Georgia Library Quarterly

9-1-2011

v48no4

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

Recommended Citation

GLQ

GEORGIA LIBRARY QUARTERLY

VOLUME 48   NUMBER 4   FALL 2011

GLQ
GEORGIA LIBRARY QUARTERLY

In This ISSUE

On the COVER

From the left, State Librarian Dr. Lamar Veatch, Georgia's first lady Sandra Deal, Fulton County Commissioner Joan Garner, Atlanta-Fulton Public Library System Board Chair Stephanie Moody, Fulton County Commissioner Chair John Eaves, and Fulton County Commissioner Liz Hausmann joined Atlanta-Fulton Public Library trustees and director John Szabo (far right) to cut the ceremonial ribbon and open the Atlanta Metro Library for Accessible Services on September 19, 2011.

(Photo by David Baker)

Visit the Georgia Library Association on the Web!

gla.georgialibraries.org

GLQ
GEORGIA LIBRARY QUARTERLY

Editorial **BOARD**

From left to right: Jeff Heck, Laura Burtle, Tessa Minchew (back), Fay Verburg (front), Sarah Steiner, Lora Mirza
Not pictured: Karen Odom, Julie Walker. Photo by David Baker.

From the PRESIDENT

"What interesting times we live in!" Personally I could use some boring times. In the past year, we have participated in webinars such as: *Serving the 21st Century Patron*; *How Ebooks, File Types and DRM Affect Your Library*; and, *The Post Recession Library System, Why Technology is no Longer a Luxury*. All were good presentations and have caused me to think about the role of libraries in the lives of our patrons. My conclusion is that, since people are the reason that we exist, our services to them have always been a moving target. If you look around, you will probably notice that libraries have changed more than other entities. Yet, when you walk into a library, you can still see the same thing that you saw when you were a child. My first solo trip to town was a Saturday morning trip to the library. My mom had taken me a week before to get my card, which I thought, was pure gold. I can close my eyes and remember the sight and smell of the library. There were books as high up as I could see on every wall and the middle of the floor had shelves much taller than my 36-inch height. The librarian asked what I wanted to read and I told her that I wanted to start at the beginning and go to the end! Although my staff tells me that they are sure paper hadn't been invented when I started to read, there were only books in that library. Soon multiple audio and video formats were added and have remained.

Never boring, COMO XXIII is just around the corner, October 5-7 at the Classic Center in Athens.

The title of this year's COMO is the "5G Network: GAIT, GALILEO, GLA, GLMA, GOLD. " If you haven't registered, you still have time—so what are you waiting for—do it now. There are sessions of interest for all communities and attending these sessions will give you a boost to deal with the challenges of the coming year. Also, remember the GALILEO training sessions on Wednesday, since the GOLD/GALILEO Conference was cancelled.

Many of us who attend COMO do not know the history. I asked my good friend, Dr. Gordon Baker, for the history of COMO. He said COMO came about in 1986 when all the librarians in Georgia were stretched financially to attend all the different conferences....GAIT, GLMD (now GLMA) or GLA. The presidents of the three organizations met and created a joint conference every other year and the Georgia Council of Media Organizations Conference was born. The three Presidents appointed the first Steering Committee to develop the conference. That committee consisted of: Bill Early from Bound to Stay Bound Books, representing the Georgia Association of Media Representatives; Paula Galland from Glynn County School System, representing the Georgia Association for Instructional Technology; and Charles E. Beard from West Georgia College, representing the Georgia Library Association. Gordon Baker of the Clayton County School System, representing the Georgia Library Media Department (now Association), was the first conference

chair and treasurer. Mary Jean Sloan from the Cobb County School System was appointed as conference program chair. "Cooperative Ventures Conference" was the first title.

Libraries have probably changed faster than almost any other institution that we know, leading the way in many areas. Is there more that we can do? Yes of course. Let us start by attending COMO XXIII and getting excited about what we do and get equipped to do it. Attend sessions on RDA, mobile device security, Georgia Peach awards, cloud computing, and we cannot leave out the Book Cart Drill Teams. The job of a librarian remains interesting because we are all about lifelong learning. Libraries will never be obsolete as long as they continue to remain on the cutting edge of media developments and new technologies. Whether it's a book or a Nook, the mission of libraries remains the same: bridging the technological divide and providing the means for the members of our communities to be lifelong learners. This is my last column as president of Georgia Library Association. I have enjoyed serving, and I wish to thank all of you members, the Executive Board, and especially my library staff, who have made it a good year for me. I wish Elizabeth Bagley, the incoming President, and GLA a great 2012.

— Carolyn Fuller
President, GLA

GLA Scholarship Winners

Submitted by Charlene Hsu Gross, GLA Scholarship Committee Chair

The GLA Scholarship Committee congratulates the 2011 winners of the Charles Beard and C. S. Hubbard Scholarships, two awards given annually by GLA to provide financial assistance for students who are pursuing a master's degree in library science. See the GLA website for more information. http://gla.georgialibraries.org/awards_scholarships.htm.

Charles Beard Scholarship

The winner of the 2011 Charles Beard Scholarship is Oscar Gittemeier. The Beard Scholarship recognizes a student who shows strong potential to inspire and motivate their peers in the profession and in professional associations. Oscar is currently working as a Library Associate for the Atlanta-Fulton Public Library System helping library users with reference and technology questions as well as assisting with children's programming and outreach to schools and community centers. He is a member of GLA and ALA. He is working toward his MLIS from Florida State University one semester at a time.

Throughout Oscar's undergraduate years, he was active on campus and in the community regarding issues of diversity, tolerance, and social justice. Oscar expresses his passion for public librarianship: "I believe in the radical potential of public libraries. Providing public space, in and of itself, is radical in these neo-liberal times, but public space that enriches the community with cultural and intellectual programming that empowers and encourages lifelong learning is truly radical."

C. S. Hubbard Scholarship

The winner of the 2011 C. S. Hubbard Scholarship is Carol Waggoner-Angleton. The Hubbard Scholarship seeks to recruit excellent librarians for Georgia. Carol is currently working as Special Collections Assistant for Reese Library at Augusta State University. In 2010, she completed the Georgia Archives Institute, a wonderful training experience that is well-known across the country. She is working toward her MLIS from Valdosta State University and expecting to graduate in summer, 2012.

As a member of GLA, Society of Georgia Archivists, South Carolina Archivists Association, and the CSRA Library Association, she is already active in making a contribution to the profession. The scholarship will cover tuition for her Maymester and final summer term. Carol writes that "the emotional benefit is immeasurable" and "to award me this scholarship makes me feel that one day you will be glad to admit me to the ranks of Georgia Librarians."

GLA Election Results 2011-2012 Offices

Elizabeth Bagley—**President**
Diana Very—**VP-President Elect**
Sarah Steiner—**2nd VP**
Tessa Minchew—**Secretary**
Lorene Flanders—**ALA Councilor**

Congratulations to these new officers, who will assume their posts at the end of COMO!

GLA Award Winners

Elizabeth Bagley, (Agnes Scott College) Bob Richardson Award, which is given to a GLA member who has made a significant contribution to the organization through their time and effort.

Ann Hamilton, (Georgia Southern University) Nix-Jones Award, which is given to a practicing librarian in Georgia who has made substantial contributions to the library profession, such as stimulation of library development, leadership in library programs, unusual and imaginative services, or outstanding support of Georgia's libraries.

Yadira Payne, (Augusta State University) McJenkin-Rheay Award, which is given to a librarian early in his or her career who has made outstanding contributions to the Georgia Library Association.

George Gaumond, (retired, Valdosta State University) Honorary GLA Membership, which is awarded to retired members of the Georgia Library Association who have contributed significantly to the association by holding office or rendering outstanding service to sections, committees, roundtables, etc.

My Own PRIVATE LIBRARY

A peek inside the personal library of a librarian
by Charlene Hsu Gross

"The Library at Netherfield, I've heard, is one of the finest in the country."

~Elizabeth Bennet

"Now, what's so important about the problem of access to the shelves? One of the misunderstandings that dominate[s] the concept of libraries is that you go into one to look for a book whose title you already know. In reality it often happens that you go to a library because you want a book whose title you do know, but the principal function of the library, at least the function of the library in my house and of that of any friend we may chance to visit, is to discover books whose existence we never suspected, only to discover that they are of extreme importance to us."

De Bibliotheca by Umberto Eco
Found in Candida Höfer's Libraries

When I think of the libraries of the world, my thoughts ramble to the New York Public Library, the Library of Congress, Harvard's Widener Library, Yale University Library, the Bodleian Library, Bibliothèque Nationale, Trinity College in Dublin, The Vatican Library, and many more. A library represents the owner in a wonderful way. I always enjoy perusing the books in a friend's (or stranger's) space because of the discoveries one can make.

Words, language, stories, and visual art are my truest delights. I'd like to suggest some perambulating in my library instead of a "peek" and persuade you that "my own private" library is neither my own nor private at all. Everyone gets to share all the books in our household. Let me assure you that the numerous books I enjoy in my home are a family venture whether they reside on the various bookshelves or in piles on desks, tables, at bedside, or on the floor.

Come up the back stairs to the deck entrance and enter in. The main bookshelves in the living room contain art books, books on China, Southern literature. The South is represented by Walker Percy, Doris Betts, Lee Smith, Reynolds Price, Bailey White, Eudora Welty, Josephine Humphreys, Charles Frazier, Clyde Edgerton, Elizabeth Spencer, Toni Morrison, and the seminal *Encyclopedia of Southern Culture*. We acquired many of the books on China our first year of marriage. There is the classic, *China: A History in Art, In China* by photographer, Eve Arnold, as well as *Chinese Encounters* by Inge Morath and Arthur Miller. I have to mention *Journey Into China* produced by National Geographic—all of these are visual wonders.

Two recent acquisitions are from the latest sale by Atlanta Book Exchange, now, unfortunately, out of business. I am pleased to have added Stokstad's

Art History, Revised Second Edition (2005) and The *Grammar of Ornament*. Another worth mentioning is Sister Wendy's *The Story of Painting*.

Through the hallway, do notice the mantle where a place of honor has been given to several women writers whose work and lives my husband and I have appreciated over the years. At present, you will find Annie Dillard, Jane Kenyon, Kathleen Norris, Lauren Winner, Lee Smith, Luci Shaw, Madeleine L'Engle, Maxine Hong Kingston, and Phyllis Tickle. There is plenty of room for others to join—perhaps Jhumpa Lahiri.

Upstairs in the master bedroom is a beloved bookcase full of poetry. Words are turned into images and all the senses by Wendell Berry, Billy Collins, Dickinson, Eliot, Donald Hall, Gerard Manley Hopkins, Jane Kenyon, Denise Levertov, Mary Oliver, Linda Pastan, Rilke, Roethke, Shakespeare, Richard Wilbur, Yeats, Adam Zagajewski, and more. *Oxford's One Hundred Years of Poetry for Children* also has a place here.

The upstairs study has a wall of bookshelves of mostly religion, theology, liturgy, and the Christian life with a healthy smattering of civil rights. The Inklings are here along with Henri Nouwen, Anne Lamott, Thomas Merton, Mother Teresa, Karl Barth, Dorothy Sayers, John Stott, Marva Dawn. There is *A Different Mirror* by Takaki, *The Life and Times of Frederick Douglass*, W.E.B. DuBois, *A Quiet Revolution* by John Perkins, and Penny Lernoux's *Cry of the People*.

