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GLA SPOTLIGHT

Cobb County Public Library System

The Cobb County Public Library System (CCPLS) is dedicated to increasing the library's impact on the community in 2014. This year, we are focusing on expansion of the library's outreach services and services to community members with special needs. With the help of several community partners, these initiatives are a highlight of the library's plans to bring services to people wherever they are— even if they are away from library buildings.

The library has developed two new collaborative partnerships, both launching this year, which will offer an increased level of service to people with physical and mental disabilities. According to the US Census, about 8 percent of Cobb residents have special needs. While CCPLS staff members already provide sign language story times, services to people with vision disabilities, and special story times for children with learning impairments, CCPLS is dedicated to developing new and innovative services and programs to further engage special needs patrons.

The first partnership is with Cobb County's Parks, Recreation, Cultural Affairs Department. CCPLS is partnering with the department to develop a library at the new Windy Hill Therapeutic Community Center, which will provide Cobb residents with disabilities a centralized facility for special services. Inside the new facility is a library, which will feature low-literacy reading materials, games, audiobooks, movies, and accessible technology. The library and the parks departments will collaborate on special programs, book clubs, and computer classes to bring literacy and technology to this population. Funding for this new library location, including the technology, collection, and furnishings, was provided in part by the Georgia Public Library Service and the Cobb Library Foundation.

CCPLS is also working with Southern Polytechnic State University to develop computer games for adults with learning disabilities. Students in the university's award-winning Computer Game Design and Development program, under the leadership of Dr. Jon Preston, are developing a library-themed game to help patrons at this location learn about the library and popular reading materials.

The outward focus of these two projects is expected to change the public image of Cobb libraries. Traditional services, such as lending books and providing children's story times, are now complimented by creative outreach programs. Cobb librarians often visit the county's senior centers, apartment complexes, childcare centers, and other locations to bring library services to underserved people.

Quality customer service involves actively engaging as much of Cobb's population as possible, says Cobb County Library Director Helen Poyer. "Stepping out from our facilities

and effectively using communication and technology are critical for our libraries," she says. "We hope to turn the Therapeutic Center and games development projects into models for Georgia libraries, and, in turn, we are

inspired by innovative and collaborative efforts of our peers throughout the state and nation."

To learn more about Cobb County Public Library System, visit the website at www.cobbcat.org.

GLA SPOTLIGHT

St. Jude the Apostle Catholic School Library

Tucked away in Sandy Springs, Georgia is St. Jude the Apostle Catholic School. The St. Jude Library and Media Center serves the teachers and 511 students in grades kindergarten through eight. The library's amazing collection has over 20,000 items including books, e-books, A/V resources (DVDs, CDs, and playaways), and periodicals for faculty and students, as well as electronic databases (EBSCO, World Book Online, Grolier, Gale, and Nettrekker). Nine computer stations and eight laptops are available for searching the online library catalog, working on research projects, taking Accelerated Reader (AR) quizzes, and using word processing. Everything supports the school mission statement of "nurturing the formation of saints and scholars."

Every school day at St. Jude the Apostle Catholic School begins with the morning news show, which is broadcast live from the media center throughout the school. It is run by middle school students who write their anchor reports by interviewing teachers and students. The WSJA News is a unique learning experience for many students who enjoy working behind the scenes with the cameras and sound/video mixing equipment.

The library often hosts author visits and celebrity guest readers. This year, the St. Jude Library welcomed local authors Eileen Jedlicka, Cassandra Jones, and Cheryl Mure. Celebrity guest readers included television personalities Fred Kalil and Karyn Greer, Dunwoody Mayor Mike Davis, and Dr. Diane Starkovich, the superintendent of Atlanta Archdiocese.

Besides weekly library classes, students enjoy a variety of fun activities. During LEGOs in the Library week, students can bring their LEGO creations to display and tell their classmates about their work. Second grade girls attended an American Girl doll tea party in October, while second grade boys were invited to a Hall of Fame sports celebration a few weeks later. Students were asked to read a book (either an American Girl book or a sports book from the Sports Illustrated Kids Graphic Novels series or the Jake Maddox series), take and pass an AR quiz, and bring their American Girl doll or the sports award to share at the party.

Students in grades 3–6 participate in the annual Archdiocese wide Battle of the Books competition. Children form teams and read books from the lists provided by the Catholic school librarians. In spring, classroom and school competitions are held before the final competition in May. Last year the sixth grade team won.

The library is a comfortable and welcoming facility. With an LCD projector and screen, it serves as a meeting place for the Technology Club, the Future City competition teams, and

the No Place for Hate presentations. St. Jude submitted twenty-two student projects to the Georgia Student Media Festival, seven qualified for the International Student Media Festival, five received an Excellence in Media Production award, and two out of these five were recognized as Judges' Favorites. One of our

Future City teams won first place in the Georgia regional competition this year, along with four special society awards. The team, Ark City, went on to Washington, DC to represent Georgia in the National Future City competition and won a special society award for Most Sustainable Buildings.

GLA SPOTLIGHT

University of North Georgia Cumming Campus Learning Commons

Nestled in the foothills of the Blue Ridge, the Cumming campus is the newest campus within the consolidated University of North Georgia (UNG). Opened in August 2012, with more than 400 students, the enrollment in Cumming is now over 700 students, with more classes being added each semester to meet the needs of Forsyth county and surrounding communities. Conceived well before consolidation plans were announced, the Cumming campus was created as a collaborative effort between the former Gainesville State College and North Georgia College and State University. The typical visitor to the learning commons can be either a dual enrollment, undergraduate, or graduate student, as well as a faculty, staff, or community member.

The learning commons offers a cozy, café style setting that draws in students who need a place to study, relax, research, or gather. Adding to the ambiance, windows overlook nearby Sawnee Mountain, which, with an elevation at over 1900 feet, is taller than both Kennesaw and Stone Mountains. Original art by the renowned artist Win Crannell hangs on the

walls, donated in honor of Dr. Sherman Day, the original head of the Cumming campus and a former president of North Georgia College. Photography by Jack Anthony, with restful scenes of northern Georgia, also adorns the space.

For convenience, technology, such as laptops and graphing calculators, is available for use either within the library or for checkout. A wall-mounted SMART Board, along with the availability of thirteen computer workstations, invites students to congregate within the learning commons, where assistance is available close by from a full and part-time librarian, a graduate assistant, and student workers. Writing and math tutors are stationed within the learning commons four days a week. A group study room and portable white boards facilitate group study and are used regularly.

The collection is almost entirely digital, rich with offerings of over 350 subscription databases and 200,000 academic e-books. Hard copies are shared from nearby UNG campuses or through GIL Express via couriers. For quick access, the digital collection is supplemented by hard copy textbook reserves and ready reference texts, such as the MLA and APA style guide handbooks. Interlibrary loans are easily

requested using ILLiad, found on the UNG Libraries' website.

Services offered in the learning commons include workshops open to students, faculty, and staff. This past spring, the learning commons provided sessions on how to download and use e-books and Zotero; as well, the commons offered a faculty workshop on identifying potential publishers for scholarly works. Faculty may request library instruction for their classes and students may request personal appointments with the librarians.

Over the last year and a half since opening, the learning commons hosted programs, including an art exhibit and artist talk featuring Didi Dunphy, a performance artist. Other programs included Dog Therapy for finals week, Open Mic, Create a Valentine, and the Cumming Campus Book Club.

Looking towards the future, the UNG Cumming Campus Learning Commons is acquiring iPads and cameras for circulation and developing additional programming for its growing student population.

Please visit the UNG Cumming Campus Learning Commons website at: http://libguides.ung.edu/GA400 for more information about the library.

Photo by Sandra Sullivan

From the PRESIDENT

Dear Colleagues,

Sirius the Dog Star—as well as the satellite radio station—is high overhead. That means the dog days of summer are here! Although summer officially started just over a month ago, and fall doesn't officially start until about six weeks from now, students are already back in school and an autumn mindset is beginning to take hold.

Fall is a new beginning of sorts—new bookbags, new classes, new faces. In anticipation of this new season, I would like for us to *THINK V.I.P.* While I believe that all GLA members are already VIPs, please let me explain:

V means Vote. Your next set of candidates for GLA leadership has been announced. The nominating committee, led by Casey Long, did a great job assembling a slate of stellar candidates. This year, for the first time, we will have the ability to vote electronically, thanks to the hard work of Kara Mullen. Information about the candidates is already on the GLA Webpage at:

http://gla.georgialibraries.org/election_2015.pdf

This information is also in this very issue of *GLQ*. And, finally, when you receive your e-mail notification to vote, candidate information will be on the ballot too. So you have many, many places where you can study the candidates' qualifications, think about your choices, and then vote!

And while you are at it, keep up the impetus and vote in the Georgia election in November! We will be living with whoever is elected governor for the next four years and US senator for the next six, not to mention the various local and state officials who are up for election. In today's complicated world, the decisions that our elected officials make may have not only an immediate impact on our local libraries, but a more far-reaching and serious impact on all aspects of our lives. Consider decisions made concerning the vital flow and management of information. Consider the debate going on right now on network neutrality.

I means Investigate/Initiate/Innovate. This is what we as librarians do for a living, so this should not be too tall an order. Public service staff looks for answers, material, and new paths to information for our users all the time. Technical service staff investigates incoming resources and decides best how to describe and catalog them so users can find them. Investigate what sorts of new initiatives and techniques you can implement this fall to aid in your mission of getting your users what they need. Revisit Ranganathan. Put your own twist on his five laws with an innovative eye looking at the place where you work and the people you serve.

P means Participate. In the immediate future, mark your calendar for COMO in Augusta, October 1-3. Come and participate in this all-encompassing gathering of librarians and others who specialize in the sharing of information and knowledge. Some of you who are reading this, as well as a number of our SELA colleagues, may have contributed to the ninety-plus programs to be presented. There will be three nationally recognized keynote speakers, as well as a Movie Night (with a new twist, we hope) and the Authors' Reception (with wine, we know).

Registration should be open by the time you read this message, so please come, network with your colleagues from all types of libraries, take away new ideas, and have fun!

In the longer run, don't just stop your participation with COMO. GLA's next annual cycle will be revving up shortly after COMO. Volunteer to be truly active on a GLA Committee next year: Do you have ideas on how to increase membership? Do you believe that we should go to the Georgia and US capitols to bring library and information concerns to our legislators? Would you like to see GLA bring specialized workshops to different parts of the state for library staff who

cannot attend COMO? While GLA plays a major role in COMO, GLA does not stop with COMO. So participate for the longer run—you will find working with your colleagues around the state and outside your home institution on a regular basis most rewarding.

Well, GLA VIPs, that's all for now. Don't just think about taking the three broad steps above, but act on them as well. Stay cool through the dog days. See you in Augusta and beyond.

Susan Morris
President, Georgia Library Association 2014
smorris@uga.edu

My Own PRIVATE LIBRARY

By Scott Piepenburg

It has been said that "catalogers are born, not made." I'm not certain if there is any scientific basis for that statement, but in my circumstance, I'm inclined to believe it.

Most people associate librarians with people who love books. Make no mistake, I love books, but I also recognize how quickly they can overwhelm a house. My personal book collection is small, less than one-hundred books; if the bookshelf gets too full, it's time to weed.

On the other hand, I fell in love with music at a very early age. By the second grade, I had the definitive collection of read-along books (on records, of course!) and was one of the "early adopters" of Scholastic records. My first was *Too Much Noise* based on the book by Ann McGovern and *Ferdinand the Bull* by Munro Leaf—both of which I still have. As I grew older (fourth grade), I graduated to listening to my mother's collection of records on an old Electro-Voice unit on a cart with the speakers sitting on fold out wings and the records stored in a rack below. I started pestering my parents to buy me albums I liked. The first album I remember owning was one by Johnny Cash (which, incidentally, I have to this day).

The collection grew to a total of twenty linear inches, or 130 record albums (there are 6.5

albums to a linear inch) organized into three sections. The first was soundtracks, organized by the name of the movie, TV show, or production; the second was albums by individual artists, organized by last name, first name and then by title for each artist; and the final group was Christmas music (mostly my parents' albums) sorted by title, sort of. After organizing them, I took each album and typed a 3x5 card documenting it. At the top of each card was the artist's name (last name, first name) or, in the case of soundtracks, just the title of the production. The next line (usually double-spaced down) was the title of the album. Below that was the name of the record label, the city it was located in, and the year it was released. The following line was information about the speed and size of the recording. The remainder of the card listed the individual tracks on the album along with the playing times, if available. These cards were then filed in a small metal box that I stored in my closet. To this day, I still have that box of cards.

