University, an MLS from Emporia State University, and a master’s degree in Reading Education from the University of Missouri. Most recently, she served as the Electronic Resources Librarian at the New College of Florida.

GAMA looks back at ’06-’07 school year

The 2006-2007 school year proved to be a very energizing year for the Georgia Association of Media Assistants (GAMA). It was filled with great programs, interesting people, good food and wonderful networking.

The year began with a Fall Executive Board Meeting held on Sept. 9, 2006 at Stephenson High School in Stone Mountain. Dr. Gordon Baker, State Adviser, presented a session on Leadership and the Opportunities that GAMA provides for students. Following the presentation, officers were elected: Jameelah Whimbush, Stephenson High School, president; Dangua Allen, Martin Luther King, Jr. High School, vice-president; Kevin Samuels, Martin Luther King, Jr. High School, secretary; Sabrina Burnett, Stephenson High School, treasurer; Logan Shirah, Henderson Middle School, reporter; and Lindsay Marion, Martin Luther King, Jr. High School, historian.

The Winter Executive Board Meeting was held at Henderson Middle School on Feb. 10 in Chamblee. A majority of the meeting was spent on discussing plans for the upcoming State Convention on March 10. Convention assignments were given to officers and members in attendance. The program, which consisted of technology fair presentations, was led by members of the Henderson Middle School GAMA chapter.

The 2007 GAMA State Convention was held March 10 at Clayton State University. Sessions included: Planning for College, presented by Scott Burke, Director of Admissions, Clayton State University; Basic Book Repair, led by Nova Ibe, Union Grove Middle School; and Keep Up, Get Ahead and Stay Ahead, presented by Joy Garmon of Georgia Gwinnett College.

GLA and ACRL issue call for COMO papers

The Academic Library Division of the Georgia Library Association and the Georgia Chapter of ACRL invite Georgia’s academic librarians to submit papers for presentation at the 2007 Georgia Council of Media Organizations Conference, “Beaches, Blogs, and Books,” to be held Oct. 17-19 at Jekyll Island. Accepted papers are to be delivered in person at the scheduled session. This will be the 12th year that there will be cash awards for the two papers judged best of all submitted. The two awards — one funded by Blackwell’s Book Services and one by EBSCO — will be presented at the Academic Library Division luncheon.

Papers can include research or reflections on developments in academic libraries that present challenging opportunities for libraries and librarianship throughout the state, region, or nation. Papers should be approximately 2000 words, as presentations are scheduled for 15 minutes. Notice of intention to submit a paper should be filed immediately, and all papers are due by Aug. 8. Notice of acceptance will take place Sept. 5. Please submit a cover sheet containing your name, address, work telephone number and email address, and a second sheet with the tentative title and a brief (200 word) abstract. Criteria for selection include clarity, originality, scholarship, and suitability for oral presentation. Electronic submissions are preferred. For additional information, contact Justin Otto, Economics Librarian at Emory University’s Robert W. Woodruff Library, at 404-727-0150 or justin.otto@emory.edu.
The Georgia Library Association has named Miguel Vicente, coordinator of the Athens Regional Library System’s Pinewoods Library and Community Learning Center, the winner of this year’s Beard Scholarship. The scholarship is made possible by friends and colleagues of the late Charles Edward Beard, who served libraries and the library profession for almost 40 years. The purpose of this scholarship is to provide financial assistance toward completing a Master’s degree in library science for candidates who show strong potential to inspire and motivate their peers in the profession. Friends and members of GLA continue to donate to this scholarship fund. In recent years, the annual Scholarship Raffle at the COMO Conference also has supported funding for the $1,000 award.

Athens-Clarke County Library has been awarded two national exhibits. The first, Sea to Shining Sea, is a 24-poster exhibit, sponsored by the Smithsonian Institution and the Friends of the Athens-Clarke County Library. The exhibit helps celebrate the 200th Anniversary of the Coast Survey originally charged by Thomas Jefferson to provide a “complete and accurate chart of every part of the coasts’ of the United States. The exhibit will run through July 20 at the Athens Library.

