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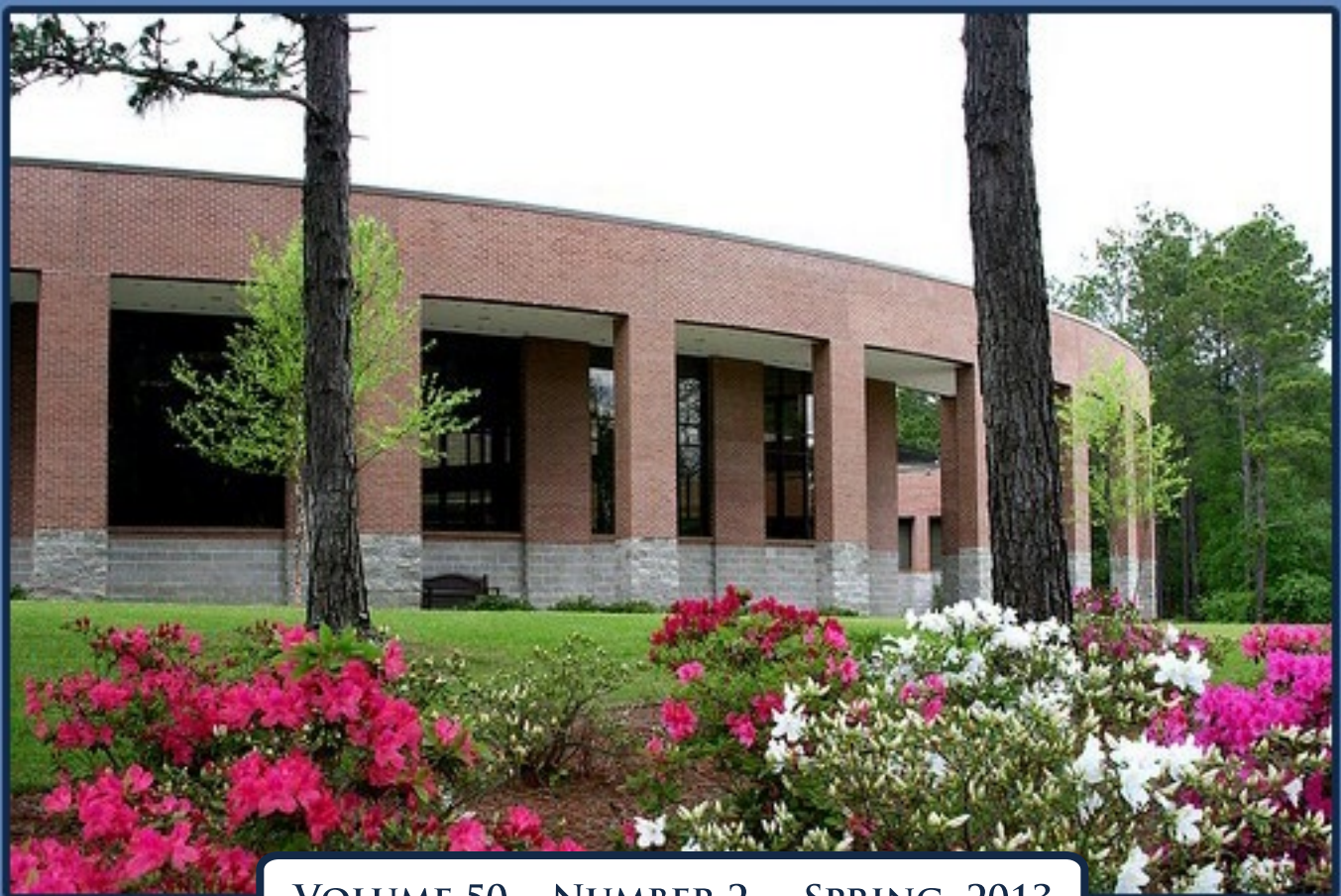
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GLA SPOTLIGHT

Clayton County Library System Forest Park Branch

In December, the Clayton County Library System opened a beautiful, light-filled new library in Forest

Park near the Atlanta airport and the State Farmer's Market. The new building is just one block from the previous one, a small, forty-four year-old building that was badly in need of upgrades and infrastructure

improvements. At 16,000 square feet, the new building is double the size of the old one and provides many new ways for the public to use it. In addition to the shelf-space for 64,000 items, it offers a multi-purpose meeting room that seats forty, a children's craft and story time room, a toddler play area, a teen area with a (very popular!) gaming system, a quiet homework room, thirty-six new public-use computers, and a computer training lab where we offer free beginning and intermediate level computer classes to the public.

Although access to the library's public computers is a priority in the community, we also wanted to accommodate the many patrons bringing in their own laptops and other



electrical devices. Free wireless access is available throughout the building, study tables have built-in power outlets for convenient laptop use, and there are outlets along the wall next to the leisure reading chairs that include both traditional power outlets as well as USB-

power outlets for the charging of cell phones, iPods, and other electronics that would ordinarily be charged through a computer.

The new building is situated on a lot that had a nice cluster of large, old

live oaks. The outstanding architectural firms of Craig Gauden Davis Architects and Gerding Collaborative designed the building to wrap in a semi-circle around the trees, saving as many as possible of those that were strong and healthy. The inner curve is floor-to-ceiling glass and lined with comfortable reading chairs, making the view beautiful, open and airy from inside. The trees are reflected in the windows from the outside, taking maximum advantage of the natural aspects from all angles.

Forest Park's residents have shown great support for the new library, and we are pleased to be able to offer them our services in return. To learn more about the Clayton County Library System, please visit

<http://www.claytonpl.org/index.cfm>

GLA SPOTLIGHT

East Georgia State College Library Swainsboro, GA

The East Georgia State College (EGSC) Library recently had a re-opening in August 2012 and is now a part of the new Learning Commons. The Learning Commons includes the EGSC Library, the Academic Center for Excellence (ACE), the Academic Advising Center, and the Common Grounds Cafe. All of these institutions work together to offer instructional and learning support services to EGSC students, striving to foster academic excellence and student success. The new Learning Commons environment provides open lines of communication between students and learning support professionals, allowing them to receive all forms of tutoring and research services in one place.



The EGSC Library collection includes over 72,000 items, 32,000 of which are e-books which students can access electronically either on computers at the college or remotely. Free wireless is available throughout the building and two computer labs are located in the EGSC Learning Commons for printing and scanning needs. The EGSC Library also includes both quiet and group study areas with comfortable seating. Four group study rooms and two classroom spaces that can be used for collaborative study as well as project work are located in the library facility. Students utilize these spaces in a variety of ways from formal study groups to club meetings. The EGSC

Learning Commons has become the destination for students when they are not in classes.

The EGSC Library is also home to two special collections: the Heritage Center and the Ehrlich Military History Collection. The Heritage Center at East Georgia State College houses print

items, images, manuscripts, maps, artifacts, microforms, and digital and audio-visual materials related to the college, local history, regional and state history, and genealogy. The

collection includes many items that are unique, historical, rare, and/or irreplaceable, most of which have been donated to the college. The Ehrlich Military History Collection began as the donation of the personal collection of military history books and media items of Mr. Benjamin Ehrlich to the East Georgia State College Library and has grown to include books about all types of military history. The EGSC Library counts itself fortunate to have such unique special collections and generous donors.

East Georgia State College faculty, staff and students have shown tremendous support for the new Learning Commons and the EGSC Library, and the EGSC Library staff pride themselves on offering high-quality services in return.

To learn more about the East Georgia State College Library, please visit <http://www.ega.edu/index.php/academics/library>

GLA SPOTLIGHT

Riverside Library Riverside Military Academy Gainesville, GA

The library on the campus of Riverside Military Academy (RMA) is located on the shores of Lake Lanier in Gainesville, Georgia. Riverside Military Academy, founded in 1907, is one of the premier college preparatory academies for young men in grades 7-12.

The Riverside vision began with two Gainesville businessmen and professors, Haywood

Jefferson Pearce and Azor Warner Van Hoose, Jr. Pearce was president of the local women's school, Brenau College, and based upon his success there, the two men gathered support from more than thirty local investors to charter an all-male, military school. As a result, construction for Riverside Military Academy began in 1907 and the doors opened for classes in the fall of 1908.

By 1913, the twenty-five acre campus included two brick buildings and a small wooden cottage. Pearce and Van Hoose hired Sandy Beaver to be Riverside's head of school in 1913. Beaver would go on to acquire ownership of the school in 1915 and preside over its growth until his death in 1969.

Riverside operated a winter campus in Florida for more than fifty years. In 1931, Sandy Beaver purchased the Hollywood Hills Hotel in south

Florida. With the exception of a brief time during World War II when the Navy used the Florida campus as a training facility, the school's cadets and staff would spend January through March at the Florida campus and the remainder of the school year would take place in Gainesville.

Every year when the entire school "moved south," the academy would also pack and transport a portion of the library's collection for student and faculty use at the Hollywood campus. One could truly say that the Riverside Library was indeed a "traveling library"!



Facing tremendous commercial development in the area surrounding its

Florida campus, the academy sold that property in 1984 to dedicate resources to the renovation of the Gainesville campus.

Riverside began its Gainesville renovations in 1997 and completed the project in 2004. The renovations, totaling about \$95 million, began with a new barracks building, which replaced nine older dormitory buildings, and included a new academic building, gymnasium, and library and performing arts center as well as extensive renovations to its athletic fields.

The Riverside Library is now housed in the Sandy Beaver Center for Teaching and Learning which was named in honor of General Sandy Beaver. The collection currently contains over 20,000 volumes including an extensive reference section, special collections, and thirty-five print periodicals. Over twenty-four computers are available for accessing resources

such as *Encyclopedia Britannica* and GALILEO databases.

Riverside Library programs and activities include:

- “The Career and College: Q & A,” a research section dedicated to juniors and seniors as they prepare for life after graduation from Riverside.
- “Cadets Rule!” showcases the efforts of RMA cadets in athletics and extracurricular teamwork.
- “The Forum” is a consortium of students who like to read, discuss, and think about different types of library media and

management. We provide reviews of books, blogs, websites, and virtual tours for the student body of RMA. Forum members are engaged to assist in maintaining the Riverside Library collection by providing community service hours. Students manage the library’s book sale in order to supply the necessary funds for club activities. Earlier this year, Riverside Library proudly hosted two separate World War II exhibits from the Marcus Foundation and Kennesaw State University.

The RMA Corps of Cadets consists of over 400 cadets from more than twenty countries. For more information about Riverside Library, please visit <http://www.riversidemilitary.com>



From the PRESIDENT

Happy spring! Hope everyone is doing well and ready to get outside and enjoy the warm weather. This is a great time for thinking about where we stand as an organization and where we want to go. It is time for some spring cleaning and sprucing up our goals and objectives. The last strategic plan for GLA was more than five years ago, with the last mission statement dated June 2005. The landscape of library structures, staff, resources, technologies, and budgets changed immensely during that time.