Sadly, I had to discontinue this practice as I got older and my parents felt I was using the typewriter to "play with" and not as the serious tool that it was. Compounding this, I discovered Columbia House Record and Tape Club (twelve albums for a penny with the understanding to buy nine more in the next three years). This caused my album collection to grow at a pace

that prevented me from typing up cards fast enough.

My church confirmation saw the purchase of my first real stereo. (Admiral AM-FM receiver with 8-track tape player and BSR turntable), and my collection grew. High school (and a part-time job) brought my first real piece of "audiophile" equipment in the form of a Technics SL-1950 changer and, in my junior year, a Concept 55-watt receiver and new speakers.

The college years put somewhat of a damper on purchases, but I still bought albums I liked and discovered new genres. Graduate school saw the purchase of my first CD player, and I developed my first collection development policy: I would purchase no CD that I already had on album. My collection continued to grow along with upgrades to my stereo. Marriage brought my wife's collection into the mix, along with the purchase of a VCR and a new format to organize. Columbia House again entered the picture with my joining the Star Trek Tape Club (a new tape every three weeks).

Alas, divorce then struck. Fortunately, I retained the entire audio-video system and most of the CDs and videocassettes. With my divorce settlement, I bought a laserdisc player and started collecting a new format, again following the policy that if I had it on commercial VHS, I didn't purchase the laserdisc. Yes, Columbia House supplied me in

this new genre, and post-spouse, the collection grew even more.

Then I really grew up: full-blown, high-end home theatre system, big-screen TV, projector, and DVD player. Soon, the collections started to outstrip my storage space. There were no good CD or DVD cabinets on the market, so I built my own. In my professional career, I took a position with a library automation company; this had the added benefit of giving me access to my own ILS to install. Dutifully, I cataloged all my albums—singles (or "45s"), videotapes, laserdiscs, CDs, and, eventually, DVDs and Blu-ray discs. This cataloging even became part of our corporate retrospective conversion database. I have maintained this database, which gets sent out every year for authority work, and from it I can generate a list of holdings, which I use for inventory work as needed. It even came in handy when my house was broken into, and I was able to give the insurance company a detailed list of the titles stolen (since I set them to "lost" in the system). The downside is that I don't have a web presence for them; it's still an internal structure.

Today, the collection has grown to over 1600 CDs, 1200 albums, 300 laserdiscs, 500 DVDs, and 100 Blu-rays. All organized, all cataloged, and all authority controlled. Once a cataloger, always a cataloger.

Scott Piepenburg is Head of Cataloging at Valdosta State University

The Role of a University Archives in Producing a History of a Core Curriculum

By Laura M. Sinclair and Anne A. Salter

For the past five years, the librarians at the Philip Weltner Library have worked closely with the Alumni Department of Oglethorpe University to plan and execute a themed exhibit for the annual Alumni Weekend event. The Alumni Department's programs in particular illustrate the importance and usefulness of the university's archival collections that aid their efforts in promoting and solidifying ties through shared memories. The librarians and the Alumni department staff have a long history of collaboration utilizing photographs, historical materials, and archival information. This partnership's significance became even more effective in fall 2009, when the Alumni Department for the first time asked the library staff to make a display to celebrate the 175-year anniversary of Oglethorpe University. The careful consideration and attention of the Alumni Department staff, who believe in the importance of celebrating and commemorating the unique history of the university, is an added incentive for the librarians to find those special archival items that capture the imagination of returning alumni and provide them with a sense of connectedness, if not nostalgia, for the university.

Production on the annual exhibit begins in the early fall with a call from the Alumni staff to the librarians for assistance in determining a meaningful theme for the yearly gathering. The required research for the project proceeds in stages, first by identifying important events in the history of the university. The librarians, with help from volunteers, student interns, and work study students, scour a baseline resource pool comprised of yearbooks, personality and subject files, university and community publications, and manuscripts for stimulating and significant images and artifacts. The librarians next compile a historic timeline based on that year's class reunion graduation dates. Using this list, the Alumni Department develops an over-arching theme for branding the spring-time alumni weekend event. For 2014, the librarians and a volunteer identified more than twenty historical events from which a selection could be made. The clear choice was a historic event of profound significance—the 70th anniversary of the Core Curriculum, the heart of the Oglethorpe education.

Significant events in the history of a university are often diminished over time, relying on collective memory of staff. Opportunities to reconstruct these events are best served by robust archival collections that provide countless resources to recreate and highlight the past. In the case of the history of the Core Curriculum, the university archives yielded several significant documents. These were retrieved from a variety of general resources including speeches, bulletins, reports, papers, general histories, and booklets. Each in their own way contributed to a timeline of events, painting a picture of the Core Curriculum narrative. The documents chosen were of enough evidentiary value to warrant both their context as parts of the exhibit narrative and their actual physical self as an exhibit item and included: *The Oglethorpe Book; A New Approach to Education* (University Bulletin); *Freshman Announcements 1944-1945*; *New*
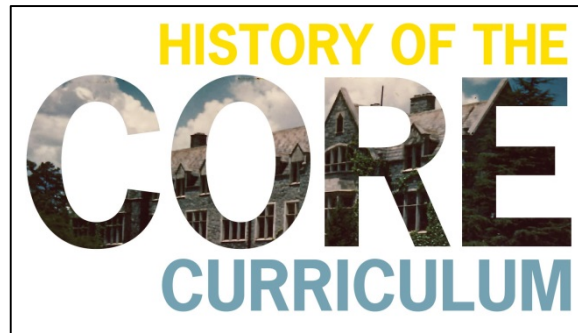
York Times article, 1945; "Understanding Oglethorpe," (paper); "Problem of Moral Education" (project report); "The Emerging Image of Oglethorpe University" (speech); "A House Should be a Home" (speech); "Education in the English Tradition" (article); NEH Grant Report; and "Oglethorpe University: A Sesquicentennial History of Oglethorpe University" by David N. Thomas (unpublished manuscript).

The Oglethorpe Book, which expounded the vision of newly appointed Oglethorpe president, Philip Weltner, forever termed this vision the "Oglethorpe Plan." This change in the academic approach was more than a routine modification in class offerings or curriculum structure—it was an attempt to formulate a new academic program based on what Dr. Weltner called "integration." By integration, he meant that courses of study available at the institution would provide students with a cohesive, well-constructed program of study. In dealing with students, he did not want them to merely "wander among departmental offerings, pass the total required credits, pay the fees, and go hence with a degree" (Weltner 1944, 2). Rather, he wanted a program of studies which "makes sense from first to last, which hangs together, and promotes the desired result" (2).

One of the ground-breaking ideas of Weltner's new academic approach was the organization of courses into five divisions of studies. A small blue and white publication, *Freshman*

Announcements, 1944-1945, took on the dual role of expounding on the new approach by describing the new divisions. Its attractive cover depicting the gothic architecture of the campus met the criteria for including it in the physical exhibit. The contents provided a description of each new division. The Division of Human Understanding embraced studies in English, languages, literature, aesthetics, philosophy, and religion. In this division, freshman students were required to take two laboratory quarters of writing. The objectives of these quarters were "to help students overcome bad or slovenly habits of expression and achieve effectiveness in the use of their mother tongue" (Freshmen Announcements 1944, 6). The Division of Citizenship included courses in history, economics, government, and politics. The Division of Business encompassed the fields of mathematics, taxation, business law, accounting, investments, corporate organization, and marketing. The Division of Science gave students experience with advanced work in chemistry, biology, and physics. The Community Service Division provided work in home economics, office management, education, and public welfare. A Division of Fine Arts was added later. Out of these divisions, students were required to take a core of required courses, which consisted of one half of their overall studies. A degree was obtained through a combination of these courses and their regular major.

Oglethorpe granted two degrees during the Philip Weltner era—the AB degree was
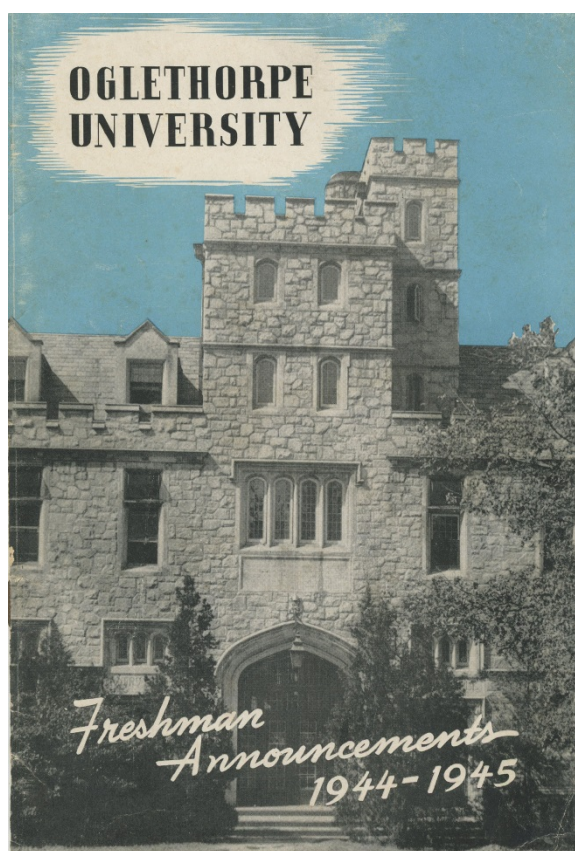
conferred upon those who majored in humanities, fine arts, or citizenship, while the BS degree was awarded to students who majored in science, business, or community service. By completing the different combinations of required and elective courses within the divisions, an Oglethorpe student was prepared to enter into diverse fields of employment, such as business, medicine, law, education, or journalism. Philip Weltner, the master mind behind the Oglethorpe Plan, had set in motion what would eventually become the Core Curriculum still thriving today at Oglethorpe University (Thomas 1986, 223).

Dr. Philip Weltner came to Oglethorpe with a notable career. After receiving his law degree from Columbia University in 1910, the young lawyer settled in Georgia with a stronger passion for the pursuit of justice and social welfare than the establishment of a law practice. He soon was appointed in a leadership position for the Prison Association of Georgia, which assisted ex-convicts, and he was involved with other organizations that were dedicated to the improvements of the harsh conditions of Georgia prison life. To gain insights into these severe prison conditions, Weltner impersonated a convicted felon and was arrested and held in custody for a day, which was long enough to gain notoriety with the public (Cates n.d.). He unsuccessfully tried a second time months later to be imprisoned in the Atlanta stockade. During his first Christmas with his new wife, Weltner asked that they share their Christmas dinner with inmates of a Georgia chain gang at

Dr. Philip Weltner receiving the Shining Light Award from President Vonk, 1973.

a prison camp (Bailey 1950). Weltner also worked as the Secretary of the Board of Public Welfare in 1918, and he served in this position without any compensation. His willingness to subjugate himself for the benefit of others was enough to garner public support, and Weltner was eventually instrumental in abolishing chain gangs in the Georgia penal system. In the 1920s, Weltner made a career move into higher education, drafting legislation on behalf of colleges and universities, and eventually becoming the Chancellor of the Board of Regents.

After a diverse and extraordinary career of service, he believed that Oglethorpe should offer students an education that would help them to "make a life and make a living" (Oglethorpe University Bulletin 1946, 3). Upon his arrival at Oglethorpe in 1944, the nation was in the middle of a world war and plagued with financial difficulties, making the recruitment of students and survival of a university difficult. Weltner realized a need for a fresh approach to the entire educational process. In order to achieve his "plan," Weltner needed the best and brightest faculty willing to experiment with this new approach to education.

