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On the COVER:
The new bookshelves are often the center of patron attention at the Neva Lomason Memorial Library in Carrollton. Judges for the 2010 Georgia Libraries Photo Contest selected this entry as a winner in the best interior photo of a library category. (Photo by Martha Goodson)
From the President

My final GLQ greetings to my favorite GLA members! I sure hope everyone had fun at COMO XXII in Athens. There was a great turnout for our first “Library Movie Night” to kick off the conference. “The Hollywood Librarian” entertained 100 COMO attendees, many of whom stayed for the silly but inspiring “Party Girl.” Who couldn’t be thrilled when the lead character shouted “I want to study library science!”? Do you remember the first time you shouted that? Thanks to my creative COMO program partner, Pat Carterette of GPLS, for her support and enthusiasm. There was also a terrific turnout of first-time attendees and COMO officers for a Dutch treat dinner before the movie.

Thursday began with time to visit our vendors in the exhibit hall. Gordon Baker, exhibitors chair, did another wonderful job organizing this event. The opening keynote address given by Michael “Libraryman” Porter inspired us to think in the broad terms of “libraries = content + communities.” Attendees at our joint GLA Academic and Public Divisions Luncheon enjoyed the delightful and hilarious Georgia author Joshilyn Jackson, who told us she considers her books not as her babies but as her boyfriends – and as “exes” when she sends them to the publisher. Thursday evening welcomed almost 40 Georgia authors for us to meet and greet, buy their books and have those books autographed. Thanks to Diana Very for organizing this opportunity to bring authors and librarians together.

Our brief GLA business meeting successfully clarified language in our constitution and bylaws. A fierce Battledecks competition opened the awards banquet. Emily Almond, Alan Harkness and Merryll Penson demonstrated their gift for gab, accompanying previously unseen PowerPoint slides on the topic “Georgia Libraries: The New Normal.” Sarah Steiner and Tessa Minchew coordinated this event fabulously. Emily was crowned – with a tiara – as our first Battledecks winner, decided by esteemed judges Michael Porter, Roberta Stevens and Dr. Lamar Veatch.

We were pleased to have the president of the American Library Association, Roberta Stevens, speak about the challenges ahead for our profession. Our award winners and paraprofessional grant recipients were honored, as was Laura Burtle, GLA’s webmaster from 1998-2010. She recently passed the torch to Tessa Minchew. Laura was instrumental in updating our logo, library spotlights, blog, historical content and in adding our PayPal option to join and renew online or donate to our GLA scholarship funds. The induction of our new officers for 2011 by ALA Chapter Councilor Ann Hamilton is always a special ceremony as Ann confers to them the real meaning of their responsibilities. Incoming President Carolyn Fuller was presented with a gavel – and a tiara, of course.

Friday’s closing session with Tim Daniels, Buffy Hamilton and Cliff Landis had us walking on clouds about the possibilities that lie before us. The Book Cart Drill Team competition with the Bookettes of the Sequoyah Regional Library System and Cart Blanche of the Cobb County School District was also a highlight. The conference held another successful raffle, raising more than $3,000 for the Beard and Hubbard scholarships. Our scholarship committee chair, Barbara Petersohn, and volunteers pulled it off again! You have all made my year as GLA president a very memorable one. Thank you!

— Carol Stanley (Lady COMO)
President (Until January!)
Georgia Library Association

Unshelved

by Bill Barnes & Gene Ambaum

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My own private library consists of three large built-in bookcases, two of which are located in my kitchen. Needless to say, the bulk of my library is cookbooks. My love of cooking began many years ago when I was a child, standing at my grandmother's kitchen counter helping her beat eggs, sift flour and wash the fresh vegetables from my grandfather's garden. At this point in my life, my grandmother was the cookbook — all of the recipes were shelved in her head, not in an indexed text held together by elaborate binding.

Since she spurred my love of cooking, baking and all things food-related, it was only natural that I would start collecting cookbooks as a teenager. What began as a small collection of family recipes printed on index cards and held in old photo albums turned into a large collection of books that spans everything from entertaining, etiquette, baking, regional cookery — everything an epicurean could want and more.

My ultimate favorite and go-to book is the classic *The Joy of Cooking*. My grandmother has a copy given to her as a wedding gift back in 1950, gave my mother her copy as a wedding gift in the 1970s, and gave me my copy as a Christmas gift when I moved out on my own. Carrying on the tradition, it is now the gift I usually give as a wedding or shower gift. It has the best recipe for chocolate chip drop cookies I’ve ever made (sorry, Martha Stewart)!

Like any good girl living in Georgia, I have my copies of all of Paula Deen’s cookbooks, *The Blue Willow Inn Cookbook* by Jane and Michael Stern and a copy of *The Pirates’ House Cookbook* that has the infamous Pirate Punch recipe that is simply delicious. Being a native Floridian, I would be remiss if I did not mention *The Columbia Restaurant Spanish Cookbook* compiled by Adela Hernandez Gonzmart. With locations in seven Florida cities, this restaurant has some of the best authentic Spanish food I have eaten.

I also have a nice collection of cookbooks from various Junior League chapters from all over the country. My favorite chicken salad recipe came from the Tallahassee chapter’s Junior League cookbook, *Thymes Remembered*. It’s the perfect book for entertaining when hosting Bunko on a Thursday night.

Cookbooks are more than just pages of recipes bound together to look pretty on a shelf. It reminds me of the time and place where I purchased the book or was given the book as a gift. It reminds me of the times I spent as a child at my grandmother’s house, pushing a kitchen chair up to the counter to help cook supper or make the cornbread. It reminds me of the smells wafting through the house on chilly fall mornings, waiting for breakfast to be ready. Each cookbook that is housed in its place on my shelf in the kitchen holds a memory for me. And one day I hope to pass on those memories to another generation to enjoy as I did.

Karen Odom is branch manager of the Houston County Public Library’s Nola Brantley Memorial Library in Warner Robins.
Collaborative learning and convergence: Library strategies and solutions with an eye on the USG Information Technology Strategic Plan

by Bob Fernekes and Lori Jean Ostapowicz Critz

This paper introduces collaborative learning as a strategic library priority of the University System of Georgia (USG) Information Technology Strategic Plan 2010 and how convergence is fostering collaborative learning. It discusses concepts and principles and provides an overview covering key methods and practices. As the role of collaborative learning is embraced by academic librarians, it will inspire us to stretch, grow and extend ourselves in a re-creating and empowering experience.