Think of what you as members want from the association and what you want the association to accomplish. What are the goals and objectives of Georgia Library Association? In the next couple of months I will be sending out surveys to help develop an analysis of what we want GLA to achieve. Using environmental scans techniques we'll look at the world of Georgia libraries today and how we can improve our position in specific communities. And, hopefully, we'll have a little fun along the way. Please look for messages about the surveys and focus groups to submit your ideas and preferences for direction GLA should take in the next few years.

We had a great time at the Capitol on Valentine's Day, February 14. More than 38 people showed up and most walked their legs off delivering prints to the Senate and House of Representatives members. The legislators and

their staffs were very receptive to the librarians and very appreciative of the prints, stickers, and bookmarks. I received a very nice "Thank You" card from Governor Deal for the prints, stickers, and bookmarks. He also thanked us for bringing the voice of the libraries to the Capitol. We were finished in about two hours. Thanks to all for the hard work and the time and cost for traveling to the Capitol.

We still have several events coming up.

- GLA Photo Contest is underway. The deadline is June 20. The judges will pick the winners and those winning photos will be included in the GLA 2014 Calendar. Please send in your photos of libraries and programs.
- GLA Summer Picnic – Saturday, July 20 at state park in convenient location for all. We're still looking for a convenient place for all of us to gather.
- COMO 2013 – October 9-11, 2013 in Macon, GA. Still in the preliminary planning stage. Will send more information as it becomes available.
- Strategic Planning - Look for surveys during April and May to get the project underway.

Please keep in touch and let me know if you have ideas, suggestions, and comments to improve GLA and better meet the needs of Georgia libraries.

Best wishes for a wonderful spring, and I hope to see you soon.

Diana

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My Own PRIVATE LIBRARY

By Melissa Johnson

I wrote a poem several years ago about the most beautiful book I had ever seen. I found it while searching through the American literature section of my college library. It was a six-inch-tall book of poetry with a beautiful white leather cover embossed with flowers. The publication date was 1872. I was in love. I pulled it from the shelf and ran my hand along the flowers on the cover. I held it up to my cheek and was delighted by the fluttering in my stomach. Since this book was not my original goal, I gingerly put it back upon the shelf, knowing that I would return for him, oh, I mean it, someday soon. I should have left well enough alone.

After several days of elation over my find, I returned to the library to check out the object of my affection. I perused through what I thought was this poetic masterpiece and my heart sank. The material inside the beautiful cover was not nearly as wonderful as the outside had led me to believe. I didn't even bother to check it out and left the library disheartened.

One ornately-covered book that has not disappointed me, and is included in my private library, is a copy of *The Complete Works of William Shakespeare*, published by Hurst and Company Publishers in 1893. The condition of this book, with its yellowed pages and frayed binding, would be a collection development librarian's nightmare. Its disheveled appearance, however, does not dissuade me from my affection for this book. It belonged to my maternal grandfather. He grew up with two books in his house, *The Bible* and this Shakespeare book. No matter what the situation, he always found an appropriate quote from Shakespeare. This book contains pencil

underlines of stanzas that touched him in some way and quotes that he frequently spouted. Further down the shelf is another older book. It stands approximately seven inches high and has a plain blue cloth cover. The title is *Luther's Small Catechism*, dated 1943, and the name on the "This Book Belongs To" page reveals the writing of my then ten-year old mother. Inscribed on the inside cover is my mother's writing from ten years ago when she presented the book to me. It states, "This book has been very informative and a source of great comfort to me in my adult life. As a child I had to study it, as an adult I wanted to study it."

Another one of my plainly covered books is *Other Men's Flowers*. It, too, has the bare blue cloth cover that must have been standard in the 1940s. This book was passed down to me when I was a teenager. It is a poetry anthology published during World War II that belonged to my paternal grandmother. It contains works from Browning, Keats, Yeats, Poe, Kipling, Marvell, Blake, and others. I had never seen anything like the disclaimer in the front of the book, prior to acquiring it. It states:

Government wartime restrictions on materials have made it essential that the amount of paper used in each book be reduced to a minimum. This volume is printed on lighter paper than would have been used before material limitations became necessary, and the number of words on each page has been substantially increased. The smaller bulk in no way indicates that the text has been shortened (Wavell, 1945).

How fortunate we are today. And aren't I glad I didn't originally try reading it with forty-something year old eyes.

Some of my favorite books are those that were written and autographed by professors with whom I've had the pleasure to study or work. The covers of these books vary in their style. *Nameless Flowers* adorns my shelves. Its cover is very drab. It contains poetry written by the troubled Chinese poet Gu Cheng, translated beautifully by Aaron Crippen. Next to that book is *A Little Middle of the Night* written by Molly Brodak, winner of the 2009 Iowa Poetry Prize. The cover of this introspective poetry book is very artistic, and her inscription on the title page encourages me to continue writing. Of course, the name Cowboy Mike (Mike Searles) is legendary on the campus of the former Augusta State University. His book, *Buffalo Soldiers in the West: A Black Soldiers Anthology*, has a two-toned pencil-sketched cover depicting two of the soldiers who are so thoroughly discussed within. My copy of his book is just as priceless to me as Cowboy Mike has been to the university.

Works I've studied and kept because they have affected me in some way are part of my library, as well. *The Things They Carried*, with its grey, black, and white cover, contains the original short story that inspired the book. The story initially seems like a straightforward listing of the physical items these men carry with them into war, but it touches the deeper meaning of what these items represent. And what can I say about the *Narrative of the Life of Frederick Douglass*? What an inspiration. The outside cover of this book has a portrait of the man, but it's the inside "portrait" of his life that provides such inspiration. My favorite book, though, has got to be *The Scarlet Letter* by Nathaniel Hawthorne. The cover, of course, is red. As I read the novel, I marveled at the way

Hawthorne tied his words together to paint passionate pictures: "Love, whether newly born, or aroused from a deathlike slumber, must always create sunshine, filling the heart so full of radiance that it overflows upon the outward world."

Although I prefer hard-cover books I am starting to notice an influx of soft-covers. *Water for Elephants*, one of my newer additions, has a soft cover that looks very much like the circus surrounding the story. And *A Hundred Years of Solitude* has a very vibrant cover. Perhaps, the colorful cover represents the fascinating lives depicted in this Gabriel García Márquez classic. It reminds me that, thankfully, I have led a very dull life.

There are the multitudes of poetry and literature anthologies, the covers of which cannot adequately portray the wealth of words contained therein. There are the library school textbooks, some of which I trudged through and others I relished reading, all with nondescript covers. I still have both French and Spanish textbooks, hoping to one day become fluent in either language by osmosis.

In looking over what I have in my own personal library, I notice the emotional value I've put on my books. I realize, also, it is not so much the cover that determines how I value these items; it is what is on the inside. I guess I really can say that my books are not judged by their covers or their "skins," but by their contents and their character.

Melissa Johnson is Electronic Resources and Serials Librarian at Georgia Regents University



Ideas, Hints & **TIPS**

Over and Out: Effectively Assessing the End of a Reference Interview

By Jewell Anderson

At our university library, students sometimes do not approach the reference desk until they are at what I've bastardized and like to call "Defcon Four" — for our purposes, that is one away from the fateful, code-red, "five" and yet well along the way of anxiety, frustration, and increasing insecurity that unsuccessful research attempts engender. Deflating the situation is the obvious first step and usually involves allowing the student to express frustration, then conveying sympathy and understanding. Beyond that, and after appropriate information needs are met, how can a reference librarian easily assess whether or not a student is emotionally "done" and feeling confident and competent in their skills?

After too many experiences wherein it was clear to neither myself nor the student that our research session had run its course and was complete, I have developed the eminently useful habit of gently asking, at the end, or what I think may be the end, "and so now you feel...?" and let the student fill in the blank. I've learned that anything less than a boisterous "much better!" is my cue to keep the reference interview going.

Recently this has held true with a student who was working toward a research topic. As we discussed it and came to a place wherein the student was down to three good, potential topics, I asked the question and got a sheepish "uh, okay I guess" at which point I knew to continue our conversation. With tenacity, and an extra few minutes the enthusiastic affirmative was achieved after we had

narrowed it down to the one most interesting topic.

By introducing the language of "feeling" to the interaction, one can express both recognition and acceptance of the student's feelings and the significant impact those feelings have. What is noteworthy regarding this particular phrasing is that it differs from "do you feel better?" for a couple of important reasons. First, closed questions are rarely preferable in reference encounters; second, the open-ended question affords recognition of feelings and more importantly does not presume that one ever felt "bad." Because even if that was the perception, no one likes to hear that they seemed to be at Defcon Four. Finally, introduction of this language also acts as an effective cue for the student; if they answer in the resounding affirmative, vocalization serves as the motive for them to depart the reference desk and return to their own work stations with a renewed sense of hope and purpose.

So, the next time you find yourself ten minutes into a reference interview safely back from an emotionally charged precipice, and you're thinking "ok, we've got you some sources, you're clearly better off than you were" about a student who shows no sign of budging, open the door to them expressing their feelings. That expression will undoubtedly illuminate the path to come and help ensure positive emotional and academic outcomes for all parties.

Jewell Anderson is Reference & Instruction Librarian at Armstrong Atlantic State University



Information and Interaction Needs of Distance Students: Are Academic Libraries Meeting the Challenge?

By Adelia Grabowsky

Introduction

Auburn University (AU) is a public, land-grant university with more than 25,000 students enrolled in 13 schools and colleges at the undergraduate, graduate, and professional level (Auburn University 2012). Library services to students, faculty, and staff are provided through a main site, Ralph Brown Draughon Library, along with two additional branch libraries, one for the College of Veterinary Medicine and one for the College of Architecture, Design, and Construction.

Reference and instruction services are offered through 17 subject specialists, including a health sciences liaison who serves the School of Nursing, Harrison School of Pharmacy, and the Department of Communication Disorders.

As the new health sciences liaison at Auburn University, one of the first phone calls I received was from a distance student in the MSN (Master of Science in Nursing) program, looking for help in CINAHL (Cumulative Index to Nursing and Allied Health Literature). As an online student, she lived several hours away and could not physically visit the library for support.

This interaction raised the question of current library service to all students and faculty in Auburn's completely online MSN program, and more generally, the question of standards and best practices for academic library service to all those whose studies are carried out from somewhere other than a traditional campus.

Methodology

Standards for distance learning established by the Association of College and Research Libraries (ACRL) and literature from 2007 to the present on library involvement in distance education were examined for this review. Relevant literature was identified by searching Library Literature & Information Science Index; Library, Information Science & Technology Abstracts; and CINAHL. The initial search strategy was:

(distance education OR online OR virtual) AND librar* AND nurs* AND (outreach OR service OR instruction), limited to peer-reviewed and a date range of 2007 to the present.

