

Georgia Library Quarterly

Volume 49
Issue 4 *Fall* 2012

Article 1

10-1-2012

v49 no4 complete issue

GLA GLQ
georgialibraryquarterly@gmail.com

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/glq>

Recommended Citation

GLQ, GLA (2012) "v49 no4 complete issue," *Georgia Library Quarterly*: Vol. 49 : Iss. 4 , Article 1.
Available at: <https://digitalcommons.kennesaw.edu/glq/vol49/iss4/1>

This Complete Issue is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in Georgia Library Quarterly by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact digitalcommons@kennesaw.edu.

GLO

GEORGIA LIBRARY QUARTERLY



VOLUME 49 NUMBER 4 WINTER 2012

Discover a New GALILEO

—and Discover a Better Way to Research



■ Discover GALILEO is EASY

Through a single search box, Discover GALILEO helps researchers to explore all of the relevant, high-quality resources that GALILEO offers with one click of a mouse.

■ Discover GALILEO is FAST

Discover GALILEO instantly returns a comprehensive list of search results, connecting researchers to the information they need quickly.

■ Discover GALILEO is SMART

Discover GALILEO returns the most relevant search results at the top of the list, helping users to find what they need the first time.

“All truths are easy to understand once they are discovered;
the point is to discover them.”

—Galileo Galilei (1564-1642)

Discover Your Path to Learning with Discover GALILEO

www.galileo.usg.edu

GLA SPOTLIGHT

Irvine Sullivan Ingram Library University of West Georgia Carrollton, Georgia

Imagine an Agricultural and Mechanical (A&M) school preparing students for farming and other rural occupations transformed into a university that was named one of the Best Southeastern Colleges by the Princeton Review and one of America's Best Value Colleges. Today, this is the image of the University of West Georgia, a doctoral-granting destination institution whose academic heart is the recently-transformed Irvine Sullivan Ingram Library.

In 1906, the Georgia General Assembly passed the Perry Act, creating an A&M school in each of the state's twelve congressional districts. With strong local support, Carrollton secured the Fourth District A&M School, which opened under the leadership of its first principal, John H. Melson. Melson's wife Penelope volunteered as the school's librarian. Appropriating a linen closet, Penelope Melson organized 325 donated volumes. During its first century, the Agricultural and Mechanical school became a junior college, then a four-year college, and finally a doctoral-granting university. Likewise, its library evolved from a 1908 linen closet to a classroom, to a WPA-funded structure, and then to the present 1968 building, which was expanded in 1980.

In 2011, University of West Georgia completed an \$8 million library renovation, transforming an aging building into a sleek and technologically-enhanced twenty-first century research facility that also houses a Starbucks bistro. The library expanded student work space and added additional classrooms, study rooms, and office suites for faculty and staff through



the use of compact shelving and by expanding electronic collections to reduce the collection footprint.

Students can check out laptops with Wi-Fi access or watch documentaries using one of the flat screen monitors that display digital signage featuring information such as research tips and program announcements when idle. Throughout the main floor, glass whiteboards facilitate group work. 24/5 library hours, enlivened by the Friday Night LIVE series featuring local music groups; nationally-touring exhibits; poetry readings; book discussion groups; and lectures make this colorful, modernized, and interactive research facility a hotspot for students and challenge old notions about what a library is and should be. At UWG, the library is frankly—cool.

Support for student learning was at the heart of planning for the renovation. Ingram Library's instruction program is unique in reaching hundreds of students each semester through a for-credit course that is part of the university's core curriculum. Students who complete LIBR 1101 typically have higher grade point averages, retention and graduation rates than those of students who do not take the course. The

university's EXCEL Center offers evening tutoring sessions in library classrooms, enhancing academic support outreach during the evenings. 24/7 chat reference is available, and student tech assistants are available to meet on-site patron needs.

A centerpiece of the renovation project was the re-creation of the State Capital Office of Speaker Thomas B. Murphy, who served continuously as speaker of a state house of representatives longer than any individual in the nation's history. The library's Annie Belle Weaver Special Collections houses his papers, but Speaker Murphy's office includes the original furniture and memorabilia—including his stuffed bobcat and hundreds of gifts from constituents—that he gathered during more than four decades of service in the Georgia House of Representatives, which he led from 1974 until 2002. The library takes particular pride in offering experiential learning opportunities for graduate students who work with its archival collections and who have helped develop the exhibits.

Adjacent to the Murphy Reading Room is the Center for Civic Engagement, which promotes social responsibility and public service through research, scholarship, and culturally-enriching programs and exhibits. The library's programming mission is also supported by the Penelope Melson Society, a friends group organized in 2008 in honor of the library's centennial. The Melson Society supports exhibits, lectures, author visits, and musical performances that have drawn thousands of visitors to campus from the community and local schools. These programs offer students opportunities to learn, as well as to interact with people of all ages and backgrounds from the West Georgia region. Through its welcoming facility, collections, services, and programs, Ingram Library supports student success and promotes the role of libraries in lifelong learning.

To learn more about the Ingram Library, please visit our website at <http://www.westga.edu/library>.

Photo credit: Xiaojuan You, University Communications and Marketing

GLA SPOTLIGHT

Library & Instructional Technology Center Georgia College & State University Milledgeville, Georgia

The Georgia College Library & Instructional Technology Center is an integral part of the campus and the liberal arts mission of Georgia College & State University (GCSU), located in historic Milledgeville. By identifying, collecting, and providing access to resources, developing learning-centered services and providing instruction and expert support in a learning-rich environment, GCSU's Library and Instructional Technology Center (LITC) prepares inquisitive academics to thrive in an information-intensive and diverse global community. LITC faculty and staff seek to impart the skills necessary for academic and professional success by creating a culture of innovation and a space for collaboration and



development. The LITC also prides itself on providing innovative outreach programming as well as technological support to university students, faculty, and staff.

With unique resources such as a museum, Special Collections department, and Instructional Technology Center, the LITC fulfills traditional academic roles as well as discovering

and creating new ways to be of service to the institution and to the local and regional community. With a beautiful facility of 139,732 square feet and a

collection that spans over 208,500 volumes, the LITC consistently acts as an instrumental and vital component to the academic community of Georgia College & State University.

For more information, please visit:
<http://www.library.gcsu.edu>.



From the PRESIDENT

I am writing my last column having just enjoyed another marvelous Decatur Book Festival. If you're in the Atlanta area any Labor Day weekend, I urge you to visit it and/or volunteer. Such a treat: two and a half days of listening to the country's most talented authors in all genres — for free!

COMO is about one month away! It has taught me a new appreciation for all the behind-the-scenes details attendant to hosting a state or regional conference. Thank you to all the people who have helped or will assist with COMO 2012 — and to all the volunteers who pulled together previous COMOs. My wish is that all of you coming to Macon this October 3-5 will be energized by programs from colleagues across the Southeast. The inaugural Poster Sessions have been organized by Diana Very. We'll have live blogging for the first time this year, courtesy of Tessa Minchew and her recruits. The pre-conferences, concurrent sessions and keynotes will showcase why we are part of "a world where libraries are central to lifelong discovery," as

ALA's Maureen Sullivan said in this month's *American Libraries*. Note if you're seeking technical inspiration before or after the conference, some of our Georgia colleagues (Robin Fay, Sarah Steiner!) have contributed to the newest [TECH SET®](#).

Remember to pack adhesive mailing labels or a rubber stamp to make filling out tickets simple at the GLA Scholarship Raffle Booth. Along with the usual themed baskets, art work and assorted other goodies, the committee behind that effort expects to have gift certificates that could be mailed, so you will not have to be present at the Friday drawing to win those (a nod to SELA attendees who may be flying to Georgia). If you or your library are able to contribute a donation for the raffle, please bring it to the booth in the Centreplex Lobby on the Wednesday afternoon of COMO.

Recently I had the pleasure of meeting John Stephens, one of this year's GLA scholarship awardees, when I represented GLA on a panel asked to speak

to a new cohort of University of North Texas library school students. Five of us with some experience in the profession spoke about ways to become involved with various professional organizations and the importance of doing so. A common thread of our remarks was "seize on an opportunity" and "make it happen." If you have not seen them, check out Meredith Farkas' [column](#), [blog](#) or [wiki](#) encouraging new librarians "to let go of whatever keeps them from taking professional risks." Not-so-new librarians might heed that advice, too.

It has been a learning experience to serve as your president. Thank you for the chance.



Elizabeth Bagley
President 2012

Georgia Library Association
ebagley@agnesscott.edu

My Own PRIVATE LIBRARY

By LouAnn Blocker

Several books have remained in my library collection since childhood. I have a Bible my parents gave me in 1968, whose boards illustrate the Scripture verse “suffer the little children to come unto me.” Other gifts from my parents are a pocket copy of Shakespeare’s *Sonnets* that they purchased at Stratford-upon-Avon, and a beautifully illustrated *Best of James Herriot*. A book that was on my parents’ shelves for as long as I can remember, *One Hundred and One Famous Poems*, includes “The Deacon’s Masterpiece” and the “June” excerpt from “The Vision of Sir Launfal.” I was the child who was lucky enough to inherit this little gem, and I plan to keep it!

I collected novels for a long time, both in paperback and hardback; now I’m more willing to let them come and go, giving away a good novel or trading it at the used bookstore. I borrow more from the library and buy fewer books nowadays. I still keep copies of all six of Jane Austen’s major novels, her letters, juvenilia, unfinished works—yes, I own a copy of every word she was ever known to write!—and I reread the ‘big six’ frequently. A sampling of other novels currently on my shelves for rereads or occasional perusal are *Good Omens: the Nice and Accurate Prophecies of Agnes Nutter, Witch*; *Ivanhoe*; *Treasure Island*, all seven of the Harry Potter series, and Jan Karon’s Father Tim books.

I also own a good number of cookbooks. Many were gifts from family members during my vegetarian days and include two beautiful English vegetarian cookbooks by Rose Elliot. Did you know that many English cookbooks use weight for some measures that we use volume measurements for? I have an ancient copy of

The Moosewood Cookbook, whose covers are missing and which has telltale stains in the appropriate places—red on the tomato sauce page; green on the falafel page. I had this book when I first left home; it’s seen more use than all the others combined, because I used it to learn how to cook.

I’ve had an interest in self-help, spirituality, and yoga for some years, and books that reflect those interests are scattered about, with some odd results. *The Imitation of Christ* and *The Art of Extreme Self-Care* are unlikely bedfellows, but there you have it. I have bought and given away several copies of *The Dance of Anger* and don’t currently own one, but I plan to replace it soon.