Once again, *The Oglethorpe Book* re-entered the exhibit narrative as it captured in print Weltner's desire to grow a faculty of exceptional qualities. As he stated in the first edition of the *Oglethorpe Book*, he felt that the quality of faculty ought not to be judged by the number of papers appearing in professional journals, but rather on how well the faculty "inspire students with love for truth" (Weltner
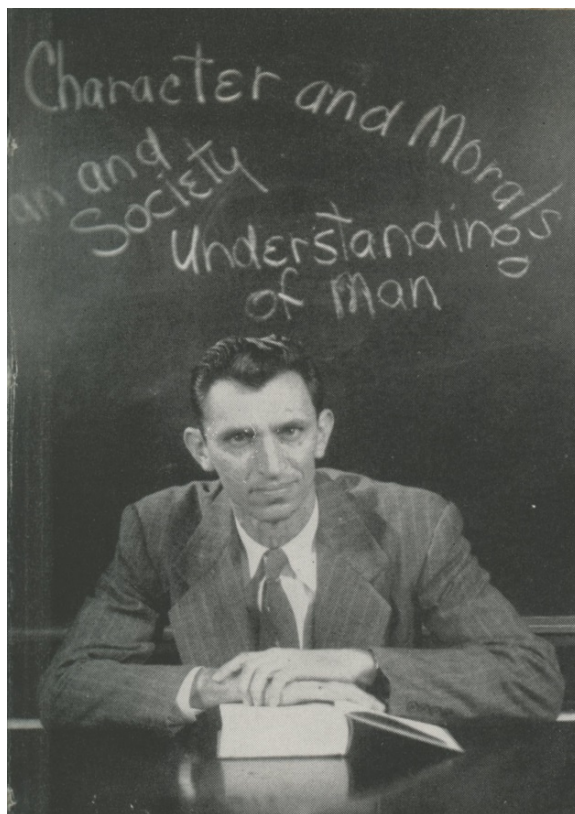
1944, 2). Evidence of the importance of this statement was reiterated in a subsequent university bulletin in which Weltner coined the phrase: "a small college, superlatively good" (Oglethorpe University Bulletin 1946, 3). This expression has been echoed down the decades and remains today as a well-remembered quote. Among the notable instructors that Dr. Weltner brought to Oglethorpe were George Seward, Wendell Brown, and Gerhardt Niemyer, among others (Thomas 1986, 220-221). In the fall of 1944, these three professors became part of the hub in setting the Oglethorpe Plan in motion. Additionally, their recruitment began the custom of Oglethorpe's employing exceptional, passionate teachers to instruct within the Core program. They were to achieve national mention through an article in the *New York Times*.

A small copy of the newspaper article from the *New York Times* remains in the archives, capturing the significance of the work being accomplished on the Oglethorpe campus. The article appearing in the spring of 1945 featured the Oglethorpe Plan and made front page news. "The barrier that separates the liberal arts and vocational courses," the article stated, "have been broken down at Oglethorpe" (*New York Times* 29 April 1945, E9). This "new approach to the teaching of the liberal arts" provides the students with a "general education," that would "enlarge the student's power to live happily with himself, and become a useful, creative individual" (E9). Under Weltner's leadership, and in conjunction with the establishment of

Professor Stanley Daugert is captured in this ca. 1949 image from the Yamacraw yearbook.

the Oglethorpe Plan, Oglethorpe University received accreditation in 1950.

The Weltner curriculum, known as the Oglethorpe Plan, remained relatively unchanged during the next several years through the subsequent presidencies of James Whitney Bunting (1953 – 1955) and Donald Wilson (1956 – 1957). After Weltner's presidency, Stanley Daugert, an Oglethorpe professor of philosophy, became one of the primary supporters of the Oglethorpe Plan, writing two well preserved manuscripts that praised the benefits and quality of the plan: "Understanding Oglethorpe" and "Oglethorpe and the Problem of Moral Education." Together these two works detail a history of the Oglethorpe Plan, with suggestions for improving upon the existing system by adding fine arts to the five areas of significance in the curriculum. Daugert's sometimes painfully detailed work remains a milestone in capturing not only a reaction to the program but the significance of its existence and a critique of its performance. Daugert's two manuscripts provided significant narrative to the exhibit. Although they were not visually stimulating, they were included in the exhibit and augmented by reproductions of images of Daugert and some three-dimensional university materials that helped to support the documents.

Two more flat print items took on a significant role in the exhibit in the form of two speeches

by subsequent university presidents. These presidents, Agnew and Beall, began a process of fine tuning the program to adjust to changes in education on a national scale.

When Dr. Donald Charles Agnew began his presidency in 1958, he too made the decision to keep the Oglethorpe Plan as the heart of the academic program. He also reaffirmed the idea that students should have a commitment to service within the community. Dr. Agnew addressed this in a state of the university address given in February 1960, stating that "we are growing not just physically but in the sense of mission and in the sense of obligation" (Agnew 1959). Under President Agnew, who regarded the small size of the student body as an impediment to the university's success, the number of students more than doubled within five years. There were other minor changes as well, such as the re-naming of some of the core courses to more traditional names. Dr. David N. Thomas, a history professor at Oglethorpe University, in his work "Oglethorpe University: A Sesquicentennial History" notes the example of the course "Man and the Universe" being renamed "Science." Additionally, the catalogue of courses was changed to its familiar title, *Oglethorpe University Bulletin*. Agnew was also responsible for establishing faculty tenure, granting its faculty a guarantee of their academic freedom.

Yet another speech would continue the process and provide continuity in the changing pattern of education. This time it was president Beall's turn to use the same platform to instigate

change. In his 1965 speech delivered to the student body, Dr. Paul Rensselaer Beall stated that a liberal arts education was necessary to "expose our students to their heritage so that they have a frame of reference in evaluating contemporary hysterics" (Beall 1965). Beall arrived at Oglethorpe in the midst of profound changes in American culture and society caused by reaction to the Vietnam War. During his relatively short tenure of 1965–1967, Beall introduced a number of foundational changes to the Oglethorpe Plan. He reduced the number of academic divisions to four, as well as made changes to their titles. Instead of Weltner's labels of Human Understanding, Citizenship, and Community Service, the titles were changed to Humanities, Social Studies, and Behavioral Science. The division name of Science remained unchanged.

As significant written information of stellar nature was not available, the aforementioned Thomas manuscript helped supply a more thorough understanding of the presidency of Dr. Paul Kenneth Vonk, who served from 1967–1975. Vonk enlisted Dr. Philip Weltner as an academic consultant, transforming aspects of the Core program to resemble some of the original characteristics of the Oglethorpe Plan. This reactionary move provided noteworthy modification in course names to more abstract-sounding titles, similar to Dr. Weltner's original course titles. President Vonk maintained the emphasis on the required core of courses, but he also introduced the internship program to give students hands-on employment experience in their fields of interest (Thomas 1986, 337). Following Vonk,

Students on the stairs at Oglethorpe University's campus during Weltner's era, ca. 1951.

the next president, Dr. Manning Mason Pattillo, Jr., left an excellent paper trail of well-written materials including his own seminal report, "Education in the English Tradition." This gem of continuity for the Oglethorpe Plan was printed in an annual report of the university, marking that workplace document with significance beyond its original intent.

In a statement prepared by Pattillo for the 1977 Annual Report, he detailed how Oglethorpe has "been shaped principally by the English tradition of collegiate education." "The colleges in the English tradition," wrote Pattillo, "emphasize broad education for intelligent leadership" (Pattillo 1979, 8). Aside from stressing "the basic academic competencies—reading, writing, speaking, and reasoning—and the fundamental fields of knowledge—the arts and sciences," Dr. Pattillo, like Philip Weltner, was adamant that the Oglethorpe education must include close relationships between teachers and students in order to "stimulate intellectual activity" and help develop students as mature individuals (8). "Factory-like instruction, conducted in huge classes," said Pattillo, "is the very antithesis of the English tradition" (9). From 1975–1988, Dr. Pattillo led the university as president. Under his leadership, the faculty selected a core of fifteen courses that were required of all students. Dr. Pattillo was dedicated from the start of his presidency to the maintenance of a core liberal arts course of study. The Core Curriculum had become not only a tradition, but a fixed and unchanging item in the curriculum. Change was coming in the form of a major grant.

In the early 1990s, under the leadership of core faculty members, President Donald Stanton, and Dr. Victoria Weiss, the Core Curriculum was significantly revised after Oglethorpe received a major grant from the National Endowment for the Humanities. The newly revised Core was aimed at "providing a common learning experience for all students in which each course takes a distinct approach to understanding the five key questions central to the human experience" (Weiss 1999). The Core was now centered on discussing five thought-provoking questions: What are our present ways of understanding ourselves and the universe? How do these ways of understanding evolve? How do we deal with conflicts in our ways of understanding? How do we decide what is of value? How do we decide how to live our lives? (Weiss 1994).

Archivists know that a document of seeming little significance today can become an exemplary item in thirty or more years. For the NEH grant document, only a few decades were required for this to take on such importance. The grant provides a treasure trove of information on the next steps in the history of the Core Curriculum. The document itself was placed on exhibit along with some companion materials representing a noteworthy conference, the Core Convo. These items provided the much needed path of the narrative, bringing the history of the Core up to the present. It was the grant proposal in the 1990s and its acquisition that determined the future of the Core.

The Core program today continues to progress under the leadership of faculty and the administration. Core faculty work together through frequent conversation to provide an integrated approach to learning. These discussions happen through informal and formal gatherings, such as Core workshops in
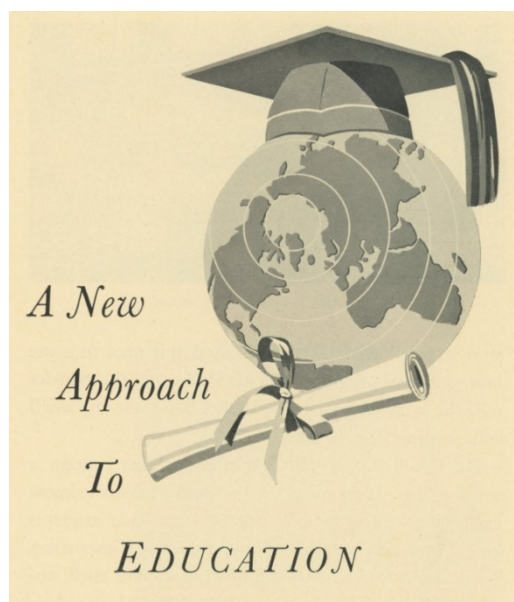
which they brainstorm ideas and examine and discuss each other's syllabi, writing prompts, and editions of texts. Dr. David N. Thomas encapsulates the dedication to the Core well when he writes that "the successive generations of Oglethorpe leadership have agreed on the proposition that mathematics, science, social studies and the humanities are of continuing import regardless of a student's primary professional interests" (Thomas 1986, 400). Today, Oglethorpe University, with one of the longest standing Core programs in the country, has few rivals in its continuous commitment to the liberal arts education.

Like the Core Curriculum itself, the exhibit on the Core required much attention and research in order to create and execute a display that both provided an adequate and accurate narrative and captured the interest of the alumni through visual representations. The delight of finding historical documents that provided rich and pertinent context was the first step in designing and executing the exhibit. The next step was envisioning the exhibit. Since it was primarily paper-based, a method of attracting viewers and capturing interest had to be considered. The librarians came up with a plan to create story boards which would be suspended over display cabinets. The story boards would provide a chronological history of the Core, while the documents cited in the text would be housed in the display cases. In addition, images of the academics that helped develop the Core were used along with select three-dimensional items. An excellent visual reinforcement and

context was provided in the form of a lecture to the alumni. Using many images from the materials on exhibit, the PowerPoint that accompanied the lecture served to introduce the audience to a number of items they would see in the exhibit.

The librarians have found that celebrating the university's history has, of course, led to a rich partnership with the Alumni Department and consequently enhanced relationships with alumni of the university. Conversations between librarians and alumni at the exhibit opening have resulted in alumni visiting the archives for their personal research and in alumni donating significant items for the collection. The annual alumni event has also helped the librarians publicize library achievements that may be of interest to the alumni population. The personal touch, the relationship between exhibited material and social memory serve to enhance the college experience. University archives house the written and visual memory of the campus. Research using a variety of these materials can often be a personal experience of detailed selection. Exhibiting materials around a theme-based concept creates a public experience and an awareness that cannot be duplicated.