Subsequent searches were not limited to nursing and additional articles were found by examining reference lists.

ACRL Standards

ACRL established guidelines for what were termed "extension students" in 1963 and has continued to update those guidelines. In 1998, the title changed to "Guidelines for Distance Learning Library Services" and in the last update (2008), the document transitioned from a guideline document to become "Standards for Distance Learning Library Services" (ACRL Guidelines Committee 2008). The standards include a 13-point Bill of Rights for the Distance Learning Community and additional sections which spell out specific, expected requirements

for funding, personnel, education for librarians, and management. Much of the document deals with requirements at the institutional rather than the library level; this paper will focus on two of the more library-centric portions:

- Right of Access - "Members of the distance learning community, including those with disabilities, must therefore be provided effective and appropriate library services and resources, which may differ from, but must be equivalent to those provided for students and faculty in traditional campus settings" (ACRL Guidelines Committee, Bill of Rights 2008)
- Human Contact - "direct human access must be made available to the distance learning community through instruction, interaction, and intervention from library personnel" (ACRL Guidelines Committee, Bill of Rights 2008).

Literature Review

Right of Access

The technical aspect of providing access to distance students is becoming easier and easier. Bower and Mee (2010) point out that "libraries have evolved from repositories of locally housed print collections centered on the 'library as place' into 'gateways' for electronic delivery of diverse resources and services" (470). The University of North Texas Library is not alone in fashioning a new policy which focuses on "acquiring resources to include and emphasize electronically available indexes and journals, and electronic books" (Thomsett-Scott and May 2009, 113). However, Lockerby and Stillwell (2010) note that "supporting online programs is much more than a collection of e-books and article databases with full text" (780). Students must know about and be able to use resources effectively and faculty must know what resources and services are offered by the library in order to serve as guides to and facilitators of

those resources. Gonzalez and Westbrook (2010) point out that "students can be unaware of the role of librarians in their academic experience" (639), and several studies mention that lack of awareness of library resources and services is a significant problem among online students and faculty (Hoffman 2011; Shell et al. 2010; Sullo, Harrod, Butera, and Gomes 2012; Thomsett-Scott and May 2009). Additionally, in graduate programs such as an MSN, students tend to be older, working adults, who have been out of school for several years (Renner, Vardaman, and Norton 2007; Whitehair 2010). These students are "less familiar with the use of computers and technology for their educational and information needs" (Renner, Vardaman, and Norton 2007, 87) and are often facing information resources which are "vastly different from their previous experience" (Whitehair 2010, 98). They may, literally, not know "where to start" as they look for information. How do librarians market the resources they have and the services they can provide to those who have a need but not an awareness of potential aid? The ACRL requirement for "direct human access" may provide an answer (ACRL Guidelines Committee, Bill of Rights 2008).

Human Contact

Just as libraries are seeking to become an academic "third place" to maintain face-to-face interaction and a sense of connection with on-campus patrons (Montgomery and Miller 2011), distance education also seeks connection by building a sense of community, shown to "be beneficial to student engagement and persistence, course satisfaction, and perceived learning in online courses" (Reilly, Gallagher-Lepak and Killion 2012, 100). Online community members share insight and provide assistance to one another, but the question arises, in what ways can libraries and librarians become members of that online community? Three solutions suggested in the literature are 3-D virtual environments, subject guides, and embedded librarians.

3-D virtual environments:

Puterbaugh, Shannon, and Gorton (2010) suggest the use of 3-D virtual environments (e.g., Second Life) for library support of distance education and received mostly positive responses from nursing students and faculty surveyed about the use of Second Life. However, Davis and Smith (2009) found that embedding librarian instruction and support into a course via Second Life produced “no significant changes in the knowledge, confidence, perceptions of challenge, or behavior of the student population” (131). In addition, several studies list formidable challenges with using Second Life or other multi-user, virtual environments including:

- the need for sufficient computing/technology support (Blankenship 2010, Ralph and Stahr 2010)
- a steep learning curve for librarians and students (Blankenship 2010; Davis and Smith 2009; Ralph and Stahr 2010)
- the need for additional staffing to provide some services (Ralph and Stahr 2010)
- a need for students to have adequate hardware and software in order to successfully run virtual environments (Ralph and Stahr 2010)
- a concern that using virtual environments will not be taken seriously (Puterbaugh, Shannon, and Gorton 2010).

Instead, the most often reported methods of connecting to distance students were subject guides and/or embedded librarianship.

Subject guides:

Subject guides, (including LibGuides, a commercial product) evolved from print pathfinders or guides developed by librarians to assist patrons looking for information about a specific subject (Roberts and Hunter 2011).

Whether developed through a commercial, open source, or “home-grown” product, they generally offer a virtual space to collect, organize, and present a set of resources, often repackaged for a specific audience (Little 2010; McMullin and Hutton 2010). As online content, they are available to users 24/7/365, regardless of location or time zone, and with the addition of RSS feeds, video content, chat services, and social media such as Facebook and Twitter, have the capability of offering an interactive and somewhat more personalized source of information that can be used by each student as needed (Hemming and Montet 2010; Robinson and Kim 2010). Several authors note that one significant advantage of subject guides over webpage links is that they can generally be created and instantly updated as needed by distance or subject librarians rather than having to wait on someone from systems or electronic resources (Arvin 2009; McMullin and Hutton 2010; Robinson and Kim 2010). Subject guides can be linked from a library’s web page but Gonzalez and Westbrook (2010) recommend putting them “where the student is” (652), i.e. the institution’s course management system. Course management systems (CMS) such as Blackboard are “key technological tools in distance and online education” (Robinson and Kim 2010) and are used to provide virtual classrooms where instruction takes place. Instructors and students interact with one another through email and discussion boards, and relevant resources such as subject guides can be featured and hyperlinked. Other suggestions for optimal use of subject guides include:

- breaking down content in smaller segments and creating guides for a specific assignment or course rather than a general subject area (Gonzalez and Westbrook 2010; Hemming and Montet 2010; Little 2010; McMullin and Hutton 2010; Roberts and Hunter 2011)
- creating a consistent look and feel across guides (Gonzalez and Westbrook 2010; Little 2010)

- including video content (Hemming and Montet 2010), polls, feedback forms, and tutorials (Little 2010)
- adding humanizing elements such as an individual librarian's contact information, photos, and a chat service (Hemming and Montet 2010; Little 2010)
- providing course faculty with editing rights in order to add additional content (Roberts and Hunter 2011).

There are some challenges associated with using subject guides including:

- the initial learning curve for librarians and the time required to first create and then update guides (Gonzalez and Westbrook 2010; McMullin and Hutton 2010)
- the need for "buy-in" from faculty in order to place guides into an online classroom (Gonzalez and Westbrook 2010; McMullin and Hutton 2010)
- the need to market guides (McMullin and Hutton 2010), although Gonzalez and Westbrook (2010) claim that course and assignment guides "market themselves" (652).

Embedded librarians:

The term, embedded librarian, has many meanings, including librarians who physically conduct office hours in an academic department and/or attend and participate in subject specific classes, but it can also refer to "any librarian who takes an active role inside the online CMS classroom" (York and Vance 2009, 199). Hoffman (2011) suggests that a significant benefit of embedded librarianship is "the development of the student-librarian relationship" (453). Muir and Heller-Ross (2010) state that "embedded librarianship has resulted in improved student learning and increases contact with library resources and services"

(95). Embedded librarians can interact with students in many ways including:

- having a library link inserted into every course contained in the CMS (York and Vance 2009)
- providing online, synchronous (real time) presentations (Hightower, Rawl, and Schutt 2007)
- creating video tutorials which users can view as needed (Hemming and Montet 2010; Kealey 2011; Lockerby and Stillwell 2010)
- answering questions and/or posting tips via email or in discussion boards set up specifically for library and research questions (Hemming and Montet 2010; Muir and Heller-Ross 2010; Sullo et al. 2012; York and Vance 2009)
- reviewing assignments with a research component (Hoffman 2011; Sullo et al. 2012)
- providing links to research guides or help sheets (Sullo et al. 2012).

Challenges of CMS embedded librarianship include:

- a time commitment that tends to be higher than providing traditional library reference and instruction (Hemming and Montet 2010, Hoffman 2011; Muir and Heller-Ross 2010; York and Vance 2009)
- a need to learn about the institution's CMS (York and Vance 2009)
- time and technological expertise needed to update tutorials which may quickly become outdated (Hemming and Montet 2010; Kealey 2011)
- developing the required collaboration between faculty and librarians (Muir and Heller-Ross 2010; Sullo et al. 2012).

Best practices to optimize embedding in online courses include:

- saving full interaction activities (discussion board, synchronous instruction) for classes which include an assignment requiring students to use library resources (Hoffman 2011; York and Vance 2009)
- posting contact information and including photos and background to personalize librarians (Hemming and Montet 2010; Sullo et al. 2012; York and Vance 2009)
- having the instructor introduce the librarian to the class (Hoffman 2011; Sullo et al. 2012; York and Vance 2009)
- providing online office hours (Sullo et al. 2012)
- marketing the service through email, flyers, and personal contact (Hightower, Rawl, and Schutt 2007; York and Vance 2009).

Conclusions

In some ways, providing resources and services to distance students is no different than providing them to traditional students who now seek information and library assistance from basically anywhere and everywhere except the library itself. Changes such as increasing the amount and percentage of electronic content, providing multiple ways to contact reference

librarians, extending service hours, and streamlining search interfaces, are all actions which benefit everyone, not just those in a different zip code or time zone. But distance education students do need additional ways to connect, not only to a community of fellow students but also to a community of library support. Just as libraries attempt to make the physical library a desirable “third place,” they must also look to make the virtual library a welcoming destination for those at a distance. ACRL Standards and library literature stress the need for human interaction, and although some are trying newer technologies like 3-D virtual environments, the most successful connection seems to be initiated in part through the use of subject guides and/or embedded librarianship. Although both subject guides and embedded librarianship present challenges of their own, primarily time and technology related, the interaction they engender seems to build relationships between librarians and students which in turn facilitates the development of a sense of community and assists in enabling the library’s mission of connecting needed library services and resources to users, regardless of location.

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Forsyth County Public Library Strategic Planning, 2013 – 2018

By Carla Beasley

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where—" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"—so long as I get SOMEWHERE," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

Lewis Carroll
Alice in Wonderland

Strategic planning provides a road map. Find where you are now, and then figure out where you want to go. Strategic planning requires discussions and setting priorities among key decision makers and managers about what is *truly* important for the organization. Strategic planning is essential to deal with changes — changes in technology, changes in funding, changes in demographics, and changes in demands on resources. By not planning, an organization allows outside forces to determine its course.