One of my current interests is information overload. These books, along with some other library science titles, are on the shelves in my office at work. Some of my favorites in this area are *The Shallows*; *Distracted*; and *The Overflowing Brain*. A title I picked up thinking it was about information overload, but which is really a bigger look at the internet and society, is *Interface Culture*. Though it was published in 1999, it remains relevant.

I share my shelves with my husband—we don’t keep separate collections as some people do. He loves atlases, popular works on the history of technology, and science fiction and fantasy. I highly recommend *Cathedral*, *Forge*, and *Water-Wheel*, a book about technology in the Middle Ages that I learned about from him.

LouAnn Blocker is Serials/Electronic Resources Librarian at Augusta State University

My Own PRIVATE LIBRARY

By Jill Prouty

You are what you read. Never has this rung so true after reading William Kuhn's *Reading Jackie: Her Autobiography in Books*. I remember John Kennedy, Jr., giving a statement to the media shortly after his mother's death. It struck me as odd at the time:

"My mother died surrounded by her friends and her family and her books, and the people and the things that she loved. She did it in her own way, and on her own terms, and we all feel lucky for that."

Books. Inanimate objects that ranked high enough to warrant credit at her death bed. What does our choice of reading material say about us? They expose our personal interests whether it be in politics, art history, or alternative medicine. They reveal how we interpret the human condition. They can shape our thoughts and open up a world of knowledge to us, without ever having to leave the comfort of our living rooms. Forget the medicine cabinet, when I visit people, I snoop through their bookcase!

So what does my personal book collection reveal about me? For starters, it speaks of my heritage. I've enjoyed collecting old books on Maine history. Some of my favorites are:

Saint Croix: The Sentinel River by Guy Murchie. New York: Duell, Sloan, and Pearce, 1947. (This book belonged to my grandmother and contains quite a bit of information about one of our ancestors, Col. John Allan).

Military Operations in Eastern Maine and Nova Scotia by Frederick Kidder. Albany, NY: Joel Munsell, 1867. (This book was chiefly compiled from the journals and letters of Col. Allan. My copy is a reprint from Higginson Book Co. in

Salem, MA).

Documentary History of the State of Maine containing The Baxter Manuscripts, Vols XIX (1914) and XIV (1910). Ed. by James Phinney Baxter. Portland, ME: Lefavor-Tower Co. (I found this one on abebooks.com at a bookstore in New Hampshire specializing in rare books).

Narrative of the Town of Machias: The Old and the New, the Early and the Late by George W. Drisko. Machias, ME: The Press of the Republican, 1904. (Again, a book that belonged to my grandmother. It's in bad shape, and I probably could find a better copy, but it has my grandmother's handwritten notes in it).

Maine Rubicon: Downeast Settlers During the American Revolution by John Howard Ahlin. Camden, ME: Picton Press. 1966. (I picked this up at the Colonial Days celebration in Machias, ME in 2006).

The University of Maine at Machias, 1909-2009: A History by Randall Kindleberger. Univ. of ME at Machias, 2009. (My mother was the valedictorian of the class of 1965. My grandmother attended in 1931-32, when it was known as Washington State Normal School. I bought this book at the university bookstore in 2010).

Blueberryland: Taming the Maine Wild Lowbush Blueberry by Walter Staples. Portsmouth, NH: Peter E. Randall, 2003. (I bought this one in 2010 from Jim's Books in Machias, Maine. Jim sells used books out of his garage).

I also have a small collection of books by Georgia authors. I absolutely love Janisse Ray. I first read *Ecology of a Cracker Childhood* for book club not too long after I moved to Georgia.

Her love for nature is genuine, and I can't get enough of her. I bought *Drifting into Darien: A Personal and Natural History of the Altamaha River* at the Decatur Book Festival in 2011. I'd never even heard of the Altamaha River, but now it is on my list of places to visit. Most recently, I bought and read Ray's *The Seed Underground: A Growing Revolution to Save Food*. As a result, my family now shops at least twice a month at our local farmers market, and my husband has big plans for our garden next year.

Although I understand the appeal of popular "beach reads," I tend to gravitate more toward straight human drama - no riding off into the sunset endings for me. I want my fiction to feel true and real. Here are a few that I've kept in my bookcase: *The Almost Moon* by Alice Sebold; *Good Harbor* by Anita Diamant; *The Inner Circle* by T.C. Boyle; *Family Album* by Penelope Lively; and *Away* by Amy Bloom.

Memoir has become a favorite of mine over the past two to three years. Here are a few you'll find on my bookshelf: *The Suicide Index* by Joan Wickersham; *A Three Dog Life* by Abigail Thomas; *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood* by Judith Ortiz Cofer; *Secret Daughter: A Mixed-Race Daughter and the Mother Who Gave Her Away* by June Cross; and *Blue Nights* by Joan Didion.

I try to read at least one classic a year. Some are re-reads from my high school and/or college days that I keep handy: *Tom Jones* by Henry Fielding; *Great Expectations* by Charles Dickens; and *The Catcher in the Rye* by J.D. Salinger.

I enjoy attending book talks/signings around the metro Atlanta area. I was thrilled to attend an appearance by Rosalynn Carter at the Carter Center who talked about her book, *Within Our Reach: Ending the Mental Health Crisis* - a subject near and dear to my heart. Salman Rushdie was another favorite at the Carter Center, when his *Luka and the Fire of Life* was first released. Rushdie blew me away with his

insights and charm.

Religious studies has been a life-long interest of mine. I like to keep my Bible within reach, specifically the *Holy Bible w/ Apocrypha* (New Rev. Standard Version). The same Bible I've had since college (22 years), full of notes. I also own and love two books by my former professor, James Tabor: *The Jesus Dynasty: The Hidden History of Jesus, His Royal Family, and the Birth of Christianity*; and *Restoring Abrahamic Faith*. I can't wait to add his forthcoming book to my collection, *Paul and Jesus: How the Apostle Transformed Christianity*, due out from Simon & Schuster on November 13 of this year.

Then I have what I like to call my "tools of the trade." These include books such as: *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction* by William Zinsser as well as my trusty *Oxford American Writer's Thesaurus*, 2nd ed., compiled by Christine A. Lindberg.

One book I refer to more and more lately is *The Zombie Survival Guide: Complete Protection From the Living Dead* by Max Brooks. I was lucky enough to spot this gem at the last FOL book sale. I live in Coweta County, where AMC's *The Walking Dead* currently makes its home. As it says on the back cover, "It is a book that can save your life."

Many say that the art of the printed and bound word may be in its twilight years. While I recognize the benefits of the e-book (portability for one), I shudder to think that collecting books will one day become an activity for the eccentric neophobe. I can hear it now, "Jill died surrounded by her friends and her family and her trusty e-reader." Doesn't exactly evoke the same feeling, does it?

Jill Prouty is Library Administrator at Peachtree City Library

We Love LIBRARIES!

By Catherine Burnett

Why become a librarian in 2012? As an MLIS candidate, this is a question I am frequently



asked, usually followed by, “you need a master’s for that?” It is no wonder why they ask. Librarians are constantly beat over the head with reminders of across the board budget cuts, the

rise of e-books, and increased personal access to the internet. These are all used as examples to “prove” that libraries are no longer needed. Even *Forbes* magazine has its doubts. In a June 2012 article, they stated that an MLIS is the worst master’s degree to get. However, I argue that these are all reasons library staff is needed more than ever. The question is why? Why invest time and money when libraries are apparently going extinct? Because they are not; they are only changing. The classic idea of the librarian with a bun and glasses shushing patrons is what is going extinct. We are now information professionals, filters for emerging information technology.

Today librarians are serving their patrons in many different formats. The *Internet Public Library* and *Ask a Librarian* features are only one aspect of long distance communication. Information is passed through Facebook and Twitter, colleagues are formed through distance learning classes and online communities of newly minted “tumblrarians.” As times are changing so is the profession. The only thing lacking is the recognition and acceptance of these changes. Change is not easy, but if we resist the changes around us, we become dated and out of touch.

Most library science programs are now completely online. As a graduate student, I am able to attend class from the comfort of my couch. The biggest challenge is no longer fighting for the closest parking space but navigating the ever-changing interfaces of Blackboard. In a career that is made for life-long learners, there is no better time than now to be an MLIS student. This is an exciting time for libraries! Patrons have challenging questions, and we are their reference sources that are called on to find their answers.

I have always loved libraries. Becoming a Librarian has been in the back of mind for as long as I can remember. When it came to choosing a focus as an undergraduate, I chose classes that interested me the most. I ended up with an English degree. People would ask what I would do with an English degree and then continue to look quizzical when I said I wanted to be a librarian. My response was usually “nobody is going to pay me to explicate a poem!” The truth is, as a Librarian I basically get to do just that – look at things and explain their meaning. Whether it is a poem or an e-reader, guiding someone to resources that will help them and finding the answers to their questions is exactly the job of a librarian. Library science is a field that anyone with social skills can succeed in; even those with the most obscure backgrounds are needed. For example, if your main hobby is underwater basket weaving, somewhere there is a patron that only you can help. Versatility is our biggest asset. We may not always know the answers, but we know how to find them.

Catherine Burnett is Library Assistant at the North Columbus branch of Chattahoochee Valley Libraries.

So Much More Than What's on the Surface: Assessing Reference Services at Academic Libraries

By Paula Adams



This October at the COMO conference in Macon members of the Reference Services Interest Group (RSIG) will present and facilitate a discussion concerning reference services and assessment. Many

academic librarians providing reference services are familiar with traditional statistics gathering utilizing quantitative methodologies. Quantitative assessment has provided golden opportunities to improve desk coverage and hours of operation. However, today it is critical we venture more into the qualitative waters of assessment if we are to improve customer satisfaction and service while at the same time uncovering nuances of service often overlooked. This is easier said than done as many librarians cite obstacles such as lack of staff and time needed in gathering and analyzing data in order to unearth relevant correlates and so on. Most daunting is fine-tuning the questions we should be asking before implementing initiatives to assess quality and effectiveness: What are we looking for? What is the current data not telling us?

