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Georgia’s elected officials have passed legislation for a license plate to help support public libraries. A project of the Georgia Council of Public Libraries, the special tags will each bring a donation of $10 to the Georgia Center for the Book. Those funds will then be used to purchase books for the state’s public libraries. Interested parties must apply for the special tags at their local county tag office, and each tag will be subject to charges that are in addition to the regular $20 registration fee. If 1,000 applications are received prior to Dec. 31, 2008, the special plates will be manufactured. If not, application fees will be refunded. Final design of the license plate is pending approval and subject to change.
Gosh, just when I am getting the gist of things, my term as GLA president is almost over. If only I had known a year ago what I know now! Many thanks to the people who have helped along the way… Gordon Baker and Bob Fox for their invaluable knowledge and history of the organization; Cheryl Rogers for assisting with the COMO program and local arrangements; Lace Keaton for organizing the author track on the program and lining up authors for the Authors’ Reception; and the GLA Executive Committee and the associated committees and divisions they represent for keeping GLA on target. Betty Paulk, from Valdosta State University, is the incoming GLA president and I know she can expect the same wonderful support from everyone.

By now, many of you have heard of Georgia Public Library Service’s new PINNACLE (Public Library Institute for New and Creative Leadership Education) program, which is aimed at training and mentoring public library leaders of the future to step into the shoes of retiring public library directors. GLA may need to do a similar program as it is the same core group that keeps the organization running from year to year. New blood is needed, and I encourage you to get involved. I guarantee a broadening of your horizons!

GLA is a great way to meet fellow colleagues. Oftentimes we rarely see our cohorts who work in different types of libraries, nor are we aware of the challenges they are facing. While we all have a common problem – insufficient funding – it affects each library differently. Some libraries have cut hours and staff while academic libraries have reduced purchasing of materials supporting the curriculum. By talking together, we often find varied ways in which we can partner to support each other. We are increasingly seeing K-16 initiatives and partnerships as well as public library/academic partnerships. We need each other to survive, and GLA is a perfect forum to allow us to interface with each other.

GLA is one of the oldest library associations in the United States. We are now in our 110th year! It was through GLA efforts that our state library, Georgia Public Library Service (GPLS), was created. The association worked in conjunction with GPLS (then known as the Georgia Library Commission) to pass enabling legislation in the 1930s to allow county funding of public libraries. Another goal of GLA was the establishment of a library school. This became a reality in 1905 with the opening of the Southern (later Carnegie) Library School, which became affiliated with Emory University in 1925. Our present State Board for the Certification of Librarians was a result of the GLA Planning Committee.

In short, GLA has a long history of initiating and improving library services in the state. It’s a tradition of which we should all be proud. Our goal must be to live up to the high standards set by those librarians who came before us. It has been an honor to serve as your GLA president this past year! ☞

— JoEllen Ostendorf
President
Georgia Library Association
My collection of books is marked by personal significance rather than by quantity. Since my late mother was a college English professor and her mother was a public librarian, monographs always were important childhood influences. Still, I take pleasure in borrowing from libraries and in loaning what I own instead of hoarding books at home. My husband takes the opposite approach, so as we’ve moved around the state during two decades of marriage, we’ve compromised on the books that remained with us. In our little bungalow in midtown Atlanta, we keep our volumes on wrought iron folding bookcases with rectangular wicker baskets on each shelf, enabling easy access to a shelf at a time. There is a little overflow in piles that decorate the house and at my office on campus, but that is the extent of our collection until we fulfill our dream of someday having a study with built-in bookcases on all four walls.

My library can be grouped into three categories: autographed children's picture books, works that stem from my college courses and interests, and those that have a family connection.

The first category, children’s books, generally dates from an ironic period. We did not have children yet, but I was working as a children’s librarian for less-than-rich library systems, so I took every opportunity to obtain new materials to share during storytimes and school visits: large-format picture books, Caldecott winners, young adult novels and items autographed by authors and illustrators at conferences. Until I met a charming three-year-old (with whom I’ve kept in touch – she’s now a sophomore in college), I was not convinced that I’d make a good mother. She changed my mind, so my son, a brother-in-law who teaches pre-K, and nephews and nieces have benefited from my acquisitiveness. I’ve kept the books with stories or autographs that held meaning for me: Carmen Deedy’s Agatha’s Feather Bed and The Library Dragon; Jon Scieszka’s Math Curse, The Stinky Cheese Man, and The Frog Prince, Continued; Robert Munsch’s The Paper Bag Princess; Rosemary Wells’ adorable Max series; and others by Steven Kellogg, Mem Fox, plus all the Harry Potter tomes. The shelves also hold books I loved as a child: E.L. Konigsburg’s From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E.B. White’s Trumpet of the Swan, The Chronicles of Narnia, Beatrix Potter’s The Tale of Samuel Whiskers, and The World of Christopher Robin. Our son’s arrival 14 years ago brought the addition of all of Shel Silverstein’s poetry, lots of Avi, Eric Carle, Sendak, Carl Hiaasen’s Hoot; My Friends’ Beliefs, car books and seasonal collections for Easter, Halloween, Thanksgiving and Christmas. Every child should get to play with pocket-part books like The Jolly Christmas Postman or be able to listen to Mean Soup on a bad day. Stories illustrated by Audrey and Don Wood, Richard Egielski, or J. Brian Pinkney are also treasured.

Having been an expatriate in England for five years, I have distinct memories of driving my mother nuts by reading Gone With the Wind during a family vacation in Cornwall, while choosing to read Jane Austen at Edisto Island, S.C. Naturally, I was drawn to Brit lit in college. I gathered Victorian novels, as well as South African works by Nadine Gordimer and Athol Fugard. Other favorites dating from my English major years include Joan Didion’s A Book of Common Prayer, Lillian Hellman’s Pentimento, Flannery O’Connor’s The Habit of Being, Eudora Welty’s “Why I Live at the P.O.,” Robert Frost, and World War I poetry. Two courses that really stayed with me were a Vietnam War seminar and the “History of Photography.” From Beaumont Newhall, Susan Sontag and Jill Krementz’s The Writer’s Image, I developed my wish to purchase museum quality photographs should I ever win the lottery. (Perhaps that dream is tied to my encounter
with Kurt Vonnegut to whom Krementz was married — but that’s a job interview story.) The Vietnam class prompted the very few times my father and I conversed about his experiences there, so Going After Cacciato, The Things They Carried, David Halberstam’s The Best and the Brightest, Stanley Karnow, Bobbie Ann Mason, Barbara Tuchman and accounts of the My Lai massacre added to our shared images. A happier shared interest is reflected in the Bill Bryson books Dad has given me, such as I’m a Stranger Here Myself, or works by Jesse Stuart, the Kentucky writer who was a close friend of Dad’s parents, with whom I spent many idyllic summers.

The Carolinas have their rightful place here too. We have most of Pat Conroy’s titles and the moving Secret Life of Bees by Sue Monk Kidd. Charles Frazier, Jan Karon, Padgett Powell, Reynolds Price, Dori Sanders, Lee Smith and Nicholas Sparks are represented as well.