But strategic planning is more than nuts and bolts. What *is* strategic is when you're doing something that changes the structure of the library in some basic way. Move our self-check

stations closer to the door to increase use?

That isn't strategic, because it is not a change in the way we interact with our users. Combine the circulation and information desks into a central service point? That is strategic because it creates a different relationship with the patron. It changes who we hire, how we manage them, and what they're capable of achieving.

The Current Plan

Forsyth County Public Library (FCPL) had developed a five-year strategic plan in 2007. It was simple, with three goals:

- Make the library more convenient to use
- Foster life-long learning
- Maximize operational effectiveness

Under each goal were four objectives (which we called strategies), and under the strategies were project tasks. At each of our management team quarterly review meetings, we have evaluated the project list, asking ourselves if our tasks were in line with the strategic plan goals. The management team (MT) consists of the director and heads of five departments: Public Services, Information Technology, Human Resources / Finance, Materials, and Planning and Facilities. As head of planning and facilities, I monitor the existing strategic plan, set up quarterly MT review sessions, and plan the annual MT retreat in December.

Making a Change

In the fall of 2012, at our third quarterly review meeting, we found that, for the most part, our goals from 2007 had been accomplished. Projects we have successfully completed since 2007 include self-check units at each of the library's three branches, online meeting room

and summer reading registrations, a redesign of the library's website, and self-pick-up of holds (Goal 1); online interlibrary loan and collection request forms, a new classic movie collection, and e-books (Goal 2); and RFID tags in all collection items to make check out and check in faster (Goal 3).

Projects under the 2007 goals had become routine. They were tasks to do over and over again rather than something new and innovative. For example, after we'd installed the self-check machines, we set ourselves a project to increase the percentage of patron checkouts using these machines. We were saying, "Let's keep doing what we're doing, and let's do more of that." This is not planning for the future; it's not strategic planning.

It was obviously time to revise our 2007 Plan.

First, we researched strategic planning methodology in order to provide ourselves with a workable structure. Several sources suggested the following questions:

- Where are we?
- What do we have to work with?
- Where do we want to be?
- How do we get there?

Where Are We?

Having done strategic planning in the past, we had this step covered with the following documents and information:

- A mission statement: *Our mission is to provide access to materials, information, and programs delivered by a courteous and informed staff to all members of the Forsyth County community.*
- In-house statistics: circulation, computer usage, people counts, program attendance, reference transactions, and more.

- Environmental scanning (a picture of our community) from county-wide demographics from the 2010 Census. We knew that Forsyth County had 175,511 residents as compared to 98,407 residents in 2000, median income was \$87,600, Asian and Hispanic communities were increasing, and 44 percent of the population had advanced degrees.

What Do We Have to Work With?

From these statistics, we felt confident in identifying our resources from an administrative perspective. We had a lean but adequate budget, supportive library board members, library branches in the north, central, and south parts of the county, an often-complimented staff, and an up-to-date collection.

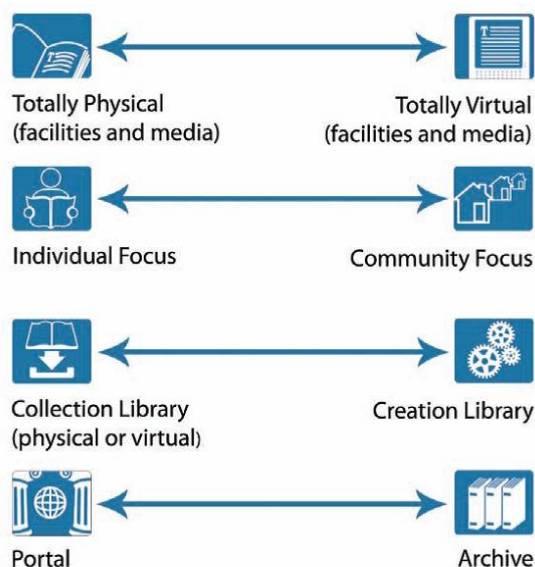
Where Do We Want to Be?

From our statistics and resources, we could draw some conclusions about what patrons wanted. We'd had to cut back open hours three years ago due to budget reductions, and we knew that patrons wanted those open hours back. We knew that all library computers were in use at our Cumming branch, but most patrons were bringing in their personal laptops at the Sharon Forks branch. We knew that many users purchased books rather than waiting on a hold list, and that residents placed a high value on education.

But these were all "indirect" statistics, measures that told us what patrons do, but not asking directly what they want the library to do for them.

In 1999, FCPL paid a marketing firm to mail library service questionnaires county-wide. The information in the survey was very helpful at the time. Patrons asked for the library to be open on Sunday, to access the library webpage

from home, and to build more libraries. Since then, all of these requests have been fulfilled. In 2012, budget limitations kept us from another direct mailing. So, the management team decided that the best way to hear the voice of our community – where residents wanted their library to be in five years -- was to set up interviews and focus groups with stakeholders. A stakeholder is any person, group, or organization that can place a claim on an organization’s attention, resources or output, or that is affected by that output. Ideally, all Forsyth County residents are our stakeholders. However, we narrowed down our focus groups to library staff, cardholders, civic leaders, our funding agency, and community organizations.



How Do We Get There?

At this point, the MT wrote a proposal to our library board requesting their approval to start the process of reviewing and revising the 2007 strategic plan. We explained the steps we wanted to take in gathering and collating the data. The board approved our initiative and asked us to present our recommended revisions to the board meeting in January, 2013.

We began the feedback process with our first focus group, our own staff. Before the annual FCPL Staff Day in October, we asked all staff to read part of a recent report, [Confronting the Future: Strategic Visions for the 21st Century Public Library](#) by Roger E. Levien, published by the ALA Office for Information Technology Policy. The report presents and explains four

“continuums,” each continuum located between two “strategic vision” extremes.

The visions are not beginning and ending points. The reader considers where her library is on each continuum, and where she wants it to be. For example, the goal of a library is not necessarily to move from a “totally physical” library to a “totally virtual” library, but rather to determine what percentage of physical and

virtual materials and services it wants. On the second continuum, a library decides their future focus on individual users or on making the library a community gathering place. The same process is used for continuum three, a library of materials or a library where materials are created; and for continuum four, is the library a hub (portal) to other resources or is it a repository (archive) of all available information in a

selected subject field.

The continuums are not mutually exclusive. A library can be a “totally physical archive,” or a “totally virtual archive,” and so forth.

At Staff Day, we scheduled an hour for staff to work in small feedback groups. Dividing the staff into sixteen groups of about six staff each, we gave each group a matrix of a specific vision from the four continuums, one for “strengths” and another for “weaknesses.” For example, we had one group for “individual focus strengths” and another for “individual focus weaknesses.” Each group filled out the matrix template, shown in Chart 2, leaving any topics blank that did not lend themselves to the assigned vision.

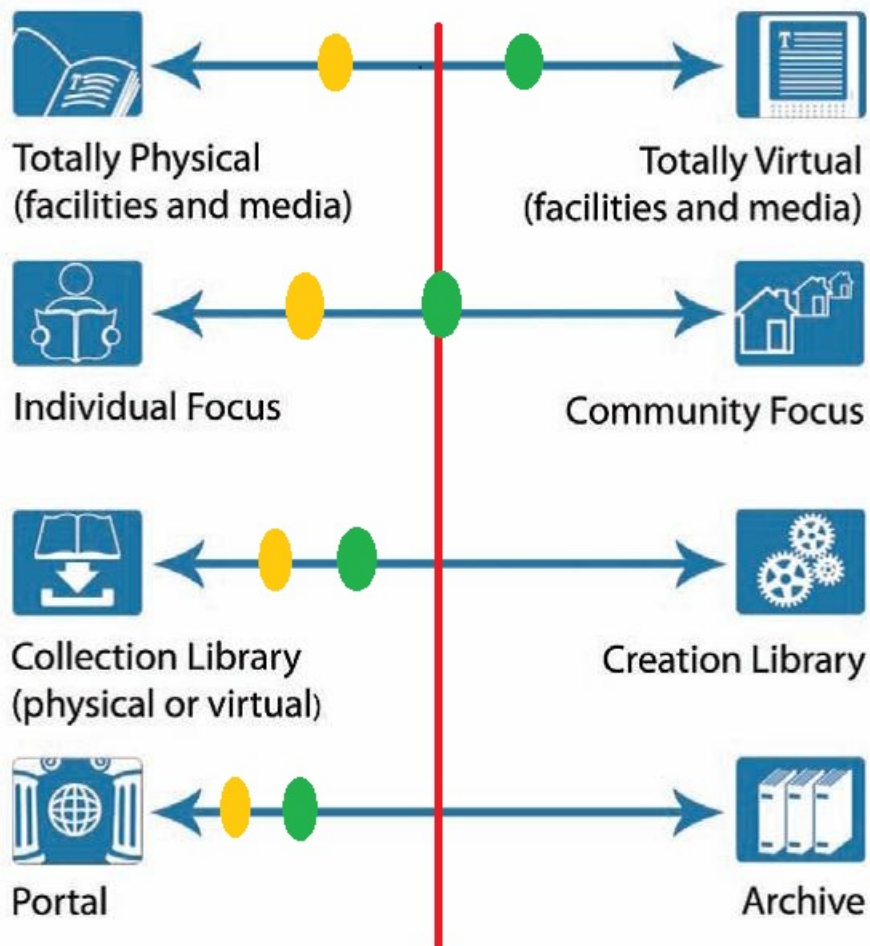
Here is the response for “totally physical strengths” (Chart 2):

Strategic Vision Example: Totally Physical Strengths in Next 5 Years	
TOPICS	STRENGTHS
Customer Service	Patrons can relate personally with “live” staff.
Materials	In 5 years, there will not yet be enough ebooks to convert the whole library to digital. Materials will still be on shelves, but probably there will be fewer than now, so plan for shelves to decrease. Patrons may continue to access a virtual collection in a physical facility as well.
Computer Technology	Tablets will rule. Whiteboards or other interactive group technology may be needed.
Facilities	With tablets and smaller physical collection size, we’ll have more room for soft seating and tables. This would lend itself to a community gathering place or interactive study groups.
Staff or Staffing	Can be largely self-service, with staff serving in a role of creator, researcher, trainer.
Mobile options	NA
Digital media / electronic products	Will be much more prolific, but users will still have to come to a physical building to access some of these.
Programming for all ages	Can be held in a facility close to people’s homes or work. Provides interaction among people not necessarily available online.
Training	NA

Responses from Staff Day were compiled and then given to staff to review. A month later, our supervisors met and, based on the Staff Day matrices, determined where staff thought FCPL was located on each continuum. Stickers were placed on a wall-sized version of the strategic visions chart. The orange dots on Chart 3 below

are where FCPL is presently. Next, supervisors placed stars on the wall chart where each one of them thought FCPL should be in five years, both personally and as representatives of their respective staff. Green dots mark the majority points of future responses.