As if this isn't enough, with the need to track current trends of use (usually technology driven) and understand the many shades of customer satisfaction, broader implications exist when qualitative measures are employed to ascertain, for instance, the impact of reference services on student learning

outcomes. The one aspect of reference service needing more attention is understanding fully what happens between librarians and students during interactions that are basically one-on-one instruction sessions. Academic libraries are by nature teaching libraries. Our mission is teaching students how to eventually "fish" for themselves. Qualitative assessment can help shed light on how we can improve reference services to better engage students in the learning process when providing research assistance.

To place qualitative assessment of reference services in a much broader context, consider the implications for higher education. For instance, our contributions (actual and potential) to retention, progression, graduation (RPG) rates can be seen as critical. Today higher education finds itself under siege by federal and state government budget restraints to not only do more with less but to provide substantial proof that students matriculate; that they are able to progress and graduate in order to take part in an uncertain economic environment which today requires much more of those who are educated. This explains the continued shift in focus by many institutions of higher education to vigorously investigate the web of issues surrounding the need to improve RPG rates.

This reality will not be lost on academic libraries that begin to leverage their role as an important piece of the RPG puzzle since academic libraries are usually not the first place many institutions consider when implementing initiatives and focusing resources to improve RPG. Data from

qualitative assessment of reference services can provide to universities a critical snapshot of how academic libraries can and do contribute to student learning outcomes. This is demonstrated when students interact with librarians learning to search a database using Boolean logic, evaluating a source or, using information ethically to produce scholarship that reflects what they've learned in a course. From this perspective, it becomes difficult to argue that academic libraries have little impact on student learning when we are fulfilling our central mission: to create information literate graduates.

In essence, academic libraries, particularly reference services, should see qualitative assessment as an invaluable asset that can provide various avenues for improvement and

innovation while also enabling librarians to articulate in more nuanced ways our impact on the educational goals and mission of the universities we serve.

*Paula Adams is Head of User Services
at Simon Schwob Memorial Library,
Columbus State University*

Notes

Ackermann, E., (2007). Program assessment in academic libraries: an introduction for assessment practitioners. *Research & Practice in Assessment*, 1(2), 1-9

Ademodi, Olugbenga. (2011). Reference service in academic libraries. *Library Philosophy and Practice (e-journal)*, Paper 524

A Reflection on the Galileo Knowledge Repository (GKR) Virtual Internship

By Changwoo Yang

"Each GKR partner site has final responsibility for collecting, submitting, and organizing their IR content; however, many do not have the appropriate staff or training to do this work. These library staff also will interact with the Valdosta State University (VSU) Master of Library and Information Science Program, which will provide 2-4 students interns to serve as content submitters for GKR sites " (Walters & Graham, 2009, 6)

The Galileo Knowledge Repository (GKR) <http://www.library.gatech.edu/gkr/> internship is designed to provide service to GKR sites needing assistance and to give students hands-on experience using a modified version of Dublin Core in a digital repository environment. Because the GKR internship is a virtual internship, student interns do not have to come to the GKR partner sites. The student interns work virtually from any remote location that has Internet access. Selected student interns are assigned to the GKR partner institutes and work as content submitters. Interns are required to complete a minimum of 120 hours of work during the summer semester to earn three credit hours (MLIS 7960 Supervised Fieldwork) in the Master of Library and Information Science (MLIS) Program at Valdosta State University. Some of those hours are spent in reading training materials and training with the faculty supervisor or the site supervisor.

In this report, intern selection criteria, the training process, content submission, and the challenges/lessons learned from the GKR internship are discussed.

Selecting Virtual Interns

As a VSU faculty supervisor for the GKR interns, I announced the GKR internship positions through e-mail to all enrolled MLIS students in

the middle of the spring semester in 2011 and 2012. Candidates were required to submit a cover letter and resume. Students who want to work with the GKR must meet the following criteria: first, prospective interns must be able to work independently, communicate well, have access to the Internet, and possess a willingness to learn. Because interns are not present at a worksite and mostly work independently, communication skills through various tools such as e-mail, telephone, and the video conferencing, self-management skills, and current technology skills are highly recommended. Second, interns must have background knowledge of metadata and digital repositories.

Before I selected seven interns for the summer of 2011 and six interns for the summer of 2012, the GKR Manager, Marlee Givens, contacted each GKR partner site individually to figure out potential projects for interns. She then informed the faculty supervisor of the institutions needing interns and the number of students they needed. After I carefully reviewed the applicants' cover letters and resumes, I made my selections for the following institutions based on the information about their workloads:

Summer 2011 - Albany State University, College of Coastal Georgia, Georgia Health Sciences University

Summer 2012 - Albany State University, College of Coastal Georgia, Georgia Southern University, Georgia Institute of Technology, University of Georgia, Valdosta State University

Intern Training

Once students were selected and before the semester began, the interns had to turn in work

agreements detailing their responsibilities. Before the students were assigned to the partner institutions, they had one or two virtual training sessions with the faculty supervisor and guest speakers. Synchronous virtual training was held via an online conferencing system at the beginning of the semester. The training sessions covered topics related to Institutional Repositories (IR), GKR metadata guidelines, and content submission workflow (with demonstrations). Then the interns practiced creating communities and collections and submitting content to the training site. They also played with other administrator settings. Upon completion of the training, students were assigned to a partner institution and were asked to contact the assigned institutions' supervisor. Some of the interns had another orientation session with the site supervisor and the GKR project manager. Having a supplemental training session with the assigned institution was helpful because of variations in item submission processes and different metadata guidelines or instructions among institutions.

Item Submission

The partner institutions archived various items such as newsletters, commencement programs, photos, research reports, annual reports, and library magazines which were digitized by the Digital Library of Georgia based on approval by the GKR content and metadata committee for the digitization request. The digitized items were delivered to the interns via e-mail or Dropbox, <http://www.dropbox.com>. Some content was also available on the website. The submission instructions and metadata guidelines were shared via Google Docs <http://support.google.com/docs/bin/answer.py?hl=en&answer=49008>. Items were submitted to the staging area for the partner institutions (Albany State University, College of Coastal Georgia, and Georgia Health Science University) at the GKR training site or submitted to the supervisor for review.

In addition to the content submission, when

they had finished their work for the assigned institutions, some of the interns conducted copyright research in SHERPA/RoMEO <http://www.sherpa.ac.uk/romeo/> to find information about academic journal and publisher copyright transfer agreements. They also corrected errors and edited metadata to enhance the quality of the metadata.

Challenges and Lessons Learned

All student interns completed 120 work hours and fulfilled the other requirements, such as submitting fieldwork logs and a reflection essay; they all received satisfactory grades at the end of the semester (the internship grade is either an S(satisfactory) or a U(unsatisfactory)). The student interns submitted a total of 450 records and 1445 records to GKR in 2011 and 2012, respectively.

There are benefits of virtual internship not only in terms of flexibility of time and place, but also in terms of cost for both employers and interns. However, there were also several challenges that student interns faced. As several students stated in their reflection papers, the most significant challenge of the internship was communication. Because this is a virtual internship, a lack of communication between an intern and a site supervisor can cause confusion and misunderstanding, which can delay the project. Therefore, open and consistent communication via various communication channels, such as e-mail, instant messenger, discussion boards, and the telephone, on a regular basis for exchanging ideas, guidelines, and feedback should be maintained. The site supervisor must also be willing and available to answer the interns' questions.

Another key component for success of the virtual internship is to provide enough work for interns along with clear goals and guidelines. Some interns had a hard time completing required work hours because the assigned institutions did not have enough work or clear guidelines, which can cause time management

problems. Institutions need to establish a well-organized and structured workload for interns. Engaging them in the process of setting up project goals and outcomes provides a clearer understanding of the project and enhances their work performance.

While the faculty supervisor for the VSU MLIS program provides adequate training and supervision, additional training must be provided as needed. For example, if the interns are physically located near the assigned institutions, they will be able to have additional training sessions with their site supervisors at the site related to different item submission processes or different works. It will be helpful if the site supervisor and the faculty supervisor evaluate and provide feedback throughout the internship period, not just the end.

Overall, the GKR virtual internship program in

2011 and 2012 was very successful. Student interns enjoyed and were very satisfied with their GKR virtual internship experience.

Changwoo Yang is Assistant Professor at Valdosta State University

References

Walters, Tyler O, and Toby Graham. "The Galileo Knowledge Repository: Advancing the Access and Management of Scholarly Digital Content." <http://hdl.handle.net/1853/30580>.

Acknowledgements

From the Author - I would like to thank sincerely Marlee Givens (the GKR manager) and the site supervisors for their support throughout this internship. I would also like to thank all of the VSU MLIS interns for their hard work.

PEER REVIEWED



E-books and the Use of E-book Readers in Academic Libraries: Results of an Online Survey

By Judith Brook and Anne A. Salter

Introduction

This article is a snapshot in time of the state of the e-book and e-readers prior to Fall, 2010 and the implementation of the iPad, other tablets, and widely available e-books. The "snapshot" is a nugget of history and, the authors feel, valuable in and of itself. The literature review is devoid of the changes that have occurred since the introduction of the e-book and especially since the introduction of more accessible platforms for e-books and e-book readers. In other words, scholars and researchers looking for the state of the state of e-book technology in segments would appreciate this snapshot effect. It is cohesive for a period of time and it is especially expressive of the attitudes and uses of the technology before the snowballing effect of and the rapid adoption of more e-books with the entry of Wiley and EBSCO into the vendor pool.

Additionally, the authors regret not defining more of the terms used in their survey at the outset. Even clearly communicating their definition of librarian might have limited some confusion. It quickly became evident that e-book and e-reader were also terms that were not regarded equally by all the respondents. Perhaps such ambiguity is significant and worthy of additional study.

Literature Review

There exists an excess of surveys on e-books in academic libraries. In 2010, surveys on e-book readers were less prevalent. A review of the literature reveals that e-books are used more

than print versions when users are given a choice and good reading equipment (Pearson, 2012; Littmann & Connaway 2004; Summerfield, Mandel & Kantor, 2001). They enhance collection use through 24/7 accessibility (Connaway, 2003). Although at the time of this initial survey, some preference still existed for print, this has since changed (Pearson, 2012 & Walton, 2007). Drawbacks to use were due to misconceptions of how e-books could be utilized (McGinnis & Meloy, 2007), to challenges related to on-screen presentations (Dearnley & McKnight, 2001), and the inability to gather reliable use statistics (Cox 2008). Students were the primary users, especially in the area of reference (Anuradha & Usha, 2006) with increase in usage directly related to e-book MARC records in online catalogs (Dillon, 2001). Initially libraries and librarians were uncertain that the market for e-books would be viable and sustainable (Snowhill, 2001).

