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# GLO

GEORGIA LIBRARY QUARTERLY

Volume 49 number 2, Spring, 2012

*From the* **PRESIDENT**



As I sit down to write my second column, it is the season of midterm exams and certain hallowed traditions on my campus. A new generation of Agnes Scott College sophomores just received their black onyx class rings and joined the “Black Ring Mafia” of women’s college kinship. We’re planning a “Careers in Libraries” session to perhaps entice a few juniors and seniors into that affiliation before Spring Break mania descends.

It has been a busy couple of months for GLA too. My thanks to the good folks at Clayton State University for hosting about 110 of us for the Midwinter Planning Meeting on January 27. Jay Turner, the Director of Continuing Education at the Georgia Public Library Service, gave a lively and insightful keynote address to kick off the day. Jay also ceremoniously joined GLA at the end of his talk, so we welcome him as a new member and applaud his example!

Much appreciation goes out to all those who stepped forward to lead and contribute to committees, divisions, and interest groups this year.

The association collaborated with GAIT, GLMA, and GPLS to host Georgia Library Day at the State Capitol on February 15. About 80 librarians and library trustees attended the morning’s mingling and a briefing with State Librarian Dr. Lamar Veatch before heading out to connect with their elected officials.

In a project coordinated by Carolyn Fuller, GLA’s Past President, each legislator received a “Georgia Libraries 2012” matted limited edition print of The Little White House in Warm Springs. A dedicated group of volunteers walked all over two large state office buildings to ensure that each representative and senator received a print after Speaker Ralston announced they would be coming. Artist Debi Davis has been creating such prints of state landmarks for the library associations of Florida, Georgia, and North Carolina for the past 18 years. GLA is grateful to Mumford Books for making the prints possible.

EBSCO Publishing showed support for Georgia’s libraries by coordinating a professionally voiced radio spot on stations in Atlanta and

Augusta just before Library Day.

The COMO 2012 Planning Committee meets in Macon for a site visit soon. It’s fun to see the conference start to take shape. There has been a suggestion of adding Poster Sessions for this year’s conference. Poster sessions might expand the opportunities for newer librarians or those with a simple research project to quickly communicate its findings. Posters in a hallway or atrium allow viewers to study displayed information and perhaps discuss it with the presenter one on one. We hope to make that happen in Macon along the passageway leading from the hotel to the convention center.

What other new events or formats could we add this year? Email any ideas or suggestions. Get ready for “Macon It Happen@Your Library: GaCOMO & SELA”!

**Elizabeth Bagley**

*President  
Georgia Library Association  
ebagley@agnesscott.edu*

# *My Own* PRIVATE LIBRARY

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**By Carla Beasley**

In my adult life, I have moved eight times. Each time I've moved, my private library has shrunk. The thought of packing and lifting the same books one more time has made it easier to bid goodbye to titles that seemed important only one move ago. I am down to two bookshelves from an all-time high of eight. It's not that I can't add more shelving; rather, it's that I'm at a place in my life where less is more. So, I keep the most special and donate the rest to the Friends.

Let me introduce you to some of the survivors.

Many years ago, I fell in love with three premier writers of early 20<sup>th</sup> century mystery – Agatha Christie, Ngaio Marsh, and Dorothy Sayers. I read everything by all of them (as close to series order as I could find, of course). Out of those, I have four of the Lord Peter Wimsey books by Dorothy Sayers, the ones that feature Lord Peter and his intended, Harriet Vane. The first three volumes follow Lord Peter and Harriet through a rocky courtship – *Strong Poison*, *Have His Carcass*, and *Gaudy Night*. The fourth book, *Busman's Honeymoon*, showcases their wedding, whereby – wouldn't you know – they find a dead body in the basement of their newlyweds' cottage!

For my favorite Agatha Christie titles, I've chosen DVD format. I own all of the Hercule Poirot "classic" series, which were shown on public television in the 1980s and 1990s, as well as the Miss Marple series starring Joan Hickson. These made-for-TV movies adhere closely to the books, and I find that I like the movies just as well or better than the print.

Ngaio Marsh's books, featuring Inspector-Superintendent Roderick Alleyn, were great reads, and I borrowed most of them from libraries. Setting was one of Ms. Marsh's strong points, and I began early in my reading to copy out sentences and paragraphs that I particularly liked before returning the books. Here is an example from *Death and the Dancing Footman*, in which Alleyn finds himself snowed in with other guests at a house party, during which one of them is murdered: "...all three [guests] walked over to the long windows to look at darkening hills and vale. Naked trees half lost their form in that fading light and rose from the earth as if they were its breath, already frozen."