Chart 3



From the staff and supervisors' input, we recognized that FCPL employees would not be comfortable with creation models, such as Maker Spaces, nor did they want to be a "warehouse" (archive). They were receptive, even enthusiastic, about expanding a virtual presence and finding more ways to become a community meeting space.

Meanwhile, management team members were interviewing other stakeholders. We had decided that all five department heads and the director should attend each focus group in order to answer specific questions from participants and to analyze feedback from departmental viewpoints. A total of thirty-one

participants were drawn from the following groups:

- Four patron focus groups included a mix of preschooler moms, young teens, single adults, and "boomers"
- Chamber of Commerce President
- School system Superintendent
- Administrator for Northside-Forsyth Hospital, the county's largest employer
- Nonprofits, including Literacy Forsyth and Mentor Me
- FCPL Friends and Advocates
- Representatives from Forsyth County Government, our primary funding agency

At each focus group meeting, we began with pre-arranged questions based on SWOT (Strengths, Weaknesses, Threats, and Opportunities, Chart 4).



Chart 4, Strengths, Weaknesses, Threats, and Opportunities.

Focus group questions included:

- *Strengths:* What does FCPL do well?
- *Weaknesses:* In what areas does FCPL need to improve? Is there anything FCPL is doing now that should be stopped?
- *Opportunities:* What opportunities exist in the community that can improve the public's perception of FCPL? How can FCPL best take advantage of these opportunities?
- *Threats:* What external factors affect FCPL negatively? How can FCPL best avoid or overcome these threats?

As participants became more comfortable responding to our questions, they asked their own questions and commented on the image and services of the library.

The feedback from these community leaders and patrons exceeded all of our expectations. We divided input into thirteen categories: E-books, User Experience, Facilities, Fines, our Friends group, Holds, Materials, Online Services, Outreach, Future Planning, Programs, Staff, and Teens. Altogether, we had over 400 comment entries in an Excel spreadsheet. Some comments we heard from multiple groups. Here are the top ten responses, in no particular order.

- "I didn't know you did that!" (Many participants asked for services that were already available. Message to us – promote what we have!)
- More adult programs.
- More children's programs.
- Restore hours cut due to decreased budgets. (No surprise there).
- "Don't get rid of the books!"
- More e-books and easier downloads and returns through Overdrive.
- Provide 24/7 remote book drops and holds pick-up locations.
- Keep the staff and don't replace them with technology. Recent additions of self-check machines met with mixed reviews. Most participants wanted both live and tech options.
- More hours to book our free meeting rooms. Many didn't know we had free meeting rooms!
- Complimented the new website updated in February, 2012

Setting Priorities

At the annual management team retreat in December, the MT met with library board members. The board had received the staff and focus group comments ahead of time, which they had all read and studied. It was time to set priorities and begin formulating goals. To do this, it was necessary to employ strategic thinking, a planning process that applies

innovation, strategic planning, and operational planning to develop long-range goals.

According to *Five Criteria for the Strategic Thinking Process*, published by the Ohio State University Business Development Center, strategic thinking is like looking down at the world from an airplane. You can see much more than when you are on the ground. By viewing what some call “the big picture,” planners begin to see trends and patterns and to develop the best overall strategies, not just the obvious ones.

The board’s discussion resulted in 4 priorities.

- *Promote the role of the library in the community* — This was the board’s top priority, emphasizing the image of the library and its place in the Forsyth County community. It was based on the many comments from focus group participants who didn’t know what all we did, even if they had been patrons for years.
- *Maintain balance of the collections to stay relevant and in budget* —They wanted us to maintain an emphasis on print, but to add e-books as funds became available. They added their voice to many others who had said, “Don’t get rid of the books!”
- *High Tech / High Touch* (Balancing customer service with increased technology)—They didn’t want to lose our favorable reputation of excellent customer service, but also knew we couldn’t afford to sacrifice assistive technology for patron services. Although the library has not had a reduction in force due to budget cuts, some empty, full-time positions have been filled with part-time replacements. FCPL has incorporated self-checks as an alternative service method for a reduced personnel budget.

- *Make sure staff is supported to meet changes in their jobs* — All agreed that training was absolutely necessary to keep our staff knowledgeable, tech-savvy, and happy in their jobs.

It was also very helpful to us that the library board chose what *not to do now* that group participants had asked for. Based on our mission, and on a static budget, the board decided not to pursue 24/7 holds pickups and returns. Both would have required purchasing expensive equipment, and the board wanted us to use funds for more materials and more staff training.

After the meeting between the library board and the management team ended, the MT began the process of integrating the board’s priorities into a structured strategic plan, adding strategies under each goal.

Finally, we were ready to come to the library board with our completed strategic plan. Here is what was presented and approved on January 27, 2013.

Strategic Plan 2013 – 2018 Forsyth County Public Library (FCPL)

Goal 1: Establish the library as a civic focal point and resource hub.

- 1) Increase awareness of the library’s programs, services, and resources.
- 2) Increase the number of partnerships with Forsyth County organizations to enrich and expand community relationships.
- 3) Promote the library as the first and best source of life-long learning.

Goal 2: Develop relevant and inspiring collections that meet Forsyth County’s evolving needs and expectations.

- 1) Select and maintain high-quality popular and informational collections.

- 2) Sustain a balance between traditional and electronic collections.
- 3) Increase funding to support FCPL collections.

Goal 3: Provide a High-Tech / High-Touch approach to serving the community.

- 1) Develop technology that makes the access of knowledge and ideas easy and intuitive.
- 2) Make library facilities premier locations in Forsyth County.
- 3) Provide personal, exceptional service.

Goal 4: Encourage and support all library staff to be an engaged and energized workforce.

- 1) Provide training to increase the proficiency of library staff in their job responsibilities.
- 2) Foster an organizational culture of innovation and involvement.
- 3) Help staff to readily adapt to change.

Although the board's approval marked the end of the strategic planning process, it marked the beginning of implementing the new plan. In our next MT meeting, we began the task of adding projects under the strategies and charting our course for the years to come. These projects provide the "operational planning" mentioned in the definition of strategic thinking. As Wayne Gretzky said, "I skate to where I think the puck will be." That's what our projects are – a way to skate to our long-range goals.

Already, plans are underway to re-allocate staff to provide more support for children's programs in the branches. Programming staff who had been based at headquarters are now located in the branches, and Information staff members have been reassigned to youth services. A new program manager was hired to oversee programming for adults and children.

The management team is considering how to increase advocacy in the community. We have

compiled a list of agencies to approach for partnerships. We are cooperating in a new program with the public school system called iRead, iCreate, iShare, which encourages students to create video book trailers. We are also working closely with Literacy Forsyth to present programs that enhance family literacy, such as a digital storytelling camp for English as a Second Language high school students.

One take-away from this intense planning process was the intention to schedule focus groups at least once every year. It has been a great way to know what our community expects of its library.

Did we accomplish strategic planning and thinking? Is this new plan a long-term road map, a big picture view? Does it contain innovative ideas? Is it reflective of the wishes and wants of our focus group participants?

Yes, we think so. The new plan is a challenge to us, but it gives us a solid platform for keeping what we already do the best and finding ways to implement innovative new services.

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The Poet and the Library: An Interview with Judson Mitcham

Interview by Cheryl Stiles

In May 2012 Governor Nathan Deal appointed Macon resident Judson Mitcham as Georgia's new Poet Laureate. Born in 1948 in Monroe, GA, Mitcham is the author of five books, including two novels, *The Sweet Everlasting* and *Sabbath Creek*, and three volumes of poetry, *Somewhere in Ecclesiastes*, *This April Day*, and *A Little Salvation: Poems Old and New*. His poetry has been published widely in journals such as *Poetry*, *Harper's*, *The Georgia Review*, and the *Gettysburg Review*. He has received numerous honors including a National Endowment for the Arts Fellowship, a Breadloaf Fellowship, a Pushcart Prize, and a Georgia Author of the Year honor. He is the only Georgia writer to twice receive the Townsend Prize for Fiction. When referring to his work, reviewers and readers frequently use these words: elegant and eloquent, humorous and intelligent, intensely felt, spare, and elegiac.



Mitcham was not formally trained as a writer, but rather received his undergraduate and PhD degrees in psychology from the University of Georgia. He spent thirty years teaching psychology at Fort Valley State University, a position from which he retired in 2004. He currently teaches creative writing at Mercer University in Macon.

How have libraries—and your use of libraries—informed or inspired your writing over the years?

When I first began to attempt the writing of poems, my primary teacher was the library, actually several libraries. The main one was the Stetson Library at Mercer University, but also

the libraries at the University of Georgia, Emory University, and Fort Valley State University, as well as the Washington Public Library in Macon.

I spent many hours reading literary periodicals in these places, trying to understand why certain poems were thought to be good. I would look through the current issues, then go into the stacks for the bound volumes. I also read poetry collections and books of interviews. I read all of the *Paris Review* interviews at the Stetson Library.

Is there a specific poem you've written that has a special connection to libraries or to library collections?

Perhaps you researched your subject at a nearby public or university library? How might you have incorporated your research into the poem?

"Surviving in Tolstoy's Dream," from *Somewhere in Ecclesiastes*, is a poem set in a library. It owes something to John Gardner's idea that a work of fiction should draw the reader into a vivid and continuous dream.

How do you think libraries, especially libraries in Georgia, have helped to promote your work and to create new audiences for your readings and workshops?

I've given readings at libraries around the state, and I've held residencies, such as the one I held almost 30 years ago at the Brunswick-Glynn County Regional Library. Libraries are vitally important for the promotion of literary culture in any community.

In what additional ways might libraries support aspiring writers and promote their works?

I suppose the best way would be by routinely purchasing poetry collections given good reviews by trusted sources. Good poetry collections in bookstores are increasingly rare, as are the bookstores. Libraries that are open to hosting literary events also provide a great service.

Do you have fond memories of a particular library (or libraries) that you'd care to share?

When I first went to the University of Georgia as an undergraduate, I sort of fell under the spell of the main library. It seemed vast to me. I spent a lot of time studying there, as well as just looking around. Later, when I'd take my young son to football games at UGA, we'd wait out the traffic after the game in the library, and that's a good memory, too.

These days, I spend quite a bit of time in my carrel at Mercer's Tarver Library, writing poems or working on my novel. It's an ideal location to write, especially in the summer—a cool, quiet room in a place that says, by its very existence, that the written word matters. I have only to step outside my carrel to be encouraged and humbled and challenged. I feel it every time I'm there, whether my writing has gone well that day or not.

There's a spiritual aspect to a library that can't be denied. To walk through the stacks is to pass by many, many examined lives that have been given voice but are now silent, unless one should open one of the books and bring that voice back to life. To me, this has always seemed, and still seems, profound.