Other books with family connections include Harry Crews’ A Childhood: The Biography of a Place, Janisse Ray’s and Amy Blackmarr’s odes to south Georgia, What Every American Should Know About American History, Plato’s Republic, Literary Trips and cookbooks. Since the cookbooks were handed down through my grandmothers, I should note the matriarchy’s place in spurring my education at a women’s college, which led me to collect things like Adrienne Rich’s Diving Into the Wreck and Suzan-Lori Parks’ Getting Mother’s Body. One book came to me from my formidable Agnes Scott alumna grandmother. The Women of the Confederacy by John Levi Underwood (her grandfather) was published originally in 1906; she had it reprinted and distributed to libraries in 2003. While parts of it are not “politically correct” for today, I am proud of his preservation of period thought about as “the War Between the States” and its brave women. The second most important work from the Bainbridge/Cuthbert contingent is an 1855 Shakespeare’s Complete Works with Illustrations still intact in its brown leather binding. A favorite great-aunt gave it to my mother, who taught drama throughout her career, and now this librarian has it for safekeeping.

Of course, there are reference books such as The Dictionary of Cultural Literacy, The Elements of Style and The New York Public Library Desk Reference; atlases and almanacs; dictionaries and thesauri; Algebra for Dummies; and The Georgia Tech Trivia Book. Leadership Secrets of Santa Claus, Library Disaster Planning and Recovery and Who Moved My Cheese? are included as professional references.

My latest collecting interests include the authors who appear at the Georgia Center for the Book and at the Decatur Book Festival (held the past two Labor Day weekends) — a great new tradition for Atlanta. Jack Riggs’ When the Finch Rises is beautifully written. Terry Kay’s To Dance With the White Dog has always been a jewel, so I anxiously await his latest to add to his others on my shelves. Lastly, I am intrigued with the concept of “First Year common reads,” the books that entering college students read and discuss across the curriculum. I have compiled a list, starting with The Mercury Thirteen, On Beauty and Reading Lolita in Tehran. I am diligently working my way through buying those multifaceted works of fiction and nonfiction.

Elizabeth Leslie Bagley is the director of library services for McCain Library at Agnes Scott College in Decatur.
Ask a Librarian

Q: Silvia, your library is packed with users today! People of all ages are visiting with each other, using the Internet, reading and participating in other activities. In a space this tight, and a building this old, is it always this busy? If it is, what's your secret for keeping the patrons satisfied?

A: Well, it really is like this most of the time. This building is a real resource for those around it. We know that we are offering a service, and are happy to do it. More than that, we believe in the value of this and every public library! So if I had to name the “secret,” which to us is the key to good customer service, it would be to really listen to your customers!

Librarians must cultivate a sense of empathy for the customer and must somehow retain the capacity to offer library service with a personal touch. For example, at our branch, many of our users do not have access to the Internet at home. Some may be embarrassed to ask us directly for help, so staff members have to be very alert and aware.

We begin all transactions with a hearty, genuine welcome to THEIR library. We try to convey the joy we feel about what we do to let people know that they are not an inconvenience to us. We find that that small gesture opens the door for us to offer assistance in a way that does not seem demeaning. As we gain their trust, we share in their excitement as they learn. We encourage them to return to tell us how their encounter with the library helped them solve their problem or otherwise enriched their lives. We hear about A’s on tests, of improved reading scores, of how resumes prepared at the library lead to jobs. We constantly disciple and spread the word about how visits to the library change people’s lives for good. Another thing we try to do is find ways to offer services that are relevant and meet needs, but that don’t cost a fortune. We partner to provide free GED and Spanish classes, cultural storytimes and tax assistance. We offer computer skills classes. So, find out what YOUR users need. It’s not always the same from place to place. We also make it a point to thank people for coming.

Your community also needs to see you out in the community. Where possible, serve on boards and attend library board meetings. Live your enthusiasm. Advocate for the library and for the needs of your community. Most of all, (and this has been our secret!) — do not wait around for the resources, using that as an excuse for poor service — you have to use what you have, drum up the business, get the numbers up, make the patrons happy, and then you can justify your request for the resources and even enlist the help of the users in getting what you need.

In the case of this branch, the director, friends of libraries and the community as a whole have responded to increases with more urgent calls for getting a new branch erected. So, whether your branch and community have a lot or a little, wrap your arms, programs and services around your community with caring and with love. Let them know that the library is about them and that you are employed to meet their needs. They will then not so much notice the lack — but will revel in the service and will be grateful that you care. ☛

A former New York Times Librarian of the Year, Silvia Bunn is branch manager of the Mildred L. Terry Branch Library of the Chattahoochee Valley Regional Library System in Columbus. The Terry Branch, founded in 1953, was the first public library in the city for African-Americans. Plans are underway for a new, modern facility.
Curricular alignment is where all three parts of teaching (the learning objectives, the instruction itself and the assessment) are in congruence. In other words, there is a strong link between what instructors are trying to teach (learning objectives) and how they actually teach it (instruction), a strong link between what instructors are actually teaching (instruction) and how they determine if it has been taught (assessment) and, finally, a strong link between what instructors are trying to teach (learning objectives) and how they determine if it has been taught (assessment). (Anderson 2002)

The reasons for demonstrating curricular alignment are fourfold: one can better examine student learning in light of their schooling experience regardless of other sources of knowledge and/or skills; one can understand the differences in the effects of instruction on student success; poorly aligned curriculum can lead to our underestimating the effects of schooling on students; and curricular alignment is central to the success of accountability programs. (Anderson 2002)

One tool that has been used to determine curricular alignment is Bloom's Taxonomy, which has recently been updated in light of new knowledge and theory.

**Background**

In 1956, Benjamin S. Bloom and others published their *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain*, a framework that has been used by many to examine instructional objectives, activities and assessments in light of where they fall in the cognitive continuum. This information could then be used as a basis for instructional design, test design and curriculum development (Anderson & Krathwohl 2001). The original taxonomy consisted of six major cognitive categories arranged in the following order: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Each of these categories included subcategories, and all were presumed to lie along a continuum, from simple cognitive abilities to complex ones and from concrete cognitive skills to abstract ones (Anderson & Krathwohl 2001, Bloom 1956).

Bloom's Taxonomy, as it became known, is still used to analyze competencies (Ven & Chuang 2005), link assessment and learning strategies (McConnell, Steer, & Owens 2003), evaluate assessment (Knecht 2001) and even analyze and improve writing (Granello 2001). The structure and ease of use of the Taxonomy make it versatile and easily used to meet a variety of needs.