Thus started my practice of recording favorite passages from many good reads into blank books, which are now no longer blank, and re-reading the jottings in these "quotes scrapbooks" takes me back to the enjoyment of the books themselves.

Besides mystery, I read adventure and suspense fiction. My keepers are the three Robert Ludlum Bourne books: *The Bourne Identity*, *The Bourne Supremacy*, and *The Bourne Ultimatum*. The contemporary Matt Damon movies bear little resemblance to these original masterpieces. I prefer the Warner Brothers 1993 movie of *The Bourne Identity* starring Richard Chamberlain and Jaclyn Smith, which I own on VHS.

Moving down the bookshelf, I have several nonfiction book sub-collections. One of these collections is about writing, written by writers. Titles include *Walking on Water* (Madeleine L'Engle), *On Writing for Children and other People* (Julius Lester), and *The Artist's Way* (Julia Cameron).

I also subscribe to *Writer's Digest* magazine. If an article has reference value, I tear it out and file it in a three-ring binder with tabbed pocket-folders. This binder is a new addition to my library. Like the quotes books, it provides a way to save a page or two from a magazine and let the rest of the magazine go to the recycle bin. The articles from *Writer's Digest* are filed under the "Writing" tab, and articles from *Reader's Digest*, *Real Simple*, and other personal subscriptions are filed under "Health," "Things to Order," "Exercise," and "Cleaning Tips."

Although I check out materials on whatever arts and crafts I'm dabbling in at the moment, I have bought the books that inspire imagination and creativity in general. Among these are *Drawing on the Right Side of the Brain* (Betty Edwards) and *Take the Road to Creativity and Get off Your Dead End* (David Campbell). As a nonprint extension of my bookshelves, I have an app on my iPhone called the *Idea Stimulator* that gives the user new ways of approaching a project with the spin of the idea wheel. It's also a good conversation starter.

Besides "grown up" books, I have a collection of beautifully illustrated wordless or almost wordless picture books. *Alphabet City* by Stephen Johnson and *The Butterfly Alphabet* by Kjell B. Sandved are photo collections of – well -- alphabet letters. Johnson's book features letters hidden in everyday urban objects. For example, the letter "E" is a traffic signal seen from the side. *The Butterfly Alphabet* displays familiar letters within beautifully colored wings. Illustrations from Sandved's book appeared as a graphic feature article in the June 2010 edition of *Kids Discover* magazine. I picked this copy up for 50 cents at our Friends sale and parked it next to the book.

*A Moon or a Button* by Ruth Krauss is a picture collection of objects that children can interpret imaginatively. Is a round white circle a moon or a button? A clothesline full of hanging "Xs" is "kisses drying." *A Hole is to Dig*, also by Ruth Krauss with illustrations by Maurice Sendak, tells children what things are for. "A party is to make little children happy," and "The world is so you have something to stand on."

*Tuesday* by David Wiesner won the 1991 Caldecott award. I laugh every time I look at the quizzical frogs flying on their lily pads. *A Hat for Minerva Louise* by Janet Morgan Stoeke follows Minerva Louise, the hen, in her quest for a real hat. And we can't overlook *Good Dog, Carl*, and *Follow Carl* by Alexander Day. No words are needed to follow the stories as the lovable Rottweiler leads his young mistress through adventures that other children can barely dream of.

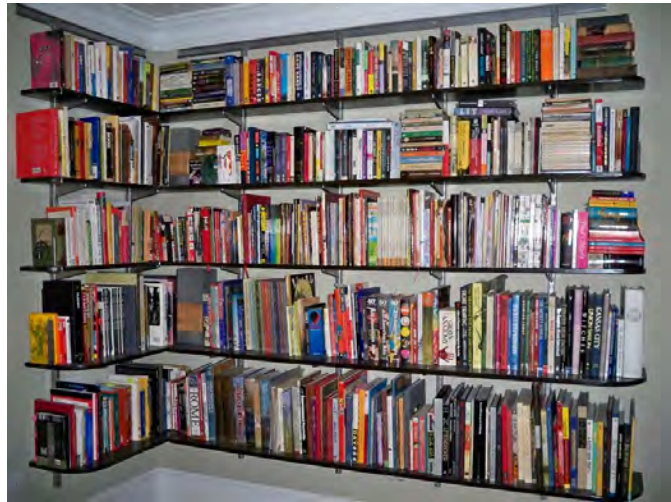
All of these titles, and some others, are faithful literary friends. Hopefully, I will not face packing boxes again for many years. If and when I do, will these friends survive? That is a question to be answered in the future.