E-book readers were less well utilized. The challenges of most concern were "portability, accessibility, and navigability" (Dearnley & McKnight, 2001). One author even declared 2010 to be the "only year of the e-reader," saying that the readers did not have enough uses to make them viable when notebooks or laptops were more able to multitask. The same author predicted that the flexibility of new tablets and slates would quickly render e-readers obsolete (Eaton, 2010). Walt Crawford also complained about the little difference in e-books and e-readers and said that e-books would not become widely read until they could do things that a print book could not (Crawford,

2006). One issue of accessibility was challenged in 2009. When the National Federation of the Blind and the American Council of the Blind sued Arizona State University over the university's intent to introduce the Kindle into the classroom, the Department of Justice got involved claiming that until Amazon and other e-reader manufacturers could ensure that emerging technologies offer individuals with disabilities the same opportunities as other students, such devices could not be used in the classroom (Katz, 2010). The scope of use and the influence of e-book readers are certain to change with the invention of the iPad and other tablets. These devices were being introduced as this survey was being conducted.

Survey Design and Analysis

The survey (see appendix I) was designed to ascertain the use of e-books, e-book readers and the policies governing their use, including use of statistics as a collection development tool among academic libraries. The target audience included scholars on the history of the book, academic librarians, library staff, library students, and general academics. Questions were designed to gather quantitative data. Qualitative data was encouraged by employing and soliciting written comments to some of the multiple choice answers.

The survey consisted of three preliminary questions (professional status, institution type, etc); twelve e-book questions (purchasing habits, statistics, policies, access, availability, and usage); and eight e-book reader questions (equipment, statistics, procedures, availability, and usage). The survey was administered by email to listservs that emphasized the target audience.

The Society for the History of Authorship, Reading and Publishing, or SHARP-L is made up of academics from around the world who are interested in the study of book history, print culture, and new media. The organization was

founded in 1991 with the list existing since 1992. LIBREF-L or Library Reference is a discussion of library reference issues operated by Kent State University. The Atlanta Macon Private Academic Libraries, AMPALS-L, is made up of local private library directors. The list is administered by the President's office of the Atlanta Regional Consortium for Higher Education, of which all are members.

The rest of the lists surveyed are all owned and administered by the American Library Association and its divisions. LIBADMIN-L consists of people interested in the administration of libraries. RUSA-L is a list made up of people primarily interested in reference and user services. ULS-L or the University Libraries List is comprised of the largest public and private academic libraries. COLLIB-L is the College Libraries Section. It is comprised of librarians working in smaller academic institutions, again, both public and private. And the last list, CJC-L, is a discussion group dedicated to issues relating to community college and two year college libraries.

In total, the survey was sent to over 10,600 recipients.

SHARP - L	1100 members
LIBREF- L	1628 members
AMPALS – L	11 members
LIBADMIN - L	906 members
COLLIB - L	2590 members
ULS - L	1342 members
CJC - L	1387 members
RUSA - L	1650 members

The emails were launched from the period March through May, 2010. 435 respondents filled out the preliminary section. 208 responded to the e-books and e-readers section and 51 responded to the final section on policies and procedures. The following analysis was compiled from the responses and is presented here in each of the three parts of the survey.

Survey: Introduction

The majority of respondents classified themselves as library faculty (57%). Library staff (who may or may not have earned college diplomas) was the second highest group of responders (30.5%). It appeared that the lack of definition in the survey of the terms faculty and staff may have been misleading. Table 1

provides the percentage of respondents to the question of classification by status. More than half of those taking the survey classified themselves as faculty. Since “faculty” was not defined, this response is a mixture of library faculty and academic faculty working in libraries.

Table 1: Respondents by type

Respondents by Type	Percentage of responses
Faculty	57.7%
Staff	30.5%
Students	2.8%
Other	12.1

Survey: Part One

E-books in academic libraries, according to those responding to this survey, have been in use since at least the year 2000; electronic books were mainly used for assignments (65%); the majority of responding libraries had between 10,000 and 35,000 e-books in their collections. Respondents were satisfied with e-books (73%); 62% of the libraries purchased e-books annually; 86% plan to expand e-book offerings; the majority use NetLibrary (now EBSCOHost E-books); 67% of librarians indicated they kept statistical data on the use of e-books;

those keeping statistics indicated that use of e-books was increasing. 97% of users classified themselves as students; only 36% of those responding marketed e-books and just marginally over 50% linked to e-books from their library home pages. Table 2 provides a quick look at the survey response to types of use of e-books. Table 3 provides an assessment of several questions concerning acquisitions of e-books. 36 vendors were listed. The table provides the top 3 from those 36.

Table 2: In what capacity do you use them?

Percentage of responses	Type of use
45.8%	Leisure
38.9%	Textbooks
36.9%	Other
26.6%	Reserves
9.9%	Do not use

Table 3: Cumulative Responses to use of e-books

Question	YES	No	N/A
Do you purchase these annually?	62.6%	29.6%	7.8%
Do you plan to expand your e-book offerings?	86.3%	13.7%	0
What vendor do you use? (top 3 listed)	NetLibrary e-Brary Gale	89 33 23	

Survey: Part Two

208 people filled out this part of the survey. E-book readers were provided by 87.5% of responders' institutions (i.e. 182 institutions); 69.9% (i.e. 18) of the respondents without institutional ownership of e-book readers were reported to be considering purchasing them;

21% of responders (i.e. 44 people) owned a personal reader; 46% of those who had e-book readers classified themselves as non-faculty. Table 4 provides a summary of the questions and responses to use of e-readers.

Table 4: Summary of answers to questions on the use of e-readers

Question	YES	No
Does your library provide e-book readers?	87.5%	12.5%
If not, are you considering adding them?	69.9%	30.1%
Do you personally own an e-Reader?	21.1%	78.9%
Percentage of users who own a reader by type answering yes or no to "do you own one."	Faculty 21%	Faculty 78.3 %
	Students 25%	Students 75.5%
	Staff 21.5%	Staff 78.5%

Survey: Part Three

This section was restricted to library staff and faculty and sought information on policies governing e-books and e-book readers. [Authors] also were seeking information about any statistics gathered on e-book activity read on e-readers. The authors were amazed when 89% of the respondents reported having no policies; 18% of the respondents allowed e-book readers to be checked out; only 12.8% of those responding required paper work to be

filled out prior to check out. No library required a deposit to take out an e-reader; check out periods varied with the majority of answers in "weeks" rather than "days" for the check-out period. In light of libraries' propensity for collecting usage statistics on practically everything, the authors found it particularly puzzling that only 18% of respondents reported keeping statistics on the use of e-books on e-readers; those few keeping statistics indicated

that use was increasing and plans were being made to buy more e-book readers. Table 5

provides a composite of the answers to section 3.

Table 5 Composite of responses to section 3

Question	Yes	No
Do you have policies governing the use of e-book readers?	10.7%	89.3%
Do you allow patrons to check out e-book readers?	18.5%	81.5%
Do you require a deposit before allowing check out of e-readers?	0	100%
Do you require patrons to fill out paper work to check out an e-reader?	87.2%	12.86%

Analysis

The object of questions 4, 7, 9, 10, and 13 in part one was to determine user satisfaction with e-books and associations between usage and users. 73% of respondents reported satisfaction with e-books with the majority of satisfied users identifying themselves as students (97%). As indicated by the answers to question 13, use was increasing. The majority of respondents to these questions indicated satisfaction with e-books, plans to continue purchasing e-books, and growing use of e-books among the student population. A limited number of respondents indicated preference for print. Similar positive responses to questions 1, 3, 4, and 6 in part two concerning e-book readers indicated increasing numbers of users planning to purchase e-book readers in the future for themselves personally and also for their libraries.

A major surprise came with the answers to questions 7 and 8 in part three regarding statistical data for e-readers. Answers indicated that few respondents calculated or recorded statistics on the use of e-book readers. Perhaps this was due to lack of continuity in data delivered by vendors and "lack of reliability of these vendors' statistics" (Cox, 2008).

Until recently, there was little adherence to statistical collection standards for e-books. Project COUNTER (Counting Online Usage of NeTworked Electronic Resources) has been

used for e-journals internationally for some years. Work on a COUNTER-compliant code for e-books has developed at a much slower pace and accepted commonly for use even more slowly. The COUNTER Code of Practice for *Books and Reference Works: Release 1* came out in March 2006 (Shepherd, 2009), yet according to Cox (Cox, 2008) at the end of the first 18 months after the e-book code was published only nine publishers had managed to achieve compliance. By January 2012, however, 38 vendors had reached compliance (http://www.projectcounter.org/R1/R1Audit_Jan2012.pdf). As this number of compliant vendors grows, the dependability of the statistics will increase.

Statistics and quantitative data are significant but must be contextualized by qualitative data. For this survey, comments were solicited, resulting in many of the questions eliciting a number of stimulating responses. These remarks can be organized into the following categories: use of e-books and accessibility of digital resources. In general the remarks about e-books were negative and centered on the inability to navigate them and read them online. The following comments serve to illustrate significant remarks concerning e-books:

"My library has lots of e-books ...but in general e-books are useless because they are so hard both to search and to read..."

“People who think e-books are the future should devote their energies to devising a truly universal protocol for finding, reading, and searching them.”

These comments are valid observations worthy of vendor attention. In addition to the book comments, astute observations concerning accessibility indicated a broad concern for the entire electronic environment. The following comments are significant in and of themselves, defining moments for the electronic age concerning topics that are relevant and issues that remain unresolved:

“...spent an hour trying to find and read an article last week that would have taken me two minutes if the journal was on the shelf.”

“[predictions] that ...within ten years there would be no more need for a library, everything would be online.”

“...response to listserv question of whether anyone ever read a book online received not one positive response.”

“...online subscription systems are expensive...who can and should pay for this service”

“...digital age has shifted the haves and have-nots in academic research. “

“..having the world at your keyboard really isn't true. We don't. There are limitations to access of academic databases. “

As the digital age continues to expand, the issues and concerns raised by those who left comments in this survey will provide a framework for change and focus. Vendors, publishers, librarians, and academics will find these issues pressing and, like Sisyphus's rock, an endless source of struggle.