Based on a presentation for the Georgia Council of Media Organizations called “Visioning the USG Information Technology Strategic Plan: Library Strategies and Solutions From a Grassroots View,” this paper covers practical approaches, challenges and opportunities designed to create, facilitate and sustain collaborative learning environments and services in our libraries. In addition, it charts new directions for improving traditional library services as University System of Georgia libraries implement solutions designed to facilitate collaborative learning. Lastly, the paper will demonstrate GALILEO’s role in facilitating the convergence of tools, innovations, ideas and techniques that will strongly position Georgia’s academic libraries for 21st century learning.

Introduction

This paper presents a blending of themes on strategic planning, collaborative learning, convergence and collaboration by incorporating images and examples that succinctly portray the academic library’s journey of engaging with its campus and system. Foremost, it expands on the story presented by Dr. Curtis Carver in his keynote address to the GALILEO Interconnected Libraries Users Group Meeting consisting of librarians throughout USG on May 20. In his keynote presentation, Dr. Carver provided a glimpse of the new roles envisioned for the academic library engaged in 21st century learning and how the USG Information Technology Strategic Plan 2010 supports these new roles in collaborative learning.

In addition, this paper recognizes the invaluable contribution of Convergence and Collaboration of Campus Information Services (2008) as a compendium rich in innovative ways for integrating the library into student learning as discussed in the survey results and the 11 case studies, which include the University of Georgia and the Georgia Institute of Technology. Providing a more in-depth view of the library as a place for collaborative learning, Convergence and Collaboration underscores the role of librarians as instructors of new skills, as course designers and as collaborators with other campus information services to better meet the learning, information and research needs of our users.

Presented as an analytical look at the USG IT Strategic Plan, specifically the collaborative learning strategic priority, this paper provides a grassroots perspective on collaborative learning and convergence in academic libraries covering seven topics – learning and information commons, discovery tools, mobile applications, physical repository, knowledge repository, distance education and on the horizon.

Collaborative Learning Defined

As a point of departure, we chose to use the USG IT Strategic Plan’s definition of collaborative learning because it focuses on the results of high-quality learning experiences through the integration of technologies, content and collaborative environments that benefit students, faculty and
institutions. The complete definition reads as follows: Collaborative learning empowers people to create quality learning experiences that result in achievement and success through provision of robust technologies in an efficient and cost-effective manner; integration of technologies, content and collaborative environments to benefit students, faculty and institutions; engagement of leadership at all levels; and active exchange of best practices across institutions. (p10)

A closer examination of this definition reveals that collaborative learning as a joint intellectual effort is an umbrella term that describes a variety of learning activities or educational approaches involving students or students and faculty/librarians or among faculty/librarians, most notably in faculty learning communities and scholarship of teaching and learning groups. In addition, collaborative learning is tied together by a number of key assumptions about education excellence and how learners are empowered to create quality learning experiences. For example, education is “excellent” when it meets the needs of our students, researchers and faculty in their lifestyles, learning styles, and access to library resources, services and discipline research 24/7.

Convergence Defined

Another powerful force for change is the influence of convergence and being able to harness its multi-faceted nature (physical, virtual and organizational). For example, convergence can represent a coming together of two or more distinct entities or services in the physical space of a library information or learning commons for research and software instruction/assistance. In some cases, specialized services, such as multimedia production, tutoring and writing support, counseling and career services may be available. Likewise, Hernon and Powell in the preface of Convergence and Collaboration define convergence as “joint activities of a campus’s units to further their shared mission of supporting teaching, learning and inquiry.” Other ideas in the literature include meeting users where they are, i.e., mobile access (Wi-Fi/3G/4G) using smart devices and ways of bringing information together in one place via an integrated portal, as well as providing access to library resources within courses in a course management system.

The Evolving Learning Network

(depicted in Figure 1, below)

This leads us to an overview of the

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**Strategic Priority: Collaborative Learning**  
**The Role of the Library Focus on the Learner**

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![Diagram](http://www.usg.edu/oilt/about/ille/)

**Figure 1**

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The Evolving Learning Environment

- **Goal 1**
  - Discovery Tools
  - Mobile Apps
  - Physical Repository
  - Learning and Information Commons
  - Knowledge Repository
  - Distance Education
  - On the Horizon

**BASELINE**

- FY11
- FY12
- FY13

Source: USG IT Strategic Plan  
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components comprising the evolving learning network being shaped by collaborative learning and convergence with its focus on the learner: learning and information commons, discovery tools, mobile applications, physical repositories, knowledge repositories, distance education components and components on the horizon. At the center of the evolving learning network of campus information services is the information or learning commons – the preferred location on campus for studying, research, networking and collaborating with peers. Each of these components supports collaborative learning in significant ways with measures that reinforce the benefits of achieving each goal's objectives identified on pages 32-36 of the USG IT Strategic Plan. Moreover, campus and system-level library collaborative learning efforts and the strategic use of technology to empower collaboration are key to achieving USG goals for meeting students’ 21st century educational needs, to include the needs of 100,000 additional students by 2020, and for increasing efficiency working as a system. (p11)

Learning and Information Commons
The traditional information commons touted as a productivity center providing access to desktop computers, peripherals such as scanners and printers, and basic software packages is no longer a viable model for the 21st century academic institution. As laptop ownership, wireless access and remote login to networked applications take center stage for individual study, the information commons is transforming into a true learning commons to support the collaborative needs of today's students. Across the University System of Georgia, this conversion is underway. Multimedia labs with state-of-the-art software ranging from sophisticated graphics packages to 3-D rendering software to advanced video editing programs, along with high-end multimedia machines and peripherals such as dual monitors, multifaceted video editing stations and wide-format and photo/slide scanners, have become the go-to location for the group knowledge creation that, increasingly, is needed to meet and exceed course requirements.

Seamless support of this team-oriented work occurs as groups move from these well-equipped and inviting design studios to innovative presentation rehearsal spaces – co-located venues for group delivery practice that include the technology encountered in campus classrooms along with recording/playback equipment that fosters the crucial peer review process. Student-directed
work areas with whiteboards, large plasma screens allowing for shared access and viewing and furniture that reconfigures to meet the needs of the project du jour complete the space-technology-support triad. The cycle of the learning collaborative model enters a new phase with performance spaces to showcase team projects and other creative endeavors provided within this expanding learning commons environment.