If Bloom's Taxonomy works so well, why was it felt a revision was needed? That question is addressed in the preface of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives* (hereafter Revised Taxonomy) where two reasons are given: to “refocus educators’ attention on the value of the original Handbook” and also to meet the “need to incorporate new knowledge and thought into the framework.” (Anderson & Krathwohl 2001, xxi-xxii)

The Revised Taxonomy makes some significant changes to Bloom's taxonomy. The most obvious change is separating the Knowledge category from the original Taxonomy into a separate dimension, thereby changing the Taxonomy from a one-dimensional framework to a two-dimensional framework that allows for more accurate classification. In this, the Revised Taxonomy recognizes that there are two parts of educational objectives, instruction
and assessment. They generally consist of (1) subject matter (knowledge) and also (2) what is to be done with that knowledge (cognitive process) (Krathwohl 2002). Thus, if the objective is “Students will identify functional areas of the library,” the subject matter is “functional areas of the library” while the cognitive process is “identify.”

This new Knowledge dimension has four categories of knowledge: Factual Knowledge, Conceptual Knowledge, Procedural Knowledge and Metacognitive Knowledge. Each category has subcategories as well. The Cognitive Process dimension retains six categories, but there are substantial changes from the original Taxonomy. While still retaining the hierarchal structure in this dimension of the original Taxonomy, it is recognized in the Revised Taxonomy that there is overlap, and the strictness of the original Taxonomy is relaxed. The categories in the Cognitive Process dimension in the Revised Taxonomy are: Remember, Understand, Apply, Analyze, Evaluate and Create. (Krathwohl 2002, Anderson & Krathwohl 2001)

The two-dimensional nature of the Revised Taxonomy allows the creation of a Taxonomy Table, with the Knowledge dimension as the vertical axis and the Cognitive Process dimension as the horizontal axis. The table can provide a visual perspective of how objectives, instruction and assessment fall into place in the Revised Taxonomy. (Krathwohl 2002, Anderson & Krathwohl 2001) See Taxonomy Table 1, at right.

As learning objectives, instructional methods and assessments are analyzed using the Revised Taxonomy, they can be placed on the Taxonomy Table to check alignment, examine inconsistencies and look for further areas of growth.

There are four steps in using the Taxonomy Table to check alignment. The first step is to place each learning objective in the appropriate cell or cells of the Table. After the objectives are in place, then place each instructional activity in the appropriate cell or cells of the Taxonomy Table. Next, place each assessment task (or test item) in its appropriate cell or cells. Finally, compare the completed Taxonomy Tables. Alignment is indicated by the number of common cells in evidence. Complete alignment occurs when all three areas (objective, instructional activities and assessment) occupy the same cell. Partial alignment is also possible, when all three occur in the same row (type of knowledge) or the same column (cognitive process). (Anderson 2002)

**Methodology & Results**

In order to check the curricular alignment in the introductory course (LIBR1101), the three areas of curricular alignment will be examined: learning objectives, instructional activities, and assessment.

For the first area, learning objectives, the Learning Outcomes given in the course syllabus were used. There are seven outcomes listed:

1. Students will understand the intellectual organization of information sources and the consequences of that organization in accessing information.
2. Students will be able to identify functional areas of the library and understand their significance to the research process.
3. Students will recognize the various types of information sources they will encounter while doing research and will understand the appropriate use of the different types of information sources.
4. Students will be able to access, evaluate, and select research materials.
5. Students will learn the principles of proper documentation.
6. Students will learn the principles and techniques of using the Internet for research.
7. Students will be competent in the use of a library and its resources.

These seven outcomes were examined in light of the Revised Taxonomy. When placed on the Taxonomy Table, they appear as shown in Table 2: Learning Outcomes on page 9.

The heaviest area of concentration for the Learning Outcomes is in area 2B (Understand Conceptual Knowledge). Slightly less concentration was found in areas 3B (Apply Conceptual Knowledge) and 3C (Apply Procedural Knowledge).

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>The Cognitive Process Dimension</th>
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<tbody>
<tr>
<td>B. Conceptual Knowledge</td>
<td></td>
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<tr>
<td>C. Procedural Knowledge</td>
<td></td>
</tr>
<tr>
<td>D. Metacognitive Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: The Taxonomy Table
Instructional activities are the next to be examined. Since the class is given online, there was a measure of uncertainty regarding the instructional activities. The class requires that students read the lessons online, participate in bulletin board discussions and complete specific assignments throughout the semester. Of these assignments, which are appropriate instructional activities? Are some of the assignments that include instructional material considered instruction, are they only assessment or are they both? For this study, it was decided to only examine the lessons themselves because they comprise the clearest evidence of instruction for the course. The other aspects of instruction may be examined at a later time.

So how should the lessons be examined? Since each lesson has clearly stated objectives, those objectives were the basis for this part of the study. There are 14 lessons in the course, each with between two and five objectives, for a total of 51 objectives. Plotting that many objectives on the Taxonomy Table could be problematic or cluttered. Instead of placing each objective on the table, each lesson is represented on the table. So while Lesson 1 has five separate objectives, it only appears on the Taxonomy Table in two areas because two of the objectives fall in Area 1A (Remember Factual Knowledge) and the other three are in area 2B (Understand Conceptual Knowledge). Table 3, at right, is the Taxonomy Table with the instructional activities placed upon it.

The highest area of concentration is 2b (Understand Conceptual Knowledge), with 2C (Understand Procedural Knowledge) just below it and 3B (Apply Conceptual Knowledge) and 1A (Remember Factual Knowledge) and 3C (Apply Procedural Knowledge) behind.

The last area to examine is assessment, in this case the final exam. The first step is to determine where each question on the final exam would be classified in the Taxonomy Table. After that was determined, a notation was made in the appropriate area of the table, so that total number of questions in an area are represented in each cell of the table. The result was Table 4, above, which shows the number of
questions that fell in each appropriate area.

The highest area of assessment is 2b (Understand Conceptual Knowledge), with 1A (Remember Factual Knowledge) and 5C (Evaluate Procedural Knowledge) with far fewer.

Once the Taxonomy Tables have been completed for all three areas, the final step is to compare the tables. The combined information, plotted onto one Taxonomy Table, is shown above in Table 5.

On this table, LO represents Learning Objectives, IA is Instructional Activities and A is Assessment, with the number of each given as a number in each cell. There is obviously great overlap among the three, with each having the highest number in area 2B (Understand Conceptual Knowledge). Overlap exists among all three areas in nine of the cells, with four other cells only containing one area (two for assessment, one each for learning outcomes and instructional activities).

**Discussion and Conclusion**

Overall, the results of this examination show strong alignment among the three areas under consideration. This indicates that there is a strong connection between what is expected to be learned, what is taught and what is assessed. Learning is demonstrated that relates to what is expected to be taught, teaching is recognized as relating to what is being tested, and accountability is shown by providing students with the opportunity to learn and to meet the standard related to the course. (Anderson 2002)

Results for some areas do not show strong alignment. These areas of concern are the four out of 13 areas that produced no overlap. Each area produces a different concern, depending on which curricular area is involved. Areas 1B (Remember Conceptual Knowledge) and 2A (Understand Factual Knowledge) have only assessment items in them. This omission could lead to the supposition that areas are being assessed or tested that have not been taught and might be areas that students are not expected to learn from the course. A closer examination of test questions in this area may lead to change in what is tested or how it is tested in order to bring alignment to the assessment.