Conclusion

The survey results plainly indicated that the uses of e-books were on the rise. A small number of responders commented that they preferred print, but the majority of answers formulated a clear rationale that increase in use is leading to increase in purchase as well as plans to expand collections in the future. The statistics gathered in this survey indicated users were less interested in e-book readers. This survey was launched prior to the introduction of Apple's iPad and other tablets and illustrated the attitudes and concerns associated with the challenges at the time of the survey to operate the available e-book readers. As mentioned earlier, the majority of those who had personal readers, or planned to purchase one, identified themselves as non-faculty. This scenario is certain to change with the advancements in e-book reader technology and, as faculty ranks grow, with technology savvy users. In recognition of the development of new tablets and sharper e-book readers, the Pew Research Center's Internet & American Life Project reports that the number of Americans owning a digital reading device jumped from 18% in December 2011 to 29% in January 2012 (Pew Research Center, January 23, 2012).

Lessons learned during this survey were many. As mentioned earlier, a clearer definition of terms used in the survey might have been helpful to the responders. A more explicit definition of library faculty would have made the answers to part three more concise.

Calculating and recording more qualitative information would have been interesting especially with the proximity of the survey to the launch of the iPad. An ensuing survey and its comparison to previous data on e-book readers will be illuminating.

Gathering and calculating relevant and accurate statistical data on the use of e-books will progress if vendors receive pressure from library professionals. It appears that e-books

and e-book readers have become and will continue to develop as integral parts of the library collection environment. Recent changes to NetLibrary (now EBSCOHost E-books) and the entrance of JSTOR, Project Muse, and other large scientific publishers into the e-book market will also contribute toward improvement of the product as accessibility to

these databases of e-books becomes a necessity.

Judith Brook is director and associate dean at the Monroe F. Swilley, Jr. Library at Mercer University, brook_jd@mercer.edu, and Anne A. Salter is University Librarian of the Philip Weltner Library, Oglethorpe University, asalter@oglethorpe.edu.

References

- American Library Association. (n.d.). ALA mailing list service. Retrieved from <http://lists.ala.org/www/lists/divisions/llama>
- Abdullah, N. & Gibb, F. (2006). A survey of e-book awareness and usage amongst students in an academic library. In *Proceedings of International Conference of Multidisciplinary Information Sciences and Technologies*, Merida, October 25-28, 2006, Merida, Spain.
- Anuradha, K. T., & Usha, H. S. (2006). Use of e-books in an academic and research environment: A case study from the Indian Institute of Science. *Program: Electronic Library and Information Systems*, 40, 48-62.
- Armstrong, C., Edwards, L., & Lonsdale, R. (2002). Virtually there? E-books in UK academic libraries. *Program: Electronic Library and Information Systems*, 36, 216-227.
- Bennett, L. & Landoni, M. (2005). E-books in academic libraries. *The Electronic Library*, 23, 9-16.
- Borchert, M., Tittel, C., Hunter, A., & Macdonald, D. (2005, January). A study of student and staff awareness, acceptance and usage of e-books at two Queensland Universities. Paper presented at the 14th ALIA Information Online Conference & Exhibition, Sydney, Australia. Retrieved from http://www.information-online.com.au/sb_clients/iog/data/content_item_files/000001/PresentationA1.pdf
- Connaway, L. S. (2003). Electronic books (e-books): Current trends and future directions. *DESIDDC: Bulletin of Information Technology*, 23, 13-18.
- Connaway, L. S., & Wicht, H. L. (2007). What happened to the e-book revolution? The gradual integration of e-books into academic libraries. *Journal of Electronic Publishing*, 10 (3). DOI: [10.3998/3336451.0010.302](https://doi.org/10.3998/3336451.0010.302)
- COUNTER (Counting Online Usage of Networked Electronic Resources). (2006). Introduction to Release 1 of the COUNTER code of practice for books and reference works. Retrieved from http://www.projectcounter.org/cop/books/cop_books_intro.pdf
- COUNTER (Counting Online Usage of Networked Electronic Resources). (2012). Code of practice for books and reference works: Release 1: Register of vendors providing usage reports compliant with Release 1 of the code of practice for books and reference works. Retrieved from http://www.projectcounter.org/R1/R1C V_Jan2012.pdf
- COUNTER (Counting Online Usage of Networked Electronic Resources). (2012). Code of practice for books and reference works: Release 1: Register of vendors providing usage reports compliant with Release 1 of the code of practice for books and reference works, annual audit record. Retrieved from http://www.projectcounter.org/R1/R1A udit_Jan2012.pdf
- Cox, J. (2008). Making sense of e-book usage data. *The Acquisitions Librarian*, 19, 193-212.
- Crawford, W. (2006) Why aren't Ebooks more Successful? Retrieved from <http://news->

- business.vlex.com/vid/why-aren-t-ebooks-more-successful-634067531
- Dearnley, J. & McKnight, C. (2001). The revolution starts next week: The findings of two studies considering electronic books. *Information Services & Use*, 21, 65-78.
- Dillon, D. (2001). E-books: The University of Texas experience, part 1. *Library High Tech*, 19(2), 113-125.
- Eaton, K. (2010). 2010, The Only Year of the E-Reader. Retrieved from <http://www.fastcompany.com/blog/kit-eaton/technomix/2010-only-year-e-reader>
- Garrod, P. (2003). E-books in UK libraries: Where are we now? *Ariadne*, 37. Retrieved from <http://www.ariadne.ac.uk/issue37/garrod/>
- Katz, L. (2010). DOJ, Schools Settle over Kindle's Blind Access. Retrieved from http://news.cnet.com/8301-17938_105-10434512-1.html
- Kelley, K. B., & Orr, G. J. (2002). Trends in distant student use of electronic resources: A survey. *College and Research Libraries*, 64(3), 176-191.
- Levine-Clark, M. (2006). Electronic book usage: A survey at the University of Denver. *Libraries and the Academy*, 6(3), 285-299.
- LIBREF-L@LISTSERV.KENT.EDU. Discussion of Library Reference Issues (n.d.). Retrieved from <http://www.lsoft.com/scripts/wl.exe?SL1=LIBREF-L&H=LISTSERV.KENT.EDU>
- Littman, J. & Connaway, L. S. (2004). A circulation analysis of print books and E-books in an academic research library. *Library Resources & Technical Services*, 48(4), 256-262.
- Long, S.A. (2003). The case for e-books: An introduction. *New Library World*, 104(1/2), 29-32.
- McGinnis, J. F., & Meloy, W. M. (2007, November). Are e-books the greatest thing since sliced bread? We think so, why don't they? Paper presented at the 7th Brick and Click Libraries: Proceedings of an Academic Libraries Symposium, Maryville, Missouri.
- McLuckie, A. (2005). E-books in an academic library: Implementation at the ETH Library, Zurich. *The Electronic Library*, 23(1), 92-102.
- Mercer, L. S. (2000). Measuring the use and value of electronic journals and books. *Issues in Science and Technology Librarianship*, 25. Retrieved from <http://www.istl.org/00-winter/article1.html>
- Noorhidawati, A., & Gibb, F. (2008). How students use e-books – reading or referring? *Malaysian Journal of Library and Information Science*, 13(2), 1-14.
- Patten, R. L. (2009). Purpose and history: SHARP (Society for the History of Authorship, Reading, and Publishing). Retrieved from <http://www.sharpweb.org/en/about-joomla/purpose-a-history.html>
- Pearson Foundation. (2011). Pearson Foundation survey on students and tablets. Retrieved from <http://www.pearsonfoundation.org/education-leadership/research/Survey-Students-and-Tablets.html>

- Rainie, L. (2012). Tablet and e-book reader ownership nearly double over the holiday gift-giving period. Retrieved from <http://pewinternet.org/Reports/2012/E-readers-and-tablets.aspx>
- Shepherd, P. T. (2007). International Dateline – Usage statistics for online books: What counts? *Against the Grain*, 19(5), 92-93.
- Shepherd, P. T., & Woodward, H. (2009). The COUNTER code of practice for books and reference works -- a primer. *Serials*, 22(3), S39-S44.
- Simon, E. J. (2001). Electronic textbooks: A pilot study of student e-reading habits. *Future of Print Media Journal*. Retrieved from <http://www.ericjsimon.com/papers/papers/e-book.pdf>
- Snowhill, L. (2001). E-books and their future in academic libraries. *D-Lib Magazine*, 7(7/8). Retrieved from <http://www.dlib.org/dlib/july01/snowhill/07snowhill.html>
- Tedd, L. A. (2005). E-books in academic libraries: An international overview. *New Review of Academic Librarianship*, 11(1), 57-79.
- Walton, E. W. (2008). From the ACRL 13th National Conference: E-book use versus users' perspective. *College & Undergraduate Libraries* 14(4), 19-35.
- Woodward, H. (2007). Acquiring e-books for academic libraries. *Liber Quarterly*, 17(3/4). Retrieved from <http://dspace.lib.cranfield.ac.uk/handle/1826/2211>

Appendix I

Survey Questions

Introduction

1. Please select the status that applies to you:
Faculty
Student
Staff
Other
2. What is the name of your institution?
3. What is your department?

Part One – Electronic Books (E-books)

1. How long have you been using e-books?
2. In what capacity do you use them? Select all that apply.
Other
Not at all
Reserves
Leisure
Textbooks
3. How many e-books does your library subscribe to?
4. How satisfied are you with e-books?
5. Do you purchase additional e-books annually?
6. If yes to #5, from what vendor do you usually purchase e-books?
7. Do you plan to expand your e-book offerings?
8. Do you keep statistics on the use of e-books?
9. Who uses the e-books most frequently? Select all that apply.
10. What do your statistics indicate regarding use of e-books?
11. Do you have access to your e-books from your homepage?
12. Do you separately market e-books to your audience?

Part Two – E-Book Readers

1. Does your library provide e-book readers?
2. If you answered yes to the above question, what brand do you use?
3. If you are not using e-book readers, are considering adding them?
4. Do you personally own an e-book reader?
5. If you own an e-book reader, what brand? If you do not own one, are you considering buying one?
6. If you do not own one, are you considering buying one?

Part Three – This section is for Library Staff/Faculty to answer

1. Do you have policies in your library governing the use of e-book readers?
2. Do you allow patrons to check out the e-book reader?

3. What is the check out period for your e-book readers?
4. Do you require a deposit from the user before allowing check out of the e-book reader?
5. Do you require patrons who check out the e-book reader to fill out any type of paper work?
6. Briefly describe your check out procedure for e-book readers.
7. Do you keep statistics on the use of e-book readers?
8. If you keep statistic on e-book readers, please briefly indicate what they reflect.