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PEER REVIEWED

The Rise of Patron-Driven Acquisitions: A Literature Review

By Karin J. Fulton

One of the more interesting trends in collection development over the past decade is the growth of patron-driven acquisitions (PDA). The idea has evolved over time from a simple and informal policy of approving the acquisition of titles recommended by patrons to the more recent automated programs that use adapted catalog functions to purchase items on demand. The rise of e-book availability and popularity has brought PDA to the forefront of library literature in the last few years, as e-books are particularly well-suited to the PDA model. With this increased interest, a need has arisen for a thorough review of the literature and developments in PDA. This article will examine the different types of PDA and will explore benefits, challenges, and best practices in implementing a PDA plan.

What is PDA?

Whether referred to as patron-driven acquisition, demand-driven acquisition, on-demand purchasing, or any other number of titles, PDA marks a shift from a just-in-case purchasing model to a just-in-time model (Esposito 2012; Fisher, Kurt, and Gardner 2012). The traditional collection development model has long relied on the expertise of the librarian for selection of materials for the library and has been marked by an emphasis on "the long tail," or the future use of items purchased for a collection (Walker 2012). Even with an experienced selector, however, collection development has been an "educated guessing game" where users' needs and librarians' acquisitions have not always matched up (De Fino and Lo 2011, 327). Dwindling budgetary

resources across the board for all types of libraries have necessitated more creative approaches for acquisition and increased emphasis on meeting the immediate needs of the patron. Anderson (2011) predicts that patron-driven acquisition will be the norm for academic libraries by 2021, stating that funding for higher education is unlikely to return to the levels required to support traditional collection practices. Breitbach and Lambert (2011) and Brinkman Dzwig (2013) agree, declaring just-in-case collecting to be unsustainable for many libraries.

There is already a long history of informal patron-driven acquisition in libraries that maintain and consult patron request logs when making collection development decisions. More recently, libraries have also begun considering additional PDA options. For example, some libraries have begun making acquisitions instead of inter-library loans (ILL). In 2002, Purdue University Libraries experimented with PDA by implementing a program they called Books on Demand. This program evaluated the benefits of purchasing items requested through ILL instead of borrowing them. The Books on Demand experiment was considered a success in terms of both cost-effectiveness and appropriateness of selections (Anderson et al. 2002).

With the advent of e-books, the purchase-on-demand model has become even more automatic. Libraries can now partner with a PDA vendor to offer any number of catalog records for e-books, and the e-books are automatically delivered if handled enough to

trigger a purchase or short-term loan charge. Patrons are usually not even aware that they are purchasing the title for the library because the process is seamless on the user side. The vendor and library can negotiate the terms of what constitutes a purchase. For example, in Stetson University's pilot PDA program, ebrary (their chosen vendor) charged the library if a user spent ten minutes or more with a title, looked at ten or more pages, or printed any pages other than title pages or indexes (Dinkins 2012). At the library of California State University, Fullerton, a short-term loan option was included in their PDA program, with three lower priced short-term loans offered and the fourth use automatically triggering a purchase (Breitbach and Lambert 2011).

Another example of the evolving forms of PDA is the pay-per-view model associated with e-journals. Fisher, Kurt, and Gardner (2012) discuss the user-driven pay-per-view model for journal article purchases at the University of Nevada, Reno (UNR). The pay-per-view model gives patrons access to e-journal articles, and the library pays on a per-article basis, rather than investing in entire journals or publisher "Big Deals" containing hundreds of journals. At UNR, however, the librarians found that unmediated purchases used up funds too quickly, and there was a need for a more stringent mediation of purchases by library staff. This, in addition to the lack of customization available from the vendor, rendered the UNR experience with pay-per-view unsuccessful (Fisher, Kurt, and Gardner 2012). In a different trial of pay-per-view at the University of Wisconsin at Stevens Point (UWSP), librarians found that the model fit their needs, saving the library at UWSP money on journals they could no longer afford to buy traditionally (King, Nichols, and Hanson 2011).

Although much of the buzz surrounding PDA is about e-books, print books can utilize patron-driven acquisition as well. At Cornell University Library, for instance, they supplement the e-book PDA offerings with print offerings from

Coutts, the parent company of their e-book PDA partner. They load the MARC records into their catalog and when a patron discovers a print item s/he needs, the record indicates that it can be ordered on an expedited basis. Initial success in this method has pushed the PDA model beyond the trial stage at Cornell (Walker 2012).

Advantages of Using PDA

For libraries, the potential advantages of using a PDA program are numerous. First, libraries can focus on purchasing titles that are most likely to be used. Academic libraries, in particular, are faced with providing a wide array of titles in a vast amount of different subject areas. Many of these titles never circulate, or circulate only rarely. The oft-cited 80/20 rule of Kent's University of Pittsburgh study stated that 80 percent of a library's circulation is driven by 20 percent of its collection (1979). A more recent OCLC research report found that the ratio is even more striking, with 80 percent of the circulation coming from just 6 percent of the collection (OhioLINK Collection Building Task Force 2011). The Kent study also showed that of the items purchased during the study period, 38.5 percent never circulated even once during the first six years on the shelf (1979). In comparison, by being purchased at the time of need, PDA titles are guaranteed to circulate at least once, and case studies demonstrate that the titles acquired through PDA tend to circulate more than those chosen through traditional selection methods (Tyler et al. 2010).

With PDA, users can still choose from a wide variety of titles, but the library is not charged unless the book is actually used (De Fino and Lo 2011). An unexpected cost saver at Stetson University came from the transfer of faculty selected titles to PDA (Dinkins 2012). Stetson had long had a collaborative process of collection development that featured both the library faculty and the teaching faculty. Library faculty had suspected that many of the professors' selections were going unused. By adding the faculty e-books to the PDA program

instead of purchasing them outright, the library would be able to save money if the titles ended up not being used. Similarly, pay-per-view e-journal programs also save money on less frequently used journal titles, since the library only pays a small fee per article instead of purchasing full access to an entire journal (Fisher, Kurt, and Gardner 2012).

In the aforementioned Purdue study, Anderson et al. (2002) noted that the cost of an interlibrary loan transaction averaged $27.83. Buying titles instead of borrowing them makes sense in many cases, especially when considering future circulations as part of the comparison. Sixty-eight percent of the Books on Demand purchases circulated again after the initial use, and 42 percent circulated more than once. This is in comparison to 36 percent and 6 percent, respectively, of regularly acquired titles at Purdue (Anderson et al. 2002). Similarly, in the pilot PDA program at Stetson University, 59 percent of the purchased titles were used more than once during the study period (Dinkins 2012).

Savings can also be found by having to devote less space to a physical collection (Fisher, Kurt, and Gardner 2012). In the same way that e-books have led to decreased shelf space requirements, a just-in-time purchasing approach can eliminate the need for shelves of titles that might never be used (Fisher, Kurt, and Gardner 2012; Spitzform 2011). Less space used for stacks translates to more space that can be used by patrons for other aims, either traditional or more innovative.

When PDA began to rise in popularity, many were concerned that the collection quality would suffer if the selections were not being made by librarians (Tyler et al. 2010). However, at the Purdue Libraries, analysis of the ten-year period of the Books on Demand program showed that only a very small amount of titles were added to the collection that were inappropriate in scope or audience, and nearly 90 percent of the titles purchased during this

period were from scholarly presses (Anderson et al. 2010). Rather than limiting the collection quality, many see PDA as a way to actually broaden collections. As noted by Breitbach and Lambert (2012), loading so many more records into the catalog for potential use "significantly increases the amount of locally discoverable content" and makes it possible for patrons to access that content when and where they need it (17). The beauty of PDA is that libraries with limited resources are able to increase the size of their catalogs drastically without having to purchase the materials unless or until they are needed.

The Purdue study also highlighted an important trend that surfaced through PDA. Evaluation of the titles acquired through the Books on Demand program showed that an unexpected number of titles reflected interdisciplinary subjects. Traditional selection methods were not effective in meeting these needs, since selection librarians tended to purchase titles within specific classification ranges (Anderson et al. 2002; Anderson et al. 2010). The 2010 analysis of the Purdue experiment also showed that liberal arts scholars were the biggest users of the Books on Demand option. Though Purdue has a large concentration (58 percent) of students enrolled in science or technology majors, 45 percent of the total books acquired were in liberal arts areas, as opposed to 13 percent in the science or technology fields (Anderson et al. 2010). This is interesting to note for applications in public libraries' nonfiction collections, since they would typically feature liberal arts subject matter as well.

Another possible benefit of PDA is that it can result in less professional staff time devoted to collection development and acquisition tasks. An increase in patron-driven acquisition is an opportunity for library selectors to spend more time on other functions. Bracke, Hérubel, and Ward (2010) suggest that PDA opens up the door for collection development librarians to focus on new roles such as developing closer relationships with faculty or working as

academic department liaisons, embedded librarians, or data curators. More time might also be available for scholarly research, grant writing, or serving in roles such as campus committees.

Challenges of Using PDA

Though the advantages of the PDA model are numerous, it is not without potential problems or difficulties. Walters (2012) notes that patron-driven acquisition faces many challenges. Chief among these are that the focus of PDA on the immediate informational needs of current students does not necessarily align with the long-term educational mission of an academic library. PDA creates a system that is very good at meeting the immediate wants or demands of current library users but not at considering the future needs of potential users. Walters (2012) also expresses concern that PDA might lead to too much uniformity across the collections of all research libraries, especially considering the limited number of major vendors offering PDA.

Currently, one of the biggest stumbling blocks to a more widespread adoption of patron-driven acquisition is the complicated licensing involved with the use of e-books. Some materials are easily available, creating a smooth, seamless PDA transaction for a patron, while others might not be available through PDA or in e-book format at all. Choosing a PDA vendor and reviewing and understanding all of the different restrictions and licenses put forth by e-book publishers can be daunting. For example, libraries would like to make sure that patrons are able to access the e-books in perpetuity, but unintentional infractions by users can result in revoked access. PDA e-book vendors can withdraw files from a device (without a user's permission) if rules are not followed explicitly. For example, too many students browsing a title too quickly can trigger a withdrawal of a purchased resource (Walters 2012). Further, Fisher, Kurt, and Gardner (2012) caution that the definition of perpetuity is still uncertain, and suggest that libraries keep good

documentation of their licensing agreements. Shared e-book plans can be even more complicated. Carrico, Shelton, and Ziegler (2013) noted that in a shared e-book plan implemented at the Florida State and University of Florida libraries, Cambridge University Press withdrew some titles from the program after months of participation, deciding that they would no longer sell textbooks via multi-user licenses. Consortial plans can also present difficulties at the outset of a program in identifying currently held titles in order to eliminate duplicate patron-driven purchases. In a pilot at the Ontario Council of University Libraries, the vendor (ebrary) agreed to buy back any duplicates when preventing them became too difficult (Davis et al. 2012).

Libraries must also consider the altered workflows created by PDA and adjust for increased workloads in technical services. Breitbach and Lambert (2011) point out that while MARC records are included with the purchase of the PDA title, they are often not consistent with the records of individual libraries and may need to be cleaned up to increase discoverability. De Fino and Lo (2011) echo this advice, pointing out that while vendors often supply full metadata, "a significant amount of work is necessary to ensure that the records will match and load to the library's ILS" (329). Davis et al. (2012) report that preparation and implementation of a PDA plan can be more time-consuming than expected. At the Ontario libraries profiled in their study, the initial set-up took over ten months. In addition to time staff had to invest in the initial preparation, several of the participating Ontario libraries reported that their cataloging staff had difficulty keeping up with the work created by a rapid pace of acquisitions. Various technical problems, all of which had to be resolved with the vendor, were also reported throughout the pilot.

Another fairly substantial concern for libraries that are trying to implement a PDA program is the practical matter of working within

budgeting cycles and managing the availability of funds throughout the year. As one author asks, "how does the library responsibly budget for selection decisions being made unknowingly and on the fly by an unidentified subset of our 40,000+ potential users?" (Fisher et al. 2012, 490-91). If all of the acquisition funds are depleted in the first part of a library's billing year, books requested in the second half of the year might never be purchased or might be delayed until the following year. As more libraries turn to patron-driven acquisitions, this could mean that scores of books published in the second half of the year are not able to be purchased, not just at one institution, but across the board (Walters 2012). Walters (2012) suggests that adopting monthly billing allocations alleviates some concerns, but that approach has challenges too, as catalog records must be suppressed and reactivated each time funds are depleted or replenished. This both increases the library staff's workload and creates possible patron frustration and confusion as available resources seem to appear and disappear throughout the course of their ongoing research.