Area 6B (Create Conceptual Knowledge) has only a learning outcome in it, with no instruction or assessment. This would indicate an area that is an unnecessary outcome, or it may indicate a need to reconsider instruction to include teaching the outcome to students, then assessing it appropriately.

Finally, area 6C (Create Procedural Knowledge) is only taught to students, without being recognized as an outcome or being subsequently assessed. This could indicate wasted teaching time, which could be better used to teach more necessary concepts. Since it is also not assessed, it could undermine the instructor’s standing with the students; he/she is wasting students’ time with material not necessary for them to know to succeed in the class.

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**Table 5: The Combined Table**

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</thead>
<tbody>
<tr>
<td>A. Factual Knowledge</td>
<td>LO-2 IA-6 A-7</td>
<td>A-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Conceptual Knowledge</td>
<td>A-4</td>
<td>LO-6 IA-14 A-16</td>
<td>LO-4 IA-7 A-1</td>
<td>LO-2 IA-1 A-3</td>
<td>LO-3 IA-2 A-4</td>
<td>LO-1</td>
</tr>
<tr>
<td>D. Metacognitive Knowledge</td>
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If it is determined that what is being taught in this area is necessary, a re-evaluation of the outcomes would be in order as well as a way to assess the teaching.

The other factor to consider is that this study only examined the final exam of the course as the assessment. There were other assessment activities (worksheets, application assignments, midterm and semester project) that would influence the outcome of curricular alignment. These areas would be fruitful for further study, keeping in mind that an instructor uses worksheets as instructional materials as well as assessment.

The process of examining curricular alignment using the Taxonomy Table can better equip educators with the understanding of the relationship between what they say is taught (objectives), what they actually teach (instruction) and what they test on what we teach (assessment). This understanding can lead to clearer objectives, more focused teaching and improved assessment, all of which benefit students.

Michael H. Aldrich is government documents librarian at the University of West Georgia’s Ingram Library in Carrollton.

References:
Georgia Public Library Service has announced the inaugural class of PINNACLE, the Public Library Institute for New and Creative Leadership Education.

Selected for the PINNACLE class of 2008 are: Jimmy Bass, head of the Newnan-Coweta Public Library; Ted Bazemore, virtual services librarian with the Clayton County Library System (CCLS); Brijin Boddy, head of the teen department for the Chattahoochee Valley Regional Library (CVRL) in Columbus; Anne Bowen, deputy director of the Ocmulgee Regional Library System in Eastman; Sarah Boyd, head of adult services with CVRL; Lecia Eubanks, director of the Cherokee Regional Library in Lafayette; Trudi Green, team leader for information services for the Athens Regional Library System (ARLS); Sandy Hester, director of the Fitzgerald-Ben Hill County Library; Gina Jenkins, principal librarian/branch manager for the DeKalb County Public Library; and Colleen Knight, adult services librarian with the Bartow County Library System.

Also selected for PINNACLE are: Jo Lahmon, branch manager for the Cobb County Public Library System; Lisa MacKinney, assistant director of the Hall County Library System; Beata Mengel, youth services librarian with CCLS; Ashley Moore, assistant director for the Dougherty County Public Library; Karen Odom, head librarian at Houston County Public Libraries’ Centerville branch; Jill Prouty, library administrator with the Flint River Regional Library System’s Peachtree City Library; Susan Stephens, director of the Chattooga County Library System; Jeff Tomlinson, assistant director of the Uncle Remus Regional Library System in Madison; Leigh Wiley, librarian with the DeSoto Trail Regional Library in Camilla; and Beverly Williams, subregional manager for the Georgia Library for Accessible Services in Atlanta (GLASS).

The goal of the program is to ensure the future of high-quality library
leadership across the state. Attendees must hold a master of library science, a master of science in library science or a master of library and information science degree; be currently employed in a public library in Georgia; and have at least two years of professional experience.

“We had an extremely strong and diverse group of applicants,” said David Singleton, deputy state librarian. “I am very impressed by the qualifications and very encouraged by the leadership potential of the 20 selected candidates. I believe that PINNACLE can become a national model for training the next generation of library leaders.”

The institute begins with a one-week retreat in November and will include eight monthly two-day sessions, culminating at the fall 2008 convention of the Georgia Council of Media Organizations. Session topics will include situational leadership, time management, analytical and creative problem solving, financial management and performance measures, human resource management and administrative law, managing conflict and group dynamics, ethics, power, best practices, process improvement, project coaching, media relations, leadership in a political environment and effective presentations.

Ten mentors, including all five members of PINNACLE’s steering committee, have volunteered to serve, and each will be assigned to work with two class members. The steering committee includes Singleton; Lyn Hopper, assistant state librarian for library development; Julie Walker, assistant state librarian for technology support services and strategic initiatives; Kathryn Ames, director of ARLS; and Greg Heid, director of the Newton County Library System. Joining them as mentors will be Stella Cone, director of GLASS; Susan Cooley, director of the Sara Hightower Regional Library in Rome; Dusty Gres, director of the Ohoopee Regional Library in Vidalia; Lois Roberts, director of the Statesboro Regional Library; and Claudya Muller, director of CVRL. “Together, our exceptional group of mentors has more than 200 years of experience in the library profession,” said Singleton, “and each brings nationally recognized leadership and management skills to share with our first PINNACLE class.”

The PINNACLE steering committee worked with the Carl Vinson Institute of Government (CVIOG), a public service and outreach unit of the University of Georgia, to design the curriculum, and CVIOG will lead the training sessions.

MALA members meet, tour GSU’s library renovations

The Metro-Atlanta Library Association (MALA) officers for 2007 are Steven Vincent of Southern Polytechnic State Univ., president; Gardner Neely of Georgia State University (GSU), vice president for programming; Florence Tang of Mercer-Atlanta, vice president for membership; Nancy Bryant of the Centers for Disease Control, secretary; and Irene McMorland, treasurer.

MALA’s spring meeting was held May 14 at the GSU Library, where MALA members and friends met in a new, computer-equipped classroom in the newly constructed “Learning Commons” (formerly called the reference and circulation section) of the library.

Attendees heard about the recent GSU library construction, which had cost approximately $20 million, from librarians Tim Daniels, Learning Commons coordinator, and Sarah Steiner, one of the Learning Commons librarians. They also saw the new booths in an area that will eventually have a coffee shop. MALA members were shown the reference support desk and round tables, each of which has three computers and comfortable seating that encourage group work. They also toured the children’s section, 1st floor (which serves the GSU School of Education), and on the 2nd floor, the reference collection, including many English-as-a-Second-Language materials, and the information systems and technology desk, where students and faculty receive help with various wireless and computer problems. Attendees appreciated the insights they got by seeing the library and by hearing the friendly explanations from Tim and Sarah.

— Louise S. White
retired librarian and MALA Historian
(louiselucio@bellsouth.net)
After a seven-month renovation, the James Samuel Guy Chemistry Library in the Atwood Chemistry Building at Emory University reopened in a beautiful, and very retro-looking, brushed aluminum and glass modern library that’s moving into the 21st century with electronic access for most of its material. During the next three years, the library will test the long-term viability of providing electronic and remote daily access to a major collection of scientific resources in a heavily literature-dependent discipline.