Discovery Tools
The “classic” library catalog and A & I (abstract and index) databases, now enriched with linked full text, that served us so well for so long, no longer suffice as students work to dissect and reconnect information not just for themselves, but also to support the needs of their learning partners. Their expectations, driven by the dynamics of their group efforts, have led us to find new, creative approaches for information retrieval. GIL-Find, a discovery interface that transforms the traditional Voyager catalog into a remarkable collaborative tool, began as a small pilot at several select colleges/universities but is now available across the state’s academic institutions. Based on open source software (VuFind) developed at Villanova, GIL-Find offers an array of features to support the collaborative experience. Sharing the fruits of their research labor with team members is both intuitive and at the point of need. “Tagging” of individual records to allow visual grouping and easy selection, user reviews/comments and self-created RSS feeds of searches enhance the collective discovery experience among users.

The ability to text searches and records to smart phones or to export items to shared work spaces such as synced Zotero collections or multiple-user EndNote Web accounts has become an integral part of research and communication. These features, in combination with the multidimensional faceted search results, push technology of “more like this” suggestions, the addition of Amazon reviews and Google Books, and links to other services (e.g. interlibrary loan, reserves), offer a truly inspired search environment for our digital-age users.

The popularity of this new discovery milieu has prompted increased interest, both at the institution level and at the state level, in finding ways to also repackage and retool traditional databases in ways that will encourage and enhance the collaborative learning approach. New services, such as EBSCO Discovery and Serials Solutions Summon, now provide a fast, one-stop, integrated search environment with Web 2.0 features and a way to search, “discover” and access myriad library holdings. These services, and others, will continue to expand the boundaries for cooperative discovery and communication.

Mobile Applications
As more students and faculty are equipped with web-enabled smart phones and mobile computing devices, collaborative learning (those activities promoting learning through social interactions) puts the focus on the user experience, which may be static, dynamic or interactive depending on the mobile application functions. Related to e-learning or online learning, mobile learning (m-learning) adds a whole new dimension to the user experience in the way services and information are delivered and the capabilities for navigating and interacting while users are on the go. Although access to the mobile Web of universities and, in particular, academic libraries is in its infancy, Web-based information services, functions and digital content (such as books, journals, news, course reserves, videos and databases), will rapidly change the ways users interact with each other and their library.

The success of mobile applications in the commercial sector, coupled with the willingness of major library vendors to develop mobile applications for accessing their library products based on the user’s location, is propelling libraries to develop plans of action that leverage this application development. In addition, the USG IT Strategic Plan will serve as a catalyst for USG Library Services and Information Technology Services to facilitate collaboration with these third-party businesses on the development of mobile course applications, such as Blackboard Mobile, and other user-centric applications for the mobile Web.

Physical Repository
The rapid migration to electronic journal subscriptions has alleviated some of the storage issues facing academic libraries. Despite this sea change in serials acquisitions, library real estate remains a scarce commodity. Long-term, nontraditional storage offers viable options. The decision to establish on-site or off-site storage creates opportunities to reallocate space for individual and especially group study accompanied with all the technology enhancements available to facilitate collaborative learning. Space that once housed stacks of little-used journals and/or monographs is repurposed into technology-infused applications for accessing their library vendors to develop mobile applications for accessing their library products based on the user’s location, is propelling libraries to develop plans of action that leverage this application development. In addition, the USG IT Strategic Plan will serve as a catalyst for USG Library Services and Information Technology Services to facilitate collaboration with these third-party businesses on the development of mobile course applications, such as Blackboard Mobile, and other user-centric applications for the mobile Web.

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This repository of print holdings usually follows one of two models. For some institutions, an off-site storage facility is ideal. Georgia Tech, for example, is planning to utilize a large climate-controlled facility three
miles from the library as a secondary storage for older, low-demand journals and books. Retrieval will require a paging and delivery system, triggered by a user request. On the other hand, Georgia Southern has taken the high-tech route with an automated retrieval collection (ARC) system in the library addition. Users place a request through the library catalog, then the ARC automatically finds the bin containing the book, and a circulation desk staff member brings it back to the circulation desk. Both solutions recognize the value of maintaining and preserving research materials, and both systems allow for continued statewide access to materials that are often unique holdings. Requests and delivery via the GIL Express system remain an essential service for researchers and students across Georgia.

**Knowledge Repository**
The preservation of and access to a collective knowledge base of scholarship generated by or related to Georgia research have been an enduring statewide concern. Barrier-free access to this collective body of scholarship will help spark more interdisciplinary research, teaching and learning. Knowledge is, by its very nature, a shared resource. The GALILEO Knowledge Repository (GKR) promises to make this sharing a statewide reality. Funded by an Institute of Museum and Library Services grant, a multiyear, multiphase collaborative effort is underway to establish a unique digital repository service that provides collective access to this body of scholarly materials. The GKR project involves programmers, repository managers and other investigators in the effort to establish this comprehensive repository service (http://www.library.gatech.edu/gkr/).

Georgia Tech's institutional repository, SMARTech (http://smartech.gatech.edu), provided the initial impetus, but it is now a collaborative effort, including multiple partner institutions across the state (UGA, Georgia State University, the Medical College of Georgia, Georgia Southern University, Valdosta State University, Albany State University, North Georgia College and State University and the College of Coastal Georgia). Several institutional repositories, such as those at UGA, Georgia State, Valdosta State and Georgia Southern, are already operational, and additional institutional repositories are being developed as part of this endeavor. The repositories will use DSpace, an open source, highly customizable software. The GKR project is developing a single site for users to search across the harvested records from Georgia's individual repository sites.

**Distance Education and Library Services**
The traditional goal of library services...
for distance education is to provide distance education students and faculty with library information, services, instruction and access to resources equivalent to what is provided for campus students and faculty. Aside from providing document delivery of books, journal articles and dissertations, until recently, distance education library services consisted of providing a library website as a service point or portal designed around the needs of distance learners. With the advent of social networking, mobile computing and the growing number of applications for accessing an increasing supply of e-content (books, journals, aggregator databases, government documents and knowledge repositories) and for creating new content (text, images and videos), wireless/Wi-Fi/3G/4G access using smart devices is becoming the norm.

Coupled with these developments, distance education poses new opportunities for academic librarians to form partnerships as new courses and programs are developed and approved by curriculum committees. The components for a dynamic new learning network described above underscore the point that technology is enabling collaborative learning among students and, with a little effort, students and faculty/librarians, and faculty and librarians.