Another possible disadvantage to PDA is that it challenges the typical academic press model. Esposito, Walker, and Ehling (2012) label PDA a "disruptive practice" (59) and argue that widespread adoption of PDA by academic libraries could lead to a breakdown in the academic publishing industry. Academic libraries are typically the primary customers of university presses, and without university presses a large number of books might never be published. As noted by Esposito, Walker, and Ehling (2013), "this is the most dreaded possible outcome of PDA, where what begins as an administrative efficiency ends up determining a large amount of cultural output" (s21). Walker (2012) also wonders what effects this will have on the academic requirements of publishing for tenure and advancement.

Finally, authors Sens and Fonseca (2013) point out that additional scrutiny should be given to the motives of vendors and publishers with regards to the PDA model. Too much vendor influence over the online catalog can potentially result in a discovery process that favors backlisted titles that publishers especially need to sell, rather than titles that are best for the patrons' needs. They caution that the lack of skepticism in the existing body of literature on PDA is alarming, stating that "academic librarians have taken at face value findings in the literature authored by writers who represent publishers, vendors, and other entities in the ebook trade" (362).

Adapting PDA to Your Library

When implementing a PDA program, each library will need to take into consideration how to tailor its PDA plan to best meet its individual needs. Some libraries will remain content to use an informal patron suggestion method or a substitution of acquisitions for ILL requests, while others find their needs are best met by partnering with a PDA vendor. Setting up a PDA program is somewhat similar to creating approval plans. Care must be taken to ensure the correct PDA vendor is chosen and useful parameters are set up at the beginning to tailor the plan to best meet the needs of the library it is serving. Libraries can choose which titles they want to include in their catalog according to many criteria, including subject areas, publishers, price point, publication dates, etc. Breitbach and Lambert (2011) offer practical tips for setting up a PDA profile with a vendor. At California State University, Fullerton's Pollack Library, Breitbach worked with Ebook Library to build a profile that best met their needs and their goal of building their e-book collection. They excluded subjects already covered by consortial subscriptions, subject areas in majors not available at their campus, and publishers that offered popular titles instead of scholarly works. Finally, decisions were made about what parameters triggered a purchase or a short term loan, what price limits were set per title, and whether languages other than English could be included for purchase.

If control over the collection is of utmost concern to a library, the PDA plan can also be aligned with existing approval plan criteria to "pre-select" the titles available in the PDA collection. Brinkman Dzwig (2013) explains that at the TU Delft Library in the Netherlands, they use a hybrid print/e-book PDA plan with vendors Blackwell Book Services and Ebook Library. The vendors work together to meet the TU Delft Library's needs. Blackwell checks with Ebook Library to see which books on the approval plan are available as e-books. If they are available electronically, their records are added to the catalog as PDA options. If they are not, they are sent as print books in accordance with their approval plan.

Many factors must be taken into account when considering the implementation of an e-book PDA plan. The structure of a library or library system can be especially important. Carrico, Shelton, and Ziegler (2013) stress that library systems with multiple locations often face different rules for shared e-book plans. Publishers may refuse to participate in shared e-book plans or may place restrictions on simultaneous use from multiple facilities. It is important that libraries are aware of these rules and restrictions in order to choose the most appropriate vendor or plan.

Metadata and preservation should also be considered when implementing an e-book PDA plan. De Fino and Lo (2011) suggest that negotiating the highest quality of metadata from vendors is important. For instance, some vendors are willing to add local notes to the records that a library purchases, thus eliminating that step for the library. They also suggest continually monitoring the record quality and communicating any problems to the vendor. Libraries implementing a PDA program that utilizes e-books will need to research and consider archiving options for those e-book titles that come with perpetual access, just in case a vendor goes out of business (De Fino and Lo 2011). Because e-book contracts are not standard, each vendor's offerings must be

reviewed carefully. Fisher, Kurt, and Gardner (2012) echo this advice, stating that libraries must be sure to understand the terms of the contracts they are entering with regards to perpetual access and long-term preservation, ensuring that the terms align with the needs of the university or parent institution.

As advice for best practices, the bibliographers involved in Purdue's Books on Demand program stressed that collection development should not be left completely up to PDA. While they were pleased with the results thus far, they indicated that sole reliance on PDA could result in "misshapen" collections over time (Anderson et al. 2010, 139). Fischer et al. (2012) caution against relying solely on patron-driven acquisitions in their account of a PDA pilot program at the University of Iowa Libraries. Their selectors found that the limited availability of suitable academic titles in some PDA programs meant that additional selection methods had to be implemented in order to offer a balanced collection.

De Fino and Lo (2011) suggest that libraries that want to start a PDA program should start on a small scale, like the pilot program they initiated at Rutgers University Libraries. They began by working with only the math and computer science collections, with the thought that they could address any challenges that surfaced before expanding the model to include the rest of the collection. If fears about runaway costs are a concern, libraries can follow the example of Stetson University, where their pilot program utilized a deposit account with a very small initial deposit (Dinkins 2012). Libraries can tailor the amounts available for PDA to their specific budgets or to whatever amount they are comfortable with putting in the patrons' hands.

Finally, learning from peer institutions is always a good way to begin a new process such as implementing a PDA plan. Interviewing librarians at other libraries who have been though the process of setting up a PDA plan can highlight challenges and successes and is helpful

for any library that is considering the move to PDA (De Fino and Lo 2011).

Who is Using PDA?

The bulk of available literature regarding PDA suggests that academic libraries make up the vast majority of adopters of PDA. However, many of the insights from this literature can be adapted for those in public libraries who are considering using PDA in the future. While public libraries have been slower than academic libraries in implementing PDA programs, current headlines suggest that public library systems are beginning to experiment with programs of their own. A press release from October 15, 2013, details a new PDA pilot program launching at the Chicago Public Library. The pilot program was made possible by a $300,000 grant from the Illinois State Library and features a partnership with Ingram as the PDA vendor (Ingram Content Group, Inc. 2013). In contrast, at the Georgia Public Library Service, collection development contact Peggy Chambliss (pers. comm. 2013) reports that no formal PDA vendor partnerships are in place yet. However, more informal measures do currently exist for purchase suggestions. For Georgia libraries that utilize the Georgia Download Destination, a prompt to suggest a purchase is given to patrons who are unable to find what they are looking for on their library's Overdrive portals. Chambliss also pointed out that many individual library systems, such as the Cobb County Public Library System, have a

form on their website where patrons can suggest titles for purchase. The dearth of available literature concerning public libraries using PDA indicates an area that is ripe for further exploration.

Conclusion

The amount of research that examines patron-driven acquisitions indicates a high level of interest in this growing library trend. No matter where on the spectrum a library falls when it comes to adopting PDA, it is obvious that patron-driven acquisitions will continue to increase in the near future. Because today's financial realities dictate that all types of libraries make the most of every dollar they have to spend, the PDA model is an attractive choice for librarians who want to realize cost savings, waste less on unused books, enjoy more space, and develop a collection that truly meets the needs of its users. If a library's collection development staff carefully considers the challenges of implementing PDA and acts accordingly to ensure that their collection remains balanced, their budgetary cycles are accounted for, and the altered workflows that PDA can create are managed, PDA can prove to be an excellent tool in successful collection development.

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

Athens-Clarke County Library

Public Art @ Your Library

The Athens-Clarke County Library recently celebrated the installation of two works of public art at its Baxter Street location.

The Athens-Clarke County Library received the first work, a mural by Nick Napoletano, in November 2013. The sixty-foot mural runs along a retaining wall facing Baxter Street and colorfully depicts a diverse crowd headed to the library.

Nick Napoletano painted this mural on a retaining wall that runs along Baxter Street. The colorful mural depicts a diverse crowd headed to the library.

A second piece, a metal sculpture by Athens artist Bob Clements, was installed earlier this spring. This fifteen-foot tall sculpture, titled *The Muse of Learning*, features brightly colored, stylized silhouettes of a winged figure overseeing a mother and children enjoying books.

Both works were celebrated with Family Fun & Art Day on Saturday, May 24. Sponsored by the Friends of Athens-Clarke County Library, Family Fun Day traditionally kicks off the summer reading program. This year, however, the Friends partnered with the Athens

The Muse of Learning, by Athens artist Bob Clements, stands 15 feet tall and welcomes all to the Athens-Clarke County Library.

Cultural Affairs Commission, the Unified Government of Athens-Clarke County, and local arts-centric businesses TreeHouse Kid & Craft, Arrow, and ATHICA to create a morning full of fun art and science-themed activities at the library.

In addition to the art and science activities, families enjoyed visiting with animals from Sam's Path Petting Zoo and Sandy Creek Nature Center, played with sidewalk chalk and bubbles outside, and finished the day with a puppet show by Peter Hart of Atlanta Puppet. Local acoustic duo Hawk-Proof Rooster provided music for the event. The celebration also included an official ribbon cutting of both works of public art.

The Athens Cultural Affairs Commission, whose goal is to initiate community participation in the building of public spaces and encourage citizens to take pride in public cultural expression, worked with the Library and the Athens-Clarke County government to select and coordinate the works.

Both works were paid for by Athens Cultural Affairs Commission Capital Funds. For more information, visit www.athensculturalaffairs.org.

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

Digital Library of Georgia

The Digital Library of Georgia is pleased to announce the availability of a new online resource, the Savannah Historic Newspapers Archive at: http://dlg.galileo.usg.edu/savnewspapers.

The Savannah Historic Newspapers Archive provides online access to three newspaper titles published in Savannah from 1809 to 1880. Consisting of over 83,000 newspaper pages, the archive provides historical images that are both full-text searchable and can be browsed by date. The website includes the following Savannah newspaper titles: *Savannah Georgian* (1819-1856), *Savannah Morning News* (1868-1880), and the *Savannah Republican* (1809-1868).

The Savannah Historic Newspapers Archive is a project of the Digital Library of Georgia, as part of the Georgia HomePLACE initiative. The Digital Library of Georgia is a project of Georgia's Virtual Library, GALILEO, and is based at the University of Georgia. Georgia HomePLACE is supported with federal Library Services and Technology Act (LSTA) funds administered by the Institute of Museum and Library Services (IMLS) through the Georgia Public Library Service, a unit of the Board of Regents of the University System of Georgia.

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 Athens Historic Newspapers Archive (1827-1928), the South Georgia Historic Newspapers Archive (1845-1922), the Columbus Enquirer Archive (1828-1890), the Milledgeville Historic Newspapers Archive (1808-1920), the Southern Israelite Archive (1929-1986), the Red and Black Archive (1893-2006), and the Mercer Cluster Archive (1920-1970). These archives can be accessed at: http://dlg.galileo.usg.edu/MediaTypes/Newspapers.html.

People, Libraries and Agencies IN THE NEWS

Gwinnett County Public Library

Funding Information Network Now Available at the Lawrenceville Branch

Nonprofit organizations and other grant seekers in Gwinnett County looking for funding sources now have access to a valuable new collection of resources at Gwinnett County Public Library's (GCPL) Lawrenceville branch. The Funding Information Network, offered by the Foundation Center of New York, is available on any Lawrenceville branch computer or through the branch's WiFi connection.

The Funding Information Network at Lawrenceville can be used to search thousands of grantmakers and foundations, find grants for organizations and individuals, learn about grant writing basics and budget narratives, and access print directories and resources.

For more information about Foundation Center resources, visit foundationcenter.org. To learn more about Gwinnett County Public Library programs and services, please visit www.gwinnettpl.org, find GwinnettLibrary on Facebook, Twitter, or call 770-978-5154.

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Gwinnett County Public Library Offers Zinio, a Digital Magazine Database

Gwinnett County Public Library, in partnership with RBdigital from Recorded Books (Prince Frederick, Maryland), is now offering Zinio for Libraries. Awarded Best New Database of 2012 by *Library Journal*, Zinio is the world's largest newsstand, offering multi-user access to popular publications. Library members can access this free service beginning July 7.

"In continuing with its longstanding tradition of being a leader in the delivery of library and information services, the Gwinnett County Public Library is pleased to offer Zinio to our customers," said GCPL Executive Director Charles Pace. "Zinio will allow library customers to choose from a selection of magazines and download the current issue to their desktop or to a variety of mobile devices."