Appendix II

Survey Questions with Responses

Introduction

1. Please select the status that applies to you.

	Response %	Response Count
Faculty	54.7	235
Student	2.8	12
Staff	30.5	131
Other	12.1	52

2. What is the name of your institution? 369 answered, 66 skipped
3. What is your department? 377 answered; 58 skipped

Part One – Electronic Books (E-books)

1. How long have you been using e-books? 207 answered; 228 skipped
2. In what capacity do you use them? Select all that apply.

	Response %	Response Count
Other	36.9	75
Not at all	9.9	20
Reserves	26.6	54
Leisure	45.8	93
Textbooks	38.9	79

3. How many e-books does your library subscribe to?

	Response %	Response Count
No idea	28.4%	63
Not applicable to me	4.1%	9
Other (specify size)	67.6%	150
Under 5,000	21.3%	
More than 5,000 but < 50,000	31.3%	
More than 50,000 but < 200,000	11.3%	
More than 200,000	3.3%	

4. How satisfied are you with e-books?

	Response %	Response Count
unsatisfied	18.4%	34
satisfied	73.5%	136
never use	8.1%	15

5. Do you purchase additional e-books annually?

	Response %	Response Count
Yes	62.6%	129
No	29.6%	61
N/A	7.8%	16

6. If yes to #5, from what vendor do you usually purchase e-books? 169 answered; 266 skipped.

NetLibrary (now EBSCOhost E-books)	51%
eBrary	20%
Gale	14%

7. Do you plan to expand your e-book offerings?

	Response %	Response Count
Yes	86.4%	158
No	13.7%	25

8. Do you keep statistics on the use of e-books?

	Response %	Response Count
Yes	67.8%	139
No	32.2%	66

9. Who uses the e-books most frequently? Select all that apply.

	Response%	Response Count
Students	97.4%	148
Faculty	29.6%	45
Staff	13.8%	21
Other		59

10. What do your statistics indicate regarding use of e-books?

	Response %	Response Count
Use is increasing	67.7%	128
Use is decreasing over last year	5.3%	10
Statistics are not kept	27%	51

11. Do you have access to your e-books from your homepage?

	Response %	Response Count
Yes	51.9%	109
No	27.1%	57
Other	21%	44

12. Do you separately market e-books to your audience?

	Response %	Response Count
Yes	36.9%	76
No	63.1%	130

Part Two – E-Book Readers

1. Does your library provide e-book readers?

	Response %	Response Count
Yes	12.5%	26
No	87.5%	182

2. If you answered yes to the above question, what brand do you use? Sony, Kindle most named.

3. If you are not using e-book readers, are considering adding them?

	Response %	Response Count
Yes	30%	55
No	69.9%	128

4. Do you personally own an e-book reader?

	Response %	Response Count
Yes	21.1%	45
No	78.9%	168

5. If you own an e-book reader, what brand? Kindle, Sony, iPhone.

6. If you do not own one, are you considering buying one?

	Response %	Response Count
Yes	27.9%	48
No	72.1%	124

Part Three – This section is for Library Staff/Faculty to answer

1. Do you have policies in your library governing the use of e-book readers?

	Response %	Response Count
Yes	10.7%	16
No	89.3%	133

2. Do you allow patrons to check out the e-book reader?

	Response %	Response Count
Yes	18.5%	20
No	81.5%	88

3. What is the check out period for your e-book readers? 48 answers with the majority in weeks not days for the allowed check out period.

4. Do you require a deposit from the user before allowing check out of the e-book reader?

	Response %	Response Count
Yes	0.0%	0
No	100.0%	85

5. Do you require patrons who check out the e-book reader to fill out any type of paper work?

	Response %	Response Count
Yes	12.8%	10
No	87.2%	68

6. Briefly describe your check out procedure for e-book readers. 44 answered. Majority require paper work.

7. Do you keep statistics on the use of e-book readers?

	Response %	Response Count
Yes	18.1%	15
No	81.9%	68

8. If you keep statistic on e-book readers, please briefly indicate what they reflect. 29 answered; answers ranged from use is decreasing to use is increasing, waiting list for use, plan to add more, not much use. The answers were collectively inconclusive but more positive in response than negative.

*People, Libraries
and Agencies* **IN THE NEWS**

Emory University

New Director Joins Emory's Rare Books Library

Rosemary M. Magee, vice president and secretary of Emory University, has been named director of the university's Manuscript, Archives, and Rare Book Library (MARBL). One of the university's centers of excellence, MARBL acquires, preserves, and makes available to the scholarly community rare and unique materials of permanent research value.

"Rosemary Magee brings a deep knowledge of Emory, a strong understanding of MARBL's centrality, a willingness to work with stakeholders, and a love for the mission," says Emory Provost Earl Lewis. "Under her tutelage, MARBL will be positioned for even greater leadership in the manuscripts, archives and rare books world."

"With her academic background in literature, Rosemary has been involved with the archives as a teacher and scholar," says Richard Mendola, interim vice provost and director of Emory Libraries. "She already has been actively promoting MARBL and enhancing the collections."

One of the most visible ways Magee has been involved with MARBL is through serving as host for a series of innovative one-on-one public conversations with distinguished visiting writers, says Ronald Schuchard, faculty advisor to MARBL. Magee has conducted "Creativity Conversations" on the origins and nature of the creative process with a wide range of international literary figures, including Salman Rushdie and Seamus Heaney (both

of whose papers are at MARBL), Umberto Eco, Philip Glass, Edward Albee, Dan Gioia and Margaret Atwood, among others.

Magee will continue to serve as secretary of the university for the coming year during selection of a new vice president and secretary for the university.

Magee at Emory



Appointed vice president and secretary of the university in 2005, Magee has worked closely with Emory trustees and the president in developing and strengthening governance processes across the university and in setting the agenda for the future. She is a member of various university-wide committees and chairs the Creativity and Arts Initiative of the University Strategic Plan.

Previously, Magee served as senior associate dean of Emory College, where she had primary responsibility for the college's annual operating budget and for planning new and renovated facilities, including the Donna and Marvin Schwartz Center for Performing Arts, Candler Library, and the Mathematics and Science Center. She chaired the Steering Committee for the Arts at Emory, a diverse group of faculty and staff that set an ambitious agenda for the arts at Emory. She has extensive fundraising

experience, successfully seeking support for programs and projects across the curriculum from a wide range of individuals, foundations and governmental agencies.

An artist-in-residence at both the Hambidge Center for the Creative Arts and Sciences and the Tyrone Guthrie Centre in Ireland, Magee has published essays, reviews and short stories in a variety of journals and literary magazines. Among her publications are articles on several of the writers closely associated with MARBL, including Flannery O'Connor, Salman Rushdie, and Alice Walker. She has edited two volumes, both published by University Press of Mississippi: "Conversations with Flannery O'Connor" and "Friendship and Sympathy: Communities of Southern Women Writers."

Magee holds a Ph.D. in literature and religion from Emory's Graduate Institute of Liberal Arts. In recognition of outstanding service and leadership, she received the Thomas Jefferson Award in 2008, among the highest awards given by Emory. She is also a past participant in the Harvard Institutes of Higher Education and Leadership Atlanta.

Related link: [Rosemary Magee talks about MARBL](#)

For More Information: Maureen McGavin:
404.727.6898, mmcgavi@emory.edu, or
Elaine Justice: 404.727.0643,
elaine.justice@emory.edu

Georgia Tech Library

Recent Leadership Appointments

Two associate deans were recently appointed at the Georgia Institute of Technology Library.

Both Bruce Henson and Jeff Carrico served as interim associate deans since 2011 and were officially appointed to these positions. In addition, a new director of business operations, Vanessa Payne, was hired and assumed her position on June 1, 2012.

As associate dean for research and learning services, Henson is responsible for reference and information services, library and Clough Commons service points, faculty engagement, the multi-media center, archives, and the Architecture Library.

Carrico now serves as associate dean for scholarly communication and access where he oversees collection development, information delivery, information technology, collection development, acquisitions, cataloging, scholarly communication and digital curation services.

Payne oversees business/finance, facilities, human resources, security, and, shipping and receiving.

Tearanny Street
Tearanny.Street@library.gatech.edu

§

Library Implements QuickSearch BETA

The library recently introduced *QuickSearch* BETA, a single-search discovery system that

provides users with quick and easy access to millions of physical and e-resources.

QuickSearch BETA uses the familiar EBSCOhost platform to perform a combined search of the full Georgia Tech Library catalog holdings (including all formats), open access resources including the SMARTech institutional repository local collections, and a central index of electronic resources, including most of the subscription databases, journal collections, ebooks, and conference proceedings. This allows a user to perform a single search and obtain results from resources that would previously have required searching several different systems on a variety of platforms.

QuickSearch BETA does not replace targeted searching in subject-specific databases, but it is an especially helpful tool for exploring new topics or interdisciplinary research. The library's goal with this new service is to provide students, faculty and staff with high-quality research results while simultaneously saving them valuable time and effort.

Try [QuickSearch BETA](#) today and click the "Feedback" button in the top right-hand corner of the interface or send a message to tellus@library.gatech.edu to provide feedback.

Donna Riley
Donna.Riley@library.gatech.edu

§

"Open Notebook Science: Transparency in Research" - Georgia Tech Celebrates Open Access Week 2012

Calls to "Set the Default to Open Access" will be heard around the world during the 6th Annual

Open Access Week, October 22 through 28, 2012. This global event will promote Open Access as a new norm in scholarship and research. Georgia Tech has participated since 2009.

This year, Jean-Claude Bradley, associate professor of chemistry and e-learning coordinator for the College of Arts and Sciences at Drexel University, will join the Georgia Tech campus to explore Open Notebook Science (ONS) on Tuesday, October 23, 2012, from 3 to 5 p.m. in the Klaus Advanced Computing Building, Room 1116.

The presentation will outline strategies for collecting, processing, and disseminating chemical information as Open Data. Examples involving melting point and solubility datasets and models will be discussed. Bradley will show how Open Notebook Science can be used to maintain full provenance information between the original lab notebook pages and associated raw data up to the point of use. Specifically, the use of web services will be detailed, allowing for data access and querying through a browser interface or Google Spreadsheets using Google App Scripts. A question and answer period, and an open discussion on the potential of Open Notebook Science will follow the presentation.