Another driving force – access to library resources is deemed critical to success in many courses – requires students to use library materials, which increasingly are online. Thus, library services for distance learners need to go beyond standard practices and embrace collaboration and collaborative learning as a strategic priority and a basic tenet of library liaison and subject specialist responsibilities, including online instruction and assistance.

On the Horizon
With our DNA intact and reflecting our new roles alongside traditional services and functions (as shown in Figure 2), let’s examine our DNA more closely. The two ribbons represent the relationships of each academic library intertwined with its institution and the University System of Georgia and aligned with a constellation of other organizations that our libraries, institutions and the USG interact with to ensure our effectiveness and efficiency in delivering collaborative learning and access to resources, services and expertise. The supporting rungs identify a juxtaposition of elements providing a thumbnail context of the library’s capability to support collaborative learning.

In the same manner that ancient cultures were skilled in horizon astronomy, we too must be skilled in recognizing trends and challenges as opportunities for adopting new technologies, innovations and developments that empower learning. Six emerging technologies or practices identified in The Horizon Report, 2010 Edition, are as follows: mobile computing, open content, electronic books, simple augmented reality, gesture-based computing and visual data analysis. The Horizon Report provides a detailed analysis of each of these technologies and augments the review of the evolving learning network above.

Concluding Comments
The USG IT Strategic Plan provides a framework for system institutions to meet USG strategic goals as we renew our regional and professional accreditations, commitment to student learning, and excellence in teaching and library services. Yes, Georgia’s USG libraries have new roles in the evolving learning network involving collaborative learning, reaching out and engaging our communities in ways that better meet their needs. As we celebrate GALILEO’s 15th anniversary and Georgia’s Interconnected Libraries, let’s also celebrate the vision, leadership and spirit that developed the USG IT Strategic Plan and, in particular, the collaborative learning strategic priority.

Bob Fernekes is an information services librarian at Georgia Southern University’s Henderson Library in Statesboro. He can be reached via e-mail at fernekes@georgiasouthern.edu.

Lori Jean Ostapowicz Critz is a librarian at the Georgia Institute of Technology’s Library and Information Center in Atlanta. She can be reached via e-mail at lori.critz@library.gatech.edu.

Works Cited:
In my first year of teaching information literacy skills to undergraduates, I stood at the front of the classroom and lectured. I demonstrated the many resources available on the library home page, showed all the LibGuides that I had worked so painstakingly to create, and passed out handouts. I wanted my students (freshmen taking English Composition I) to become independent library researchers. And I wanted to accomplish all of this in one 50-minute class.

What I neglected to find out was what the students really needed and wanted. I also neglected to figure out how to keep their attention. Often I noticed students who were texting and surfing during my lectures. I was doing a lot of work but did not feel I was making much of an impact. This became painfully obvious when a student greeted me at the reference desk saying, “I was in your class, and I can’t remember what you said.”

As a new undergraduate services librarian, I am always trying to stay abreast of current trends in teaching information literacy. Many articles focus on the different ways people learn, based upon both individual preferences and what can best be described as generational differences. Reading through these articles, one wonders how to pick a method that is comfortable for the instructor that will also work for the students in the classroom.

It helps to begin by examining the institution’s current student population. The majority of the students in my freshmen library instruction classes in a large urban university are traditional students, part of the generation called Millennials or Generation Y. Gen Yers are commonly characterized as having low thresholds for boredom and showing short attention spans. Simultaneously, these students run laptops, listen to cell phones, have iPods plugged in and keep their textbooks wide open. Seemingly unable to memorize information, they are said to prefer education in entertaining forms. If so, the question becomes, how does one teach in an entertaining way? Specifically, how can I make information literacy relevant and interesting for my students?

Felicia Smith contends that student boredom is a pedagogical obstacle to true learning. Research suggests that mandatory classes can make students feel like academic hostages resentful of classes for which they do not perceive a real need. To engage her students, she dressed up as a pirate for the information research skills class that she taught at the University of Notre Dame. Using piracy as her theme, she developed games, exercise and other collaborative activities. For students used to being entertained, this seemed to be an impetus to be more involved in the classroom. Interaction, group activity and levity became essential practices.

Smith is a proponent of active learning within her classroom. Active learning has numerous definitions but in essence is anything taught within the classroom other than an instructor’s lectures to passive students. Most educators have recognized for a long time that students need to be actively engaged with the material that we are trying to teach them. Angela Provitera McGlynn, in her research in cognitive psychology, has observed that active engagement promotes deeper levels of processing and learning because it creates stronger connections.

In her classes, Nancy Remler validated her assumption that the more active students were in the lesson, the more engaged they would be with the subject matter and the better opportunity they would have for learning. Her methods for teaching included breaking up her class into small groups and having the students...
take leadership/teaching roles while she sat at a student desk taking the role of student. This technique allowed her to raise her hand to ask questions to direct the flow of the instruction.

For many students, learning by doing is more effective than learning by listening.6 This approach is supported in activity-based instruction by having the students do actual searches in library resources. When I teach, I do a quick overview and demo of our catalog and of one or two general databases. Then I ask for volunteers or, if necessary, just call on them. Students come up to the front computer, present their topic and then do a hands-on search for all to see. They can call on their peers for help, and I am also standing right there to give clues and tips — such as, don’t forget to click the full-text box. Failed searches demonstrate the need for exploration of different keywords and subject terms. Successful searches yield articles that look useful for the topic. Students then get the reward of e-mailing useful articles to themselves to jump-start developing their annotated bibliographies.

Academic libraries are using online and video games as tools for teaching library skills. The librarians at Pennsylvania State University have developed a Jeopardy-style game similar to one developed at Georgia State University. They discovered that use of the game encouraged active participation, reinforced student learning of information literacy concepts and were fun for both instructor and students.7

The University of North Carolina at Greensboro has developed a software program — the Information Literacy Game — that can be downloaded and customized for individual libraries.8 These are creative methods in engaging students and are fine examples of active learning techniques.

Detractors might question the need for entertainment in classes. At the college level, many instructors still use traditional methods such as lectures, demos and assignments to deliver instruction. Just as creating lesson plans for library skills in different subjects takes work, adding learning opportunities that are seen as entertaining may be time-consuming.

Numerous methods abound to generate student activity. I have successfully used riddles, trivia questions and wiki races as supplements to my instruction. A number of games have emerged from Wikipedia, the popular online Web encyclopedia. Although the techniques are slightly different in each type of game, they basically involve starting at either a keyword/subject term or a specific article and navigating to another chosen word or article that appears distinctly unrelated. The game involves getting between the two disparate points in the least amount of steps. Students can play either in teams or individually.