Through www.gwinnettpl.org, patrons of Gwinnett County Public Library have unlimited multi-user access to complete digital magazines, which can easily be viewed on most Internet-enabled devices inside or outside of the library. Zinio's unique technology digitally recreates a magazine page for page, including full color pictures, intuitive navigation, keyword article search, and interactive elements, such as audio and video. *National Geographic*, *Rolling Stone*, *Newsweek*, and *Cosmopolitan* are just a few of the popular titles available.

Please see a library staff member at local Gwinnett County Public Library branches for more information on how to access this service, or go to www.gwinnettpl.org.

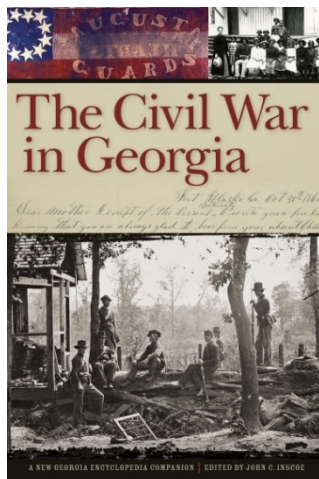**Annual Countywide Reading Program Features Veteran and his Service Dog**

Gwinnett County Public Library is proud to announce *New York Times* bestselling author Luis Carlos Montalván, a seventeen-year

veteran and former US Army captain, as the featured author for the 2014 One Book, One Community countywide reading program. Montalván will be joined by his beloved service dog, Tuesday, for events on September 20 and 21.

Montalván and Tuesday will kick off the 2014 Suwanee Fest on Saturday, September 20 at 10 a.m. as grand marshals for the Suwanee Fest Parade. At 11:30 a.m. on the Town Center Stage, Montalván will read from his children's book, *Tuesday Tucks Me In: The Loyal Bond between a Soldier and his Service Dog*, which details a day in the life of this service dog extraordinaire as narrated by Tuesday. A book signing will follow.

On Sunday, September 21 at 3 p.m., Montalván will lead a book discussion and signing for his *New York Times* bestseller, *Until Tuesday: A Wounded Warrior and the Golden Retriever Who Saved Him*, at the Georgia Gwinnett College Student Center. *Until Tuesday* tells the incredible true story of how a lovable golden retriever transforms a former soldier's life forever. Both events are free of charge and books will be available for purchase.

Montalván was decorated with numerous awards including two Bronze Stars, the Purple Heart, the Army Commendation Medal for Valor, and the Combat Action Badge. In 2007, Montalván honorably departed the military and in 2010 completed a master's of science from Columbia University's Graduate School of Journalism

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National Grant Brings Civil War 150 Program to Gwinnett County Public Library

Gwinnett County Public Library presents an evening with author and professor of history at

the University of Georgia, John C. Inscoe, as part of *Civil War 150*, a national program designed to encourage public exploration of the impact and contested meanings of the American Civil War.

The program will be held on September 15 at the Five Forks branch at 6:30 p.m. and is made possible through a grant from the Gilder Lehrman Institute of American History, the American Library Association, and the National Endowment for the Humanities.

The discussion will focus on Inscoe's most recent book, *The Civil War in Georgia*, and a compilation of articles drawn from the online *New Georgia Encyclopedia*, of which he has been the editor since 1999. Discover some of the lesser known aspects of the Civil War and how it has been commemorated and remembered in Georgia.

The author of several books about race, politics, and the Civil War in

southern Appalachia and in Georgia, Inscoe has edited or co-edited volumes on Appalachian history in the 19th century, southern Unionists during the Civil War, and Confederate nationalism and identity. Inscoe is a native of western North Carolina and is a graduate of Davidson College and the University of North Carolina at Chapel Hill (MA and PhD).

Complimentary refreshments will be served and autographed copies of his books will be for sale at the event.

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Author Joe Samuel Starnes to Lead Discussion on Using Research in Fiction Writing

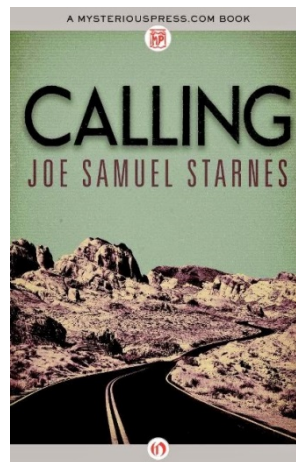Author and speaker Joe Samuel Starnes will host a free workshop and book discussion at the Suwanee branch of the Gwinnett County Public Library on Thursday, August 14 at 6:30 p.m. Starnes will focus his discussion on "Research: A Writer's Best Friend and A Writer's Worst Enemy—Using Research in Your Fiction." Offering practical advice to aspiring writers about conducting research, Starnes will give writers tips on avoiding the pitfalls and delays that research can bring to fiction writing.

Starnes, author of the novels *Fall Line* and *Calling*, will discuss how fiction can come alive with details acquired from research, giving your short stories and novels a sense of verisimilitude.

Starnes' first novel, *Calling*, was published in 2005. NewSouth Books published his second novel *Fall Line* in November 2011. In December 2012, *Fall Line* was named to the *Atlanta Journal-Constitution's* "A Year in Reading: Best of the South" list. Articles by Starnes have appeared in the *New York Times* and *Washington Post*, while his essays, short stories, and poems have been published in literary journals.

The Gwinnett County Public Library is a free provider of education and information. Located in Metro Atlanta, the library has fifteen branches that offer free access to computers and WiFi, classes, materials, and programming for people of all ages. For more information about Gwinnett County Public Library programs and services, visit www.gwinnettpl.org.

Henry County Library System

Henry County Library System (HCLS) has received a $3000 grant from Central Georgia EMC to purchase eReaders that include Henry County Schools AP & Honor high schools required reading list.

Each library branch has been supplied with ten Nook Simple devices and one Nook HD that has text-to-speech capability that can accommodate users with vision or reading impairment. Content will coincide with the public high schools that are closest geographically to that branch.

Guidelines are as follows:

- Borrowers must have a valid library card in good standing, issued by a Henry County public library.

- An eReader may be checked out for two weeks with no renewals.

- Overdue charges will be $1 per day if the device is returned after the due date. If the device is more than twenty-five days overdue, the borrower (or parent if the borrower is a minor) will be charged for the full replacement cost of the device and its contents, up to $400.

- Missing/damaged covers are $10 and missing chargers are $25 for HD or $20 for Simple Touch devices.

- Borrowers may not purchase or download additional titles, or delete titles from the device. Borrowers may browse for available titles on the library system's OverDrive eBook site and borrow those materials.

- The eReader must be returned to a Henry County library and must be handed directly to a staff member. The device may not be returned to a drop box or the borrower will be charged a minimum fee of $25 for unnecessary risk to the device.

HCLS continues to strive to improve its services to the Henry County communities.

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HCLS is proud to announce that its very own Tangela McKibbens, branch manager at the Fortson Public Library, located in Hampton, Georgia has received a 2014 Georgia Library Association (GLA) Paraprofessional Grant.

Four recipients received a $250 award grant to facilitate their attendance at the joint GaCOMO/SELA conference to be held in Augusta, Georgia in October 2014. In addition, each winner will receive an award plaque, which will be presented at a GLA Association function and a one-year GLA paraprofessional membership.

Although applicants do not have to be members of the association in order to compete, they "must be full-time employees in a library falling under GLA's auspices (normally a college-level academic, public, school, or special library)."

"We are very proud of Ms. McKibbens, and we look forward to her taking full advantage of this opportunity," said Jennifer Lautzenheiser, director of public services.

To learn more about HCLS, visit: www.henry.public.lib.ga.us.

People, Libraries and Agencies IN THE NEWS

Kennesaw State University

A vote by the Kennesaw State University (KSU) community has named the first KSU live owl "Sturgis" after Horace W. Sturgis, the first president of the university. Though, the library was named Sturgis first! Dr. Horace W. Sturgis initiated the building of the current library. Due to this and his love for libraries, the library was named for him in 1990. "Sturgis" the owl is in the family of the Great Horned Owl. Hoot! Hoot!

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Martha Henry-Croom, the Assistant Director of Access Services at the Horace W. Sturgis Library, has retired after twenty-five years at the library. Ms. Henry-Croom, originally from Dayton, Ohio, received her MLS from Clark Atlanta University. Over the years, she has worked in circulation, reference, and instruction. Martha has served on several state library committees during her tenure at KSU. The library staff will miss Martha, and they wish her the best.

Jon Hansen has been selected as the new Assistant Director of Virtual Services. Mr. Hansen has been the Interim Assistant Director since the retirement of Mary Platt in September 2013. He started his career at Sturgis as the government documents librarian in 2001. In 2009, he became the digital commons librarian.

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Jin Guo, Assistant Director for Technical Services, did a presentation entitled "Consolidation: a Transformation of Collections, Facilities, Services, and Organizational Cultures" at the 2nd International Conference on Leadership and Innovative Management in Academic Libraries in the Age of New Technology in Shanghai, China, June 3–6. The conference was jointly organized by Tongji University and the American Library Association's International Relations Office at Tongji University, Shanghai, China.

Linda Golian-Lui, Associate Dean/Director of Library Services, and Sandra Barclay, Special Formats Cataloging Librarian, participated in the ALA Annual Conference Round Table Showcase in June. They shared, "How to Eat an Ugly Frog and Love It: Practical Advice on Managing Workplace Priorities." The idea for the showcase came from the Sturgis Library Professional Book Club selection—*Eat That Frog!*—authored by Brian Tracy.

The 2013 co-chairs of the Atlanta Emerging Librarians were selected to present a Conversation Starter at this year's ALA Annual Convention in Las Vegas. Lindsay Cronk (Lyrasis), Melissa Perez (Georgia State University), and Ariel Turner (Kennesaw State University), presented on their 2013 experiences, including the planning and marketing of events, free tools to improve and digitize programming, and methods of assessing your programming and marketing. Benji Barton (Brenau University) also contributed to the presentation's content, though he was unable to attend in person. You can see the ALA Connect page regarding their presentation at http://ala14.ala.org/node/15503

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For the last several years, Assistant Director for Graduate Library Services/Librarian, Cheryl Stiles has been active as a Cobb County and KSU Community Emergency Response Team (CERT) volunteer and trainer. CERT is a nationwide preparedness program supported by FEMA and by the US Citizens Corps. At the end of July, Cheryl attended a week-long training session at FEMA's National Emergency Training Center in Maryland. She hopes to train many additional volunteers at KSU, in Cobb County, and throughout the state. You can find information about the CERT program at: http://www.fema.gov/community-emergency-response-teams.

People, Libraries and Agencies IN THE NEWS

Technical College System of Georgia

The Technical College System of Georgia Library Council held their semi-annual meeting on May 2, 2014 at the Milledgeville Campus of Central Georgia Technical College. Among the business conducted was the election of new officers:

- Chair: Leigh Hall, Chattahoochee Technical College
- Chair Elect: Kathryn Thompson, Lanier Technical College
- Secretary: Benjamin Bryson, Coastal Pines Technical College
- Public Relations: Carter Nipper, Central Georgia Technical College

The Library Council's next meeting will be held at the joint GaCOMO/SELA Conference in Augusta, Georgia in October 2014.

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Chattahoochee Technical College (CTC), headquartered in Marietta, Georgia, is conducting an ongoing marketing program featuring book displays; video signs integrated into the college's digital signage that are displayed at each campus in hallways and common areas; and posters in hallways. The CTC Libraries have done three of these programs so far, with a fourth planned for fall semester 2014. Topics featured so far include veterans' issues, "books to movies," and the Very Short Introduction series of books published by the Oxford University Press. For more information, visit: http://www.chattahoocheetech.edu/2014/06/15360/ or contact a member of the CTC Library

Marketing Committee: Don Auenson, Lauren Barnes, Michael Miller, and Karen Preslock.

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Dr. Wendy S. Wilmoth became Director of Learning Resources at Georgia Piedmont Technical College in January 2014. Most recently she was the Director of Library Services at Fort Scott Community College in Kansas and an adjunct instructor teaching political science and history at Labette Community College in Kansas. Prior to those positions, she was the Director of Library and Media Services at Griffin Technical College in Georgia. Dr. Wilmoth earned her master's and doctoral degrees at Valdosta State University.