The renovation presented a significant challenge for the library: It was reduced to less than one-third its previous size. The library responded by maximizing its use of electronic resources. Approximately 90 percent of the former library collection now resides in storage. Journals that were brought back include only the last several years of bound volumes that are not accessible electronically.

The bound reference collection remains in the library except for Chemical Abstracts, which is fully accessible electronically. Current periodicals cover a group of chemistry-specific titles; Science, Nature, and Scientific American; current issues of titles not accessible online; and current issues of six- or 12-month embargoed electronic titles that are not yet available electronically.

Monographs selected to return to the collection include those circulated three or more times in the last three years. Staff realized, however, after identifying the core collection described above, that space remained for bringing back some volumes in monographic series — not just those that had circulated three or more times. As a result, a large percentage of these items were returned to the collection as well. Finally, new books are prominently displayed in the new library and will remain in the in-house circulating collection.

The library is equipped for 24-hour card access, a self-check book system and three-camera security coverage. These amenities enhance the library’s availability after staff depart at 10 p.m. weekdays and before noon Saturdays and Sundays.

Three brushed aluminum and glass-walled staff office/work spaces occupy a position of prominence and welcoming accessibility down the center of the library. This central area also houses two plasma-screen-equipped conference rooms that can be separated by an overhead garage door or opened for one larger room.

“Expanded hours are coming this fall,” noted chemistry librarian Donna Hudson. “We’ve had increased use after the renovation in the spring, and our users requested longer hours. And, we’re going to offer a coffee service as well so our users will feel very comfortable here.”

The Chemistry Library previously had not had study rooms for students, but now offers three small spaces, two with doors. They are constantly in use, Hudson said, with the two door-equipped studies filling first.

An electronic bulletin board is used for marketing communications, and the library is equipped with wireless Internet connections throughout.

Part of the former library space is now a large departmental research laboratory space. Glass walls between the library and the laboratory allow both library staff and chemistry researchers to visually share one another’s work environment, as well as the out-of-doors on both sides of the building.

The new, downsized Chemistry Library is a living, breathing experiment in progress, with more changes still to come. Within the next three years, there’s another move on the horizon. The library is already in discussions with departmental and campus planners, and outside architects, to apply the “lessons learned” in the Chemistry Library to a new, expanded Science Library in a proposed new Chemistry Building addition.
Valdosta State MLIS program receives full ALA accreditation

The Master of Library and Information Science Program at Valdosta State University was accredited by the Committee on Accreditation of the American Library Association at its meeting on June 24. The VSU MLIS now becomes the only ALA-accredited library and information science program in Georgia.

As part of its dedication to bringing graduate library and information science education to Georgia, the VSU MLIS Program will offer its Foundations course for the first time in Atlanta in spring 2008.

The Board of Regents of the University System of Georgia authorized VSU to start an MLIS program in 1999. The program formally began in fall 2001 after hiring faculty members and admitting the first class of students. The ALA-accreditation process takes a minimum of five years. VSU was granted permission to begin in 2001 and successfully advanced through each phase, including a site visit this past February. Based on an evaluation of all evidence and all reports, the Committee on Accreditation granted initial accreditation to the VSU MLIS Program for the full term of seven years. The program's next comprehensive review is scheduled for 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 in Macon and Atlanta. The program is designed for students who cannot leave jobs and families to return to a single campus for extended periods of time.

For more information, call the MLIS Program at 229-333-5860. Additionally, see the MLIS Program Web site (http://www.valdosta.edu/mlis/) and the VSU Graduate School Web site (http://www.valdosta.edu/gradschool/).

Five new staff members join Georgia Southwestern State

The James Earl Carter Library on the campus of Georgia Southwestern State University has five new staff members.

Gretchen Smith is the new collection development librarian/assistant professor; she will be working with the GSW community to purchase books, serials and other materials for the library. She received a bachelor's degree in history from Rhodes College and a Master of Library and Information Studies from the University of Alabama. She relocated here from Mobile, Ala., where she was a public services librarian at the University of Mobile.

Valarie Anthony joined the Library's staff in April. As senior technology/access services assistant, Valarie will provide technical support to the library's staff and patrons and assist in access services duties. She was born in Leslie, Ga., and received her B.B.A. in management from Georgia Southwestern State University.

John Wilson joined the library's staff as the interlibrary loan assistant in July. As the ILL assistant, John will assist faculty, staff and students with any of their requests from other libraries. John was born and raised in Americus, Ga. He received a B.A. in English from Georgia Southwestern State University and plans to pursue a master's degree in Library Science. John previously worked as managing editor of The Cordele Dispatch.

Mary “Ru” L. Story-Huffman joined the library's staff as the reference librarian/government information coordinator/assistant professor. She will assist the library's patrons with all of their reference needs. Ru received her B.A. in English literature from Buena Vista College in Iowa and her MLS from Emporia State University in Kansas. She has completed coursework for Nova University's Ph.D. program in information science. For the past 12 years, Ru served as the public services librarian at the University of the Cumberlands in Kentucky.

On May 4, our access services supervisor, Claudia Black, retired after working for the James Earl Carter Library for 13 years. Taking over that position is Kristina Peavy. Kristi joined the library staff in January 2006 as the ILL Assistant. She has a B.S. in history with European certification. She is currently pursuing her MLS from Valdosta State University.

Emory University news and notes

Michael Page has been appointed geospatial data librarian for the General Libraries of Emory University. He received his M.A. and B.A. in geography from Georgia State University where previously he served as GIS coordinator/technical adviser for the Department of Geosciences.

Heather Williams has been appointed copyright specialist and rights management coordinator for the General Libraries of Emory University. Heather comes to Emory from Oglethorpe University, where she had served as a reference librarian. She earned her M.A.L.S. from the University of South Florida in 2006 and her law degree from the University of Florida in 2004.

Alain St. Pierre has been appointed humanities/history librarian in the General Libraries of Emory University. Alain graduated with his M.S. in information studies from the University of Texas at Austin in May 2007. He received his M.A. in history from the University of Notre Dame in 2002 and his A.B. from Bowdoin College. He has had a variety of teaching positions, including teaching English to students in Japan.

Randy Gue has been appointed manuscripts archivist at Emory University’s Manuscript, Archives, and Rare Book Library, a two-year position funded by the Community Foundation for Greater Atlanta to process the papers of Atlanta businessman and philanthropist Robert W. Woodruff, as well as several other related collections. He has his B.A. in history and film studies, an M.A. in history, an M.A. in film studies, and is near completion of his Ph.D. from the Institute of Liberal Arts, all at Emory.

Lea McLees has been appointed director of communications for the Emory Libraries. Previously she was communications coordinator for the Georgia Tech Research Institute and instructor in the Department of Communication at Kennesaw State University.