Jewish Literature: Identity and Imagination is presented in partnership with the Congregation Children of Israel and the Learning in Retirement at the University’s Continuing Education Department. The Library will explore five books based on a theme in Jewish Literature, and programs will run from August to November. Program Director for both grant exhibits is Tammy Gerson, reference librarian.

The Watson-Brown Foundation Junior Board awarded the Augusta Public Library a preservation grant of $5,750 toward restoration of the out-building at the Appleby Branch Library. On May 22, representatives of the Board visited the Appleby Library and presented Gary Swint, Augusta Library Director, with a check.

The Hall County Library System has received the Greater Hall Chamber of Commerce’s Business Beautification Award. The award was presented to the library for a landscaping project designed and implemented by the Hall County Master Gardeners. Library Director Adrian Mixson approached the Master Gardeners for their assistance in redesigning and updating the library’s garden areas. Master Gardener Patsy Kilmartin was the project coordinator.

The Augusta Public Library is one of 23 facilities in the U.S. to be selected to host the traveling exhibition, “Lewis and Clark and the Indian Country.” The traveling exhibition will focus on the encounters of Native Americans with the United States Corps of Discovery between 1804 and 1806, and will trace the impact of those encounters during the subsequent two centuries.

The Watson-Brown Foundation Junior Board awarded the Augusta Public Library a preservation grant of $5,750 toward restoration of the out-building at the Appleby Branch Library. On May 22, representatives of the Board visited the Appleby Library and presented Gary Swint, Augusta Library Director, with a check.

The New Moon Café selected the Augusta Public Library as its “charity of the month” for June and July. The Café designated a particular coffee “the library blend” and will donate money for its purchase.
Houston County news and notes

Karen Odom, head librarian at Centerville Branch of Houston County Public Libraries, has been invited to serve a two-year appointment to the American Library Association’s Young Adult Library Services Association (YALSA) Membership Promotion Committee. Odom’s term began July 1 and will run through June 30, 2009. The Committee’s charge is to develop and pursue an aggressive and continuous campaign to recruit and retain members for YALSA, and to promote the Association to professional colleagues and to key partners as defined in the organization’s strategic Plan. “We are so pleased that Karen has received this honor, and we commend her continued support of young adult services in our public libraries,” said Marsha Christy, Director of Houston County Public Libraries.

South Georgia Regional news and notes

David Charles “Chuck” Gibson has been appointed Director of the Valdosta-based South Georgia Regional Library System. In 1989, Chuck received a bachelor’s degree in History and Government with a Minor in Geology from Adams State College in Alamosa, Colorado. He received a Master of Library Science degree from Emporia State University, Emporia, Kansas in 1995. Immediately after graduation, he was hired by Worthington Libraries, Worthington, Ohio to be the Technology Coordinator. In this position, Chuck created a network for the library with 150 computers and access to over 100 electronic resources; many were available to people in their homes and offices via remote web access. Chuck received the MCI Librarian of the Year for the state of Ohio for his expertise in constructing the network.

Chuck was promoted to Associate Director of Public Services in 2002 where he was responsible for Adult Services, Youth Services, and the Circulation departments for both the Old Worthington Library and the Northwest Library. His projects included redesigning the public service models, reorganization of the public service staff and reporting structures, creating a centralized materials selection system and doing design development to reorganize the physical spaces of the libraries. He served on the Minerva Park Village Council where he was responsible for Public Safety; was on the Board of the Worthington Area Chamber of Commerce; installed the first Ohio Public Library Information Network (OPLIN) T1 line and subsequently served on several OPLIN committees; and served a term as Secretary on the Ohio Library Council IT Division.

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GLA announces slate of nominees for 2008 officers

Below and opposite is the 2008 slate of nominees for Georgia Library Association officers.