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Dr. Janet Wagman is the new part-time librarian at Georgia Piedmont Technical College, Newton campus. Dr. Wagman retired after twenty-four years as a media specialist in several Atlanta area school systems and also served as a media specialist and public librarian in Florida. She earned her master's degree in library science at the University of South Florida and her Ph.D. at Capella University.

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Dawn Adams, librarian at North Georgia Technical College's Currahee Campus, has retired after twenty-eight years at that campus. Dawn began her career as a librarian in 1974 at Toccoa Falls College in Toccoa, Georgia. All of her colleagues in the Technical College System of Georgia will miss her greatly.

People, Libraries and Agencies IN THE NEWS

Valdosta State University

Valdosta State University MLIS Program Administrative Changes

On July 1, 2014, the Valdosta State University (VSU) Master of Library and Information Science Program became the Department of Library and Information Studies (DLIS). In addition to the name change, the department is now a part of the VSU Dewar College of Education and Human Services (CoEHS). This change is an administrative shift from the Dean of Odum Library. The DLIS department head will report to Interim Dean of the College of Education and Human Services Brian Gerber. Departmental offices will remain on the fourth floor of Odum Library. All telephone numbers and email addresses will remain the same.

The administrative shift resulted from the self-study the MLIS faculty has undertaken as part of its continuing accreditation from the American Library Association Committee on Accreditation. The CoEHS possesses program assessment and other evaluative resources not held by Odum Library. The Department of Library and Information Studies will draw upon those resources as it continues on-going accreditation work. These resources should provide a sounder basis for continuing growth of the department.

The degree program will not change nor will the degree name—Master of Library and Information Science (MLIS). It is expected that students will not experience any changes in the curriculum. The application, advising, and teaching processes are to remain unchanged.

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Farewell to Dr. Koehler

After thirteen years of service to VSU, MLIS Program Director and Professor Wallace Koehler retired from Valdosta State University on July 31, 2014. He joined the VSU faculty in 2001, when he was one of three faculty members to welcome the first class of nine students into the MLIS Program. The MLIS faculty thanks Dr. Koehler for his distinguished service to the university, the department, and our students.

Those of you who wish to send a personal farewell message to Dr. Koehler may send e-mails or e-cards to his VSU address, wkoehler@valdosta.edu, or send postal mail to Dr. Wallace Koehler, Odum Library, Valdosta State University, Valdosta GA 31698. Contributions in Dr. Koehler's honor can be made to the VSU Foundation's MLIS account #10246

Upon Dr. Koehler's retirement, Dr. Linda Most will become the interim department head. The search for a permanent department head is planned to begin in fall 2014.

People, Libraries and Agencies IN THE NEWS

Georgia Library Association Paraprofessional Division

This year, the GLA Paraprofessional Division has focused on raising its profile and generating programs and resources for library support staff throughout the state. The division will sponsor two sessions at COMO this year:

- "A Rich Future for Library Staff: What New, Core Staff Roles are Emerging," brought to us by the Virginia Library Association of Paraprofessionals

- "A View From the Middle (Support Staff) and Perspectives From the Top (Library Directors)"

Both programs will focus on the ever-changing and increasing roles of support staff in both public and academic libraries.

Additionally, the division created what is now a very active Facebook page, which will hopefully continue to grow and develop as a useful resource for paraprofessionals, as well as for those interested in what we do. Please visit the Facebook page at:
https://www.facebook.com/groups/GLAparapros/

People, Libraries and Agencies IN THE NEWS

Georgia Library Association
GLA Officer Candidates for 2015

First Vice President / President Elect

Cathy Jeffrey, Associate Dean of Libraries, Clayton State University

Cathy Jeffrey serves as the Associate Dean of Libraries and Head of Collection and Resource Management at the Clayton State University Library. She earned an AA from Reinhardt College, a BA in English from the University of Georgia, and an MSLS from Florida State University. After graduation from Florida State, Cathy joined the faculty of Georgia State University's Pullen Library as a cataloger and was promoted to Head of the Monograph Unit. She took time off to raise her family, returning to Georgia State several years later as a temporary, part-time cataloger. She accepted a permanent part-time cataloging position at Clayton State University in 1987, which has evolved into her current position.

A GLA member since 1989, Cathy most recently served as Treasurer of GLA 2009–2012. She has also served as Chair of the Academic Library Division, Chair of the Awards Committee, Chair of the Handbook Committee, and Chair of the Technical Services Interest Group. In addition to GLA, Cathy has been involved in the University System of Georgia Consortium. She currently serves as Chair of the Next Generation Catalog Collaborative Technical Services Team. She is a past chair of the GIL Cataloging Functional Group.

Cathy is excited at the prospect of serving as First Vice President/President Elect of GLA. She brings with her knowledge of the history of the association and a commitment to its future. Cathy is particularly interested in finding ways for new members to become more involved in GLA.

Fred Smith, Head of Access Services, Georgia Southern University

Fred Smith has served in Georgia libraries since March 1977. His career began at Columbus State University where he worked first as a reference librarian with interlibrary loan responsibilities and was later appointed as the Periodicals and Circulation Librarian.

He moved to Statesboro in 1986 to become the Reference/Interlibrary Loan Librarian at Georgia Southern University, and in 1992 he was promoted to his current position as Head of Access Services.

In addition to managing access services, he is responsible for overseeing interlibrary loan. Currently, he supervises seven people directly and eleven more indirectly, not counting student assistants.

Fred has over thirty professional publications, is a long-term columnist for the *Journal of Access Service*, a regular presenter at COMO, and the winner of the 2005 GLA Academic Division Outstanding Paper Award. He has delivered two invited presentations.

Promoted two years ago from associate professor to professor, Fred demonstrates extensive service and leadership skills. In addition to serving as a Faculty Senator several times, Fred has chaired the Faculty Development Committee, the Faculty Welfare Committee, and an ad hoc committee appointed by the university president to update the University Statutes. Through the Faculty Development Committee, he allocated over $100,000 in travel and development money and chose the recipient of the annual Award of Excellence in Teaching for the university. On the Faculty Welfare

Committee, he worked closely with the provost to design a five-year review of deans.

An active member of GLA, Fred has held numerous leadership roles and only missed one COMO/Georgia Library Association Conference since attending his first one in 1978. His leadership roles include: Interlibrary Cooperation Roundtable, Circulation and Access Interest Group, GLA Secretary, and the Secretary, Vice Chair, and Chair of the Academic Division. He has also held several offices in the Southeastern Library Association, was a member of the GUGM Planning Committee for six years—the longest of any member, and chaired the GUGM Planning Committee in 2008.

Grateful for the opportunities GLA has provided to him, Fred Smith welcomes the opportunity to serve as Vice President, President Elect.

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Second Vice President / Membership Chair

Tammy Henry, Director, Doraville Library

Tammy Henry serves as the Library Director at the Doraville Library in Doraville, Georgia. The Doraville Library is an affiliate branch of the DeKalb County Public Library System. She started working with the City of Doraville in 2011. Previously, she worked for fifteen years in Columbus, Georgia at the Chattahoochee Valley Libraries. Tammy served in many roles in the Chattahoochee Valley Library System, including Children's

Librarian, Reference Librarian, Technical Services Librarian, and Interim Branch Manager. She has also worked in academic libraries and special libraries. She is currently serving as GLA Chairperson of the Public Library Division.

Tammy received her MLIS degree from Clark Atlanta University in Atlanta, Georgia. She is married to Dr. K.T. Henry, II and has two adult children, Robert and Amber.

Karen Manning, Metadata Specialist, Scholarly Communication and Digital Curation, Georgia Institute of Technology Library

Karen Manning is a Metadata Specialist in Scholarly Communication and Digital Curation at Georgia Tech where she assists with the development, implementation, management, and maintenance of digital collections. Karen has over thirty years of progressive experience working in libraries in a variety of public service, technical, and administration roles. Actively involved in GLA, Karen has served on the Awards, GLA Store, and Scholarship committees. Currently, Karen is the Chair of the Paraprofessional Division where she has served in this capacity several times. Her goals have been to help the advancement of support staff and paraprofessionals by promoting continuing education opportunities, getting them involved in professional organizations, and introducing them to resources that will help them develop skills and gain library related knowledge. Karen spends her extra time volunteering in community public school libraries/media centers and holding book donation drives to help create and stock bookshelves for shelters and community organizations.

Karen looks forward to advocating for and encouraging participation and involvement in the profession, furthering the mission of libraries and librarianship.

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Secretary

Kathy Pillatski, Assistant Director and Head of Collection Development and Reference Services, Henry County Public Library System

Kathy Pillatzki is Assistant Director and Head of Collection Development and Reference Services for Henry County Public Library System (HCLS). She holds a Bachelor of Arts from Johnson University and a master's degree in Library and Information Studies from Clark Atlanta University. She began her career with HCLS in 1995 and spent ten years working with children and young adults before accepting an administrative position in 2005.

During her tenure as a children's librarian, she served as an elected member of the Georgia Children's Services Quadrant Council and was a frequent presenter at the Children's Services Annual Conference and the Teen Services Conference. She served as liaison to other community agencies and

non-profits, developing three ongoing outreach programs to take library services to underserved populations. She also served on the Georgia Book Award committee and the Georgia Peach Award committee and as a judge for the Georgia Student Media Festival.

Within GLA, she has served on the Scholarship Committee, and as chair of the Intellectual Freedom Interest Group and the Collection Development Interest Group. She has also been a frequent presenter at COMO. She writes a weekly newspaper column about all things library-related, and has contributed book reviews to the Georgia Library Quarterly.

Kathy is also cross-trained as a cataloger and in 2012 was part of the team that cataloged the

contents of the library in the Georgia Governor's Mansion.

In her spare time, she enjoys the outdoors and managing an active family that includes her husband Dan and four nearly-grown daughters, two of their own and two long-term exchange students from Germany and South Korea.

She appreciates the many professional development opportunities that GLA membership has provided throughout her career and looks forward to serving GLA with an emphasis on fostering public awareness of the vital roles libraries of all kinds play in our communities.

Ariel Turner, Automation and Batch Cataloging Librarian, Kennesaw State University

A Georgia native, Ariel received her BA in art history and international affairs from Oglethorpe University in 2006, and her MLIS from Valdosta State University in 2012.

Previously a paraprofessional for the Cobb County Public Library System, Ariel is now a librarian at Kennesaw State University (KSU). Ariel's primary job duties reside in the Technical Services department as the Automation and Batch Cataloger, but she ventures out into the public services sphere as well. Ariel serves as a liaison to the Art & Design, International Affairs, and Foreign

Languages departments at KSU, performing collection development in those areas and working reference and instruction as needed.

Ariel has been active in GLA for the past four years. Recently, Ariel co-chaired the 2013 Atlanta Emerging Librarians Planning Committee and is the 2014 GLA Public Relations Committee chair. She looks forward to furthering her involvement with GLA in the future. Ariel enjoys attending meetings, accurately documenting information, and making detailed lists, as well as horseback riding, eating sushi, and spending time with her two rescue dogs.

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ALA Councilor

Amy Eklund, Director of Library Technical Services, Georgia Perimeter College

Amy Eklund holds a Bachelor of Music degree from Southern Methodist University and a

Master of Library Science degree from University of North Texas. She currently serves

as Director of Library Technical Services at Georgia Perimeter College (GPC). At GPC, she enjoys her involvement with virtual reference and social networking for the GPC libraries in addition to other college and library committees.

Amy has been an active member of GLA since returning to her native Georgia in 2006. As the Academic Library Division's ACRL Chapters Council Representative from 2011-2012, Amy attended ALA Midwinter and Annual conferences on behalf of the division and reported on ACRL

happenings. She currently serves as the Nominating Chair for the Academic Library Division. From 2008-2010, she served as Secretary of the Technical Services Interest Group, and for the past 5 years she has coordinated the runners for the Georgia Student Media Festival. She is a regular presenter at Georgia COMO and consistently volunteers to assist with the scholarship raffle and registration.

Amy would be honored to represent GLA as the ALA Councilor.

Dr. Linda Marie Golian-Lui, Associate Dean/Director of Library Services, Kennesaw State University

Linda Marie Golian-Lui is the Associate Dean and Department Chair for Library Services for the Kennesaw State University Library System. She is also the Director of the Sturgis Library and holds the rank of Professor of Library Science.