Amanda French has been appointed the e-learning and e-reserves coordinator for the General Libraries of Emory University. Her degrees, all in English, include a B.A. from the University of Colorado at Boulder, an M.A. from the University of Virginia and a Ph.D. from the University of Virginia. She was a Council on Library Resources Postdoctoral Fellow at North Carolina State University Libraries and has worked for the Institute for Advanced Technology in the Humanities and the Electronic Text Center at the University of Virginia Library.
Lisa Macklin has been appointed coordinator, Intellectual Property Rights Office for the Emory University Libraries. Lisa earned her law degree from Georgia State University and her M.A.L.S. from the University of South Florida.

Richard Golden retired after 31 years at the General Libraries of Emory University in April. His passion for and knowledge of music played a large part in building the Emory library’s music collection over the years. His knowledge of cataloging and authority work in general, but especially in music cataloging, contributed immeasurably to the quality of both Webcat and WorldCat.

**Georgia Southern University news**

Henderson Library will remain a construction site until next fall. The library is now housed in the addition to the original building, which is now undergoing renovation inside and out. Stacks of construction material and detritus surround the area, and heavy vehicles such as cranes and steam shovels circle throughout the day. Recently, a project was completed in which all pre-1970 periodicals were placed in bins of the automated retrieval system. This was necessary because the temporary building in which they had been kept was set for demolition.

Lori Lester, who has recently earned her MLIS degree, became our government documents librarian in July, while Jonathan Harwell has come to us from the University of Alabama at Birmingham to fill the newly created position of collection development librarian. Katie Lamothe has joined the Serials unit of the Collection and Resource Services Department.

**Swails receives Hubbard Scholarship**

Mark Swails, a 2007 graduate of Emory University, will receive the Georgia Library Association Hubbard Scholarship. Swails received a joint B.A./M.A. in American history from Emory and plans to pursue an MLS at the University of North Carolina, Chapel Hill. As a student at Emory University, Swails served as a student assistant and later as the first undergraduate student to serve as the graduate desk supervisor at the Heilbrun Music and Media Library. He said he looks forward to playing a role in protecting the accessibility of information as increasing digitization raises difficult questions about methods and costs of distribution.

**Chattahoochee Valley news and notes**

This past year, 350 volunteers contributed more than 14,200 hours to the Chattahoochee Valley Regional Library System (CVRLS). Based on the 2006 Independent Sector’s Value of a Volunteer Hour being worth $17.60, this service equates to more than $249,920! Volunteers are active at all nine CVRLS locations.

In August, CVRLS honored volunteers at two volunteer celebration events sponsored by the Muscogee County Friends of Libraries. Individuals were honored for both their number of volunteer hours and exceptional service. Charles Batastini was awarded the 2007 Volunteer of the Year Award for his work with the Columbus Library of Accessible Services. Volunteer of the Year nominees were Angela Covington, Carol Jameson, Cheryl Butler, David Ramirez, Margaret Carney and Vernice King. The 2007 Youth Volunteer of the Year Award was presented to Brianna Lawrence. Brianna volunteers in the Columbus Public Library Children’s Department. Youth Volunteer of the Year nominees were Ian Blake-Knox, Jordan Harris, Sarah Lewallen, and Sarah Wilhite. For more information on the CVRLS Volunteer Program, contact Brooke Mann, volunteer coordinator, at bmann@cvrls.net.

In other CVRLS news, teens and their families were treated to a Salsa Showdown taste-off July 1 in the Teen Department of the Columbus Public Library. The showdown was part of the Aflac Teen Summer Reading Program. Teens and parents voted for the best of five homemade salsas made by library staff. Erica Rodela, Teen Department Library Assistant, entered the winning salsa. Two salsas created by Brijin Boddy, Teen Department Librarian, tied for second and third place.

**Chestatee Regional news and notes**

What is “lifelong learning”? It is the idea that learning can and does occur beyond the formal structure of an educational institution and occurs throughout one’s lifetime. It is also the mission of Chestatee Regional Library System to support lifelong learning in our community. In addition to offering resources on various topics for all age and skill levels, CRLS is now offering workshops and classes for the community. Students of all ages can take advantage of these programs, including computer skills classes, craft workshops, and genealogy classes.

For more information, visit www.chestateelibrary.org.
DeKalb County news and notes

DeKalb County Public Library has launched a major building project that will add three new branches to the 22-branch system, replace five other branches and expand or upgrade five more by the end of 2009. Construction is beginning this winter. The nearly $55-million project was approved by DeKalb County voters in a November 2005 bond referendum. Architects have been chosen for nine of the projects, and public meetings were held to give DeKalb County residents an opportunity to offer input before designs were developed.

Seven of the nine projects will be LEED-certified, meaning the new libraries will meet recognized industry standards as environmentally safe and energy-efficient buildings. In addition, patrons also can expect the new buildings to offer more people spaces, including teen areas and computer labs. Two will have cafes. Three others will likely be part of larger mixed-use projects, which also will include retail stores and other amenities such as housing or community centers. ●

Gwinnett County news and notes

The Gwinnett County Public Library (GCPL) and members of its staff were the recipients of several prestigious awards during the summer of 2007.

In June, the library was presented with an Award of Recognition from the national organization Family Friendly Libraries (FFL). Executive Director Nancy Stanbery-Kellam accepted the award on behalf of the library during the June library board of trustees meeting held at the library's Five Forks branch. Gwinnett County District 3 Commissioner Mike Beaudreau presented the award on behalf of FFL. Denise Varenhorst, president of FFL, said GCPL is one of only two library systems in the nation to receive that distinction in 2007.

In July, Grayson Branch Library Associate Richard Porter was awarded an American Library Association (ALA) Spectrum Scholarship. Established in 1997, the Spectrum Scholarship represents an effort by the ALA to recruit larger numbers of ethnically diverse individuals into the library profession. In addition to the $5,000 in scholarship funds, the award affords recipients the opportunity to attend the Spectrum Leadership Institute. Porter also serves as branch volunteer and adult programming coordinator in Grayson.

GCPL will present the first Gwinnett Reading Festival Oct. 20 at the Gwinnett County Fairgrounds. The event, which will feature approximately 30 local, regional and national authors, is free to the public and will take place from 10 a.m. to 4 p.m. ●

Northwest Georgia news and notes

The Dalton and Whitfield County area is home to a large number of people who speak Spanish as their first language. Adding material well-suited to this group has not been easy, but the Dalton-Whitfield Public Library, headquarters for the Northwest Georgia Regional Library System, has recently received funding from a generous donor to replace the most-damaged copies of current English as a Second Language (ESL) material and to add new materials in an attempt to cut the wait time in half for those needing to check out the library's highly circulated language study items. The library will also buy materials and offer preliminary Spanish language training for the library's non-Spanish speaking staff. Language training will allow the library to improve services to the Spanish-speaking community. ●
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LIST Program Coordinator
770-274-5688
skoplan@gpc.edu

For admissions information, please contact: Jennifer Taylor
Admissions Counselor
770-274-5294
jtaylor@gpc.edu

Required LIST courses leading to the A.A.S. degree include Introduction to Libraries and Information Science,Acquisitions and Technical Processing, Public Services in Libraries & Information Centers, and an Internship. For a complete description of the program, go to http://www.gpc.edu/~acadaff/cat/programs/LIST.html The courses are taught by members of the GPC library faculty and practicing librarians from metropolitan Atlanta.