Bradley leads the UsefulChem project, an initiative started in the summer of 2005 to make the scientific process as transparent as possible by publishing all research work in real time to a collection of public blogs, wikis, and other web pages. Bradley coined the term Open Notebook Science to distinguish this approach from other more restricted forms of Open Science. In 2008 he created the Open Notebook Science Solubility Challenge to crowdsource the measurement of non-aqueous solubility.

Sponsored by Submeta, Sigma-Aldrich, *Nature*, and the Royal Society of Chemistry, the ONS Challenge has resulted in the publication of a book combining the results of 12 student award

winners from the United States and the United Kingdom. Bradley also teaches undergraduate organic chemistry courses with most content freely available on public blogs, wikis, games, Second Life and audio and video podcasts.

The Oct. 23 event is free, and, in the spirit of the program and weeklong celebration, open to all. For more information on Open Notebook Science: <http://usefulchem.wikispaces.com/>. For information on Open Access Week @ GT: <http://library.gatech.edu/openaccess/>.

Lori Critz

Lori.Critz@library.gatech.edu

§

See Treasures from the Archives at Homecoming Open House

The Georgia Tech community is invited to take a look into the Institute's history during the Archives' Homecoming Open House on Friday, October 26, from 10 a.m. to 2 p.m. in the Neely Lobby on the first floor of the library.

Visitors will have the chance to view some of the archives' most prized collections, from John Heisman's 1908 contract and the inaugural 1911 issue of the *Technique* to Rat Caps donned by early Georgia Tech freshmen and Yellow Jacket model airplanes flown during football game halftimes in the 1940s.

The rare books on display will echo the passions of Tech students through the years. Anyone who has memorized Newton's laws of motion in Physics 2211 might be curious to see the first three editions of Newton's *Principia* (1687, 1713, 1726). Architecture aficionados can study the engravings of early bridges in Schramm's *Historischer Schauplatz* (1735). And world travelers will delight in the hand-colored pages of Blaeu's *Atlas maior* (1664).

The archivists will be on hand to relate behind-the-scenes stories about the collections and

share their favorite treasures, including scrapbooks from a 1912 graduate that convey all the personal detail and wonder waiting to be found in primary records.

Visit the Archives' Digital Portal to get into the Georgia Tech history spirit:
<https://history.library.gatech.edu>.

Wendy Hagenmaier
Wendy.Hagenmaier@library.gatech.edu

For the latest news and events at the Library, visit <http://weblog.library.gatech.edu/news/>.

Gwinnett Public Libraries

Fall Into the Arts Series – Carmen Deedy



Award Winning Children's Author Carmen Deedy appeared at the Lawrenceville branch of the Gwinnett County Public Library Saturday, September 29th, to greet fans and promote her newest book *Return of the Library Dragon*.

This meet and greet was part of the Library's Fall Into the Arts program series and a kids' component of the Gwinnett Reads tradition.

Carmen Agra Deedy has been writing for children for over two decades. Born in Havana, Cuba, she came to the U.S. as a refugee in 1964, and grew up in Decatur, Georgia, where she lives today. The first book in this series, *The Library Dragon*, received children's state book awards. In 2003 the book was her home state's choice to represent Georgia at the Library of Congress's National Book Festival.

Fall Into the Arts Series – Keynote Speaker and 2012 Gwinnett Reads Author



Pulitzer Prize winner and the Poet Laureate of the United States,



Natasha Trethewey was this year's Gwinnett Reads author and keynote speaker for Fall Into the Arts 2012. Her work combines free verse with

more traditional forms like the sonnet and the villanelle to explore memory and the racial

legacy of America. Her newest book, *Thrall*, will be release this fall.



Poet Natasha Trethewey was born in Gulfport, Mississippi. She has written three collections of poetry: *Domestic Work* (Graywolf Press, 2000), *Bellocq's Ophelia* (Graywolf, 2002), and *Native Guard* (Houghton Mifflin, 2006), for which she was awarded the 2007 Pulitzer Prize. She is also the author of a book of creative non-fiction, *Beyond Katrina: A Meditation on the Mississippi Gulf Coast* (Georgia, 2010).

Trethewey has been the recipient of other awards including the inaugural 1999 Cave Canem poetry prize, and the 2003 Mississippi Institute of Arts and Letters Book Prize. She was a finalist for both the Academy of American Poets' James Laughlin and Lenore Marshall prizes, and was named a 2003 Notable Book by the American Library Association. Her work has appeared in several volumes of *Best American Poetry*, and in journals such as *American Poetry Review*, *Kenyon Review*, *New England Review*, and *The Southern Review*, among others.

§

Gwinnett County Public Library's popular countywide Gwinnett Reads tradition continues as part of the annual Fall Into The Arts program. The full list of 2012 events includes:

"The Caine Mutiny Court Martial"—

Thursday, Oct. 11th, 8 p.m.

New Dawn Theater generously donated free seats to library guests for an evening performance of this two-act play adapted

by author Herman Wouk from his novel, *The Caine Mutiny*.

Chair-ish the Arts @ Your Library—through October.

Participate in the Chair-ish the Arts@ Your Library contest at your Gwinnett County Public Library branch! Art groups and individual artists are invited to re-imagine a chair or bench and submit their creative works for this fun contest.

§

Altered Book Contest

More than 40 stunning creations submitted to the Gwinnett County Public Library's Altered Book contest, as well as the highly imaginative Pulp Fashion pieces featured at Duluth's Barefoot in the Park festival, were on display at the Hudgens Center for the Arts beginning in June. The public was invited to celebrate the opening of these and other exhibits at the June 9th reception, hosted by the Hudgens.

During the reception, winners of the Library's Altered Book Contest were announced, and prizes were awarded to first place entries of both the Adult and Student categories. The First Place prize for the Adult category was a \$100 gift card donated by the Georgia United Credit Union, and the First Place prize for the Student Category was a Nook eReader courtesy of Garden Plaza.

"The exhibit at the Hudgens promises to be an extraordinary display of innovative designs and delightful surprises," explains Gwinnett County Public Library Executive Director Nancy Stanbery-Kellam. "We have had over 40 submissions for the Altered Books Contest, and 14 Pulp Fashions created for 'Barefoot'-- each piece a unique expression that uses print material in a new way. That they can be enjoyed by the public in one exhibit and supported by generous donors like the Georgia

United Credit Union and Garden Plaza is such a special opportunity for our community."

§

Karin Slaughter Supports Book Fair

Karin Slaughter, bestselling author and library advocate, appeared after a Curious George themed story time for Barnes and Noble's two-day Bookfair at the Forum on Peachtree



Photo by Alison Rosa

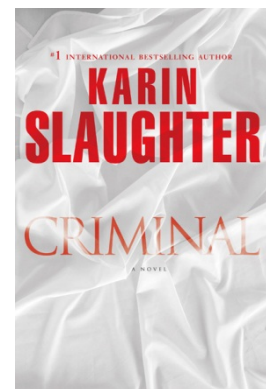
Parkway to benefit the Gwinnett County Public Library on Saturday, July 7th. Customers at the Norcross store browsed, enjoyed stories, and signed-up

for the library's Summer

Reading Program, as well as benefiting the library with their purchases during the fair.

"We are very grateful that Karin is such a vocal and caring advocate for libraries," says Gwinnett County Public Library Executive Director Nancy Stanbery-Kellam.

"Barnes and Noble has presented us with a fantastic opportunity to reach customers who want to support us while enjoying a day of fun for the whole family."

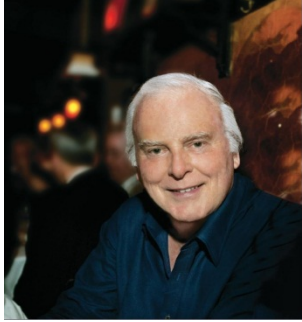


Karin Slaughter is the New York Times and number-one-internationally-bestselling author of twelve thrillers, including *Fallen*, *Broken*, *Undone*, *Fractured*, *Beyond Reach*, *Triptych*, and *Faithless*. She is a native of Georgia and a

dedicated supporter of public libraries. Karin discussed and signed her new book, *Criminal*, at this event cosponsored by Barnes & Noble and Gwinnett County Public Library.

§

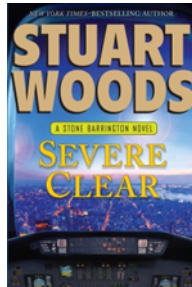
New York Times Bestselling Author Stuart Woods in "Lunch & Listen" Series Luncheon



On September 26th the Gwinnett County Public Library hosted an upscale weekday luncheon with *New York Times* bestselling author of twenty five novels Stuart Woods as he embarked on his

national book tour to promote his newest novel *Severe Clear*, and his memoir, *Blue Water, Green Skipper*.

An amazingly prolific author, Stuart Woods has written dozens of compelling thrillers, juggling stand-alone novels with four successful series. His most popular protagonists are New York cop-turned-attorney Stone Barrington, introduced in 1991's *New York Dead*, and plucky



Florida police chief Holly Barker, who debuted in 1998's *Orchid Beach*.

His pleasing mix of high-octane action, likable characters, and sly, subversive humor has made him a hit with millions of readers who have returned the favor by consistently propelling his books to the top of the bestseller lists. Mr. Woods won the *Edgar Award* for *Chiefs*, 1981 and the *Grand Prix de Littérature Policière* for *Imperfect Strangers* in 1995.

The "Lunch & Listen" series is a new way to bring authors and readers together, providing the ultimate food for thought with a wide range of authors -- from bestselling mystery writers, to award-winning regional novelists to nonfiction and cookbook authors.

For more information about ways to support the library and other library events, please visit www.gwinnettpl.org, call (770) 978-5154, or find GwinnettLibrary on Facebook, Twitter, or Google+. To find out more about Fall Into The Arts, please visit www.gwinnettpl.org/fallintothearts, call (770) 978-5154, text (770) 450-5305, or find GwinnettLibrary on Facebook, Google+, and Twitter. Library's Altered Book and Pulp Fashion Exhibits at Hudgens Center for the Arts. The Hudgens Center for the Arts is located at 6400 Sugarloaf Parkway, Bldg 300, Duluth, GA, 30097. To learn more about the Hudgens, please visit <http://thehudgens.org/>.

*People, Libraries
and Agencies* **IN THE NEWS**

Kennesaw State University

As of August 27, the Sturgis Library has a new director, Dr. Linda Marie Golian-Lui. Dr. Golian-Lui comes to KSU from the University of Hawaii, Hilo. Aloha, Dr. Golian-Lui!