Take a look at the handsome book, *The Life You Save May Be Your Own: An American Pilgrimage*, featuring the lives of Flannery O'Connor, Thomas Merton, Dorothy Day, and Walker Percy.

Tucked away on the small nook shelves are books of all kinds from the Michael L. Printz award-winner for young adult literature, *American Born Chinese* by Gene Luen Yang to Rachel Carson's classic, *Silent Spring*. If you look carefully, you will come across another variety of non-fiction such as *Markings* by Dag Hammarskjold, Pomerantz's *Where Peachtree Meets Sweet Auburn*, Stanley Karnow's *Vietnam: A History*, and *Walk to Freedom* by Nelson Mandela.

Now, let me showcase the C.S. Lewis hardback collection and Madeleine L'Engle collection that are kept on the shelves with the glass doors at the top of the stairs. These are designated the sweetest treasures because of the power of the stories and the authenticity of the authors' lives. In case of fire, I imagine that these would be swept up and taken out only second after the art on the walls (not to mention the dogs).

If you happen to wander all the way downstairs, you'll find a mess at my desk. But on the shelves are the likes of J. R. R. Tolkien, Brian Jacques' Redwall series, Harry Potter, Jane Yolen, Malcolm Gladwell's *Blink* and *What the Dog Saw* as well as Nietzshe, Kant, Kierkegaard and deToqueville's *Democracy in America* and *A Million Miles in a Thousand Years* by Donald Miller. The New York Public Library's *Books of the Century* sits comfortably by John Ciardi's *A Browser's Dictionary*.

There you have it. I've wanted to offer you a good selection of the printed gems in our home. Perhaps you have recognized some of the richness in the names and titles or have been enticed to consider taking a book off the shelf. I hope you will.

Charlene Hsu Gross is a Circulation Assistant at ACA Library of SCAD Atlanta and a 2010 ALA Emerging Librarian

Peer Reviewed

WHITE PAPER

A History of the Embedded Librarian Program at Odum Library

by Laura B. Wright and Ginger H. Williams

Introduction

Reference librarians at Valdosta State University's Odum Library serve as embedded librarians in many online classes. Librarians enroll in courses through the university's learning management system (LMS) to interact with students online. This small but growing service enhances the library instruction possibilities for online classes. Embedded librarian service is one way librarians and professors collaborate to provide timely and relevant research assistance to students.

Types of Embedding

Barbara Dewey first called the deeply integrated librarian an "embedded librarian" in 2004 when she compared such intense collaboration to journalists embedded in units in the Iraq War (Dewey, 2004, p. 5). Librarians have also written about many varieties of embedded librarianship, including some approaches that are more automated. Rather than collaborating with individual professors, some universities have had success with embedding a library component, including a subject guide, into each class (Daly, 2010, p. 210). This approach,

referred to by Shank and Dewald (2003) as "Macro-Level Library Courseware Involvement," allows the library to reach a significant portion of the student population (p. 38). Preexisting content from the library website, such as reference chat service, database links, and subject guides, is drawn into the course through automated processes (Shank & Dewald, 2003, p. 39). This requires intense collaboration between librarians and distance learning staff to establish. Once the process has been established, it requires little maintenance on the librarians' part.

The opposite model, Micro-Level Library Courseware Involvement, gives students the chance to interact with a particular librarian within their online course (Shank and Dewald, 2003, p. 38). Collaboration between the instructor and embedded librarian is vital to the success of this service. The librarian's involvement is tailored to the needs of the class and can range from providing links to relevant pages on the library website to participating in the creation and grading of assignments. The expandability of such an offering is limited as it

draws heavily upon librarians' time.

At Odum Library, we use a blend of the Micro- and Macro-level approaches that combine automatically embedded content with the personal touch of interacting with a librarian. All students benefit from the Macro-level content, including direct links to GALILEO resources, our library catalog, and live chat with a reference librarian. Students and faculty have responded favorably to this method.

The Beginning

The embedded librarianship program at Odum Library began in 2006 as collaboration between Shilo Smith, the Distance Services Librarian at that time, and Dr. J. Patrick Biddix, a professor in the College of Education (S. Smith, personal communication, March 10, 2011). Smith had taught face-to-face library instruction sessions for Biddix. When Biddix began working with Georgia On My Line (GOML) to provide online education research classes, he realized that although distance education students would need and benefit from library instruction, actually providing the instruction would be a challenge.

After mentioning this to Smith, she suggested the idea of embedding a librarian into the online class. Smith and Biddix discussed how she could help students with their literature review assignment in particular, as this was where students tended to struggle the most (J. Biddix, personal communication, March 21, 2011).

Another reason we started offering embedded librarian services, beyond geographic challenge, was the belief by some of our librarians that learning happens best in context (C. Landis, personal communication, March 17, 2011). The reference librarians agreed that one-shot library instruction sessions were not always the most effective form of instruction and in some cases could not cover the depth and breadth of material needed for a research assignment or project. Being embedded provided the opportunity to parse the instruction into more manageable chunks that could be delivered in a timely way. Embedded librarians could reach a broader audience, including distance and online students, and provide research assistance when and where students needed help (S. Smith, personal communication, March 10, 2011).

Marketing

During the embedded librarian program's first few semesters it was marketed exclusively by word-of-mouth. Professors learned of the program from other professors or from working with a librarian who was involved in the embedded librarian program (S. Smith, personal communication, March 10, 2011). During the summer of 2009, an email was sent to the faculty listserv inviting all faculty to utilize an embedded librarian in their online courses with the goal of increasing participation. Librarians who met with their liaison departments at the beginning of the fall semester also promoted the embedded librarian service. As a result of the increased promotion, more faculty from a variety of departments did request an embedded librarian for their online courses in summer semester, 10 classes, and fall semester, seven classes, of 2009.

One thing we learned from embedding in a variety of classes was that our embedded librarian program was not an appropriate fit for all online classes. The presence of librarians added little value to classes that lacked a research component. After fall 2009 we decided to only embed librarians in online classes that had a required research paper, such as an extensive literature review or annotated bibliography.

Our current marketing efforts include reaching out to professors in subject areas we have worked with in the past, as well as emailing the faculty listserv an invitation.
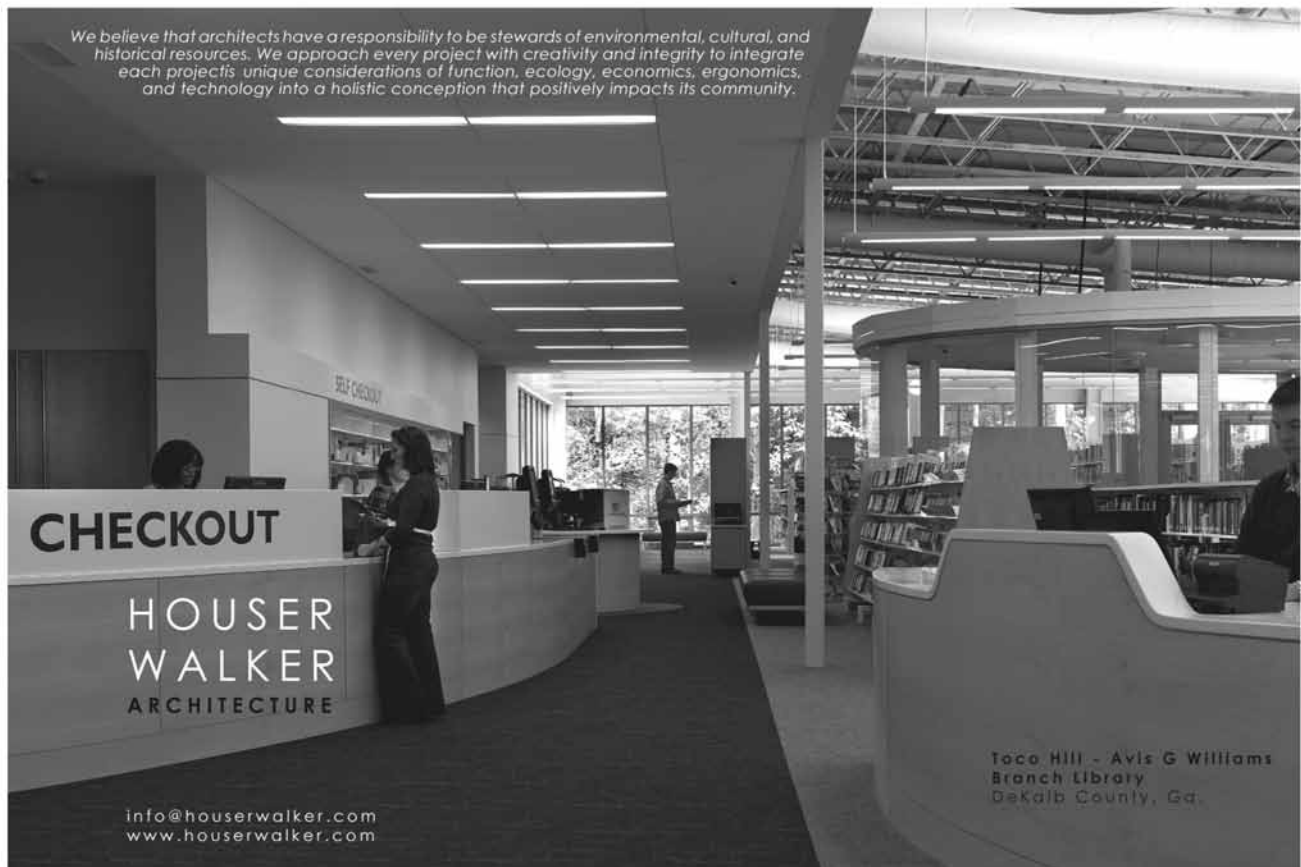
We have primarily been embedded in Education and Library Science courses, and we make sure to ask those departments if they would like to use embedded librarians again each semester. The listserv invitation includes an explanation of what an embedded librarian is, what he/she does, how his/her involvement in a class benefits students, and what types of courses are appropriate for an embedded librarian. Faculty often reply to this message to ask if their course is eligible and whether or not it would be a good fit.

Best Practices

As a starting point for our librarians, we have established a set of best practices based on a 2009 presentation at the "Online Lifeline Conference" by Mary Prentice, Patrick Milas, Robyn Hurst, and Elaine Yontz. While most of the practices are intuitive, having them compiled in one place is a helpful reminder to librarians of the kind of service they ought to provide. The best practices are goals to which we aspire, but in practice we can't always attain what is "best." Having materials prepared before the class begins, for example, can be difficult. Collaborating with the course instructor is vital, but some are more responsive than others. Optimally, librarians should discuss goals and expectations with the instructor and maintain a dialog throughout the semester to make sure they are on the right track.

Specific learning outcomes tied to the course and research assignment present an ongoing challenge. Based on the course assignment(s), librarians have a general idea of the kind of information literacy or research topics they need to cover with the students. Ideally, the librarian and course instructor should work together to determine the learning objectives the embedded librarian should address.