You have had the opportunity to teach creative writing at several colleges and universities including UGA, Emory, and Mercer. What advice would you give to your students concerning libraries and how best to utilize them?

Put down the demonic little devices that now bring you almost all your information (miraculously, I admit) and spend hours

wandering through some good library, reading things you were not searching for, finding things you did not set out to find. Pull books off shelves at random. This may not be the best way to utilize a library, but it's a valuable practice. A more structured practice that I recommend is to read every literary periodical held by a library. I also recommend finding and reading bound collections of periodicals no longer taken by the library. There are likely to be many of these.

As the new state Poet Laureate of Georgia, are you planning any new initiatives to promote the work of other fine state poets or to cultivate a larger readership for poetry? How might libraries play a part in those plans?

I am working with the Georgia Council for the Arts on several projects to showcase the many excellent poets who live in Georgia. We're still in the planning stages, but one of our objectives is to bring poetry to communities that are not home to an institution of higher learning. We will be involving local libraries and arts councils in these efforts.

Can you say more about your current writing projects?

My long-term poetry project is an oblique lexicon—a collection of poems which are narrative or discursive riffs moving at an angle to their one-word titles, attempting to discover some truth slantwise, as Emily Dickinson advised us to do. When the collection is done, the lexicon will be presented out of sequence, so that it might achieve a shape of its own, and there will be multiple entries for a single word, but these will appear at different places in the collection. I've also been working on a novel for about a year.

Cheryl Stiles is Associate Professor of Library Science and Coordinator of Graduate Instruction at Kennesaw State University

Surviving in Tolstoy's Dream

By Judson Mitcham

He tacks past the desk, smelling foul, like spoiled onion,
and, as always, of alcohol. What he wants
since winter turned hard weeks back,
he finds right here—a place to sit where it's warm,
a bathroom anyone can use, clean water,
a trash can next to a vending machine
in the basement, and more. Other bums don't make it.
Bones wanting softness, they will flop onto sofas
which line the walls holding current magazines,
leafing through what they have grabbed, maybe *Life*,
Ebony, or *Better Homes and Gardens*. In a wink,
mouths fall slack, hands surrender, and the slick
picture books slip from their laps.
No sleeping allowed, they are ushered out.
But the man I follow, looking up from the cards,
veers toward someplace else. I would bet
his story is flawed by a flatness inside,
by the rambling, sad chapters on job, wife and blood,
jail and children, alley and rain. I have seen
how bare his eyes are, no different from the others',
as if burned clean of memory by enough
alcohol or scoured of what they've known
by a wind which returns any dawn, eager to pin
trash like last week's classifieds against
a sharp ledge or a charged fence. When he limps
from the last rank of fiction,
he takes off his camouflage Army coat, carefully
lays it over the back of a straight chair
at the table he's chosen, then frees three buttons
of his outer shirt, peels off a layer of flannel,
jabs shirttails into bottle-smooth corduroys, walks
to a fountain on the far wall, guarding his book
like a pint full of Thunderbird, something which no one
would leave unattended. When he sits, grandly,
as if coming to a fine, free meal, he cracks the novel
to its heart, starts to read, lips moving, and as easily
as swilling any day's first drink, enters the dream.

Using WorldCat Identities

By Deborah J. Van Petten

Introduction

WorldCat Identities beta was released in 2007. Mining data from the authority records available in WorldCat, WorldCat Identities can be used to access an “identity web page” for authors, characters from books or films, ships, corporate entities, etc. Each entity can have a personal identity, a controlled personal identity, a corporate identity or a controlled corporate identity.

The personal and corporate controlled identities are people or things that come from a controlled vocabulary, for example, L'Amour, Louis 1908-1988, which I accessed February 18, 2013 at:

<http://www.worldcat.org/identities/lccn-n79-41797>.

WorldCat Identities may be accessed by clicking on the “Find more information about” box in a WorldCat catalog record of the author you are searching. You may also search WorldCat Identities at <http://www.worldcat.org/identities/>, which is how I have been accessing the authors I am researching.

Searching WorldCat Identities

Once you have entered a name, you will see a screen that may list multiple identities. For example, when entering the name Louis L'Amour, my dad's favorite author, twenty-three identities display. Using word cloud technology, the names displayed will have different size font. The more popular identities will be typed in a larger font and the less popular in a smaller font.

Of the twenty-three identities listed, sixteen display the personal identity icon. Two of the names display the term “Controlled Personal Identity.” Five of the identities have the subject term (Western stories) typed after the name, along with the dates of birth and death.

Clicking on the name with the largest text takes you to a page that may list the following information: Overview, Publication Timeline, Works About, Works By, Audience Level, Related Identities, Useful Links, and Fast Headings.

Overview provides information about: Works, Genres, Subject Headings, Roles, and Classification. Works will list the number of works in x number of publications in x languages and x library holdings. Genres list the genres associated with the author. Many times the listed genres are incomplete. Subject Headings lists the major subject heading(s) for the identity. Roles lists contributions associated with the person, such as lyricist, editor, compiler, correspondent, speaker, performer, interviewee, etc. Classification lists the Library of Congress Classification number and/or the Dewey Decimal number.

The Publication Timeline Chart provides a timeline of publications about the person and publications by the person published before and after their death. The Key provides the color associated with each of the above categories.

The “Works About” section will take you to the most widely held works about Louis L'Amour. If there are numerous works about the author you will see a dotted line with the word “More.” Click on it to have the other works displayed. The format of the publication (book, recording,

visual, etc.) will be listed after the author's name.

The "Works By" section takes you to the "Most widely held works" by Louis L'Amour. Click on the word "more" to see books that are available with the information of where they are available. Clicking on any of the titles in the "Works About" or the "Works by" will take you to the page for that title in WorldCat.

The "Audience Level" section provides a chart listing Kids on the left hand side, General in the middle of the chart, with Special on the right hand side of the chart. Kids is next to the number 0, with Special located near the number 1. Underneath the chart is the Audience level. For Louis L'Amour we have: Audience level: 0.35 (from 0.32 for Sackett's... to 0.39 for Education...).

The "Related Identities" section provides links to other Identity's associated with the author, such as fictitious characters, narrators, publishing companies, etc. Clicking the Sacket family (fictitious character) link takes you to the "Identity" web page for them.

The "Useful Links" section may list links to: the Library of Congress Authority File (English), the Virtual International Authority File, and/or the Wikipedia article for the author.

Clicking on the "Fast Headings" link at the top of the page takes you to the "Associated Subjects," which uses word cloud technology resulting in the subjects displaying in different text sizes.

To search another WorldCat Identity, click on the WorldCat Identities logo displayed in the upper left hand corner of the screen. You will then be back at the <http://www.worldcat.org/identities/>.

I have found one error in a WorldCat Identity page. Mary E. Jackson wrote *"The Spy of Osawatomie, or The mysterious companions of old John Briown "* in 1881. She wrote *"The life of Nellie C. Bailey, or A romance of the West"* in 1885. As her date of death of 1893 is not listed, books by authors with a similar name are displaying on her WorldCat Identities page at <http://worldcat.org/identities/lccn-n87-920142>. I am certain she has not written books on interlibrary loan, excel, and lowering the prices of prescriptions.

Uses of WorldCat Identities

Libraries and other groups use WorldCat Identities in various ways. The Bedford Public Library Web Resource (New Web Resource 2009) and other libraries have written about in it on their blogs. Iowa State University Library's Promotion and Tenure LibGuide (Pellack 2013) has a link to it.

The National Library of Australia⁴ uses WorldCat Identities "to connect people in the collection to their identity records and library holdings in WorldCat." Shipindex.org (Hickey 2009) has links to materials about ships in WorldCat, while the Southeast Kansas Symphony Orchestra (Composer Links 2013) web page has links to composers.

So far, I have used WorldCat Identities to identify books written by Donald Fixico for a patron recommending materials written by him, looked for books about authors that we do not have in our collection, and I am currently using it to research westerns written by women authors. I found it easy to use once I learned to click on the logo in the upper-left-hand corner to get back to the search screen.

Deborah J. Van Petten is Reference Librarian at Valdosta State University

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

GLA Library Photo Contest and 2014 Calendar

Deadline to receive photos, releases, and captions is June 20, 2013.

Library photos from all types of libraries in Georgia are eligible. Photos of programs, readers, displays, structures, and library buildings are all welcome. Pictures of library mascots of the animal variety will only be accepted if they are part of a library program. Pictures must be appropriate for all age groups.

The winning photos will be included in a 2014 GLA calendar that will be available for sale at the GLA booth at COMO 2013. Depending on the number of pictures and the different types we hope to have a collage of pictures for each month.

All photos must be a minimum of 4x6 inches with a minimum resolution of 180 pixels per inch. Larger sizes and higher resolutions are welcome, but the maximum acceptable file size is 10 MB. One entry per person is allowed. Each photo must be submitted separately in JPEG format to photocontest@georgialibraries.org by noon on Thursday, June 20, 2013. A panel of

judges will select the winners following the contest's end. Winners will be notified by email. The winners will be announced and the winning photos will be featured in the GLQ Winter 2014 issue.

Suggested photo opportunities are:

- Library user reading, any age
- Technology use in libraries
- Library-sponsored or Friends-sponsored event
- Library advocacy/support in action
- Library employee, friend, or volunteer
- Exterior photo of a library
- Interior photo of a library
- Photos from different times of the year for the different months

Judges will select one photo from the category winners as "best overall" and GLA will award its photographer with the grand prize of \$100 and the photo will be put on the front cover of the calendar.

Please visit http://gla.georgialibraries.org/photo_contest.htm for contest rules and the Photo Contest Model Release Form.

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

DeKalb County Public Library

Discovery. Curiosity. Delight.

Imagine sneaking into the library after it's closed. Characters from books rush past, music is all around you; everything is transformed. Prepare for an immersive whirlwind that will leave you breathless and re-engaged with one of our nation's treasures: the public library. *Hidden Away, the library at night* was created by Nicole Livieratos and Phillip DePoy in partnership with the DeKalb County Public

Library, Decatur branch, and produced with The Lucky Penny.

All performances take place in the evening, after hours in the Decatur branch, DeKalb County Public Library, 215 Sycamore St., Decatur, GA, and all are free and open to the public. The event will be held Saturday August 31, Sunday September 1, and Thursday September 5 at 7:00 and 8:30 p.m., Friday September 6, and Saturday September 7 at 7:00, 8:30, and 10:00 p.m.

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

Georgia State University

Georgia State University Library (GSUL) recently received a [\\$210,000 grant](#) from the National Endowment for the Humanities for Planning [Atlanta: A New City in the Making, 1930s-1990s](#), submitted by librarian Joe Hurley and history professor Kate Wilson. The grant is the largest awarded by the NEH in the state of Georgia in 2013, one of only 16 percent of Humanities Collections and Reference Resources program submissions that received funding.