First Vice President/President-Elect

Jim Cooper

Jim Cooper is Director of West Georgia Regional Library in Carrollton, a position he has held since 1987. He previously served as Director of Cahaba Regional Library in Clanton, Alabama and as Branch Librarian of the Tomball Branch of Harris County Public Library in Houston, Texas.

Cooper graduated from West Georgia College (now the University of West Georgia) in 1978 with an A.B. degree in English and a minor in music (organ). He graduated from The University of Texas at Austin with a Master of Library and Information Science (MLIS) in 1981 and worked in the library at Dow Chemical Company in Freeport, Texas.

He has been an active member of Georgia Library Association through the past 20 years, having served on the Executive Committee as Second Vice-President and (currently) as Southeastern Library Association’s Georgia Representative. He also currently serves as Chairman of GLA’s Legislative Committee. At the local level, Cooper is a member of the Carrollton Rotary Club, having served as Secretary, Vice-President, and President. He serves as substitute organist at several churches in the Carrollton community, and he and his wife (a violinist) provide music for weddings and other events in the area. He is the father of four.

Lace Keaton

Lace Keaton is currently the Deputy Director of Live Oak Public Libraries in Savannah. She holds an undergraduate BA in Humanities from George Williams College and an MLS from Clark Atlanta University. She has held positions as Library Manager and Reference Services Manager. Worthington Libraries, Worthington, Ohio, Librarian II and Information Specialist. Gwinnett Public Library, Lawrenceville, and as a circulation, children’s and technical services assistant at Nye Library in Ft. Sill, Okla.


Second Vice President

Jane Hildebrand

Jane Hildebrand is the Affiliate Libraries Coordinator for the Three Rivers Regional Library System. She has been in Brunswick since 1972. From 1972 to 1989 she was an extension/bookmobile librarian and affiliate coordinator with the system and became the full time affiliate coordinator in 1989. She describes her affiliate coordinator job as being “Jane-of-all trades.” Her MLIS is from Emory University and she has a B.A. in history from the University of Iowa. Professional memberships include ALA, PLA, the Glynn County Library Council and GLA (since 1972). In GLA she has served as chair of the Public Library Division (three times) and has been a committee member of conference site selection, JMRT, conference, and scholarship.

Eva Lautemann

Eva Lautemann is Director of Learning Resources at the Clarkston Campus of Georgia Perimeter College. She has been at GPC since 1976 and has worked in circulation, automation, reference, and collection development. Eva has been member of GLA for several years, having served on the Academic Presented Papers committee. She is also a member of ALA and ACRL. She served as planning chair for the GIL Users Group Meeting (GUGM, 2007) and has served on the GIL Steering Committee. She regularly contributes book reviews to Library Journal and to Reference and User Services Quarterly. She and her staff were awarded the ACRL Community and Junior College/Ebsco Program Achievement Award (2006) for their Library CSI: Information Literacy program for freshman orientation.

Treasurer

Ray Calvert

Ray Calvert is the Director of Learning Resources at Coastal Georgia Community College in Brunswick. He came to Georgia in July 1999 from Bradenton, Fla., where he worked at Manatee Community College in a variety of supervisory positions in public services, technical services, and media services. Prior to 1984, he supervised the library at Sumter Correctional Institution and worked at the Florida Regional Library for the Blind and Physically Handicapped. He earned his MLS at Florida State University in 1979. He also earned an M.Ed. from the University of South Florida and a BA from Florida State University. Since coming to Georgia Ray has served as the chair of the GALILEO Steering Committee, the RACL Executive Committee and the GIL Steering Committee.