The degree of collaboration varies for every librarian and instructor. Learning outcomes or goals are often left to the librarian's discretion.

One of the most important jobs of an embedded librarian is making students feel comfortable asking for help. Along these lines, one of our best practices involves maintaining a friendly tone. This is something we would naturally do at the reference desk, but when interacting online one must be conscious of how his or her words might be interpreted. If students form a good impression of librarians from working with an embedded librarian, they will be less hesitant to ask for our help again in the future. We always try to end the course by inviting students to contact the reference librarians for help with their future reference needs.

Library Participation

During the first few years of the embedded librarian program only a few librarians participated. The Outreach Services Librarian coordinated the program, collecting requests from faculty for embedded librarians and asking librarians to take part. Each librarian worked independently, constructing his or her own posts and content for the online classes. Some librarians preferred to maintain an active presence in the online course while others posted contact information and encouraged students to contact them outside the course platform via chat or email. (S. Smith, personal communication, March 10, 2011; C. Landis, personal communication, March 17, 2011).

In the last year, the program has become more cohesive and more librarians are now participating. The structure has evolved to include more collaboration and to provide the embedded librarians with needed support. During summer semester of 2010, we

used a "buddy system" with the embedded librarian program for the first time. Experienced embedded librarians were paired with librarians who were new to the embedded librarian program. One of the librarians was the primary embedded librarian and the other served as a backup when the primary librarian was unavailable. The experienced partner could also provide technical support, answer questions and share his or her experience with the new embedded librarian. This eased the transition for new embedded librarians so well that we did it again during the fall semester.

Our current Outreach Services Librarian, Ginger Williams, is creating, collecting, and sharing a library of ready-to-use content for embedded librarians. The goal is to create as much relevant, rich content as possible on a variety of topics and in a variety of formats. In the past, we have relied on text-based discussion board posts with an occasional video. We are enhancing our instructional materials by offering a mix of short video tutorials and printable guides that include screen captures in addition to the more traditional text-based discussion posts. Each librarian has different technological and instructional strengths and styles. One librarian may create a short video tutorial with ease, while another prefers to create very detailed handouts. We want to avoid time consuming duplication of effort with librarians creating very similar content. Sharing instructional materials will enable librarians to embed into more classes and reach more students.

Assessment

We are now formally assessing the program. Faculty and students are asked to complete a questionnaire through SurveyMonkey™. Incorporating both qualitative and

quantitative questions, the survey has given us insight on how faculty and students view the embedded librarian program. We are using the data collected to improve the quality of the service by creating richer content for students and reaching out to faculty to foster a more collaborative experience. One challenge we have faced in collecting this data is the low response rate to the student survey. Although we encourage students to respond, we have not been able to provide an incentive to do so. We have improved the response rate by inviting students to participate in the surveys through discussion board announcements in the learning management system and direct email messages. For example, during the fall 2009 semester, only three students responded to an online minute-paper assessment. In fall 2010, promotion of the survey in discussion board posts and email messages helped increase that number to 13. This sample is still smaller than we are happy with, and we are exploring ways to collaborate with faculty to encourage student response. Currently we ask faculty to encourage their students to complete the assessment survey. A separate survey is sent to faculty in the program so that we can learn what faculty think of the program, what worked, and how we can improve.

Technology

During the fall 2011 semester, the eight Reference Librarians are embedded in a total 30 courses. While more librarians are participating than ever before, the need to reach a larger portion of our ever-increasing online courses is pressing. One way we hope to accomplish this is through greater technological efficiency. We have been fortunate to have the cooperation and assistance of a wonderful eLearning department

here at VSU. They have worked with librarians one-on-one to provide training, in addition to manually enrolling them in courses each semester.

The University System of Georgia is investigating a change of learning management system (LMS) from Blackboard Vista 8 that would take effect in January 2013. Some of the specific products being considered would make the librarian's role within a class easier for him or her to manage. For example, in the current LMS librarians often correspond with students through the course discussion board. Because there are many active discussion boards in a given online class, there is no way for the librarian to know when a new question or comment has been posted to his or her particular discussion board as opposed to the instructor's. Newer LMS offerings provide RSS and other features that will make it easier to monitor discussion boards and will save the librarians time.

VSU librarians embed into many Georgia On My Line (GOML) classes as well. This is a great opportunity to help students from across the state with their research questions. The situation does, however, present unique technological challenges. First, our eLearning department creates a GOML account for any librarians embedding in GOML classes. Then the librarian must remember to login to GOML instead of BlazeVIEW, our own LMS. Within GOML, students have different pathways for library access than they do with our own LMS. Because GOML students register through several different universities, the embedded librarian has to tailor his or her advice to each student's situation. This can be challenging with topics such as Interlibrary Loan, where the librarian here at VSU will not know

how to log into another university's ILL system.

We have also had communication problems as a result of our LMS. Many professors choose to "roll over" the content from their online classes from one semester to another. When they do so, our "Ask Your Embedded Librarian" discussion board, for example, rolls over, too. If the professor has not requested an embedded librarian for that semester, students are under the mistaken impression that they do in fact have a librarian with whom they can communicate in the online class. This has happened a couple of times, much to the dismay of students and librarians alike.

Expansion

We are implementing some additional services that will benefit lower-level undergraduate classes. Currently, many of these classes are ineligible for an embedded librarian because they do not involve enough research. They have traditionally taken advantage of face-to-face library instruction, but as many of them move to online or hybrid models, their schedules will not allow a visit to the library. In lieu of our typical one-shot library instruction session, we will begin offering another model for online and hybrid classes.

The process will start by gaining access to the online course as we would with the traditional embedded librarian service. Working with the instructor, we will add relevant instruction materials, in the form of tutorials, videos, and discussion posts, at the beginning of the semester. We can use instructional materials we have already created and made available to our librarians and create custom materials as needed. Additionally, a librarian will embed in the online class for a defined timeframe, based on when the course instructor

thinks a librarian presence would be most helpful for the students. This will allow students to access online instructional materials within the LMS on their own time and to interact with a librarian if they have any questions.

This project will be piloted during the summer semesters of 2011. To advertise the service, we are holding a drop-in information session for faculty at the end of the spring term. We will present these two models of embedded librarianship as well as information about traditional library instruction. All faculty have been invited to take part in this event. We are committed to providing service to distance and online students that meets or exceeds the service we provide on campus. Our hope is that through continual assessment and revision we can meet the instructional needs of all courses taught at VSU.

References

Daly, E. (2010). Embedding library resources into learning management systems: A way to reach Duke undergrads at their points of need. College & Research Libraries News, 71(4), 208-212.

Dewey, B. I. (2004). The Embedded Librarian: Strategic Campus Collaborations. Resource Sharing & Information Networks, 17(1/2), 5-17. doi:10.1300/J121v17n0102.

Prentice, M., Milas, P., Hurst, R., & Yontz, E. (2009, February 13). Best Practices for Enhancing Library Instruction via Technology and Distance Learning. Presented at the Online Lifeline Conference, Valdosta, GA.

Shank, J., & Dewald, N. (2003). Establishing our presence in courseware: Adding library services to the virtual classroom. Information Technology and Libraries, 22(1), 38-43. Retrieved from http://search.proquest.com/docview/215830692?accountid=14800.

Laura B. Wright is head of Reference Services at Valdosta State University's Odum Library. Ginger H. Williams is in charge of Outreach Services for Reference Services at VSU.

Have you checked out the Georgia Library Association's home page lately? Take a look at http://gla.georgialibraries.org/ for the latest library profile feature, "Georgia Library Spotlight." Every six weeks, a new library will share information about its history, facilities, programs and specialties. If you're interested in seeing your library profiled, please email Tessa Minchew at tessa.minchew@gpc.edu

Also, don't forget that everyone is welcome to submit GLA-oriented news items to our blog, which feeds onto the GLA home page and our Facebook page. Please submit items to Tessa Minchew at tessa.minchew@gpc.edu or Sarah Steiner at ssteiner@gsu.edu for posting.

After a natural disaster strikes, getting back to normal may seem impossible.

BEYOND WORDS SCHOOL LIBRARY RELIEF FUND

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

Apply for a Beyond Words Grant: www.ala.org/aasl/ disasterrelief

AASL CAN HELP

WHITE PAPER

Developing an Institutional Repository at a Medium-Sized University: Getting Started and Going Forward

by Fatih Oguz and Deborah Davis

Abstract

Valdosta State University (VSU) has worked for two years to implement an institutional repository (IR), Vtext, to centralize, present, and preserve the intellectual output of our scholars and students in ways not currently supported by traditional library and publication models. To investigate VSU faculty members' scholarly communication behavior and attitudes toward institutional repositories, a survey questionnaire was distributed. It showed a rich vein of unpublished scholarly materials that needs to be preserved and disseminated via the IR and revealed faculty members' willingness to participate in the initiative.

Introduction

The development of Institutional Repositories (IRs) began about a decade ago with the release of an open source repository software called Eprints from the University of Southampton in UK. It was soon followed by a more general-purpose open source IR software, DSpace, developed by the Massachusetts of Institute of Technology and Hewlett Packard in late 2002. These two platforms are the most commonly used software packages to implement IRs today ("Repository maps," 2011).

Lynch (2003) defines an IR as "a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members." Therefore, an institutional repository is a web-based collection of digital materials that represents intellectual capital of an institution or organization. This intellectual capital may range from scholarly contributions made by faculty and students (including pre-prints, journal articles, conference presentations, data sets, theses and dissertations, or term papers) to publications made by the institutions (including newsletters, catalogs, or other documentation) (Lynch, 2003). An IR is not just the software and server; its content and the policies that govern and promote an IR are major determinants for its success. Crow (2002) identifies four essential characteristics of an IR: it must be (1) institutionally defined, (2) scholarly, (3) cumulative and perpetual, and (4) open and interoperable.

Institutionally defined: An institutional repository is first defined by the institution's commitment to take stewardship of its digital scholarship and intellectual assets (Crow, 2002; Lynch 2003). Although IRs are often defined institutionally, they can also be disciplinary (e.g., arXiv.org, RePEc.org). IRs also act as a marketing tool in improving an institution's visibility by exposing its intellectual assets to a broader audience while improving long term access to materials such as gray literature (Drake, 2004).

Scholarly: Although early IR creators saw the IR as a way to capture pre-print scholarship as a response to the burgeoning cost of commercially published scholarly materials, today content of IRs includes not only pre-prints but also a wide array of materials with a special emphasis on gray literature. Materials such as conference presentations, course materials, or technical reports often not published in traditional venues are considered gray literature. Large and small institutions differ in the kinds of digital materials they hold in their IRs: about forty-two percent of large and very large institutions held pre-prints in their repositories while about seven percent of

smaller institutions held such materials (Housewright & Schonfeld, 2008). The scholarly communication landscape is being transformed by IRs. Today, an increasing number of publishers of scholarly works offer more IR-friendly copyright policies (SHERPA, 2011).

Cumulative and Perpetual: Since the goal of the IR is to capture the intellectual assets of the institution over time, policies related to submission, collection management, and copyright are critical in establishing an IR. The institution has to commit the resources needed for perpetual maintenance of these assets (Crow, 2002).