With more than 8,000 visitors, [Planning Atlanta](#) has already seen high use since launching in the summer of 2012. The funding will allow GSUL to augment an existing, freely accessible, and innovative digital humanities effort; it will digitize and georeference a collection of 1,550 rare and historically significant city of Atlanta

and Atlanta Regional Commission planning maps, to improve access to material for urban studies.

Other material, including digitized photographs, oral histories and an annual (1955-2003) metropolitan Atlanta demographic and housing dataset will add to these maps within the context of Atlanta's urban renewal, highway creation, and city planning activities.

Users will be able to view each of these maps in Google Earth as a tiled overlay, providing a historical comparison. With this innovative web-based feature, users can change the transparency of the georeferenced map overlay to reveal neighborhood and city-wide change over time by comparing contemporary satellite images with the historical planning maps.

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

Gwinnett County Public Library

As part of the library's Meet the Author Series, Karin Slaughter, bestselling author and library advocate, will have a book discussion and signing featuring her new book, *Unseen*, as a part of Barnes and Noble's Bookfair to benefit the Gwinnett County Public Library (GCPL) on Saturday, July 6th. Customers who specifically mention the library while checking out at the Peachtree Corners store can benefit the library with their purchases during store hours on this day. The book talk and signing will take place at 3 p.m.

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

§

Gwinnett County Public Library (GCPL) is the proud recipient of two awards that recognize an ongoing commitment to arts partnerships in Gwinnett County. From the Georgia Arts Network, GCPL was honored with the 2013 *StART Award* for outstanding achievements in the "Community Arts" field. From the Hudgens Center for the Arts, GCPL received a *Gwinnie Award* in grateful appreciation of GCPL's contribution to the Arts. Both awards highlight the contribution of the library within the local arts community as a place to connect audiences with artistic talent and related opportunities.

The *StART Award* acknowledges GCPL's annual *Fall Into The Arts* series, recognizing it as a program of "remarkable merit that has a recognizable impact" on the community. This annual series coordinates arts groups and

initiatives, highlighting what the community has to offer and making it available to all citizens by removing some of the barriers—lack of time, money, and transportation to name a few—that can prevent residents from attending and participating in humanities programs.

"Fall Into The Arts is a natural extension of the library's passion for connecting our community through programs that enrich, educate, and inspire people from all over the County," explains Gwinnett County Public Library Executive Director Nancy Stanbery-Kellam. "Everyone has encountered a work of art—whether it is literary, visual, or musical—that has made a profound impact on the way we see the world and ourselves. The library aims to be a part of this experience, which is both personal and communal, and at all levels immeasurably valuable."

During this year's Gwinnie Awards, Executive Director of the Hudgens Center for the Arts Teresa Osborn delivered a heartfelt tribute to the library for GCPL's work in advancing the arts in Gwinnett. GCPL was noted for both the recent Georgia Arts Network award and how the library showcases local artists in each branch throughout the year. In addition, the library has worked with the Hudgens to promote the work of participants in the library's Altered Books contest and Pulp Fashion exhibit. Relationships like that of the Hudgens and the library continue to be "a valuable partnership that makes us all stronger."

§

Gwinnett County Public Library invited area artists to turn their old books into a work of art. Participants submitted an "Altered Book" entry to any of the county's fifteen branches throughout the month of April.

Free workshops to introduce altered book art techniques were jointly sponsored by the library and the Hudgens Center for the Arts, held at the Hudgens Center on Saturday, March 9th. Two sessions were offered, one for youth, (grades 6 through 12) and one for adults, (ages 18 and up).

Judging for the contest occurred in May, and select entries will be exhibited at the Hudgens Center for the Arts from June 8th through September 7th. The opening reception for the exhibit will take place on Friday, June 14th at 4 p.m.

Last year the Altered Books Contest received more than 40 entries, and the Gwinnett County Public Library's partnership with the Hudgens Center was awarded an Honorable Mention for Arts Partnership by Artworks! Gwinnett for their collaboration on the 2011 Altered Books contest and Pulp Fashion exhibit.

§

Gwinnett families can now pay a free visit to Big Bird, the Fraggles, Wayland Flowers' Madame, and a host of other popular puppet characters by using a library card.

Thanks to a new partnership between the Center for Puppetry Arts and Georgia's Public Libraries, citizens with valid library cards can check out the center's new "Passport to Puppetry" at any participating public library in all 159 Georgia counties, including Gwinnett.

The "Passport to Puppetry" is valid for up to four free museum admissions—a potential savings of up to \$33 per family. Parties with children must include at least one adult. The museum provides educational fun with more than 350 puppets from around the world, highlighting the fact that every civilization on our planet has its own unique form of puppetry tradition.

"We strive to be accessible to anyone who

wishes to avail themselves of our programming and welcome this opportunity to partner with the Georgia Public Library Service," said Vincent Anthony, the Center's founding Executive Director. "Whether you're an elementary, high, or college student; parent, toddler, or senior citizen, we endeavor to provide access to many different activities thereby gaining a greater understanding of our shared cultural heritage. After a visit, we hope that you understand that puppetry is not just for kids: it's for everyone."

The museum at the Center for Puppetry Arts is open Tuesdays through Sundays with hours varying upon day and programming. In addition to four free admissions, the "Passport to Puppetry" also entitles library patrons to attend a performance at the Center and/or participate in a Create-a-Puppet Workshop at a 25 percent discount, when space is available. Complete details are at www.puppet.org/.

"This wonderful collaboration between the Center for Puppetry Arts and Georgia's public libraries brings an even greater dimension and value to our ever-growing list of services," said Dr. Lamar Veatch, Georgia's state librarian. "We are thrilled for our libraries to offer this entertaining educational opportunity to citizens in every corner of our state."

Visit www.puppet.org/museum/galibrarypassport.shtml or www.georgialibraries.org for full details on accessing, list of participating branches, and details on how to use the "Passport to Puppetry" or visit www.gwinnettpl.org for more information.

§

Gwinnett's *Meet the Author Series* continued with *New York Times* bestselling author Brandon Sanderson, Robert Jordan's widow, and long-time editor Harriet McDougal. They celebrated the conclusion of Robert Jordan's epic fantasy series, *The Wheel of Time*, discussed a new book, *A Memory of Light* at the Norcross Cultural Arts Center.

§

On behalf of Gwinnett County Public Library, the Gwinnett County Board of Commissioners has selected Ivy Library, a division of The Ivy Group, to facilitate a comprehensive planning process for Gwinnett County Public Library.

"We are pleased anytime we can learn more about the community the library serves," said Nancy Stanbery-Kellam, executive director of GCPL. "The county provided this opportunity for relevant research and community dialog at an opportune time."

For GCPL, which serves the northeast suburbs of Metropolitan Atlanta, Ivy Library will analyze library and US Census data; benchmark performance against national peers; conduct a market segmentation and lifestyle analysis; survey board members, senior administration and staff; and assess technology and facilities. A community information gathering process will include executive interviews with opinion leaders, focus groups of patrons, and a telephone survey of area residents.

Partners Nancy Davis and Pam Fitzgerald will lead the project along with Ivy Library Consultants Catherine Alloway, Director of Schlow Centre Region Library (State College, Pa.); David Belanger, Director of Delaware County Library System (Media, Pa.); Darro Willey, Past Director of DeKalb County Library (Decatur, Ga.); Chris Ricci, Field Research Director of Ricci Telephone Research, Inc.; and Marc Futterman, President and CEO of CIVICTechnologies.

§

Volunteers from the Alpha Kappa Alpha Psi Fraternity/ Sorority Diamonds and Pearls appeared at the Gwinnett County Public Library to participate in the 5th Annual Black History Month Reading Relay throughout February. Library branches across the county took turns hosting Diamonds and Pearls volunteers.

Readers showcased stories that honor the many contributions and achievements of African-Americans, past and present, while promoting literacy in the community.

§

New York Times bestselling author Stuart Woods returned to Gwinnett as part of his national tour to promote his newest novel *Unintended Consequences*. Fans were invited to attend a book discussion and signing April 9, 2013, at the Aurora Theatre in Lawrenceville.

An amazingly prolific author, Stuart Woods has written dozens of compelling thrillers, juggling stand-alone novels with four successful series. His most popular protagonists are New York cop-turned-attorney Stone Barrington, introduced in 1991's *New York Dead*, and plucky Florida police chief Holly Barker, who debuted in 1998's *Orchid Beach*.

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

Meet the Author events are special opportunities hosted by the library for fans and avid readers to share in the experience of meeting prolific, bestselling, and/or award winning authors to enjoy meaningful discussions about their works and the publishing process.

§

The Gwinnett County Public Library hosted its third annual Teen Summit on Saturday, February 23, 2013. Due to the recent Zombie Infestation, Teen Summit 2013 focused on getting teens the latest information on how to survive safely in today's world, including

learning important survival techniques in self-defense, first aid, public safety, and more!

For more information about ways to support the library and other library events, please visit

www.gwinnettpl.org, call 770-978-5154, text (770) 450- 5305 or find GwinnettLibrary on Facebook, Twitter, or Google+

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

Kennesaw State University

Five new full-time librarians were hired at the Horace W. Sturgis Library in February.

The Library welcomes:

Eli Arnold, Information Commons Librarian, Assistant Professor of Library Science,
Adam Olsen, Virtual Services Librarian, Assistant Professor of Library Science,
Michael Luther, Assessment Librarian, Assistant Professor of Library Science,
Ana Guimaraes, Information Commons/Collection Development Librarian, Assistant Professor of Library Science,
Jennifer Sutcliffe Young, Systems Librarian, Assistant Professor of Library Science

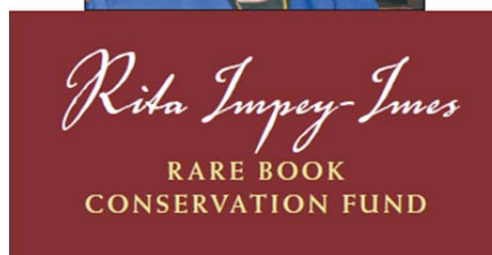
§

The Friends of the KSU Sturgis Library group had a standing-room-only event for Black History Month. Jeff Clemmons, author of *Rich's: A Southern Institution*, lectured on "Rich's Department Store, MLK, and JFK—Historical Links to the Civil Rights Movement." The connection of those two famous men with the famous Atlanta department store was a fascinating bit of history.



§

Ms. Rita Impey-Imes, VSU MLIS 2009 graduate, former curator of the KSU Bentley Rare Book Gallery, died on Wednesday, February 14, 2013. She began her career at the Sturgis Library at Kennesaw State University in 1996. At the Sturgis Library, Ms. Impey-Imes assumed a



broad spectrum of duties and responsibilities, including cataloging, book repair, volunteer coordinator, disaster planning and recovery, training, exhibition planning, and outreach.