Dr. Golian-Lui (in the center) is welcomed by the library staff.

§

Government Documents Paraprofessional, Sue J. Hassler, retired August, 30. Sue was on staff for 17 years. She will be missed by the library and the KSU community. We wish her the best!



Sue J. Hassler

§

It's been a busy semester at the library. This summer 104,000 items were moved to the new Library Repository at Chastain Pointe. Both the staff and student assistants helped in the big move. The remaining circulating books are now located on the second floor of the library. The third floor is closed for renovations. Plans for this floor include two additional classrooms, study rooms for students, a graduate reference area, and new study carrels. Plans are underway for remodeling the first and ground floors of the library.

*People, Libraries
and Agencies* **IN THE NEWS**

Technical College System of Georgia

Films on Demand is now available through all TCSG Libraries.

§

Southeastern Technical College recently welcomed Melany Bowen as their newest assistant librarian on the Vidalia campus. Ms. Bowen has two masters' degrees and a six-year degree in instructional technology from Georgia Southern University.

§

Karen Preslock is now the full-time Paulding campus librarian for Chattahoochee Technical College (CTC) after working part-time at CTC for 5 years. Ms. Preslock earned her MLS from the University of Maryland and previously worked at the National Library of Medicine, Smithsonian Libraries, and raised \$3 million dollars to start the library consulting firm now known as BookQuest.

§

According to Chattahoochee Tech's Facebook page, the library recently added text messaging service for students and faculty to contact the library with questions.

§

Ogeechee Technical College added a second librarian position and hired Matthew

Stembridge as the full-time night librarian. Mr. Stembridge earned his MLIS from Valdosta State University.

§

In June, Altamaha Technical College(ATC) officially earned SACS-COC accreditation and in August the ATC Library went "live" with OCLC's Worldshare Management, the second technical college in Georgia to do so.

§

Athens Technical College (ATC) Library Director Carol Stanley and two other ATC employees took Silver in the Athens-Clarke County Adult Literacy Council's seventh annual Spirited Spelling Spectacular fundraiser August 26 at Hotel Indigo in Athens.

§

North Georgia Technical College is gearing up for their first SACS-COC reaccreditation visit which will take place October 2-4.

§

The following technical college librarians volunteered for live blogging duty during GaCOMO: Anu Moorthy, library coordinator; Brittany Richardson, library coordinator; and Lydia Hofstetter, reference librarian, all from Georgia Northwestern Technical College; and Saxony Scott, instructional technology librarian, Columbus Technical College.

*People, Libraries
and Agencies* **IN THE NEWS**

University of West Georgia

Thomas B. Murphy Reading Room and State Capitol Office Replication Dedicated

A capacity crowd filled the University of West Georgia Campus Center ballroom April 19, 2012, to honor the late Thomas Bailey Murphy, 1924-2007. When he left office, Murphy had served continuously as speaker of a state house of representatives for longer than any other individual in the nation's history. His iconic state capitol office was replicated on the ground floor of Ingram Library as part of an \$8 million facility renovation funded in his honor.

Some 700 attendees from the campus and from across the state, including every living speaker of the Georgia House of Representatives, gathered for the afternoon program. Former governors Sonny Perdue and Roy Barnes joined Georgia House Speaker David Ralston and Representative Calvin Smyre in remembering Speaker Murphy. Hon. Michael L. Murphy, chief judge of the Tallapoosa Circuit of Georgia, spoke on behalf of the Murphy family. Steve Anthony, class of 1973, who served as chief aide to Speaker Murphy from 1981-1995, introduced the platform speakers. Dr. Beheruz Sethna, dean of University Libraries; Lorene Flanders; and Carrollton Mayor, Wayne Garner, welcomed the attendees.

His office in Atlanta was the center of the tempest for many years...he would grin that someone figured out a way to re-create it here in Carrollton, and to utilize his office of "knickknacks," as it has been lovingly referred to most recently, so that it might

become the centerpiece for a Center for Civic Engagement.

Judge Michael Murphy

And now, seeing his office recreated as it is here, I feel he will walk in at any time, chewing a cigar, and slap me on the back and say, "Son, what can I do for you?"

Hon. Roy Barnes

§

Ingram Library's Information Literacy Fellows

Anne Barnhart, head of instructional services at the University of West Georgia, successfully proposed the addition of two library faculty positions designated as Information Literacy Fellows, and the positions were funded by the Provost's office. Stacey L. Snyder and Andrew J. Walsh accepted the positions for 2012-2013. Ms. Snyder completed the master's in library and information science at the University of Illinois in Urbana-Champaign in 2012. She received the BS in Business Administration from Drake University in Management & Marketing, with a concentration in Women's Studies. Mr. Walsh completed the master's in library and information science and a graduate certificate in special collections at the University of Illinois in Urbana-Champaign in 2012. He received a BA in Spanish from Grinnell College. In addition to teaching sections of LIBR 1101, Snyder and Walsh will tailor instruction sessions for classes at faculty request, provide reference assistance in person and online with QuestionPoint, and provide research assistance through the GoPRO appointment system.

*People, Libraries
and Agencies* **IN THE NEWS**

2012 GLA Scholarship Recipients

The GLA scholarship committee is pleased to announce the 2012 winners of the Beard and Hubbard scholarships. These awards are given annually by GLA to provide financial assistance for students pursuing a master's degree in library science.

This year's C.S. Hubbard scholarship winner is John Stephens. Originally from North Carolina, John completed a BS in psychology and a BA in



German at the University of North Carolina at Chapel Hill. He got his first job in a library at the University of Georgia while pursuing a graduate degree in German. John will begin work on a master's in library

and information science at the University of North Texas this fall. He is currently employed at Mercer University as an Interlibrary Loan Coordinator. After graduation he is interested in academic librarianship in access services, reference, or systems.

Linda Cooks is this year's Charles Beard Scholarship winner. She has a BA in Sociology

from the University of California Northridge and a master's degree in heritage preservation from Georgia State University. Linda has worked in real estate appraisal and cultural resource management for more than 20 years. She has a



special interest in the social and cultural history of communities, architectural history, and heritage education. She currently pursues a master's degree in library and information science from Valdosta State University and looks forward to a new career in either academic

librarianship or archival and records management.

Complete information about the scholarships offered by GLA, including application information, is available on the GLA website at <http://gla.georgialibraries.org/scholarship.htm>

Congratulations to our 2012 scholarship winners!

§



Awards also were provided for paraprofessional attendance at the COMO Conference. This year's winners were Rebecca Wright from Life University (left) and Harikleia Sirmans from South Georgia Regional Library (right).

*People, Libraries
and Agencies* **IN THE NEWS**

GLA Award Winners - Awards presented by Jean Cook



**Charlie Bennett and Ameet Doshi, Georgia Tech
GLA Team Award**



**Ashley DuPuy, Kennesaw State University
McJenkin-Rheay Award**



**Jeff Heck, Augusta State University
Bob Richardson Award**

You Belong @ your Library Photo Contest Announced



The photo contest first launched in 2010 is back! The Georgia Library Quarterly is encouraging library supporters to show they belong at their library – the theme of the 2012 National Library Week that occurred in the Spring. A grand prize of \$100 for “Best Overall” and 1st Runner-Up prize of \$50 are up for grabs.

Photos must represent a Georgia library and be taken by a Georgia resident. Photos of public, private, academic, school and special libraries are eligible.

All photos must be a minimum size of 4-by-6 inches with a minimum resolution of 180 pixels per inch. Larger sizes and higher resolutions are welcome, but the maximum acceptable file size is 10 MB. One entry per person per category is allowed. Each photo must be submitted separately in JPEG format to photocontest@georgialibraries.org by noon on Friday, November 30. A panel of judges will select the winners representing each of the 9 categories following the contest’s end. Winners will be notified by email. The winners will be announced and the winning photos from each

category will be featured In the GLQ Winter 2013 issue.

Categories are:

- Child reading
- Young adult reading
- Adult reading
- Technology use in libraries
- Library-sponsored or Friends-sponsored event
- Library advocacy/support in action
- Library employee, friend, or volunteer
- Exterior photo of a library
- Interior photo of a library

Judges will select one photo from the category winners as "best overall" and GLA will award its photographer with the grand prize of \$100 and \$50 to the first runner-up, and each will receive a certificate. Winners from the remaining categories will also receive a certificate.

A full list of rules and the required model release form are available for download from http://gla.georgialibraries.org/photo_contest.htm.

Off the SHELF



The Sisters Montclair by Cathy Holton. Branwell Books, 2011. ISBN 978-1-93852-900-9 Price: \$15.99.

The hilarious dialogue between poor struggling student Stella Nightingale and rich 94-year-old Alice Whittington, who is well along in dementia, leads to a denouement which will knock the reader's socks off. Equally contributing to the novel, but much more subtle, is the comparison of the social attitudes of two very different eras, the '30s and the present time. Of the three Montclair sisters, Alice, Laura, and Adeline, Alice and Adeline survive to condemn the manners, attitude, speech, and dress of present day. Both Alice and Stella are hiding tragic secrets. Alice talks in her sleep when the demons come about the death of Laura. Stella tries valiantly to function well under the burden of stark abandonment by her mother and scarring abuse by her stepfather. The story is set in Chattanooga, Tennessee. Holton very effectively sets the tone of the strict divisions of social class of the '30s, painting with garish colors the glaring arrogance, fixation with family pedigree, and false sense of entitlement of the rich and the

well-off. The old-money rich lived on Lookout Mountain. Signal Mountain held the doctors, lawyers, and engineers: the people who ran the city. Stella, a poor student who is running out of money, is forced to apply for a job as caregiver to an old lady. The old lady turns out to be Alice. Holton makes good use of flashbacks to fill out the back-story on both central characters, always appreciated by the reader. Of the plot lines of the book, the comparison of ages, and the flashbacks of struggles for both characters, by far the most entertaining elements are the hilarious two-person dialogues between Alice and Stella. Holton will be recognized for choosing to treat the closet rebel Alice's creeping dementia as a chance for gentle, sweet comedy rather than the usual sad faced "tsk-tsking" and purse-mouthed clucking. Alice and Stella do powerfully bridge the gap between generations to once again demonstrate the power of the individual. Nevertheless, the kicker will still knock your socks off.

*Malcolm Nelson, Library Supporter, Cherokee
Regional Library System*