Open and Interoperable: Without open access, the IR would fail in its main goal of institutional visibility through demonstrated academic quality. Thus, making the content available through easily accessed search engines is critical. Also, IRs should support commonly accepted open standards such as the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH) and Search and Retrieve URL (SRU) to enhance interoperability.

Project Overview

Valdosta State University (VSU), part of the University System of Georgia, is a regional university in South Georgia with programs from the undergraduate to the doctorate level. VSU has a faculty of 545 and about one-fourth of faculty members have part-time status. Twelve thousand students are enrolled in undergraduate and graduate programs in the university ("About VSU," 2010). VSU, as a teaching-oriented institution, is classified as "medium four-year" under the Size category and "Master's L: Master's Colleges and Universities (larger programs)" in the basic Carnegie classification.

Several problems emerged to lead VSU towards the solution of an

Institutional Repository: informal conversations about electronic records with the library staff and the Master of Library and Information Science (MLIS) faculty; a pressing lack of standards-based, reliable strategies to preserve and disseminate the VSU community's intellectual output, including theses and dissertations; and challenges exposed by VSU's migration to a new web publishing platform, such as loss of data and scholarly materials.

After articulating the need for an IR at VSU, a pilot project was initiated in 2007 as a collaborative effort by the Odum Library and the MLIS Program. DSpace was selected as the IR software for the project. This was a logical choice, as DSpace is the most commonly used IR platform across University System of Georgia institutions, including Georgia Tech and University of Georgia. Budgetary concerns also ratified the decision to use an open source platform as the project initially received no funding for hardware and software. The last element that led to the adoption of DSpace was the high quality of support that has developed over the years from the DSpace community.

The VSU repository (Vtext, http://vtext.valdosta.edu) project has taken certain steps to implement an IR that can serve as a model to other institutions with similar characteristics, especially smaller and mid-size institutions operating on a strict budget. The process began by identifying willing parties within the library and evaluating how their skills could be best applied to the project. Next, the current web content at VSU was surveyed to identify candidate materials that could be used in the repository. Because VSU is not a large research institution, teaching materials were also identified as a potential source of content.

Odum Library provided a test server to experiment with DSpace software and technical support for the software. The next step was to develop policies and procedures for the repository. Policy development can potentially be one of the more time-consuming steps in setting up a repository. The Vtext team reviewed policies of other repositories and adapted them with permission where appropriate: VSU adopted the GALILEO Knowledge Repository (GKR) metadata guidelines and policies from the University of Texas at Austin .

Vtext is also participating in the GKR , which is a federally-funded initiative to promote and enhance IR activities across University System of Georgia institutions by developing a replicable collaborative IR model. The GKR project provides IR hosting, meta-searching, rights assistance, digitization, content submission, and preservation services for participating institutions. GKR's meta-searching service will be its showcase piece, as it will serve as a single entry point to the content harvested from its member institutions' repositories. Inclusion of Vtext's metadata in GKR, therefore, will not only increase its institutional visibility but also enhance distribution of its intellectual capital globally. Through resource sharing, willing faculty, and a solid platform, VSU's Vtext is expected to continue to grow.

The project team's plans for the future focus on a minimal cost approach to maintain VSU's IR. Plans are in place to use volunteers and interns to upload faculty and student content; so far over two hundred items have been added by graduate students and staff, including thesis projects, a year of the university's first student publication, *The Pinebranch*, and student term papers. The Graduate School is working with the Vtext

team to submit electronic copies of all future theses and dissertations to the repository. A faculty outreach program in the 2009-2010 academic year included faculty mailings and presentations to our local online community to raise awareness about the repository and inform faculty and students about hosting and making their scholarly works available to the public through Vtext. This program was followed up by a survey questionnaire on faculty attitudes both to evaluate our public relations efforts and to assess the needs of our scholars.

Methodology

The goal of this research was to investigate VSU faculty members' scholarly communication behavior and attitudes toward IRs. Although similar studies have been conducted at other universities, each institution has its own characteristics such as institutional culture, faculty size, Carnegie classification, or a focus on teaching or research, which may influence and inform its faculty's, researchers', and students' scholarly communication behavior and perception of IRs.

 The survey questionnaire was distributed online via direct email using SurveyMonkey.com, an online survey service, to VSU faculty members, including part-time faculty, in the spring 2010 semester. To increase the response rate, direct mailings to faculty's email, rather than distribution via campus listservs, were used for survey dissemination. The survey was made available to faculty members for three weeks, and within this period, 244 responses were received. Twenty seven of these responses were not usable; therefore an adjusted total of 217 responses were used in the analysis, which yielded an overall response rate of forty percent. A few key results are reported here which

point towards future contributions to Vtext.

Results

One of the more interesting points of the survey was who responded. The largest block of responders was full professors (see Table 1). Adjunct professors at VSU are referred to as "part-time faculty" and those who teach full-time, but are not on tenure track, are classified as "instructors."

Table 1.
Faculty Rank (n=217)

Faculty Rank	Percentage
Professor	29%
Assistant Professor	21%
Associate Professor	18%
Instructor	17%
Part-time	14%

About fifty-six percent of the respondents, including part-time faculty members, indicated that they possess scholarly materials that may be valuable for use by other scholars, which, for whatever reason, have not been published. When these responses were broken down by faculty rank, about fifty percent or more of the faculty

members from every rank have scholarly materials that can be included in the IR. Having access to a large number of intellectual assets is important for creating a quality IR. A great majority of senior faculty members reported having scholarly materials of this nature; about seventy-two percent of the respondents in the associate professor rank and about sixty-one percent of those in the professor rank had such works. It is expected for senior faculty to accumulate more works over time; however, such works are also at risk as the faculty retire.

As the project is mainly aimed at preserving scholarly materials at risk, it was important to understand the extent of personal web site use for disseminating unpublished scholarship. About twenty-seven percent of the respondents indicated that they disseminate such works via their web sites. On the other hand, forty-eight percent of respondents reported not having a web site. (Chart1, below) Most importantly, about forty-one percent of those who reported having scholarly works did not have a web site. Vtext can play a critical role for both groups of faculty

Chart 1: Would you post any such unpublished work on your own website? (n=215)

27% (58) — Yes
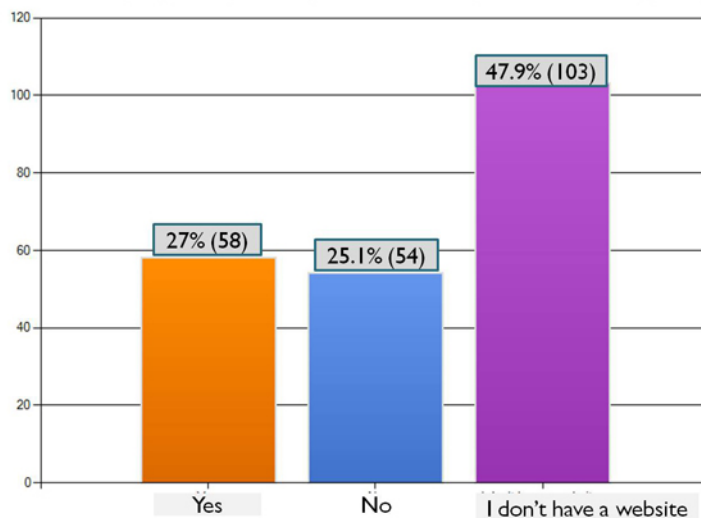25.1% (54) — No
47.9% (103) — I don't have a website

Chart 1 shows the combined 73 percent of faculty that do not publish materials to their own websites, either because they do not have one, or have not chosen to do so.

members. Those who manage their personal web sites to disseminate their scholarly works can use Vtext to disseminate and preserve such materials in a standards-based platform and free themselves from dealing with copyright restrictions in publications. Additionally, the faculty member would not need to maintain and update his or her web site on a regular basis; instead, a Really Simple Syndication (RSS) feed from the repository could be integrated into faculty web pages thereby automating this process. Other faculty members can easily leverage such benefits and have their works more accessible worldwide.

Thirty-two percent of respondents were familiar with the concept of IRs, and nearly half of those learned about IRs from an informational brochure about the initiative distributed to raise awareness around the campus in the previous semester. Sixty percent of those who were not familiar with IRs indicated their willingness to participate. In addition, nearly eighty percent of those who reported having scholarly materials indicated that they are interested in having such works placed on Vtext.

Responses indicated that faculty members at VSU are also interested in using the repository to preserve and disseminate gray literature. This finding was consistent with Housewright and Schonfeld's (2008) finding that IRs at smaller institutions tend to have more gray literature in their collections. Over sixty percent of the respondents were interested in submitting conference-related (papers or presentations) publications to the IR. About forty-one percent were also interested in including course materials in the repository as shown in Table 2.

Table 2.

Content Type in Repository* (n=159)

Content Type	Percentage
Conference Presentation	69% (n=110)
Conference Paper	62% (n=98)
Course Material	42% (n=66)
Student Paper	25% (n=39)
Post-print	23% (n=36)
Data Set	21% (n=33)
Student Publication	20% (n=32)
Technical Report	18% (n=29)
Pre-print	9% (n=15)

*multiple responses allowed

Conclusion

The faculty's response to an IR program on a limited budget at VSU has been very positive and promising. With little required funding, the initiative created a foundation for an IR community. The Vtext organizers plan to continue to expand, with the ultimate goal of establishing a sustainable IR for the university.

The Vtext project was a "bottom up" approach to building an IR. It was created as a collaborative effort with the general belief that "if we build it they will come." With the initial infrastructure in place and a clear understanding of our faculty's attitudes and willingness to participate, Vtext is positioned for its future.

Acknowledgements

References

About VSU. (2010). Retrieved July 27, 2010, from http://www.valdosta.edu/vsu/about/

Crow, R. (2002). The Case for Institutional Repositories: A SPARC Position Paper. Washington, DC: SPARC. Retrieved from SPARC website http://www.arl.org/sparc/bm~doc/ir_final_release_102-2.pdf

Drake, M. A. (2004). Institutional Repositories Hidden Treasures. Searcher, 12(5). Retrieved from http://www.infotoday.com/searcher/may04/drake.shtml

Housewright, R., & Schonfeld, R. (2008). Ithaka's 2006 Studies of Key Stakeholders in the Digital Transformation in Higher Education: Ithaka. Retrieved from ITHAKA website http://www.ithaka.org/publications/facultyandlibrariansurveys

Lynch, C. A. (2003). Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age. ARL: A Bimonthly Report, (226). Retrieved from http://www.arl.org/resources/pubs/br/br226/br226ir.shtml

Repository maps. (2011). Retrieved February 15, 2011, from http://maps.repository66.org/

SHERPA/RoMEO - Statistics on publishers' copyright policies & self-archiving. (2011). Retrieved February 17, 2011, from http://www.sherpa.ac.uk/romeo/statistics.php

Fatih Oguz is an assistant professor for the MLIS program at Valdosta State. Deborah Davis is Valdosta State University's archivist.

We Love **LIBRARIES!**

Pinewoods Model of Service

by Kathryn Ames

The Pinewoods Library and Community Learning Center, a branch of the Athens Regional Library System, is unique in that it was funded by a 2004 grant from the Institute for Museum and Library Services [IMLS]. This 3-year National Leadership Grant was the result of collaboration between the Library and its partner, the Lyndon House Arts Center. Nationally, the program was a finalist for Library Journal's Best Small Library in America in 2009, won the Highsmith Library Innovation Award sponsored by the Public Library Association in 2007, and was awarded the Dorothy Mullen Award by the National Recreation and Park Association in 2008. It continues to be a model of successful programming.