Carla Beasley, Assistant Director, Planning and Facilities, Forsyth County Public Library

## *My Own* PRIVATE LIBRARY

By Erin Grant

My home library is located on five darkly stained shelves wrapping around the corner of a room that I suppose normal, non-book-obsessed folk would probably use as their dining room. Having never felt an overwhelming urge to purchase a dining room set, this crucial oversight in acquiring standard household furniture nevertheless caused me and my husband several tragically painful head-bonking incidents when we first bought our house, perpetrated by a low-hanging chandelier lurking in the air like a sharp, leaden piñata. Wearying of the surprise cranial pummelings, we quickly divested ourselves of the offending chandelier and subsequently outfitted the



dining room as our office and library. This room is now filled with mild-mannered light fixtures that I am pleased to report have all exhibited nonviolent dispositions towards the human head thus far.

I own an embarrassingly large quantity of books, partially because I worked for several years in my twenties as a bookseller, but mainly because I have always loved books and just can't stop collecting them. My husband has also contributed books to our library – primarily titles in art, design, architecture, graphic novels, as well as antique family books. Having our combined book collection conveniently housed in the heart of our home makes it feel like I am never too far away from those beautiful and interesting friends of mine that just happen to be made of paper and don't tend to make a lot of noise.

As much as it would satisfy my organizational tendencies to arrange our books in Library of Congress call number order, we own so many oversized books that this is physically impossible. My background is in studio art and art history, and my husband is a graphic designer, so we tend to collect a great deal of art and design books. Due to their substantive heft and proportions, these books must live on the two larger bottom shelves that are able to accommodate them. Here we gingerly place books that, if they ever happened to tumble off the edge, hold the potential for grave injury to unshod feet and small household pets, like Janson's *The History of Art* and Hartt's *History of Italian Renaissance Art*. I distinctly remember struggling under the considerable weight of these two massive tomes in my backpack during my days as an undergrad.

I hate to play favorites with my beloved books (and at this point, our other books should be advised to put their hands over their ears for just a minute), but these two bottom shelves hold some of our most exciting volumes, if you are disposed towards books showcasing eye candy. Monographs of my favorite artists – Camille Rose Garcia, Frida Kahlo, Mark Ryden, Charley Harper, and Albrecht Dürer, among many others – nestle companionably with my husband's stable of favorites: Thomas Hart Benton, Alphonse Mucha, and James Jean. Following the individual artists are works that we have acquired on broader art

movements and genres we enjoy – Art Deco, Art Nouveau, 1950s and 60s art, commercial illustration, pulp art, Kodachrome photography, and kitsch paintings. Next to these stand our many books on mid-twentieth-century art and design, as well as collections of art from two of our favorite magazines, *Hi Fructose* and *Juxtapoz*.

Also on these shelves (HF, N-NX, and Z, if we're speaking in the dulcet tones of LC) rest various artists' manuals, painting and drawing instruction books, and anatomical drawing references, including classics by Gray, Bridgman, and Loomis. Included in the anatomy section is one of my all-time favorites, *The Artist's Complete Guide to Facial Expression*, which details the various muscles of the face and how they convey human emotions. Books on graphic design, typography, layout, logos, design grids, advertising, iconography and symbols, and the use of color round out this section, including definitive titles by Paul Rand, Allen Hurlburt, and Steven Heller. Many of these books are ones that I recognized as familiar friends when I saw them on the shelves at my first librarian job at The Art Institute of Atlanta. *Hey, guys!* I remember thinking when I spotted them among the collection. *Good to see you here!* Three volumes of Taschen's *All-American Ads* from the 1940s, 50s, and 60s also reside in this section. This gorgeous series, now sadly out of print, contains spectacular reprints of twentieth-century advertisements from catalogs and periodicals.

Beside and above our beloved art and design collection resides a mishmash of genres, including mythology, fairy tales, children's books, poetry, graphic novels, and hardbound collections of comic books. Included here is my prized half-collection of *The Enchanted World* series from Time-Life Books, which as a preteen I impassionedly begged my parents to purchase. Filled with world mythology and folklore and generously peppered with sumptuous original illustrations and historical paintings, these beautifully designed large-format books embody a sophisticated aesthetic belying the campy TV ads that hawked the series in the 1980s. A fan of mythology and folklore since early childhood, I would gleefully tear open the cardboard mailers cradling each monthly volume upon their arrival and inhale the stories and art in one sitting.