As most instructors will not allow Wikipedia as a resource, I use the library's electronic Encyclopedia Britannica and other databases such as EBSCO Academic Search Complete and ProQuest Research Library.

Students can play either as individuals or in teams. Certain rules can be set, such as requiring an explanation for the chosen strategies of the search techniques. Starting with simple keyword searches, the students use their own knowledge of the subject, creative thinking and the suggested links and subject terms within the databases. The races are an entertaining way to start exploring databases and keep the students active and engaged, and the winner gets a prize.

To promote learning, students need to be engaged and involved. Today’s students reap greater benefits when they actively engage with the material and can relate it directly to their research.9

Simply put, greater student participation equals greater knowledge of the subject. Developing instruction sessions that appeal to the Millennials takes only a bit more effort and creativity on the part of the instructor but results in greater student enthusiasm and a more positive experience within a library setting. And isn’t that what all information literacy skills classes should be about?»

Amy Harris is undergraduate services librarian at Georgia State University.

Endnotes:
3 Ibid.
8 “The Information Literacy Game,” http://library.uncg.edu/game/.
You may consider the phrase “We’re All in This Together” just the theme from Disney’s High School Musical, but in the library world it should be your mantra! No matter how big or small your library, whether it is public, academic or a school media center, everyone needs friends with a capital “F.” There can be many layers of friends organizations, library boards of trustees or foundations in your community. Whatever you call your group, we can agree that we are in this for the same reason — to support our libraries in the legislative process and with monies raised.

Another theme of life is that our daily actions and responses are very much like the kindergarten sandbox. There are certain unstated rules and customs that we all should observe for playing nicely together. The following separation of volunteers (friends and/or foundations) and staff (administrative, circulation or reference) not only shows the strength of each role but how important each can be to the other.

Library Boards of Trustees
Remember that the library board and administration set the direction for the library. But there should be every effort to include a nonvoting volunteer who represents friends or foundations on every library board of trustees, and vice versa. Communication is key to working together and reaching goals.

Friends and/or Foundations
To encourage communication, you should appoint a representative from each of these organizations to the board of the other. They don’t have to be a voting member of the board, just someone who will foster the exchange of ideas and keep information flowing. If you have a leadership role in your friends group, it is your responsibility to make sure everyone is playing nicely in the sandbox. The public shouldn’t hear about any conflict or arguments with your board, staff or elected government officials. Disagreements should be handled with discretion, with an eye on the goal at all times, keeping in mind common efforts and the big picture. The public should always have a clear vision of your library’s needs and solutions.

Library Staff
There is no question that library staff, volunteers and advocates should be aware of all strategic plans and goals. It is always “how” that is the hard part. The library director should be an ex officio member of any volunteer board and be present at meetings. Library staff should show their appreciation for the support of volunteers.

Rules for Everyone:
■ Please reassure everyone involved that there will not be any surprises: Staff shouldn’t surprise volunteers, and volunteers shouldn’t surprise the library director. There is nothing worse than reading it in the newspaper first!
■ Don’t talk about anything on your agenda that may directly affect your library director, staff and volunteers unless you have told them first. It just isn’t fair.
■ Clarity is so important. Everyone’s roles should always be spelled out.

This sounds so simple. It’s all the rules you learned in the sandbox in kindergarten. But when it doesn’t go smoothly, consider seeking an outside voice to intercede. Your university or community college is a good source for mediators. Remember: The success of your library, not the individual agenda, is what’s important.

Susan J. Schmidt is a past president of FOLUSA (Friends of Libraries, USA), which is now ALTAFF (Association of Library Trustees, Advocates, Friends and Foundations). She is also an American Library Association division councilor and is one of the governor’s appointees on the Maryland Advisory Council on Libraries.
GLA installs officers, announces 2010 award winners

The Georgia Library Association installed officers and announced award winners and grant recipients at the Georgia Council of Media Organizations (COMO) 2010 annual conference, held in Athens in mid-October.

Leading the organization in 2011 will be President Carolyn Fuller, who has served as the Henry County Public Library System’s director since September 1999. Serving as first vice president/president-elect will be Elizabeth L. Bagley, who serves as director of library services at Agnes Scott College, where she was appointed in March 2006.

Other officers include Second Vice President Pat Carterette, director of continuing education at Georgia Public Library Service, and Secretary Debbie Holmes, director of library services at the College of Coastal Georgia. These officers will be joining Treasurer Cathy Jeffrey, head of technical services at Clayton State University, whose term continues from 2010.

Outgoing GLA President Carol Stanley and Bagley, chair of the GLA Awards Committee, announced the following award recipients: Sarah Steiner, Georgia State University’s social work and assessment librarian, received the Bob Richardson Memorial Award for significant contributions of time and effort to the organization.

The Charles Beard Library Advocacy Award for outstanding contributions to Georgia’s libraries was presented to Dr. Melvin Steely, University of West Georgia, Georgia’s Political Heritage Program.

An honorary GLA membership was presented to Callie McGinnis, who is retired from Columbus State University Libraries.

The GLA Library Support Services Award was presented to Brad Baxter, University of Georgia Libraries, Systems/GALILEO Support, for outstanding contributions to Georgia’s libraries.

Tessa Minchew, systems/catalog librarian at Georgia Perimeter College at Clarkston, received the McJenkin-Rheay Award, given to a young librarian who has made outstanding contributions to GLA.

Heidi Benford received the Nora Symers Paraprofessional Award for outstanding contributions to GLA and the Paraprofessional Division. She is an acquisitions assistant at Clayton State University.

The 2010 GLA Paraprofessional Grant winners are: Jennifer Duke, administrative assistant at the Clayton State University Library; Lori Hayes, library associate/circulation clerk/assistant branch manager at the Braselton Library;
Katy Hendricks, library assistant and interim manager in the Youth Services Department for the Spout Springs Branch of the Hall County Library System; Eileen McCoy, children’s services manager for the Augusta Public Library; and Dianne Scott, library assistant at the Swilley Library of Mercer University in Atlanta.

Additionally, the GLA Scholarship Committee announced the 2010 winners of the Charles Beard and C. S. Hubbard Scholarships, two awards given annually by GLA to provide financial assistance for students pursuing a master’s degree in library science (MLS).