Rapid growth of the Hispanic community first brought this community to the library's attention. As more families migrated to the area because of jobs in the poultry, construction and landscaping industries, library staff began to encounter more people in need of basic library services. The library first began by offering various storytelling events, films for young adults, and conversational English classes. As the demand for services grew, the staff began looking to other opportunities. Harmonic convergence occurred! The Lyndon House Arts Center was experiencing the same growth in their programs. Eventually, this proposal was created:

Goals for the project included:

1. Improve the educational level of the immigrant Mexican population;

2. Increase use of the Library and Arts Center through targeted programming, collection development, and staff training; and

3. Provide opportunities for educational and cultural exchange.

The partners proposed a library facility to be housed in a double-wide classroom trailer located in the Pinewoods Mobile Home Park in North Athens where a concentration of Hispanics lives. The building is outfitted with 16 computers, wireless access, a classroom, an art area, and traditional library materials. The library offers computer instruction, English as a Second Language classes, afterschool tutorial programs, art classes, citizenship information, Plaza Comunitaria and GED classes, and other relevant programming. Health issues are some of the most popular on-going series. Professionals from the community discuss topics ranging from diabetes to high blood pressure, inoculations children need before attending school, Alzheimer's, and dental services. At least one person says the library saved her life—she had extremely high blood sugar and did not have enough nutritional information to help control it. A nurse-educator from the hospital and a nutritionist assisted with several programs.

Overall, this project which continues today with local funding support, has been a huge success, far beyond our initial expectations. The library has become the hub for information about the Hispanic community and its activities in Northeast Georgia, serving as a one-stop information center. Partnerships from the community not only helped develop the proposal, but enabled the library system to continue developing library and arts programming. There is a 9-member citizen's advisory board that has assisted in planning the activities of the library. Representatives to the board have included residents of Pinewoods, service organizations, and local businesses. The University of Georgia has three departments that offer significant support—the College of Education Center for Latino Achievement and Success, the Office of International Public Service and Outreach, and the Center for Latin American and Caribbean Studies Institute. Other departments such as Romance Languages have also contributed students and advice.

The Pinewoods Library offers a unique afterschool program with UGA students volunteering to tutor children. These children often possess language skills that their parents do not have, but lack some of the

basic skills, particularly in reading and math. Tutors work with the students to master the concepts behind some of their schoolwork and have been successful in helping children achieve higher test scores as a result of the additional work. Tutors often find the experience life-altering and many return as volunteers for several years as a result; several have changed the emphasis of their majors as well.

Partnerships within the community have helped the Library and Arts Center to build trust. The library staff was already known to some of the mobile home park residents [220 mobile homes and approximately 1000 people] prior to locating a facility. We had worked with the Oasis program for several years and knew some of the community leaders. Having a native speaker as the first Manager also was a key component. The Rotary and Kiwanis Clubs have continued to support the library with funds for additional software and materials purchases.

The Lyndon House Arts Center has been a wonderful partner. One of the most successful programs has been the cultural exchange effort. Families from the program are transported to the center for art displays, programming, music events and festivals. Casa de la Cultura is a group of local Hispanic women from Pinewoods (and now expanded to include people from other communities) who create and market indigenous art. This led to seminars about opening local business and eventually to the development of an Hispanic bakery and restaurant. We were also able to host an "artist in residence" program with glass etching artist Berta Murrieta and painter/photographer Fernando Meza for a week. During their time in Athens, they visited schools, hosted an exhibit of Mexican art and photography, offered classes on photography and on family history for Pinewoods, and spoke to civic groups. Later, a small contingent visited museums and libraries in several parts of Mexico.

Staff and library board training continues to be an area of effort. Few of either the library or museum staff speak Spanish; we offered basic conversational Spanish classes for all public service staff. We have translated all brochures and signage into Spanish. We normally take all full-time staff members on a tour of the region so that they are aware of the diversity of services available. The Library Board meets at Pinewoods every two years. Our manager has spoken at staff training days and makes occasional reports to the Board. However, this remains an area for improvement. Statistics indicate that this program has been well-used. Other performance measures such as employability of people coming through some of the educational programs also demonstrate success.

One music group, now in great demand locally, got its start at the Pinewoods Library. A student of the computer classes and the ESL program received her GED, enrolled in tech school, and found a well-paying position with a community service agency. Others have gone on to enroll in other programs, form businesses, and to begin to be more acculturated within the Athens community.

Lessons learned from this program include the need to build strong partnerships, to be clear about the goals of the project, and to build awareness within the community. While immigration is a huge issue on the state and national level, we have been fortunate that this program has not been a flashpoint for that discussion locally; it has been accepted and supported. The program has evolved over the years as community needs have changed. We originally relied on volunteers to teach ESL. With the help of an American Dream grant, sponsored by ALA and Dollar General Store, we have been able to promote the library and its programs, and we now have a paid teacher working with students. More and more families need access to employment information and our program now provides not only job information, but classes about interviewing and resume preparation as well as offering basic computer skills.

This model of service has been replicated in several states. For more information, the webpage at www. clarke.public.lib.ga.us includes reports and photos of the project.

PINEWOODS STATISTICS	2006	2011	Growth
Circulation	7,512	18,963	152.44%
Patron Count	13,889	22,386	61.18%
Reference Questions	5,909	20,543	247.66%
Computer Use	9,337	12,837	37.49%
Children's Attendance	2,648	8,485	220.43%
Volunteers	799	1,321	65.33%

Kathryn Ames is director of the Athens Regional Library System

IN THE NEWS

People, Libraries and Agencies

Agnes Scott news and notes

The Oberlin Group of 80 liberal arts college library directors will meet in Atlanta on October 6-8, 2011. This year's conference is co-hosted by Agnes Scott College's McCain Library with Atlanta University Center's Robert W. Woodruff Library for Morehouse and Spelman Colleges. The primary purposes of the consortium are to discuss library issues of common concern, share information on best practices in library operations and services, license electronic resources of interest to member institutions, cooperate in resource sharing, and establish communities of practice.

Augusta State news and notes

Reese Library is participating in Georgia Archives Month. The theme this year is "Georgia History—Worth Saving!" The Special Collections Department will present a program titled "Jaguar History: History Worth Saving." The library has been involved in a project sponsored by LYRASIS, the Sloan Foundation, and the ASU Foundation to digitize yearbooks, course catalogs and newsletters to preserve the history of Augusta State University. The featured speaker is Mr. Richard Pearce-Moses, Director of the Master of Archival Studies Program at Clayton State University and author of *A Glossary of Archival and Records Terminology*. He will speak on the future of archives and the Master of Archival Studies Program.

The event will take place on Tuesday, October 25, 2011 at 3:30 p.m. in University Hall room 157, at Augusta State University. For more information, contact Carol Waggoner-Angleton, 706-667-7904 or by email at spcoll@aug.edu.

Columbus State news and notes

Columbus State University has hired a new leader for its library system.

Mark W. Flynn, director of the Florida Electronic Library and information technology programs for the Florida Division of Library and Information Services, became dean of CSU Libraries on September 12.

"This is an exciting move for me," said Flynn, who, in his current position since 2003, has provided reference and research assistance for Florida public library patrons. "I'm looking forward to guiding CSU Libraries in line with the university's overall plan."

Flynn arrives from Tallahassee, where he earlier worked for the State Library of Florida. He started as library services supervisor in 1991, advanced to library program administrator in 1992 and became library management analyst in 1994.

Tom Hackett, interim provost and vice president for academic affairs, said Flynn brings ideal qualities to Columbus State and the dean's position. "Mark Flynn has a reputation as a leader in the library field, one whose expertise in the field, passion for learning, and knowledge of emerging technologies is balanced by his collaborative approach in working with people."

Flynn, who has published several academic papers related to library technology, previously served in university library settings. He was an assistant science librarian at Florida State University, head of special collections and archives for George Mason University and collection development librarian for Loyola University in New Orleans.

He holds an education specialist degree in library science from the University of Alabama, a master's in archives administration and records management from the University of New Orleans, a master's in library science from the University of Alabama and bachelor's degrees in philosophy, English and fine arts from Spring Hill College in Mobile, Ala.

Georgia Perimeter news and notes

Karen Viars joined the GPC faculty as Reference/ Instruction Librarian at the Alpharetta Center.

Georgia Southern news and notes

Georgia Southern's Zach S. Henderson Library has been selected by the American Library Association as one of 55 sites that will show the traveling exhibit, "A Fine Romance: Jewish Songwriters, American Songs, 1910-1965."

The exhibit was developed by Nextbook, Inc., a nonprofit organization dedicated to supporting Jewish literature, culture, and ideas. The national tour of the exhibit has been made possible by grants from The Charles H. Revson Foundation, The Righteous Persons Foundation, The David Berg Foundation, and an anonymous donor, with additional support from Tablet Magazine: A New Read on Jewish Life.

"A Fine Romance" will tour for a year and will be in Henderson Library from March 7 to April 20 of 2012. The Library will supplement the exhibit with selections from our collection of sheet music published between 1910 and 1950, which is comprised of more than 1,800 songs by more than 1,300 composers. We will feature compositions of most of the songwriters featured in "A Fine Romance" as well as by some lesser known figures. Examples include Harold Arlen, Irving Berlin, Jerry Bock and Sheldon Harnick, Sammy Cahn, George and Ira Gershwin, Al Jolson, Gus Kahn, Jerome Kern, Leo Robin, Richard Rodgers (with Lorenz Hart, Oscar Hammerstein), & Jules Styne.

An opening reception will be sponsored by the Friends of Henderson Library, highlighted by local artist Hilary Ziegler's performance of songs from our sheet music collection by the composers being celebrated. Additional events supporting the exhibit will include a concert by the Georgia Southern Symphony Orchestra, conducted by music professor Adrian Gnam, and a panel discussion with Professor Gnam and others on

Jewish influences and participation in the early 20th Century American stage.

Georgia State news and notes

Published in Atlanta from 1968 to 1976, *The Great Speckled Bird* was one of several underground newspapers that appeared in the United States in the 1960s. It stood out among the alternative press for the quality of its writing, its cover art and its fearless opinions and reporting on a range of topics: local government, politics, women's issues, gay liberation, abortion, music, art... the *Bird* was a new, radical voice from the South.

Thanks to a generous grant from The Georgia Humanities Council, Georgia State University Library is creating a traveling exhibit, which the Library hopes will introduce the *Bird* to a new generation of college students and researchers, and promote academic use of this resource in Georgia and the southeast.