Adrian Mixson

Adrian Mixson is Library Director for the Hall County Library System. He has been with Hall County for 10 years, first serving as an Assistant Director for Adult Services. Before coming to Hall County, Adrian worked as Adult Services Manager for the Alachua County Library District in Gainesville, Florida. He has worked as the Extension Services Manager for the Collier County Free Public Library in Naples, Florida, and Law Library Coordinator for the Florida Correctional Education School Authority. He has also been an Adjunct Instructor for the University of South Florida’s library school. He has institutional, media and university library experience. He has been an active member in the Florida Library Association and the Georgia Library Association.
Cooley: Georgia Library Quarterly, Summer 2007

Secretary

Elizabeth Bagley

Elizabeth Leslie Bagley has served as Director of Library Services at Agnes Scott College in Decatur since March 2006. Previously, she worked in Georgia’s public higher educational arena as an associate university librarian at Georgia State University Libraries and as library director at Dalton State College and South Georgia College. Before joining academic libraries, Liz held public services and children’s programming positions in two public library systems. She received her undergraduate degree in English from Mount Holyoke College in Massachusetts and a Master’s degree in library and information management from Emory University. Her professional activities include serving as Chair of the GALILEO Steering Committee from 1999-2000 and as a member of that committee for six years. She also has been active on the GIL Steering Committee, RACL (Regents’ Academic Committee on Libraries), an ALA University Libraries section committee, and as an accreditation reviewer for SACS (the Southern Association of Colleges and Schools). A GLA member since 1987, Liz served previously as the organization’s secretary (1996-1997). Her other service to the Georgia Library Association includes chairing the Academic Library Division; reviewing books for GLQ; creating a history panel on rural libraries for the GLA Centennial; and co-chairing the Nominating Committee.

Stephanie Middleton


Wendy S. Wilmoth received her M.L.I.S. from Valdosta State University in 2006.

References:


SELAs Representative

Michael Seigler

Michael Seigler has been the Director of the Smyrna Public Library since 1995. Prior to that he was an Associate Director at the Pine Mountain Regional Library System and Director of the Atlanta Law School Library. Michael is active in several library associations. In the past he was chair of the FLA Junior Member Roundtable; GLAs Government Relations Committee; and the COMO Steering Committee. He served as president of the Metro Atlanta Library Association in 1998 and as president of GLA in 2000. Currently Michael is chair of GLA’s Constitution and Bylaws Committee and co-chair of SELAs Constitution and Handbook Committee.

Smart Cards

Continued from page 21

(resource and getting them to use it. Academic libraries appear to be slow in adoption of smart card technology in comparison to other academic units and public libraries. Technical and community college libraries have just begun to enter the smart card era. With the Griffin Tech project, technical and community college libraries in Georgia and elsewhere have a preview of how this technology would work for them, how best to implement it, and what problems to expect. AxisCard is recommended as a resource that students want, are able to use, and may use to further access library resources, facilities, and services. P)

GALILEO ASSOCIATION gla.georgialibraries.org

Stephanie Middleton


Wendy S. Wilmoth received her M.L.I.S. from Valdosta State University in 2006.

References:

The Georgia Library Quarterly reviews books on aspects of life in Georgia and the South, including history, literature, politics, education, and genealogy. Materials written by Southern authors or published by regional publishers may also be considered, as well as those on libraries and librarianship.

Special thanks from the full GLQ Editorial Board to Patty Phipps of Georgia Tech. Patty organized the GLQ book review index that is now available online. This project involved locating specific issues from earlier years to verify review information. Her contributions are evident throughout Off the Shelf, Vol. 43, and will continue to impact this section.

Sarah McGhee, Off the Shelf Co-editor, Chestatee Regional Library System, smcgree@chestateelibrary.org
Lora Mirza, Off the Shelf Co-editor, Georgia Perimeter College, mmirza@gpc.edu
See more Off the Shelf reviews at http://gla.georgialibraries.org/glq_bookreviews.htm

NON-FICTION


In her engaging and well-documented biography of Rebecca Ann Latimer Felton (1835-1930), Louise Staman tells a tale stranger and more fascinating than fiction. Born into the antebellum plantation life and mindset and a bride at 18, Felton survived the Civil War, the deaths of her children, dislocation, near destruction of her farm, Reconstruction and its aftermath. She adapted quickly, growing in confidence, determination, sense of purpose, and political acumen. Decades ahead of her time, Felton was a prolific speaker and writer of books and hundreds of articles crusading for women’s rights, education for all — black and white, prison reform, and an end to corruption in state government. She courageously took on the power brokers and corrupt officials of the period. Unusually well-educated for a woman of the time, Felton read constantly and thus became an expert in animal husbandry. An astute businesswoman, she skillfully managed her 600 acre farm near Cartersville: buying and selling land, growing cotton, and breeding fine horses.