Linda has approximately 33 years of working full-time in academic libraries. She began her career as a paraprofessional at the University of Miami, Otto G. Richter Library in the Serials Department where she did both public and technical services duties. Linda received her Ed.S.

and her Ed.D. from Florida Atlantic University where she focused upon learning and thinking styles among academic librarians. She is currently a graduate student at Kennesaw State University in their Certificate Program in Leadership and Ethics.

Linda was the ALA State Council Representative for Hawaii for eight years from 2002–2009 where she enjoyed working on ALA Council issues and was responsible for fostering a better understanding of native Hawaiian and distant membership issues.

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SELA Executive Board

Sean Boyle, Resource Management Librarian, University of North Georgia – Oconee

Since arriving at University of North Georgia (UNG) in 2006, when it was Gainesville State College, Sean has worked in a number of

different capacities over the years, but his current responsibilities include Voyager System Administration, GLRI and local catalog

maintenance, library liaison to Computer Science, Math, and Physics, and a variety of circulation, reference, and teaching duties. Sean has taught both of UNG's credit courses—Research Strategies 1501 and 1502—and is continually presenting library workshops to students, faculty, and staff around campus. Throughout his career, Sean has served on a number of committees on campus including Faculty Senate, Promotion and Tenure Committee (Chair), and most recently the Distance Education Advisory Council, which has allowed him to become a Quality Matters reviewer for the University's online courses. Sean's interests include distance education, instructional design and delivery, teaching information literacy, and educational video production.

Sean serves as the Treasurer for the Friends of the Athens-Clarke County Library.

Sean received his MLIS from Rutgers University in 2005 and his MEd in Instructional Design and Delivery from the University of Georgia in 2010.

Rita Spisak, Acting Assistant Director of Access Services and Outreach Librarian, Kennesaw State University

Rita Spisak has worked as a library assistant and a librarian at the Horace W. Sturgis Library at Kennesaw State University (KSU) for twenty-nine years. She has worked in the Serials and Circulation departments. Presently, she is the Acting Assistant Director of Access Services and Outreach Librarian. Her duties include reference and instruction. Rita chairs the KSU Sturgis Friends of the Library. She was a recipient of a GLA Paraprofessional Grant in 2006. She has been a member of the GLA Scholarship, Awards, and Public Relations committees and the Circulation and Access Services Interest Group. The past two years, she has been the Secretary for the GLA Reference Services Interest Group. Currently, she is a board member of Friends of Georgia Libraries (FOGL) and administers their Facebook page.
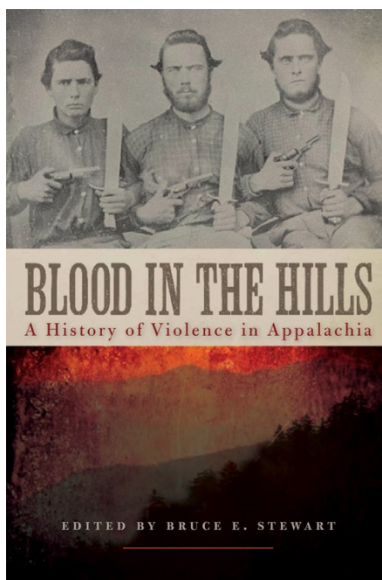
She has been a member of SELA since 2011.

Off the SHELF

Blood in the Hills: A History of Violence in Appalachia edited by Bruce E. Stewart (University Press of Kentucky, 2012: ISBN 9780813134277, $55.00)

The history of the Appalachian region is fraught with tales of violence, killing, and feuds. *Blood in the Hills* examines several "notorious" incidents from this history and, using them as a lens, seeks to demonstrate that the typical stereotypes of Appalachia as an inherently violent region full of drunken rednecks and hillbillies are not strictly true. Each of the thirteen chapters puts a different incident, ranging from the late 1700s all the way into the 1930s, under the microscope. The contributors examine different cultural, economic, societal, and racial motivations behind the violence, drawing from a wide variety of primary sources that help to paint a picture not only of what happened, but also of some of the contemporary cultural prejudices assigned to Appalachia.

Geographically, North Carolina and Virginia are covered in nearly half of the chapters of the book. One such chapter covers the explosive growth of Roanoke, Virginia in 1893 in which a partially racial-based lynching occurred. What is especially remarkable about this chapter is the inclusion of a previously unpublished photograph of the lynching victim that had been sold as a souvenir at the time.

The book boasts an impressive thirty-five images, a large number of them contemporary photographs, with engravings of the major players included for incidents that pre-date photography.

Blood in the Hills is recommended for anyone studying Appalachia, especially North Carolina and Kentucky, as well as for those interested in post-Civil War violence in America. It should also be noted that the book is filled with relatively graphic descriptions of some extremely violent events.

Mark Gatesman is Reference Librarian at Georgia Highlands College, Marietta Campus

Off the SHELF

Destination Dixie: Tourism & Southern History
edited by Karen L. Cox (University Press of
Florida, 2012: ISBN 9780813042374, $74.95)

The southern states have been referred to as
the wild, red-headed stepchild of America.
Independent, and at times rebellious, the South
possesses a unique culture within the American
melting pot, as well its own
distinctive natural landscape.
It should come as no surprise
that visitors from within and
without the region would
want to explore the remnants
of historical southern culture
and the natural environs.

Perhaps more than any other
region of the United States,
tourism is intertwined with
history in the south. How best
to portray this history, if at
all, and to do so considering
the context of slavery and
racial tensions is the central
theme of *Destination Dixie:
Tourism & Southern History*,
edited by Karen Cox. The
book is presented as a series
of chapters, each one dealing
with a specific place or aspect of southern
tourism. A wide variety of topics on southern
tourism are presented, ranging from the
presentation of Seminole culture in the
Everglades, to the difficulties in how best to
portray the fictional worlds of Mark Twain
within the real Hannibal, Missouri.

Many of the chapters in the book deal with that
most southern of social issues, race relations.
This tension is portrayed as being compounded
by the historical institution of slavery and its
long legacy. Readers will learn that southern

history has at times been presented in a way
that glorifies the antebellum culture of the
region while seeking to confine slavery to small
notations. This hesitance to present slavery in
portrayals of the pre-Civil War south is
discussed in chapters focusing on tourism in
Charleston and the restoration of a plantation
home in North Carolina.
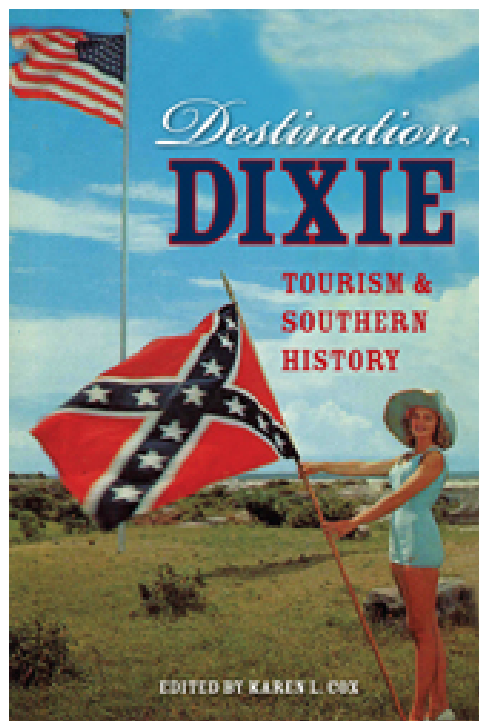
Several chapters in the book
portray the difficulty in
presenting southern tourism
as a series of conflicts at the
local municipal level. Tupelo,
Mississippi, birthplace of Elvis
Presley, has often kept the
singer's connection at an
arm's length, for fear of
attracting throngs of
undesirable Presley fans.
There is a discussion of the
hesitance of many black
Atlantans to restore the
Margaret Mitchell home due
to the portrayal of plantation
life in *Gone with the Wind*.
The gem of the book is a
chapter dealing with
attempts, by members of the
white and black community
alike, to honor Olympian Jesse Owens in his
native Alabama County. This chapter is written
by Barclay Key, a professor at the University of
Arkansas at Little Rock, and he unfolds the
disagreements between local leaders over how,
where, and if at all to build a monument to
Owens. This type of maneuvering may remind
readers of the ethnic politics of northern cities,
only in the south this is shown as distilled down
to just two ethnic groups, black and white.

There are chapters on the portrayal of the "Lost
Cause" of southern independence. And readers

looking for information on southern tourism beyond the frames of the Civil War and race will enjoy the chapter on tourism in the Great Smoky Mountains. The book is recommended for those with a passion for southern history and will also be of interest to students and scholars in political science courses as well as hospitality and tourism majors.

Jeff Fisher is Librarian at Chattahoochee Technical College

Off the SHELF

The Oglethorpe Plan: Enlightenment Design in Savannah and Beyond by Thomas D. Wilson (University of Virginia Press, 2012: 9780813932903, $35.00)

In *The Oglethorpe Plan: Enlightenment Design in Savannah and Beyond*, town planner and independent researcher Thomas D. Wilson offers readers an approachable and well-researched history of the Colony of Georgia, the City of Savannah, General James Edward Oglethorpe, the English Enlightenment, and urban planning theory. Through extensive use of contextual history, Wilson provides not just facts and dates but gives the audience a complete picture of the influences upon characters and events and the impact affected by those figures and occurrences.

Beginning with a detailed genealogy and history of Oglethorpe's family in the context of the political, social, economic, and scientific/technological revolutions occurring throughout Europe in the sixteenth and seventeenth centuries, Wilson supplies the familial foundation on which Oglethorpe developed his progressive ideals and goals. The author goes into great detail on the overarching plan, vision, and execution of Oglethorpe's plan for Georgia, applying the modern construct of the strategic plan to his idea. By offering a background into Oglethorpe's circle of influence (in regards to both people and events), the author allows us to understand the motives of and setbacks faced by the founders. Further, Wilson provides a window into the general designing of a colony—a process of which many casual readers of history may lack understanding.

Describing the detailed process of creating the architectural plan for the City of Savannah and surrounding areas, Wilson offers a glimpse into the mind of Oglethorpe and his attempt to create a physical space based on the theoretical underpinnings of the Enlightenment. Further, Wilson provides a more detailed account of the eventual downfall of Oglethorpe's vision for the prohibitionist and abolitionist Georgia experiment than offered by previous colonial historians. The author concludes not only with the lasting influence of Georgia and Oglethorpe's vision today but also of the Savannah plan on modern municipal planning—an influence lacking mainstream understanding.

Wilson purports the idea that urban planning can embody—and further—social change. Although Oglethorpe's American experiment is often described as a failure, Wilson believes that he was the first true American abolitionist and laid the foundations of that movement before independence was even established. Far from being a failure, the Georgia colonial experiment was a required precursor on the path to eventual universal liberty.

Culled from primary documents including the official Georgia colonial records, diaries of participants, and municipal records and maps, Wilson successfully creates a detailed case study that lacks academic jargon, making it very readable for an audience ranging from high
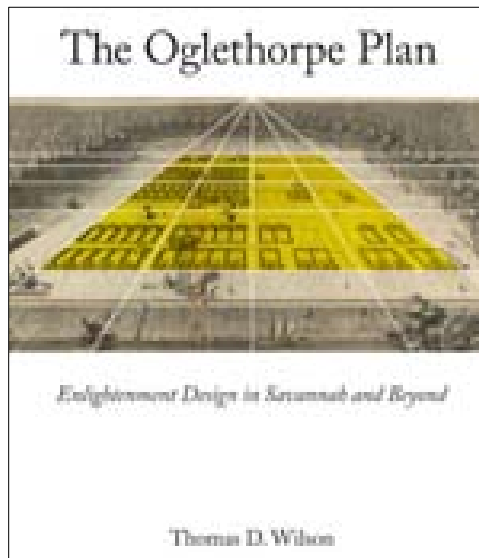
school history students to academics. Copiously illustrated with images and charts—many created by the author himself—this book belongs in the circulating collection of any library in Georgia. *The Oglethorpe Plan: Enlightenment Design in Savannah and Beyond* fills a gap in Georgia colonial history, carving out a place for a contextual history that brings the influence of Oglethorpe, Georgia, and Savannah to the present day through the premise that social change can be rooted in urban design.

Eli Arnold is Reference Librarian
at Oglethorpe University