In 2010, Georgia State University Library began a project to digitize *The Great Speckled Bird* for inclusion in its digital collections — an effort to create a searchable, accessible online resource for students, historians, and

---

researchers. Each issue was scanned, text was treated to make it machine searchable, and over 400 issues of the *Bird* were added to the Digital Collections at Georgia State University Library.
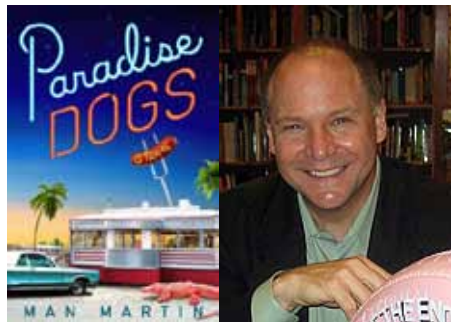
In support of this project, former members of the Atlanta Cooperative News Project and the Atlanta Progressive Media Foundation, owners of the copyright to the *Bird*, gave Georgia State University Library rights to place the publication online for educational and non-commercial use. Scanning of issues was completed in early 2011 and the *Bird* is available online in its entirety at no cost to researchers.

If you would like to schedule this exhibit for your library, please contact Georgia State University Library at 404-413-2860.

Kennesaw State news and notes

The Friends of the Sturgis Library at Kennesaw State University sponsored a reading by KSU MAPW (Master in Arts in Professional Writing) graduate, Man Martin, on Tuesday, September 13.

Mr. Martin read from his newest publication, *Paradise Dogs: a Novel*. A June review in *Booklist* said: Florida real estate agent Adam Newman is a befuddled and besotted charmer who wants what he can't have and pretends to be what he isn't in this zany second novel from Martin *Days of the Endless Corvette*. This goofy story reads like a long, intricate joke, calling into its service a hot dog restaurant, mistaken identities, missing diamonds, oily land speculators, silly romance, a Commie plot, and a lovable main character whose "head looked like a beach ball someone had partially inflated before giving up."

In October the Friends of the Library will have their annual Fall Used Book Sale. The dates are Tuesday, October 18 and Wednesday, October 19. The sale will be from 10:00 a.m. to 6:00 p.m. in the library lobby.

October 18 at 7:00 p.m., library second floor, the Friends of the Library will present a reading by another KSU MAPW graduate, Jennifer Goad Cuthbertson. Ms. Cuthbertson and her husband, Philip,

will discuss their new book, *Images from America: Historic Grant Park*.

The authors have lived in Grant Park since the early 1990s. This book tells the story with text and photographs of this great historical Atlanta neighborhood.

All readings are free and are open to the public. Books will be available for purchase.

University of Georgia news and notes

P. Toby Graham, deputy university librarian, and Sheryl Vogt, director of the Richard B. Russell Library for Political Research and Studies at The University of Georgia have been named to the Georgia Historical Records Advisory Board (GHRAB). They join 10 other members, appointed by the governor, and representing citizens, educators, local governments, historical repositories, and professional organizations.

Graham joined the UGA Libraries in 2003 as director of the Digital Library of Georgia. In 2010, he was named deputy university librarian and director of the Hargrett Rare Book and Manuscript Library.

Vogt joined the libraries in 1974, the year the Richard B. Russell Foundation opened a library on campus to house the papers and memorabilia of Russell who spent thirty-eight years in the U.S. Senate and a half-century in public service. Vogt is also the current president of the Association of Centers for the Study of Congress.

Created by the 1993 Georgia General Assembly, GHRAB works to ensure that Georgians of all ages are made aware of the significant historical records located statewide, enhances the preservation and care of these treasures, and improves the access that Georgians have to their records. Board operations are funded through annual appropriations of the Georgia General Assembly and through the National Historical Publications and Records Commission (NHPRC). The GHRAB also administers grant programs for the preservation of historical records and an awards program which recognizes outstanding efforts in archives and records work in Georgia.

§

Now available online via the Digital Library of Georgia, the Athens Historic Newspapers Archive provides online

access to five newspaper titles published in Athens from 1827 to 1922. Consisting of more than 57,000 newspaper pages, the archive provides historical images that are both full-text searchable and can be browsed by date. The site will provide users with a view into the history of Athens in its early years as the home to the first state-chartered university in the nation and its eventual growth into the largest city in northeast Georgia.

The archive is available at http://dlg.galileo.usg.edu/athnewspapers and includes the *Athenian* (1827-1832), the *Southern Banner* (1832-1882), the *Southern Watchman* (1855-1882), the *Daily/Weekly Banner-Watchman* (1882-1889), and the *Daily/Weekly Athens Banner* (1889-1922).

Other newspaper archives available through the Digital Library of Georgia include the *Atlanta Historic Newspapers Archive* (1847-1922), the *Macon Telegraph Archive* (1826-1908), the *Columbus Enquirer Archive* (1828-1890), the *Milledgeville Historic Newspapers Archive* (1808-1920), the *Southern Israelite Archive* (1929-1986), and the *Red and Black Archive* (1893-2006). These archives can be accessed at http://dlg.galileo.usg.edu/MediaTypes/Newspapers.html

The Athens Historic Newspapers Archive is a project of the Digital Library of Georgia as part of the Georgia HomePLACE initiative. The project is supported with federal Library Services and Technology Act funds administered by the Institute of Museum and Library Services through the Georgia Public Library Service. Digitization is also made possible through a grant provided by the Francis Wood Wilson Foundation, Inc.

§

Historic newspapers from four south Georgia cities are now available online at the Digital Library of Georgia. The South Georgia Historic Newspapers Archive provides online access to six newspaper titles published in Albany, Americus, Thomasville, and Valdosta from 1845 to 1922. The address is http://dlg.galileo.usg.edu/sgnewspapers. The archive includes the following south Georgia newspaper titles: *Albany News* (1870-1883), *Albany Patriot* (1845-1866), *Americus Times Recorder* (1881-1921), *Sumter Republican* (1870-1885), *Thomasville Times Enterprise* (1873-1922), *Valdosta Times* (1908-1912).

The South Georgia Historic Newspapers Archive is a project of the Digital Library of Georgia as part of the Georgia HomePLACE initiative. The project is supported

with federal LSTA funds administered by the Institute of Museum and Library Services through the Georgia Public Library Service, a unit of the Board of Regents of the University System of Georgia.

§

Selected from 33 entries for the 2011 Lillian Smith Book Awards, Steve Lerner, the director of the Commonweal Research Institute, was honored for *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States*. Danielle L. McGuire, a history professor at Wayne State University, was also honored for *At the Dark End of the Street — Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*.

The Lillian Smith Book Awards honor those authors who, through their writing, carry on Smith's legacy of elucidating the condition of racial and social inequity and proposing a vision of justice and human understanding. The awards are presented annually at the Decatur Book Festival. The event was held on September 4, 2011 at the Old Courthouse on the square in Decatur. Begun in 1968 by the Southern Regional Council, the awards are also sponsored by the University of Georgia Libraries and the Georgia Center for the Book.

Internationally acclaimed as author of the controversial novel, *Strange Fruit* (1944), social critic and equal rights activist Lillian Smith was one of the most outspoken mid-20th century Southern writers on issues of social and racial injustice. After her death, her family donated the historic collection of her letters and manuscripts to the UGA Hargrett Rare Book and Manuscript Library.

Lerner has written about social justice topics for the past thirty years, including a series of books and articles on environmental justice, proliferation of toxic chemicals, the impact of land use policies on low-income Americans, sustainable development, and cutting-edge green technologies. His books include: S*acrifice Zones*, *Diamond: A Struggle for Environmental Justice in Louisiana's Chemical Corridor;* and *Eco Pioneers: Practical Visionaries Solving Today's Environmental Problems*.

McGuire is a distinguished lecturer for the Organization of American Historians and has appeared on Headline News (CNN), National Public Radio, BookTV (CSPAN) and dozens of local radio stations throughout the United States and Canada. McGuire's *At the Dark End*

of the Street won the 2011 Frederick Jackson Turner Award from the Organization of American Historians. Her dissertation on sexualized racial violence and the African American freedom struggle received the 2008 Lerner Scott Prize for best dissertation in women's history. Her essay, "It was Like We Were All Raped: Sexualized Violence, Community Mobilization and the African American Freedom Struggle," published in the *Journal of American History* won the A. Elizabeth Taylor Prize for best essay in southern women's history and was reprinted in the *Best Essays in American History 2006.*

§

The Georgia Government Publications (GGP) database, the country's first program to digitally convert state government publications for dissemination via the World Wide Web, has just passed 50,000 records. Developed in 1996 as GALILEO's first digital conversion initiative and redesigned in 2009, the Georgia Government Publications database serves as a digital repository of publications released by agencies of Georgia's executive branch. Georgia state agencies are required by law to submit publications that they produce for the public to the official depository at the University of Georgia Libraries. In 2003, the GGP was honored by the American Association of Law Libraries with its Public Access to Government Information Award.

The GGP consists of born-digital publications and scanned print documents produced by these Georgia state agencies. Currently, almost half of the total records are electronic text (.pdfs) and are searchable files. These publications in the GGP include not only print and electronic formats but also posters, bookmarks, maps, videocassettes, CDs, and DVDs. The array of publications ranges from *Guide to Alligator Hunting in Georgia* to the state of Georgia official directory. Among the first color images in the GGP were the rack cards of the Georgia state parks and song birds from the *Traveling Songsters in Georgia* poster. Videos are now being added to the database and include *Water Witch: Traversing the Seas of History from the Georgia Department of Transportation* and *The Green Tree Frog: How a Bill Becomes a Law*.

"Project participants are actively scanning documents printed before 1994 to provide researchers with a valuable source for online historical research," said Susan Tuggle, GGP project manager and coordinator of Georgia government publications.
Among the pre-1994 publications that have been added to the collection are the Journals of the Georgia House

and Senate; the *Picture Book*, containing biographical information about Georgia's state senators and state representatives; and the Department of Education *Annual Report*, which contains detailed textual and photographic information surveying the education system in Georgia back to 1871. The *Georgia Official and Statistical Register*, 1923-1990 is also a project of the GGP.

§

The Georgia Writers Hall of Fame, begun by the University of Georgia Libraries in 2000, will receive a 2011 Governor's Award in the Humanities Oct. 6 at an annual luncheon.

"We are delighted to learn that the Writers Hall of Fame will be recognized for fostering a greater appreciation of Georgia's literary culture," said Dr. P. Toby Graham, deputy university librarian.

The UGA Libraries established the Georgia Writers Hall of Fame to recognize Georgia writers, past and present, whose work reflects the character of the state — its land and its people.

The Governor's Awards in the Humanities luncheon will be held at the Old Georgia Railroad Depot, according to Jamil Zainaldin, president of the Georgia Humanities Council. Also recognized at the event will be UGA English professor Judith Ortiz Cofer, who was inducted into the writer's hall of fame in 2010, and former Georgia Poet Laureate David Bottoms, inducted in 2009.

Calling the induction ceremony an "inspiring occasion," history professor John Inscoe, editor of the *New Georgia Encyclopedia*, said the annual program is a very effective motivator to encourage people to "seek out and read these works."

"I especially like the fact that the selection committee has always defined the state's 'writers' in such broad terms – acknowledging the significance of the written work of people like Jimmy Carter, W.E.B. DuBois, and Elias Boudinot – and this year, songwriter Johnny Mercer," Inscoe said. "As such the Hall of Fame is as vital a resource for promoting Georgia history and culture as it is for the state's more traditional literary heritage." More information on the program can be found at: http://www.libs.uga.edu/gawriters/.