Her involvement allowed her physician/minister/politician husband to pursue his own callings. Denounced from pulpits and in the State Legislature, by newspaper editors and politicians for breaking free of the limitations of traditional southern womanhood, she was nevertheless undaunted. She founded a number of women’s organizations, bought and ran her own newspaper, and became a suffragist at 80. Amazingly, the Georgia governor, an anti-suffragist himself, appointed her at 87 to fill a vacancy from Georgia in the U.S. Senate. She was a friend of Margaret Mitchell’s; it seems a number of incidents in Gone With the Wind were inspired by her life, such as creating a gown from household draperies. Loosening Corsets is suitable for grades 9-12 through adult. An outstanding addition to high school, public and academic libraries. A must for regional collections.

—Reviewed by Eugenia Abbey
Georgia Perimeter College


In Tom Chaffin’s new historical work, Sea of Gray, the author explores the naval strategy of the Confederate

“Duck and cover.” “Are you now or have you ever been a member of the Communist Party?” “I will go to Korea.” Brown vs. the Board of Education of Topeka, Kansas. The Kinsey Reports. If you lived during the decade when these topics were in the news and your family owned a TV, then you will probably have a Lucy and Ethel flashback when you hear the phrase “Speed it up a little!” (Remember the candy factory episode?) Impressively researched and written with obvious affection for its subject, David C. Tucker’s book is filled with interesting details and anecdotes about some of the women who were instrumental in creating the TV sitcoms of the 50s. The 10 women featured in Tucker’s book include Gracie Allen (“The George Burns and Gracie Allen Show”), Eve Arden (“Our Miss Brooks” and “The Eve Arden Show”), Lucille Ball (“I Love Lucy”), Spring Byington (“December Bride”), Joan Davis (“I Married Joan”), Anne Jeffreys (“Topper” and “Love That Jill”), Donna Reed (“The Donna Reed Show”), Ann Sothern (“Private Secretary” and “The Ann Sothern Show”), Gale Storm (“My Little Margie” and “The Gale Storm Show: Oh! Susanna”), and Betty White (“Life with Elizabeth” and “Date with the Angels”). Each illustrated chapter traces the career of one star and places her in the context of the development of TV as an entertainment medium. This last point is significant, because as Tucker points out, TV was in its infancy and topics viewed as the least bit controversial were taboo.

Imagine if, like the alien Thermians in “Galaxy Quest”, all you knew about United States culture in the ‘50s came from the television sitcoms. You would know nothing of the Cold War jitters that had school children diving under their desks, the Korean War, the national fear of Communism, the national shame of racism. Most of all, you would wonder how in the world these earthlings procreate, since males and females don’t even mention S-E-X, let alone sleep in the same beds. Yet despite the constraints of censorship and the social mores of the ‘50s, these women made sitcoms if not exactly an art form, at least an artful and humorous rendering of somewhat idyllic, white middle-class culture. “Unable to fall back on strong language, racial or sexual epithets, or shock value,” as Tucker points out, “the shows of the 1950s entertained us because of the gifts of the actors, writers, and producers who created them…” And in all cases, the women who starred in these shows were much savvier than the ditsy female characters that some of them played. Lucy Ricardo longed for a role in show business whereas Lucille Ball was vice-president of the successful production company she founded with her husband. Author David C. Tucker is a freelance writer and public library administrator in DeKalb County, Georgia. His book is recommended for all public and academic libraries.