The winner of the Charles Beard Scholarship for 2010 is Holly Phillips, a graduate of Valdosta State University who is now enrolled there to pursue her MLS. Phillips has worked in a variety of positions, including branch supervisor, in public libraries since 2006. Her supervisor, Melody Jenkins, director of the Moultrie-Colquitt County Library, praises Holly’s interpersonal skills, her leadership abilities, as well as her “competence, tenacity and intelligence.”

The 2010 winner of the Hubbard Scholarship is Bonnie Moore, who earned a bachelor’s degree from Shorter College in 2009, and who works as a library technical assistant at Georgia Northwestern Technical College in Rome. Moore began work on her MLS at Valdosta State University in January. In recommending her for this scholarship, Moore’s supervisor, Linda Floyd, described her as having a “true passion for the library” and as steadfastly goal-oriented, completing several interim goals as part of the process of starting her graduate degree.

GLA President Carol Stanley (right) — as “Lady COMO” — welcomes Roberta Stevens, president of the American Library Association, to COMO 2010 in Athens. (Photo by Ann Hamilton)
This year the Columbus Area Library Association (CALA) will celebrate 25 years of supporting Columbus and the Chattahoochee Valley area libraries. But CALA is not the first library association to exist in Columbus. In the late 1800s, there were two library associations: the Columbus Public Library Association and the Columbus Library and Musical Association. These two organizations, led by some of Columbus' finest citizens, worked to improve library services for area residents. In 1890, the two organizations merged to form the first Columbus Public Library board.

**Library Recognition Award**

The association's first activity was presenting the Library Recognition Award, or the “LIBRA.” CALA created the LIBRA to recognize individuals who have made significant contributions to libraries in the Chattahoochee Valley area. It serves as a “Library Supporter or Librarian Hall of Fame” — a way to acknowledge the people who have had the most impact on libraries, reading and literacy in our community. In the past, the award has been presented to many professional librarians and media specialists and to literacy and library volunteers.

The 2010 winner of the LIBRA is Silvia Bunn. Bunn has been branch manager of the Mildred L. Terry Library since 1999. Since Bunn became branch manager of the Mildred Terry Library, circulation has increased 150 percent. Bunn was instrumental in helping the community see the need for and fund the new Terry branch building. She has been instrumental in keeping the Terry Library a vibrant and important part of the community serving patron needs. Bunn has been honored for her volunteer work with Girls Inc. In April 2000, she was selected Community Asset Builder by the Pastoral Institute and the Columbus Ledger-Enquirer. In 2003, she was honored among 26 other librarians as New York Times Librarian of the Year. The first LIBRA Award was given to Mildred Terry, long time director of the Mildred Terry Library and for whom the library is named. As CALA celebrates its 25th anniversary, the award is going to another outstanding Mildred Terry Library director.

**CALA Scholarship**

To further celebrate the 25th anniversary of CALA, a scholarship has been established in the amount of $250. The purpose of the scholarship is to provide financial assistance to students currently working toward a master’s degree in library science. Information on the scholarship can be found online at http://library.colstate.edu/cala/.

**Special CALA Proclamation**

CALA President Sherrie Floyd presented a special proclamation to Esther Curry in April for her long-term support of libraries in Columbus. Curry is well into her 90s, and she is still actively supporting literacy in the community. She established one of the first libraries in an apartment complex for senior citizens. The library named in her honor received a federal grant and is currently undergoing a renovation.

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**GALILEO enjoys happy 15th birthday**

On Sept. 21, GALILEO celebrated 15 years of constant service to Georgians and Georgia’s Libraries, serving reliable, credible and valuable information resources 24 hours a day, seven days a week. More than 2000 institutions participate in GALILEO’s collection of core library resources, providing the best possible stewardship of precious state dollars through collaborative purchasing power. GALILEO is a core resource for the state’s libraries, which are working harder than ever to serve their communities and to help small businesses, job seekers and students thrive. As part of its virtual celebration, GALILEO sponsored the GALILEO Life Contest and encouraged supporters to make a video, poster, Powerpoint presentation or fan showing the importance and uses of GALILEO in schools and libraries. Submissions are on display in the GALILEO scrapbook at http://scrapbook.galileo.usg.edu.
Georgia Public Library Service is partnering with the Georgia Library Association’s Professional and Continuing Education Interest Group to offer the bimonthly Wednesday Webinar Series. The free, online professional development seminars highlight trends, innovation and best practices in Georgia libraries.

“In order to establish the program quickly, we began a trial phase in June, offering two webinars each month through the summer,” explained Pat Carterette, director of Continuing Education for GPLS. “To our knowledge, no other state has such a series that focuses on what’s happening in these areas at their local libraries, and so far, attendance has been overwhelming,” she said. “Between 70 and 170 people have attended each session.”

Presenters so far have included Georgia library staff representing all types of libraries. Movers and shakers like Buffy Hamilton, founder of “The Unquiet Library” at Creekview High School in Canton; Cliff Landis, Web services librarian at Georgia State University in Atlanta; and Bobbi Newman, digital branch manager for the Chattahoochee Valley Libraries in Columbus, were among the first presenters. Topics thus far have included transliteracy, social media, e-learning and financial literacy. Georgia librarians attending webinars can earn continuing education units for the state’s public library recertification program.

“Even though we are primarily marketing the webinars to Georgians, dozens of attendees have joined us from multiple states across the United States as well as from other countries,” Carterette said, citing domestic participants from as far away as Oregon and Wyoming and international participants from India and Germany.

The next Wednesday Webinar will be held Nov. 17. Information about all upcoming sessions can be found at www.georgialibraries.org/events/webinars. An archive of all past sessions is available at www.georgialibraries.org/events/wednesday_webinars_archives.

Atlanta-Fulton news and notes

Atlanta-Fulton Public Library (AFPL) system’s bookmobile brings the library to the people, making visits to various community stops throughout Fulton County. The bookmobile carries hundreds of popular and useful adult, teen and children’s books; audio books; and DVDs that can be checked out on-site.

The mission of the bookmobile is to primarily serve people and areas with limited access to the libraries. All items may be checked out with a valid Fulton County library card, and the bookmobile will also issue free cards to anyone who lives in Fulton County and the city of Atlanta in DeKalb with proof of residency.

To find information on the bookmobile, its full schedule of stops each month or to request a stop, visit www.afpls.org/bookmobile or call 404-310-9042.