Valdosta State news and notes

The final twelve "Librarians Build Communities" (LBC) scholars began classes in August 2011 in Valdosta State University's Master of Library and Information Science program (MLIS). The three-year program provides scholarships to prepare forty-two students to be public librarians who have expertise in community building. It is funded by grant from the Institute of Museum and Library Services' Laura Bush 21st Century Librarian Program. In collaboration with the Valdosta State University Master of Library and Information Science program, GPLS is providing each qualifying student with a full in-state tuition scholarship to the thirty-nine-semester-hour, mostly-online program.

The scholars, their VSU professors, and grant consultant Dr. Kathleen de la Peña McCook, Distinguished University Professor at the University of South Florida, met for a face-to-face kick-off workshop at VSU's Odum Library on August 14, 2011. Wallace Koehler, MLIS Program Director, opened the day with welcoming remarks. Assistant Professor Linda Most oriented the students to Georgia's 61 public library systems and provided an overview of the value of public libraries' contribution to the people of Georgia.

Photo credit: Anita L. Ondrusek

Pictured back row left to right: Justin Nobles, Germaine Cahoon, Lyn Hopper (guest speaker), Francis Adebola-Wilson, Adam Pitts, Professor Wallace Koehler, and Professor Linda Most. Middle row, left to right, Darla Rance, Professor Kathleen de la Pena McCook, Karin Fulton, Lisa Massotti, Angela Ferguson, Elizabeth Roberds. Front row, left to right: John (Tim) Georges II, Melissa Hopkins, Chelsea Kovalevskiy.

Guest speaker Lyn Hopper discussed the role of Georgia's public libraries in serving their communities. McCook facilitated the workshop and introduced the scholars to the concept of community building through public libraries. While on campus the scholars received their grant-funded laptops. LBC scholars represent public library systems from across Georgia.

These are the final twelve students to receive the scholarship. The first scholar to complete his studies, Bill Davis, graduated on July 29, 2011.

West Georgia news and notes

Angela Pashia was appointed Assistant Professor and Outreach Librarian at the University of West Georgia in September. She holds the B.A. in Anthropology and in Religious Studies, as well as the Masters in Information Science and Learning from the University of Missouri, and the M.A. in Anthropology from the University of Virginia.

§

Jessica K. Critten was appointed Assistant Professor and First Year Programs Librarian at the University of West Georgia in September. She holds the B.A. in English and Humanities, the M.A. in Interdisciplinary Studies, and the M.L.I.S. from Florida State University.

§

Ingram Library marked the re-opening its renovated main and ground floors on August 25 with Reboot! Refresh! Recharge! Reconnect! a student-focused afternoon of celebration sponsored by the library and the Penelope Melson Society. Carrollton's UWG-connected band BABY BABY made up of Fontez Brooks, Kyle Dobbs, Grant Wallace, and Colin Boddy performed in the library seating that overlooks Love Valley. The band was featured on the cover of the January issue of *Performer* magazine and ranked in the top 100 bands at over 800 bands performing at South by Southwest in Austin, Texas in March. Students in a spring graphic design class taught by Professor Joey Hannaford designed banners that were hung on campus to announce the celebration.

§

Ingram Library, in association with its friends organization, the Penelope Melson Society, hosted the national traveling panel exhibition "The Many Faces of George Washington" in August and September.

Produced by the Mount Vernon Ladies Association in conjunction with the Gilder Lehrman Institute of American History, the exhibit explores facets of Washington's life, public service, and leadership. Dr. John Ferling, Emeritus Professor of History, and author of numerous books on Washington, the American Revolution, and other leaders in the movement for American independence, served as the exhibit speaker. Ferling's work on Washington includes *The Ascent of George Washington: The Hidden Political Genius of an American Icon*, *The First of Men: A Life of George Washington*, and *Setting the World Ablaze: Washington, Adams, Jefferson, and the American Revolution*.

Ferling has appeared in documentaries on PBS, C-SPAN, the History Channel, and the Learning Channel, and was recently featured on History Detectives. He received the 2009 Lifetime Achievement Award and the 2007 award for the Best Book on the American Revolution from the American Revolution Roundtable of New York for *Almost a Miracle: The American Victory in the War of Independence*. His book *Independence: The Struggle to Set America Free* was published by Bloomsbury Press in July. Dr. Ferling serves as President of Ingram Library's Penelope Melson Society.

§

The Dr. Ronald S. Love Memorial Library Fund has been endowed at the University of West Georgia to enrich the Love collection gifted to Ingram Library in 2008. Dr. Love, a specialist in 16th and 17th century France, authored six books and numerous articles. He died in 2008.

Athens Regional news and notes

Engineering, art and glamour all come together in the design of a fine automobile, and the Athens-Clarke County Library partnered with the Lyndon House Arts Center this September to bring all of it to Athens with "The Mystique of the Automobile: A Festival of Cars, Art and Fashion."

On Saturday, Sept. 24, hundreds of people from around Northeast Georgia came to the Lyndon House Arts Center in Athens to see classic automobiles hand-selected for their condition, rarity or other significant contribution to automotive history. Some examples of participating vehicles included vintage motor cars ranging from a 1912 Ford Model T touring car to a 1954 Mercedes-Benz 300SL gullwing coupe to a 1964 Lincoln Continental convertible.

Modeling a 1960s coat dress, Caroline Self arrives at the Lyndon House Arts Center atop a 1964 Lincoln Continental convertible. Self was one of several models who represented decades from the 1910s to the 1970s at the "Mystique of the Automobile: A Festival of Cars, Art and Fashion" on Sept. 24

This event was more than just a car show; it was an afternoon full of fashion, art and activities for the whole family. The highlight of the day was a fashion show showcasing models attired in clothing contemporary to the displayed automobiles. The galleries in the Lyndon House featured an exhibition of works from associated with the Automotive Fine Arts Society, and there were also children's activities and live music. A presentation of trophies, handcrafted and donated by local artists, concluded the event.

"The Mystique of the Automobile" is part of "The Boomers: Reflecting, Learning, Sharing" program, which is a partnership of the Athens Regional Library System and Lyndon House Arts Center designed to reach out to baby boomers in the Athens area, funded by a three-year leadership grant by the U.S. Institute of Museum and Library Services (IMLS). The event was made possible by IMLS, Athens-Clarke County Government, Athens-Clarke County Library, the Antique Automobile Club of America, and the Mercedes-Benz Club of America.

For more information about "The Boomers: Reflecting, Sharing, Learning," visit www.boomersinathens.org.

Atlanta-Fulton news and notes

Louisa May Alcott is recognized around the world for her novel *Little Women*, but few know Alcott as the bold, compelling woman who grew up in the innermost circle of the Transcendentalist and antislavery movements, served as a Civil War army nurse, and led a secret literary life writing pulp fiction. Louisa May Alcott was her own best character, and her life was her own best plot.

Louisa May Alcott: The Woman Behind Little Women is a documentary film co-produced by Nancy Porter Productions, Inc. and Thirteen/WNET New York's American Masters, and a biography of the same name written by Harriet Reisen. To support *Louisa May Alcott: The Woman Behind Little Women*, various libraries within the Atlanta-Fulton Public Library System will present a number of programs during September, October and November that will re-introduce audiences to Louisa May Alcott's story (see below for full list). Louisa May Alcott programs in libraries are sponsored by the American Library Association Public Programs Office with the support of the National Endowment for the Humanities.
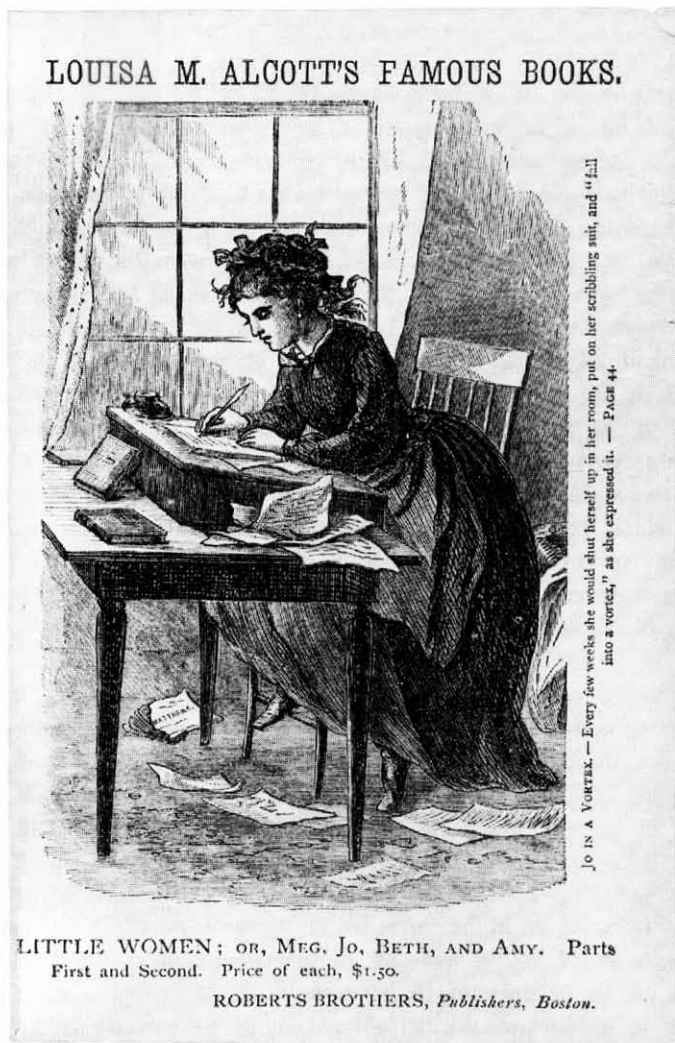
The Atlanta-Fulton Public Library System's public programs shed light on Louisa May Alcott by exploring her life and the historical and cultural context that inspired her remarkable body of work. Alcott's childhood was characterized by chronic economic difficulties and frequent uprooting due to her father's utopian experiments. Despite her family's financial hardships, Alcott experienced a rich intellectual life influenced by family friends such as Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller. When slavery threatened the nation, the Alcott home was an Underground Railroad stop for fugitives; during the Civil War, Alcott wanted to fight, but as a woman she could enlist only as a nurse.

Through her writing, Louisa May Alcott passionately expressed her views on many of her era's ideas for social reform, including women's rights, racial integration, and education. During her lifetime, she produced an enormous body of work, including sensational thrillers, satires, fairy tales, Gothic novels, and works of domestic realism. Louisa May Alcott amassed her fortune with the success of her novels for young adult readers, helping her to prove that a woman could make a living as a self-trained and professional writer. Louisa May Alcott programs at the Central Library will present a new understanding of the author and her place in American culture.

"We're very pleased that our library was chosen to receive a grant from the National Endowment for the Humanities for programs focused on Louisa May Alcott," said John F. Szabo, Atlanta-Fulton public library system director. "We will have a number of events that will explore Louisa May Alcott's life, work, and times. Besides her best known children's novel, Alcott authored many other stories for adult audiences, such as *Hospital Sketches*, an account of Alcott's time

LOUISA M. ALCOTT'S FAMOUS BOOKS.

JO IN A VORTEX. — Every few weeks she would shut herself up in her room, put on her scribbling suit, and "fall into a vortex," as she expressed it. — PAGE 44.