—Reviewed by Elizabeth White
University of Georgia Libraries

FICTION


Thirteen Moons is a fictional biography inspired by the life of William Holland Thomas of protagonist Will Cooper. As Charles Frazier states in the Author’s Notes, Will Cooper “is not William Holland Thomas, though they
do share some DNA.” The second of Frazier’s novels set primarily in the Southern Appalachian Mountains, the book is about the property acquisition of the Eastern Branch of the Cherokee Nation; the story of the land of the Cherokees; and, like Frazier’s previous bestseller Cold Mountain, in part the story of the love of a man for a woman. John Calhoun and Andrew Jackson, along with other Washington, D.C. politicians, political operators, and post-Civil War U.S. government officials, attempt to resolve the Cherokee problem; other less upright characters, such as the men who knife Cooper at the opulent Warm Springs Hotel, appear as well. In contrast, Frazier creates deeper characterizations of the Cherokees, the high-born landowner Featherstone and Cooper’s adoptive Cherokee father Bear. Charley, who may also “share some DNA” with the famous Cherokee warrior Tsali, is also drawn in depth. Cooper loves Claire, who appears in episodes from beginning to end; her passion for Cooper is balanced by her relationship with Featherstone. Cooper’s passion for the land of the Cherokees is played out over eight decades of the annual cycle of 13 moons. Cooper/Holland Thomas bargains for the land, buys it, and ultimately saves the land for the Eastern Band of the Cherokee Nation. Charles Frazier uses Cooper’s passions for good food, good drink, and a good horse as motivation to take the character off on many extended travels. Frazier adds a short bibliography of Cherokee resources. This novel is recommended for any library that includes fine historical fiction.

— Reviewed by Tim Wojcik
Our Lady of Mercy Catholic High School


Between, Georgia is stuck geographically between Athens and Atlanta, Georgia. Similarly, Nonny Jane is stuck genealogically between the Crabtrees who gave birth to her and the Fretts who claimed her. There is not much distance between Athens and Atlanta; one seems to run into the other. Neither is there is much difference between the oral histories of the Crabtrees and the Fretts. Fourth cousin counts only when the need presents itself. Likewise, men do not count much in this story. In fact, only one man, Henry, seems to aspire to giving or receiving respect. The plot examines the two hierarchies that make up the ninety or so inhabitants of Between: those who own everything and those who own nothing. Author Joshilyn Jackson is clearly Nonny Jane. Nonny gives voice to the characters, sets the action, and determines the story’s progression. The town’s family matriarchs are definitely in charge, and their actions invoke and mandate the actions and behaviors of all the characters. Their banter reveals that within each lies a facsimile of the other, each as capable as the other of beauty and ugliness in body and soul. No one knows how the feud began, but everyone knows what fueled it; and, once begun, there was no undoing. There may be a lull in the feud; but, then... that is only a prediction. Jackson opens the story with Nonny Jane’s harsh, raw entry into the world. She introduces us to those who walk the streets of Between, Georgia: the blind, the romantic, the criminal, the neurotic, the drunk. It is a global group all nested together into one literary museum where the past mingles with the present.

— Reviewed by Verely Sue Dotson
Greene County High School


Agnes and Me recounts a year in the life of Payne Conley and his family, from around August 1949 to August 1950, focusing on his and his sister Agnes’s adventures growing up. Payne is six, and, as he puts it, he can not move without seeming to get into trouble. Agnes is a couple of years older than Payne. Their other siblings are already grown and married with children of their own, some the same age as Payne. Anyone who grew up during the ’40s or ’50s, or who had siblings to fuss with and follow around, will enjoy this walk down memory lane. While not everyone has had adventures rescuing a kitten from an outhouse, shooting a cousin between the eyes with a BB gun, missing a full year of school due to ignorance of the workings of a flush toilet, or killing the family rooster, just the memories this book triggered had me laughing and cheering for Payne. Agnes and Me is a fun read and gives the reader an insight into a different time. Recommended for any fiction collection.