AFPL’s Children’s Letter Writing Campaign won this year’s National Association of Counties’ Achievement Award in the volunteer category as well as its Best of Category Award. The yearlong program offered young library patrons an opportunity to practice their writing skills by composing letters of support to children of deployed
Cobb County news and notes

The Cobb County Public Library System now provides Powerspeak Languages, a new world-language learning product, to its patrons. “We’re thrilled to have language-learning products available at our library,” said Jonathan McKeown, associate director of central and outreach services. “This will give our patrons the opportunity to learn a new language at their own pace.” The program offers Spanish, French, German, Mandarin Chinese and English for Spanish-speakers. The courses use a variety of multisensory activities including a combination of scored online activities, exercises, lessons and games. Course activities are bound together with an adventure story containing graphics, audio, video, music and an intuitive way to track progress. Learners also practice speaking and writing in a variety of interactive modules that simulate real conversations with native speakers. Powerspeak is available from any Internet connection.

Dawson County news and notes

At AFPL’s Central Library, Taj Luster writes a letter to support children whose families are in the military. Gibson said. “Until she retired at age 80 in 2006, children returned as teenagers just to say hello and get a hug. The younger library patrons were still treated to charismatic storytelling, raucous songs and fun finger plays. Miss Betty would still get down on the floor and play with the youngest of them.”

To commemorate Bean’s work and to celebrate the joy she brought to so many, a memorial fund was created to honor her. Almost $500 in donations were received, and they were used to purchase a play cottage (known as “The Bean House”), a hopscotch board and books for the children’s area at the Dawson County Library.

DeKalb County news and notes

The DeKalb County Public Library board of trustees has appointed Alison Weissinger acting director of the system. Weissinger will take over from Darro Willey, who will retire in October after 15 years as director. She began her career in the DeKalb system in 1997 as a youth services librarian. Since then, she has served as a branch manager at several branches. Mostly recently, Weissinger has worked as the system’s adult services coordinator, overseeing adult programming, literacy and outreach services and the library’s website.

The board also approved a service reduction plan to reduce costs forced by budget cuts. Under the plan, the Briarcliff Library is closing in September and the new Stonecrest Library, which was expected to begin service in September, will be delayed in opening until May 2011.

Savings from these actions will permit the library to move ahead with plans to reopen the Hairston Crossing and Salem-Panola branch libraries in late October. Both libraries have been closed for renovation and expansion work, which is now completed.

The DeKalb County Public Library unveiled three bold and colorful designs Aug. 21 as staff announced the winners of its Design-a-Library-Card Art Contest at the Tucker-Reid H. Cofer Library branch. Library officials are using interest in the contest and its winning designs to promote library card sign-up.
Gwinnett County news and notes

From hundreds of nominated projects, the Gwinnett County Public Library’s Hamilton Mill Branch has been selected as a Building of America Award project and will be a featured Gold Medal Winner on its Web page at www.buildingofamerica.com. The Building of America Network showcases the most innovative, unique and challenging new projects — projects that are particularly noteworthy and/or give back to their respective communities.

Northwest Georgia news and notes

The Dalton-Whitfield Public Library, headquarters of the Northwest Georgia Regional Library (NGRL), has been approached by the city of Dalton to participate in the planning process of a new community center, currently under construction. Dalton Mayor David Pennington specifically requested a library presence in the new facility, which will open in mid-2011. Library Director Joe Forsee was a member of the original steering committee of the community center. Deputy Director Nick Fogarty is a current committee member.

Project coordinator and Dalton Parks and Recreation Department head Ronnie Nix says the library presence will not be a full-service library satellite but will provide books and other library materials for youth in the area to experience what a public library has to offer. He hopes that children exposed to the library area in the community center will be inspired have their parents take them to visit the public library, which is a few minutes’ drive away. “We will have a prime location within the community center,” said Fogarty. “The library will be a focal point when people enter the facility.”

Mayor Pennington stated that a public library presence was high on his list of priorities for the new center. “We are doing this to maximize our community resources,” he said. “The key to a successful future is education, and the key to education is reading. We want to put the books in the hands of our children, particularly those who have never visited a library or those who don’t know what a public library is.”

In other news, following an announcement by NGRL that service to homebound patrons would be discontinued in the near future due to budget cuts, the service has received new hope.

The library employee who had been doing homebound service to library patrons in Gordon, Murray and Whitfield counties for several decades retired this past spring. With cuts in state funding to the public library, filling that job was not an option for the cash-strapped system. A plea for community volunteers to handle delivery service was met with a welcome offer from William Bronson, publisher of the Dalton Daily Citizen, for contract newspaper delivery drivers to handle the book delivery to homebound residents.

Starting in July, newspaper carriers began delivering books to homebound readers in the three-county region. Library staff will continue to work with patrons on reading preferences, assemble the books and place them in containers for carriers to pick up.
Georgia Gwinnett news and notes

The LEED®-registered Georgia Gwinnett College Library and Learning Center in Lawrenceville, Ga., designed by international architecture, planning, engineering, interior design and program management firm Leo A Daly, celebrated its completion on July 22 with a ribbon cutting, tours of the new building and refreshments.

On July 1, the following promotions became effective: Dr. Gordon Baker, dean of libraries; Cathy Jeffrey, associate dean of libraries and head of collection and resource management; and Katherine Ott, assistant dean and head of access and information services.

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Features include a high-tech information commons, numerous small group-study rooms, book storage for up to 300,000 volumes, two classrooms, a lecture room, a quiet reading room, distance learning connectivity, video conference rooms, a presentation rehearsal room, a café and student success center. The project uses sustainable design principles and is expected to receive LEED® Silver certification.

Georgia Gwinnett College is the fastest-growing campus in the University System of Georgia. It opened on Aug. 18, 2006, as the nation’s first four-year public college created in the 21st century.

Georgia State news and notes

Ida Martinez is now the psychology librarian at the Georgia State University (GSU) Library.

Over the course of the past year, the GSU Library’s website (http://library.gsu.edu) has been in a redesign process. On Aug. 2, the new site launched, and its alteration has already improved library communication with students and faculty. Three innovations on the site contribute to this: a feed from the library’s dynamic blog, links to social media, and a live-chat-assistance widget embedded on every page.

The GSU Library’s blog is frequently updated with information for faculty and students about new resources, upcoming workshops and Georgia State’s recently published research. It feeds out to the library’s social media channels, including Facebook and Twitter.