LITTLE WOMEN; or, MEG, JO, BETH, AND AMY. Parts First and Second. Price of each, $1.50.

ROBERTS BROTHERS, *Publishers, Boston.*

Advertisement for Little Women – Jo sitting at her desk in a "vortex" - Photo Courtesy of Concord Free Public Library

spent as a Civil War nurse; and *Behind a Mask*, one of Alcott's recently discovered thrillers. Our library is excited to explore these little-known works, which provide a unique perspective on American history. We look forward to sharing these event with our community."

For more information on the Atlanta-Fulton Public Library System's Louisa May Alcott programs, contact 404-730-1745 or visit www.afpls.org.

Louisa May Alcott Programs and Events
"Transcendental Wild Oats": Louisa May Alcott and Reform - Wednesday, September 28. 1:30 p.m.

This program will be part of a series of readings and discussions led by Dr. Robert Sattelmeyer. Subjects will include Ms. Alcott's writings, her experiences as a Civil War nurse, and social reformer, and her relationships with other Concord Transcendentalists, including Ralph Waldo Emerson, Henry David Thoreau and Nathaniel Hawthorne. Central Library, One Margaret Mitchell Square, Atlanta 30303

The Civil War in Atlanta
Saturday, October 1. 1:00-2:00 p.m.
A presentation and discussion led by Dr. Wendy Hamand-Venet. Roswell Branch, 115 Norcross St., Roswell 30075

"Hospital Sketches": Louisa May Alcott's Civil War
Wednesday, October 5. 1:30 p.m.

This program will be part of a series of readings and discussions led by Dr. Robert Sattelmeyer. Central Library, One Margaret Mitchell Square, Atlanta 30303

The American Abolition Movement - Wednesday, October 5. 6:30 p.m.

A presentation and discussion led by Dr. Sandra

Petrulionis. Southwest Library, 3665 Cascade Rd., Atlanta 30331

Noonday Nosh Book Club - Tuesday, October 18. 12:00 p.m.
The book discussed will be Louisa May Alcott: The Woman Behind Little Women by Harriet Reisen. The group meets in the library's meeting room. This group is co-sponsored by the Friends of the Roswell Library. All are welcome. Roswell Library, 115 Norcross St., Roswell 30075

Louisa May Alcott Wrote That? The Remaking of Her Modern Reputation - Wednesday, October 26. 1:30 p.m.

This program will be part of a series of readings and discussions led by Dr. Robert Sattelmeyer. Central Library, One Margaret Mitchell Square, Atlanta 30303

Discussion of Harriet Riesen's Biography of Louisa May Alcott - Wednesday, November 2. 1:30 p.m.

Join us for a discussion of Harriet Riesen's biography of Louisa May Alcott led by Dr. Robert Sattelmeyer. A reception will be held following the discussion. Central Library, One Margaret Mitchell Square, Atlanta 30303

Louisa May Alcott Writing and Costume Contest
Award Ceremony, Saturday, November 5. 1:00 p.m.

Three contests open to Grades 3-4; Grades 5-6; and Grades 7-8. Prizes will be awarded for the top three entries in each group. Write about American history or literature from the period 1840-1870. Entries should be 3-5 pages, typed or hand written. Entries accepted September 10-October 15 in the Children's Department at any Atlanta-Fulton Public Library Branch. This event will be held in conjunction with the judging of a costume contest open to ages 7-13. Central Library, One Margaret Mitchell Square, Atlanta 30303

Louisa May Alcott in her mid-twenties, 1858
Photo credit: Courtesy of Louisa May Alcott's Orchard House/L. M. A. Memorial Association

Gwinett County news and notes

Gwinett County Public Library hosts *New York Times* Bestselling Author Siddhartha Mukherjee, Winner of the 2011 Pulitzer Prize, for a book reading Thursday, October 6th at 7:00 p.m. in Lawrenceville, Ga., at the Gwinnett Center, Tommy P. Hughes Grand Ballroom.

The Gwinnett County Public Library is proud to announce its newest Gwinnett Reads selection *The Emperor of All Maladies* by Siddhartha Mukherjee. Mr. Mukherjee's cancer biography has been recognized as one of the "10 Best Books of 2010" by the *New York Times*.

The book chronicles the history of cancer, delves into its origins, the advancement of its diagnoses, and discusses recent developments on this ferocious disease.

Mukherjee beautifully weaves compassion for patients and their families along with the science and research of this complex and complicated sickness.

This event is free and open to the public. Books will be available for purchase and signing at the event.

Mr. Mukherjee is an Assistant Professor of Medicine as well as Cancer Physician at Columbia Medical Center. Mr. Mukherjee has also been recognized as one of *Time* Magazines 2011 "100 Most Influential People."

For more information, please visit www. gwinnettfallintothearts.org or call 770.978.5154.

Troupe-Harris Regional news and notes

JoEllen Ostendorf, Director of the Troup-Harris Regional Library for the past 14 years, will be retiring on November 1. Prior to her tenure at Troup-Harris, she worked at Georgia Public Library Service for ten years. A replacement has not yet been named.

2011 Georgia Student Media Festival

The 35th Georgia Student Media Festival, Friday, April 29, 2011, at the Clayton County Schools Professional Learning Center in Jonesboro, drew more than 160 volunteers for runners, judges and other posts for projects received from thirty-four Georgia school districts.

Student participation in the Georgia Student Media Festival (GSMF) continues to increase. The GSMF consists of a leveled progression to the State Level. Students enter projects into the Building Level Festival. If a project scores more than 96, the project progresses to the System Level Festival. If the project again scores 96 or above, it progresses to the State Level Festival.

In 2010, 996 projects were entered in the State Festival. This year 1072 projects were received, judged, and returned. The projects received this year at the State Festival represented more than 4585 students.

What kind of projects do students enter since filmstrip projectors have faded from view? This year's Festival featured 100 animations, 19 interactive stills, 627 sequential stills, 26 podcasts, 233 live action videos, 67 websites, and 40 GALILEO researched projects.

Of the 1072 State Festival Projects, 480 projects advanced to the International Student Media Festival (ISMF). Results of this Festival, just released, include 412 Georgia Student Media Festival project winners.

The Georgia Student Media Festival began in 1976, sponsored by the Georgia Library Media Association (GLMA) and the Georgia Association for Instructional Technology (GAIT). Today the Festival is sponsored by the GAIT and the Georgia Library Association (GLA). The co-chairs for the Festival are Deborah Gray, Media and Broadcast Journalism, Gwinnett County Schools; Michelle Lenderman, Media Coordinator, Bibb County Schools; and Dr. Gordon Baker, Dean of Libraries, Clayton State University. Additional leadership is provided by Joni Jones, Media and Instructional Technology Coordinator, Rockdale County Schools, and Dr. Ebony Thomas, Language Arts and Media Coordinator of the Clayton County Schools.

The 2012 Georgia Student Media Festival will be held on Friday, April 27, 2012 at the Clayton County Schools Professional Learning Center in Jonesboro. If you are interested in serving as a volunteer, runner, or judge, please contact Dr. Gordon Baker at gordonbaker@ clayton.edu.

GLQ Board Member Lora Mirza Wins National Library Leadership Award

Lora Mirza, associate library director at the Georgia Perimeter College (GPC)-Dunwoody Campus, received the Community and Junior College Libraries Section (CJCLS) EBSCO Community College Learning Resources Leadership Award for 2011. The $500 award and plaque, donated by EBSCO Information Services, were presented to Mirza during the ALA Annual Conference in New Orleans.

Melora Pond Mirza has demonstrated through her years of public and academic library service that she represents the true spirit of the CJCLS/EBSCO award, said award chair Steven L. Irving, electronic services librarian at Southern Utah University. "Mirza not only leads by example but is happy to help bring new members into the fold and share her enthusiasm and love of her profession."

Ideas, Hints & TIPS

by Thomas Ganzevoort, UGA and Reference Services Interest Group

Librarians of 40 years ago might have trouble recognizing the 21st century library landscape. The modern library has been transformed from an analog, print-centered environment to one in which computers, the Internet, and Web-based technologies predominate. Internet technology has presented libraries and librarians with challenging new issues affecting every aspect of library services. The near-constant profusion of new software and evolving technologies can be dizzying even to those who are accustomed to such rapid technological change.

The flip side of this development, however, is that Web 2.0 technologies have opened up a world of exciting new possibilities for reference and instruction librarians. We have more and better media tools at our disposal with which to create instruction content for our students. One media tool that I've found particularly useful for library instruction is screencasting software. Screencasting provides the capability to record what a user does on a computer, capturing images and action on the monitor screen. The captured screencast footage can be combined with recorded narration to create a demonstration video. The creator can teach viewers various Web procedures like navigating through a website, using a search engine, or searching a library catalog. Screencasting is a versatile tool suitable for both face-to-face and online instruction.

One screencasting program with which I've had great success is Jing, a software program available as a free download from Techsmith at their website (www.techsmith.com). Although there is a deluxe version of Jing called "JingPro" which costs money to download, the basic, free version of Jing serves my needs perfectly. Jing can capture both still screenshot images and moving video footage. Jing also comes with audio recording capability, so that users can record narration simultaneously with video footage. Creating screencasting instruction videos complete with narration

thus becomes a relatively simple and streamlined process.

Once the video is complete, the user can upload the video to www.screencast.com, Techsmith's video-hosting website. Registration is free, and users can create an account to post their videos online, making them available via a URL or hyperlink. I've created several instruction videos in this manner, uploading them to Screencast.com, and posting the links for my online library instruction course.

Creating and watching videos is quite easy with Jing. Not being a natural "techie", I was initially nervous about learning to use the software, but I found it to be simple to operate and easy to learn. I recorded my first practice video after about five minutes of playing with the software, and recorded my first "keeper" about ten minutes after that.

And, my students report that the Jing videos I've created are easy to access and view—they just click the link I've provided, and the video pops up, ready to go. Several of my colleagues have also used Jing to create video tutorials for our library website. Screencast.com has proven to be a stable, hassle-free platform for video storage and access.

While Jing is a great tool, there are a couple of downsides: once recorded, the video footage cannot be edited in Jing; and, videos can be no longer than five minutes. Fortunately, I've found a way to turn the five minute limitation to my advantage: in order to convey the most information in the shortest possible, I write a narration script beforehand. This eliminates the rambling, repetition, and the conversational "ahs" and "ums" that result from speaking extemporaneously. I can then break down what might have been a twenty minute video into four five-minute parts, allowing

students to take in information in smaller, more manageable chunks.

Jing has proven to be an excellent tool for me as an instruction librarian. If you're looking for an uncomplicated, intuitive way to create video tutorials, you can investigate Jing at the Techsmith website (http://www.techsmith.com/jing/).

Thomas Ganzevoort is Instruction Librarian at Columbus State University

GLQ Publishing Update

Please note that this will be the final issue for which a formal layout will be done for the Georgia Library Quarterly.

For future issues, all articles will be posted to and distributed for review by the GLQ Board on the DigitalCommons site at: http://digitalcommons.kennesaw.edu/glq/

Once articles are reviewed and ready for publication, they will be reposted to the DigitalCommons site, automatically converted into PDF files and made visible for download.

Thank you,
Jeff Heck
Editor, GLQ