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NON-FICTION


Venison is personally evocative of my childhood in the woods of northern Michigan. To this day, the school district there counts the first day of deer-hunting season as a holiday. The phalanx of hunters who ascended to our sleepy town (“flat-landers,” we called them) were an unwelcome disruption who could be counted on to leave a perfectly good venison rotting in a field — missing only the antlers, which undoubtedly hung in some Grosse Point game room. With this work, Gary Grossman manages to align with the sportsmen and women who hunt for the table, not the wall. The recipes are straightforward with clear, concise directions, arranged in seven chapters by type (soup, stews, roasts, etc.). The table of contents has acknowledgements as well as preparation/preservation notes. Middle-Eastern venison meatloaf, venison fried rice, and Mexican venison stew are just a sampling of the continental culinary options; more advanced cooks may want to attempt the venison in red mole with its 20-ingredient sauce. Reference to a butchering pamphlet is helpfully provided, but the author mysteriously neglects to name resources for procuring butchered venison ready to cook. Shopping for unusual meats can be daunting; guidance and suggestion would be helpful. In A Bone to Pick, Grossman aptly combines the 21st century denizen’s taste for the exotic with the 19th century poacher’s palate. Additionally, the charming illustrations and textual colloquialisms (i.e. “Serves: a bunch of folks”) combine to evoke nothing so much as the 1970’s country idyll typified by the success of both Grizzly Adams and Jimmy Carter. The volume is coated, conveniently spiral bound, includes space for personal notes at the end of each recipe, and is suitable for public libraries, culinary schools and private collections alike.

— Reviewed by Jewell Anderson
Armstrong Atlantic State University


Gourd Girls is Priscilla Wilson’s richly told memoir of her 30-year business and personal partnership with Janice Lymburner. It is the story of two girls barely out of college who, through good karma and the kindness of others, wind up creating a life that allows them to live simply, artistically and on their own terms. Short on money but full of love for each other and their desire to live and work together, Priscilla sets out to revive an old art, gourd carving, while Janice continues to teach and bring in a small but steady income. Priscilla’s account of the trials and errors involved in gourd farming and collecting is at once hilarious and poignant. As the women battle bad soil, unfamiliar machinery and a lack of knowledge about farming in general, the Mount

Botanists estimate that the largest redwoods are more than 2,000 years old, but dating by annual growth rings is not possible, because the oldest redwoods are hollow. The tallest are between 350 to 380 feet high, 35 to 38 stories. Until the 1980s, when humans first began exploring the giant redwoods, it was assumed that life was sparse in the canopy of the redwood forest. In fact, the trees’ first explorers found whole ecosystems of life, including the expected lichens, ferns and insects, but also voles, salamanders, huckleberries and even other trees, such as laurel and hemlock. In Wild Trees, the story of the exploration of individual trees as if they were mountains or countries is told as Preston follows the botanists and naturalists who climb the largest and tallest organisms in the world. The personal stories of the tree-climbing scientists who search for the tallest trees are interspersed with the history of the redwood forest, the ecology of the forest floor and the canopies of the trees, and the techniques and gear of climbing as a sport. To research this book, Preston learned how to climb giant trees himself and even camped out in them. While the sometimes forced re-enactments of the climbing expeditions become repetitious, the account of the lost world of the tree-top environment is compelling and showcases Preston’s ability to draw wonder and drama from the science of his topic.

— Reviewed by Karen Minton
GALILEO Support Services, Library Services


This edition is a revised and updated version of the 1989 Information Literacy: Revolution in the Library. The information covered is a result of the successful collaboration between the authors: a visionary and experienced library dean and an innovative university president. This partnership of university administrators is one of three key components that Breivik and Gee feel are essential in higher education today. The ability that libraries have to facilitate change and to develop a shared vision of the future are listed as imperative components for the evolution of education. In the age of information, the authors see an enormous potential for libraries to play a strategic role in achieving campus goals. Additional highlights include trends in reforming instruction, service, and leadership, and a discussion of funding alternatives and cost considerations. The material is relevant to all phases and levels of higher education in its review of the importance of resource-based instruction, implications of the Internet, research productivity, service to the community, collections/digitization, and leadership. This is a scholarly work, with each chapter yielding notes and references for further research. Individual examples and case studies are included to illustrate initiatives and offer a range of creative solutions.

— Reviewed by Dr. Rachel A. Schipper
Georgia College & State University

FICTION


A ride with Ferroll Sams Down Town is a trip unlike any you can imagine. This tale is told through the eyes of lifelong resident James Aloysius “Buster” Holcombe Jr. It is a humorous and poignant tapestry of narratives set in a small Georgia town. Sams uses a full arsenal of wit, wisdom and plain old Southern charm to engage his readers in the lives of an unforgettable set of characters.
Buster, a practicing attorney by day, is actually a philandering horticulturist who has discovered that the way to gain a lady's favors is through selected verses from Millay. Neither male nor female considers him the least bit threatening as they confide in him, telling all of their secrets. We enter the backrooms where the powerful Cofield clan plots business deals. We witness marriages, the births and the deaths of friends and foes alike. We also hear of the political shenanigans of buying and selling votes for “white liquor” or permanent waves and the “religious” philosophizing from the town’s sage, Oscar Hosey. The Cofields have a lock on the county and much of the state until life events pull their attentions away. Suddenly, they wake up to a whole new world and things really get interesting. This novel is a delightful journey into the lives of some real characters. You’ll walk in their shoes, laugh out loud, shed a few tears and learn a little about yourself along the way. 

—Reviewed by Patrice Prevost
Gwinnett Public Library System


Claire Waverley enjoys her life as a caterer of unique dishes in the town of Bascom, N.C., content with the reliability of her routine. Two events occur that rattle Claire’s complacency: the arrival of her new neighbor, Tyler, and the unexpected return of her sister, Sydney, after 10 years. From the moment they meet, Tyler begins to pursue Claire, with both comical and touching results. Sydney and her daughter, Bay, seek refuge in Bascom from the abuse of David, Bay’s father. Colorful and quirky characters play their part in the story, yet none of them are caricatures. The mother of one of Sydney’s high school friends is described as “so Southern that she cried tears that came straight from the Mississippi.” Preparing lunch for Tyler and his friend Rachel, Claire admits to herself that she is doing so “under the guise of good manners – because it was a Southern tradition to do all sorts of things under the guise of good manners.” The most intriguing aspect of the book is the underlying element of magical realism, which Allen artfully blends into the story. Rather than just hinting that there may be things going on outside the realm of probability, the reader is treated to many instances of unusual phenomena, such as the big apple tree that purposefully drops apples at people’s feet, and occasionally throws them. Claire’s cooking is sought after because of her way with edible flowers, bringing out feelings and emotions that people wish to experience and stifling those they wish to forget. Recommended for public libraries and academic libraries with a popular/contemporary fiction section. High school teachers or college professors may wish to consider this book as part of a curriculum introducing magical realism as a concept. 