— Reviewed by Lee Ann Cline
Dalton State College
Family Payne by Jerry Gollihar

Family Payne continues the adventures of Agnes and Me, described by Jerry Gollihar in his previous book, Agnes and Me. Payne is going into the second grade, Agnes into the fourth, and like many children during the 40s and 50s, they have only one set of school clothes, which leads to one of their first adventures. Agnes wants a new dress for school and, with Payne's help, ends up stealing one from the local Catholic Church. Although she finally does get a new feed sack dress, she is not sure it is worth all she went through. Payne becomes a local hero by rescuing the neighbor's baby after that neighbor had dug a “spite” ditch between their homes. More events occur in their lives that are a reminder of how families can be there for each other in good and bad times. The older Conley girls come back home providing more opportunities for adventures. Ma Conley helps out some local folks by taking them in or giving them lessons in cooking or sewing, proving that anyone can become family, especially since everyone calls her Ma. Recommended for any fiction collection.

— Reviewed by Lee Ann Cline
Dalton State College

JUVENILE LITERATURE

The Real Question by Adrian Fogelin

Fisher Brown is a 16-year-old overachiever, immediately likable for the way he pokes fun at the wholesomeness that has been ingrained in his character by his overprotective father. Fish's snappy narration makes the story of his unauthorized trip away from home a great read. Rather than stay home alone and study for the SAT all weekend, Fish takes off with Lonny, the unreliable and wild brother of a neighbor. They head to a part of Florida that is pretty indistinguishable from South Georgia to roof the house of Lonny's ex-wife, a waitress who is just scraping by. Lonny has some of the funniest lines in the novel, such as, “The Peace Corps, huh? Is that where smart guys go to do roofs?” The advice he gives Fish contradicts the sayings that Fish's guidance counselor dad has taped up around Fish's bedroom. Lonny's irresponsibility will keep readers in suspense about how Fish will get himself home, and whether or not his academic record will have been trashed by then. The time away and the journey back teach Fish a lot about himself and his relationships with the people he loves, especially with his best friend Desiree. The Real Question is appropriate for readers in grades 9 and up.

— Reviewed by Ellen Zander
West Georgia Regional Library

The Boy Who Was Raised by Librarians by Carla Morris,
illustrated by Brad Sneed

First-time children's book author Carla Morris draws upon her experiences as the children's librarian at the Provo City Library in Utah to pen a gently humorous look at all the wonderful information that any curious child, such as Melvin, may find, especially when guided by three helpful, friendly reference librarians, at the local public library. Brad Sneed's colorful illustrations enhance this warmhearted tribute to the “that's how librarians are” nature of this dynamic trio. Marge, Betty, and Leeola continuously help and encourage Melvin since “[w]hatever he was interested in, they were interested in it too.” Recommended for most children's collections.

— Reviewed by Lory Cox
Fulton County Public Schools

The Rainforest Grew All Around by Susan K. Mitchell, illustrated by Connie McLennan
(Sylvan Dell, 2007; ISBN 978-0-9768823-6-7, $15.95, also available in paperback).

This engaging book about the rainforest, inspired by the author's experience using the song “The Green Grass Grew All Around” with preschoolers, amply fills a new publisher's mission to provide “Science and Math through Literature.” With intricate, colorful illustrations, views from underneath and through the
leaves of the rainforest, rhyming words encouraging story hour participation — “and the rainforest grew all around, all around; the rainforest grew all around” — this picture book is a winner! A toucan, jaguar, emerald tree boa, bat, sloth, butterflies, leafcutter ants, moths, poison dart frogs and other creatures make their appearances. A kapok tree, bromeliads, lianas and other plant life are also woven into the verse and illustrations. Children will delight in locating tiny creatures, such as the caterpillar near the jaguar’s tail. The book ends with For Creative Minds, a brief section about adaptation, also available at www.SylvanDellPublishing.com, and a Rainforest Cookies recipe emphasizing ingredients from the rainforest. Connie McLennan’s watercolor and acrylic illustrations embellish this cumulative tale. Highly recommended.