In 2005 she began to work with the Bentley Rare Book Gallery, a collection of rare books, manuscripts, and documents illustrating the history of the book in the English-speaking world. She quickly assumed the duties of assistant curator. In 2009, Ms. Impey-Imes moved with the gallery to the Department of Archives and Records Management.

Rita's passion was bringing the Rare Book Collection to the public. She was a gifted storyteller, building a loyal following of students, staff, and faculty who brought their classes, friends, and colleagues to see the collection. Rita was much beloved on campus and in the greater community for her outreach

work. Her enthusiasm for special collections inspired many to pursue careers in libraries.

In October 2012, the Kennesaw State University Archives created the Rita Impey-Imes Rare Book Conservation Fund to honor Ms. Impey-Imes' passionate work and devotion to the Rare Book Gallery. Funds will be used for the conservation

of books, prints, manuscripts and leaves in the Bentley Rare Book Gallery, allowing them to be seen, held, studied and treasured by generations to come. For more information regarding the fund:

<https://web.kennesaw.edu/archives/rita-impey-imes-rare-book-conservation-fund>.

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

Southwest Georgia Regional Library

Catherine Vanstone, assistant director for technology, training and development for the Southwest Georgia Regional Library System, received the honor of being named one of *The Albany Herald's* Southwest Georgia's 40 Under Forty, 2013. This honor is given to celebrate people who are committed to shaping southwest Georgia. The recipients work both behind the scenes and on the "front lines" to help shape a better state.

With her leadership, she has helped create a technology-enriched environment for the region. In addition, Catherine oversees adult



collection development and programming as well as statistics for the library. She represents

the library system in the Miller and Seminole County Chambers and Family Connections. In 2007, she was named a Mover and Shaker by *Library Journal*. She has served as secretary of the Bainbridge Rotary Club and is currently on the literacy committee. She has served on numerous other

committees including the Decatur County Special Olympics and as co-chair for the 2008 Georgia Literary Festival. Read the article at http://display.albanyherald.com/SS/Page.aspx?ptype=SS_TILE&secid=132269&pagenum=1&faciling=false

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

Library Council News, Technical College System of Georgia

Pete Bursi joined Georgia Northwestern Technical College (GNTC) as the Library Coordinator for the Walker Campus. Pete earned his MLS from the State University of New York at Albany and moved to Atlanta in 1996.

He previously worked for Georgia Perimeter College and the Dekalb County Public Library. Pete is enjoying the relaxed nature at GNTC as it allows him to get to know the students on a more personal level. He has also enjoyed the opportunity to drive a tractor trailer around the Commercial Truck Driving program's training range!

§

Athens Technical College, along with Albany Tech and Atlanta Tech (ATC^{x3}), successfully secured a Department of Labor grant to fund Engineering Technology programs. The \$13.5 million grant involves creating a learning repository and money for library resources,

according to Carol Stanley, Library Director for Athens Tech.

§

On Wednesday, February 23, Columbus Technical College hosted master story teller Donald Davis. A workshop was offered to Early Childhood Education students and faculty followed by a public performance that was open to the public.

§

Four technical college libraries, including Athens Tech and Chattahoochee Tech, recently submitted SACS reaccreditation documentation as part of their college's reaccreditation process. Good luck to all libraries and their colleges seeking reaccreditation. Twenty-four of the state's technical colleges are accredited by SACS-COC.

§

The Library Council held its annual meeting on Friday, May 3 at Central Georgia Technical College (CGTC) in Macon. A special thanks to CGTC and Library Director Neil McArthur for hosting the event.

Don't Hang Up! Learn How to Better Serve Customers with Hearing or Speech Loss with Georgia Relay Partner

Georgia Relay, the free public service provided by the State of Georgia that makes communicating by telephone easy, accessible and reliable for everyone, wants to make Georgia's libraries friendlier for people who are deaf, hard of hearing, deaf-blind, late-deafened or who have difficulty speaking.

All too often, when Relay users place calls to local businesses, including libraries, they are hung-up on. This commonly occurs simply because employees are not familiar with Relay and do not realize that current or potential customers are on the other end of the line.

To address this issue, Georgia Relay created Georgia Relay Partner, a free program that provides local businesses with online educational and training materials about Relay services.

By becoming familiar with the variety of telephone services available to Georgia Relay users, employees are more able to easily accept

and place calls to customers who have hearing loss or speech difficulties.

Commonly-used Relay services include:

- Traditional Relay using Text Telephones (TTY)
- Speech-to-Speech Relay
- Internet (IP) Relay
- CapTel® Captioned Telephones
- CapTel® for PC/Mac, Smartphones, Tablets

Ellen Rolader is Georgia Relay's outreach coordinator and provides free training workshops for all new Georgia Relay partners. All members of the program are also promoted on the Georgia Relay website, www.georgiarelay.org, to help local Relay users find the companies and organizations that are best prepared to serve them.

If you would like your library staff to learn more about Georgia Relay and how to effectively communicate with customers who use Relay services, please consider becoming a Georgia Relay partner. To enroll or to find more information, please visit www.georgiarelay.org or contact Ellen Rolader at ellen.rolader@hamiltonrelay.com.

Off the SHELF

The Gospel of the Working Class: Labor's Southern Prophets in New Deal America. by Erik Gellman and Jarod Roll. University of Illinois Press, 2011. ISBN 978-0-252-07840-8 \$30.00 (paper).

This work is accessible to anyone with an interest in labor and religion in the South during the Great Depression era, but is likely best suited to academic researchers in those fields. It traverses the lives and careers of its two protagonists, Owen Whitfield and Claude C. Williams, as labor organizers as well as Gospel preachers. The book chronicles the challenges, successes, and failures of the two men, one black and one white, as they attempted to organize farm laborers and revitalize their spirituality in the diaspora of the New South from Arkansas to Missouri, through Tennessee and Georgia.

Though the two men were friends and compatriots in the labor movement, and shared more similar traits and tendencies than differences, those differences are vital for understanding the role of race in the agrarian labor struggle in the New Deal South. As such, despite describing a friendship in the midst of a single and unique struggle, two distinct stories emerge—one the arc of Whitfield's lifelong struggle for racial justice, and the other the tale of Williams' transformation from traditional, racist, fire-and-brimstone minister to champion of black liberation and radical interpretation of the Gospel.

The authors go far beyond the traditional interpretation of their subjects and take an enormous leap forward in scholarship. They accomplish this by configuring the roles of race, religion, and partisanship into a more complex and complete examination, not only of Whitfield and Williams, but also of the region

and the era in which they worked. The bibliographic history concerning Whitfield and Williams has previously centered upon the two men as outcast members of the Southern Tenant Farmers Union, and its rival, the United Cannery, Agricultural, Packing, and Allied Workers of America. Rarely have those histories expanded upon the broader lives of Whitfield and Williams, and even more rarely have they been sympathetically told from the vantage of the two men themselves. The history of the STFU/UCAPAWA conflict has typically been a matter of little debate and told from the point of view of H.L. Mitchell, the STFU's founder and de facto archivist/historian. Mitchell's view was always that the rift between the two groups was a partisan one, with Mitchell, a Socialist, on the STFU side, and Whitfield and Williams, Garveyite and Communist respectively, leading UCAPAWA toward a hostile takeover of the STFU.

As Gellman and Roll note, however, the political affiliations of Whitfield and Williams were always tenuous and subject to their mercurial personalities. Moreover, argue the authors, the conflict between the two groups rarely concerned any brand of Marxist doctrine. Rather, the conflict actually was a result of their different personalities and their conflicting visions for the success of the movement. In all, the book finally rounds out decades of narrow, one-sided historical understanding about Whitfield and Williams, and it blurs the rigid interpretations of the roles of disparate groups and individuals working in the New Deal South. It is both an addition to and a reinvention of the works about the STFU, the role of both race and religion in the labor movement, and the rural South in the Great Depression.

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Off the SHELF

The Little Bulbs: A Tale of Two Gardens by Elizabeth Lawrence. Duke University Press Books, 1986. ISBN 978-0-8223-0739-6 Price: \$23.95

Garden books usually consist of lists of plants with descriptions and how-to's for planting and maintenance. Descriptions are rather stiff and to the point. Even when history and lore is included, the writing reads rather like an encyclopedia entry.

Not so with Elizabeth Lawrence's *The Little Bulbs: A Tale of Two Gardens*. Her writing is more conversational and congenial. Best known for her book, *A Southern Garden*, this subsequent book is a comparison of her small city garden in South Carolina to an enormous forest garden in Ohio. The focus is on "little bulbs," apparently meaning bulbs that produce miniature or dwarf plants, though there are mentions of plants getting as tall as three feet. Her ambition was to have one of every kind of these bulbs in her garden, which doubled as her laboratory, since she kept detailed records of her plantings and observations.

The book conveys the beauty and hardiness of bulb plants whether in a South Carolina, Ohio, New England, or California garden. She obtained information pertaining to gardens in other regions through her correspondence with gardeners all over the United States, as well as some in other countries.

In *The Little Bulbs: A Tale of Two Gardens*, her principal correspondent is Mr. Krippendorf, the owner of the second garden. Through her thoughts and quotes from his letters, she expresses their shared passion for bulbs with appreciation, amazement, and excitement. "It is not enough to grow plants; really to know them one must get to know how they grow

elsewhere," she states in the preface. As a columnist for the *Charlotte Observer*, she often mentioned the people she corresponded with, including Mr. Krippendorf, who became "as familiar to her readers as characters in a novel" (Miller).

She held a degree from North Carolina State College in landscape architecture, was erudite, and a people person. In a 1998 article in *Horticulture*, Carol Miller wrote, "I would never write a line about any plant without first checking to see what Miss Lawrence had to say about it..." Through her attentiveness and curiosity she became a botanist, providing scientific information in her writing, albeit with personalization exuding inspiration in gardening.

The Little Bulbs: A Tale of Two Gardens is chock full of scientific names, which can be overwhelming. However, the descriptions of plants and flowers are poetic prose. On the one hand, the science, as in plant and flower part names, can be incomprehensible, while on the other the descriptions are evocative, such as the colors aureolin yellow, Tyrian pink, and rhodamine purple. Reading her narrative one can envision the gardens and even a time-lapse of the buds opening. Included is history on ancestry (from origin through introduction), local names, and availability of plants, which she meticulously researched.

Little Bulbs: A Tale of Two Gardens is a wonderful reference for the dedicated, enthusiastic gardener. For others, the anecdotes are a good enough reason to read the book while gathering ideas for their own gardens. It may be worthwhile to just focus on a particular chapter when looking for varieties of daffodils, crocuses, or lilies to introduce into one's garden. At any rate, to Elizabeth Lawrence

gardening was an adventure she fervently believed was to be shared. She ends the preface of the book with the phrase, “no one can garden alone,” which ultimately became the title of a biography about her.

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