Some students are even beginning to use these popular tools to ask reference questions. If they’re not asking for help there, library users are able to get live assistance through the chat widget embedded on each page. In the first week of the 2010 fall semester, chat questions were double what they were a year ago. Likewise, the library’s blog views went up significantly, with a 28 percent increase in the time readers spent there.

While this redesign has been a success for the GSU Library, the website will consistently be evaluated throughout the year to ensure that it meets the needs of the faculty and staff who use it most.

Georgia Southern news and notes

Jessica Minihan has joined the Henderson Library faculty as coordinator of continuing resources in the Collection and Resource Services Department. Minihan earned her M.S. in librarianship at the University of Tennessee and previously held a position at the J.D. Williams Library at the University of Mississippi.

The first annual Farm-to-Table Dinner on the evening of Aug. 22, featuring gourmet courses of food from local farms and sponsored by the Friends of Henderson Library, was a great success. Funds raised will be devoted to acquiring library resources relevant to Georgia Southern’s Center for Sustainability.

A design by Viktorija Pogue, an art major and library student assistant, was selected to adorn some preliminary items for the 15th anniversary celebration of GALILEO in September.

Clayton State news and notes

During spring semester, the Clayton State University Library in Morrow underwent a “lifestyle lift” renovation. The entire upper level of the library building received a fresh coat of paint. In addition, glass doors were installed at the entrance to Administrative Hall. New tables and chairs were installed in the bibliographic instruction room, and 12 ranges of new shelving were installed in the circulating, periodical and reference areas.

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The historic records of the Professional Air Traffic Controllers Organization (PATCO) are available for research at Georgia State University Library’s Southern Labor Archives, one year before the 30th anniversary of the strike that broke the union. President Ronald Reagan’s confrontation with PATCO in 1981 marked a turning point in U.S. labor relations. The records at the Southern Labor Archives are the largest PATCO collection available to researchers, and they provide insight into one of the most tumultuous and significant events in recent labor-management history.

The PATCO records, created and used by officers and staff at their national headquarters, detail the daily operations of the union and the administration of its regional and local offices. Highlights of the collection include records related to the 1981 strike; files from the offices of the president, vice presidents and director; and publications. The collection consists of more than 200 feet of material housed in more than 450 boxes.

Thomas University news and notes

The Thomas University Library celebrated National Dog Day on Aug. 26. “We had the Thomasville-Thomas County Humane Society come out with two adoptable puppies and invited students, faculty and staff to bring their dogs by the library for a treat,” said Robyn Hurst, public services librarian. “We also conducted a dog food drive and collected more than 100 pounds of dog food for the local Humane Society.”

University of Georgia news and notes

What can you do with a digital library? Win an Emmy!

Stars from several departments in the University of Georgia Library were part of the collaborative effort — from the genesis of the Civil Rights Digital Library to the program conceived by Ambassador Andrew Young — that culminated in this honor.

On June 26, the National Academy of Television Arts and Sciences held its 36th presentation of the Southeast Regional Emmy Awards in Atlanta. UGA came up a winner for its work on the program “Andrew Young Presents: How We Got Over,” which showcases the Civil Rights Digital Library and the role archives play in preserving the past. The program was recognized in the category of Outstanding Achievement: Television Crafts Achievement Excellence, Technical Achievement.
University of West Georgia news

The papers of Irvine S. Ingram, president of West Georgia College from 1933 to 1960, have been processed and are now open for research in Ingram Library’s Annie Belle Weaver Special Collections on the University of West Georgia campus in Carrollton. The Irvine S. Ingram papers contain a wealth of information not only on the educator who led the college for nearly 40 years but also on the development of higher education in Georgia during the 20th century.

Irvine S. Ingram became principal of the Fourth District A&M School, the predecessor of the University of West Georgia, in 1920. In 1933, he was appointed president of West Georgia College, a two-year teachers college, when the A&M system of schools was abolished by the state legislature. Privately known as “Izzy” to his students, Ingram led the college in offering desperately needed teacher training to the West Georgia region. He obtained substantial grants from the Julius Rosenwald Fund during the Depression and early years of World War II, without which many programs and buildings on the campus would not have been possible. Ingram developed College in the Country, a nationally recognized program for rural education training and adult education, including programs for African-Americans. He pushed for the four-year degree program, which the University System of Georgia’s Board of Regents approved in 1957. The library was named for Ingram in 1980 at the dedication of its addition.

A Methodist, a Democrat and a cat-lover, Ingram was a vital part of the Carroll County community. His wife, Martha, was the daughter of college trustee George Munro and a teacher at the A&M School before her marriage to Ingram. They had one child, Anne, a retired professor who lives in Carrollton today.

The Irvine S. Ingram Collection has been cataloged and currently contains 51 boxes of materials, mostly correspondence between Ingram and other educators, members of the Board of Regents, newspapermen, governors and numerous movers and shakers in Georgia politics and education. A later accession of his collection is as yet unprocessed.

Concurrent with the release of Ingram’s papers is the conversion to DVD of a 1975 film entitled “I.S. Ingram a Great Georgian.” Narrated by actor Lorne Greene, the film reviews Ingram’s life, including interviews with Ingram himself, his family and other educators, and also offers a good overview of the University of West Georgia’s history. The 30-minute film was part of a University of Georgia series on “Great Georgians,” including Carl Vinson, Lamar Dodd and Benjamin Mays among others. The DVD is available in the library’s general collection.

For the Irvine S. Ingram Collection finding aid, follow the Special Collections link on the Ingram Library website to the Special Collections LibGuide — University Archives (http://libguides.westga.edu/data/files4/112809/IS_Ingram.pdf).

To make an appointment to view the collection (while the library is undergoing a renovation), as well as for additional information, contact Special Collections at (678) 839-6361 or sdurham@westga.edu.

Valdosta State news and notes

Ginger H. Williams has joined the faculty of Valdosta State University’s Odum Library as an instructor of library science and reference librarian. Williams received her M.L.I.S. degree from Florida State University in Tallahassee in December 2009.
After a natural disaster strikes, getting back to normal may seem impossible.

**BEYOND WORDS SCHOOL LIBRARY RELIEF FUND**

Since 2006, the American Association of School Librarians, with funding from the Dollar General Foundation, has given more than $800,000 in grants to over 90 school libraries across the country affected by natural disasters. We’ve also created a website with tools to help with other areas of the recovery process.

**Apply for a Beyond Words Grant:**

www.ala.org/aasl/disasterrelief