— Reviewed by Lora Mirza
Georgia Perimeter College


This book is a journal of a summer’s adventures on an island and the birth of loggerhead sea turtles. The author uses the 55 to 65 days from the time the female turtles lay eggs on the beach, until the time that the hatchlings scramble to the sea, to explore all the wonders of the island. The various shells, flowers, the loggerhead turtle and her egg droppings, beautiful sunrises and sunsets and sea birds are pictured throughout the book. The pictures and the manner in which the author provides details in short descriptions are an exceptional way to draw learners from various reading levels to this book. This title would be an excellent addition to a collection for readers with an interest in endangered species. It is highly recommended for the hesitant reader because of the pictures and the friendly format.

— Reviewed by Evelyne LaMar
DeKalb County School System

GLQ seeks advertising manager

GLQ is currently seeking a volunteer to serve as advertising manager for the coming year. If you are interested in getting involved and helping promote the achievements of Georgia's librarians and discuss the issues facing our state's library community, please contact Susan Cooley at 706-236-4609 or scooley@romelibrary.org.

About our advertisers...

When a company or organization advertises in GLQ, the quarterly provides some detail for our readers — an introduction. The following are new advertisers or are beginning with a new ad.

Georgia Perimeter College
The staff of the Dunwoody campus of Georgia Perimeter College spent several years developing and bringing to the classroom their associate program in library studies — LIST, the Library and Information Science Technology Program. Georgia Perimeter College (GPC), through its network of regional campuses and affiliate locations provides “accessible and affordable high quality undergraduate credit and non-credit programs” for students seeking an associate degree, entry level college credit courses, workplace skill enhancements, or lifelong learning pursuits. GPC has five campuses on the north, south, and east side of Atlanta and also offers courses at the Alpharetta Center of Georgia State University.

SOLINET
The Southeastern Library Network, Inc. (SOLINET) is an Atlanta-based non-for-profit library cooperative serving Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and the Caribbean. A membership network of libraries and other information organizations, SOLINET works in collaboration with many partners, from local to international, to provide leadership for cooperative action, improve access to information, and enable members to effectively anticipate and address the region's needs for education, economic development, and improved quality of life. Find SOLINET at www.SOLINET.net.

Davidson Titles
Davidson Titles, Inc. is a Jackson, Tennessee-based company with more than 27 years experience in providing high-quality products and services to libraries and other educational institutions. Its selections include the newest Pre-K–12+ non-fiction, fiction, and reference titles as well as Spanish and bilingual titles, opening day collections, and an extensive selection of videos and DVDs. Many processing options are offered to support a variety of cataloging needs. Sales representatives, equipped with many current titles, help their clients optimize their purchases to best fit their needs.
The 18th GOLD/GALILEO Annual Users Group Conference brings together librarians, paraprofessionals and technical staff from academic libraries, public libraries, schools and special libraries throughout Georgia and the Southeast!

Our goal is to provide a forum for continuing education and professional development activities related to using GOLD, Georgia’s interlibrary lending and resource-sharing network, and GALILEO, the statewide virtual library.

Our 2007 sessions challenge Georgia libraries to make themselves central to our users’ personal learning landscapes and to harness the innovations necessary to enable a new Library 2.0 collaborative style. This year’s Keynote speaker Diane Kresh will explain why we must continue to adapt creatively to our users’ changing needs and take library services directly to them — while having fun in the process.

Pre-registration is strongly encouraged. Register by July 23 to receive the early-bird discount rate of $30.00. Attendees may pick up conference packets beginning at 9:00 AM on August 3rd. Come join us in Athens where GOLD and GALILEO will treat you to a day where you can engage, evolve and enjoy — all because of the Joy of Use!

For additional information, registration materials and hotel information, visit www.georgialibraries.org/lib/gold.html. To register online or download a registration form, visit www.georgiacenter.uga.edu/conferences/2007/Aug/03/gold.phtml, or call the Georgia Center at 1.800.884.1381.