—Reviewed by Carol Malcolm
Riverside Military Academy


As a new semester begins at Georgia’s colleges and universities, now is a good time to be reminded that college-age women are the highest-risk age group for sexual assault. Lucky is Alice (The Lovely Bones) Sebold’s memoir of her 1981 rape and its physical, emotional and legal consequences. Sebold jumps right in with a detailed, almost clinical recounting of her attack. This seemingly cold retelling of a highly traumatic event has the effect of revealing the absolute horror of the rape, almost as if she were showing crime-scene photos to a jury. Only after the rape is over, the reporting and forensic exam are done, and Sebold is released back to her life as a freshman at Syracuse University, does she have a chance to reflect on the emotional consequences. She must deal with the reactions of friends and family while helping the police and prosecutors prepare her case for trial. When her trial is over and she thinks that part of her life may be behind her, her best friend’s rape brings the emotions back in unexpected ways. Although the rape depicted in Lucky happened more than 25 years ago, Sebold’s memoir is an accurate depiction of the experiences of rape victims today. Some things have changed (for instance, rape crisis centers now do a better job of helping victims through the emotional impact), but Sebold’s experiences with a “system” unprepared to respond to victim needs, confused friends and family, social stigma, and a legal process seemingly designed to protect rapists instead of victims are common in the 21st century. Although the title comes from a police officer’s assertion that Sebold is lucky she wasn’t murdered, she is indeed lucky in one important way: Her rapist was caught and convicted. Unfortunately, very few rape victims can say that. Lucky is a compelling read, recommended for adults.

—Reviewed by Wendy S. Wilmoth
Griffin Sexual Assault Center
**JUVENILE LITERATURE**

*Cynthia's Attic: The Missing Locket*  

The author weaves a wonderfully unique story of friendship and adventure. In the summer of 1964, two childhood best friends, Cynthia and Gus, discover that Cynthia has a magic attic. They use an old trunk in the attic to transport themselves through time. Their first adventure, which landed Cynthia in her great grandmother's house, was purely an accident. But, soon the two of them learn how to use the trunk in the attic to carry them back in time to help make past wrongs right. Cynthia's grandmother lost a very special locket when she was just a girl. Her mother never really forgave her for losing it since it was one of the few things she had left that belonged to her sister, Belle. Cynthia and Gus see the trunk as an opportunity to go back and find the locket. Little did they know that finding the locket was just the first step in making everything right again. After they found the locket, they decided to uncover the mystery of why Cynthia's great-great-aunt Belle never returned from Paris even though the family had mailed her a ticket to the United States aboard a cruise ship. Not only did they discover why she had not made it home, but they were able to once again alter the past in order to bring their family back together. This delightful tale of friendship and adventure wraps up with an unforeseen twist that will delight readers. The ending would leave one to believe that Cynthia and Gus could have many more adventures awaiting them. As a reader, you will hope they do! Highly recommended. Grade 4-6; Ages 8-12.  

— Reviewed by Misty Conger  
Forsyth County Public Library

*Don’t Know Where, Don’t Know When*  

This engrossing first novel by a history professor at Georgia Southern University, about time travel during the Blitz, is recommended for ages 9 and up, but adults can enjoy it, too – this adult read it with great enthusiasm and persuaded her book club to read it! Preteens Hannah and Alex Diaz are already sufficiently disgruntled when they are moved from San Francisco to Snipesville, Ga., a thinly veiled version of Statesboro. But things only get worse when they and their new African-American friend Brandon Clark meet an eccentric history professor and discover a national identity card, from England during World War II, for someone named George Braithwaite. Abruptly, they find themselves in the English village of Balesworth in 1940, where it is assumed that they have been evacuated from London to escape German bombing. This is a world of “ugly underwear, stinky sandwiches, … nonabsorbing toilet paper,” but, more importantly, of different manners, mores and notions of child-rearing: For instance, adults may administer corporal punishment to misbehaving children, even those not their own, but are concerned to shield the young from their own anxieties. Brandon becomes separated from his friends and is transported even further back in time, to the same village during World War I. The three of them gradually discover the interconnections, across time, between lives lived in Balesworth, England, and Snipesville. They learn to combat such human faults as exploiting the helpless and abusing those who are different and to appreciate such virtues as courageous resourcefulness in the face of daily adversity. The women who exhibit this during the Blitz are Britain’s “secret weapon,” (viii) and Annette Laing has written this book to honor those she has known. *Don’t Know Where, Don’t Know When* is Book 1 of *The Snipesville Chronicles*. We eagerly await future volumes!  

— Reviewed by Rebecca Ziegler  
Georgia Southern University

*Elephant on My Roof*  

Young children love to read about animals in silly situations, so the book *Elephant on My Roof*, with its charming illustrations and simple storyline, has immediate appeal for ages 5 – 7. Author and illustrator Erin Harris, a graduate of the Savannah College of Art and Design, has given a folktale feel to her story of a young boy, Lani, who finds an elephant on his roof and seeks help from his fellow villagers to rescue it. The townspeople are reluctant to let an elephant loose in their community but ultimately lend a hand and are surprised to find their kindness returned to them in the many favors Lani’s elephant friend does for those who came to his aid. The gentle watercolor
illustrations in this book are very sweet, and, in true picture book fashion, tell much more of the story than is explicit in the text. The characters and the landscape show an Asian influence, which makes this book particularly appealing to librarians seeking to include more cultural diversity in their collections. As it ably explores the theme of helping others, *Elephant on My Roof* would also be a useful book for school librarians seeking to support character education. — Reviewed by Leslie R. G. Bullington
Augusta, Georgia


A new kind of children’s book publishing company, Red Cygnet Press works in partnership with university art departments to give promising students opportunities to be published. Savannah College of Art and Design graduate and illustrator Christina Genth makes her children’s book debut with *The Messy Monkey Tea Party*. Genth’s vibrant watercolor illustrations, coupled with first-time author Cheri Bivin Deich’s whimsical verse, create a world where stuffed animals take on a life of their own. The opening illustration of a little girl’s bedroom gives the reader gentle hints of what lies ahead when the heroine decides to throw a zoo animal tea party. Stuffed animals become — among other things — mire-lounging hippos, a shy ostrich and a band of mischievous monkeys, which all help the little girl’s imagination run wild until it’s time to clean up. “I pulled the ostrich’s head from out of the sand, And sent him a packin’ with the five-monkey band,” our heroine tells us. After sweeping up sand and getting rid of some pesky alligators, the little girl is finally ready for bed and a well-deserved rest after a runaway tea party. And this is one tea party that lets the reader’s imagination run a little wild, too. Recommended for most children’s collections. — Reviewed by Tracy Walker
Dawson County Public Library

Just imagine arriving in a classroom and speaking a different language than everyone else around you! The story encourages a new look at differences and finding creative ways to bridge gaps with knowledge and understanding.

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