Next to this series sits the book that sparked my interest in mythology, a first edition of the *Book of Greek Myths* from 1962 by Ingri and Edgar Parin d'Aulaire. With its lovely orange dust jacket long gone due to countless readings over thirty years, this book still remains my most prized, due to its delicate lithographic illustrations and child-friendly yet compelling encapsulations of classic Greek myths. I like to buy new copies of this title to give to our friends with children, hoping that it will generate the same fascination with Greek myths that I experienced while repeatedly poring over it in my youth.

Novels fill the top two shelves of our collection, for which I am forever running out of room to house. I am beginning to suspect that our novels invite others of their ilk over in the dead of night to set up camp on our shelves, or perhaps I should just finally admit that I am constantly acquiring more books than we actually have space for. These cramped conditions persist despite my simple yet stringent personal collection policy for fiction that requires an unqualified and affirmative answer to the question "Will I want to read this book over and over again in the future?" If the answer is no, novels get donated after I've read them – often to thrift stores, because I like to contribute to the excitement that I encounter there while hunting bookish treasures on the cheap.

Some of my favorite authors in our crowded fiction section include George Saunders, Neil Gaiman, William Gibson, Barbara Kingsolver, Margaret Atwood, and Lorrie Moore. Because I love re-reading things that make me giggle out loud, books by David Sedaris, Augusten Burroughs, Dave Barry, and

Sloane Crosley are also within easy reach. Taking down one of these books to peruse for a quick laugh can instantly put me in a better mood if I've had a rough day.

Nonfiction books not on art or design are organized on our smaller wall of shelves, including etymology, language and grammar, anthropology, religion, sociology, self-help, and my textbooks from library school. Being crafty people, our substantive collection of books on fashion and sewing, gardening, entertaining, home decoration, furniture design, and architecture also make their home here to aid our inspiration. Illustrated works on pop culture and music, and pictorial collections of album cover designs, movie posters, and film concept art fill the larger bottom shelves. Neither of us can resist collecting mid-century books, especially those on crafts and decorating, but the 20 volumes of *Mechanix Illustrated's How-to-Do-It Encyclopedia* from 1961, an exhaustive household and craft reference set, are too voluminous to fit in the main collection. Similarly, my collection of vintage cookbooks is forced to make its home out on the kitchen shelves. Although these cookbooks are dangerously close to the stove and refrigerator, I have not yet been tempted to whip up any of the technicolored monstrosities featured in 1962's *the Joys of Jell-O*.

At times, it certainly seems that our collection of books threatens to burst at the seams and overrun the house completely, but I wouldn't have it any other way. As a firm believer that for any potential problem or need, a book exists to address it, I love being surrounded by books – those perennially helpful problem solvers – in our home. However, my husband remains perhaps a bit more practically minded. Upon reading this essay, he simply looked at me with an arched eyebrow and remarked, “You should mention exactly who it was that installed those bookshelves.”

*Erin Grant, Librarian, L.V. Johnson Library, Southern Polytechnic State University*



## *Ideas, Hints &* **TIPS**

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Here at Clayton State University, the librarians have recently completed a marathon of library orientation sessions for the on-campus English 1102 classes. While similar orientation sessions are happening in colleges and universities across the state, the emphasis for the Clayton State University Library has taken on four focus points: “Assessment,” “SACS,” “library course for credit”, and “survey.” These areas of focus have become a permanent part of our work conversation. In addition to completing those orientation classes, we are listening to the class members through comments and questions, reading their survey results, and planning adjustments. The goal is to help them understand the resource choices available, recognize the differences of those resources, and use a successful formula to complete research and refine their assignment topics.

In the past, we have looked at segments, but now we are connecting each of the four focus areas listed above, as we prepare for future work assigned activities and meet mandated university wide goals. All of these factors are impacting on how we approach the library orientation for traditional English composition classes and for the university foundations classes for freshmen.

To get a good snapshot for informal sampling, we decided to use each of the sections of classes from English 1102, “English Composition II” and CSU 1022, “University Foundations.” This provided us with a sizeable freshman population for assessment.

CSU 1022 is a required course for all Clayton State University traditional full time freshmen. It is designed to introduce students to college, study skills, issues, relationships, decision making, time management, and career exploration. Sections are divided into learning communities based on career/major interests of the students. Each CSU 1022 schedules a class session at the library. For the past three years we have used a game format with students divided into teams who search for statements about the library through the use of clues. Students are introduced to points of service within the library, required items for library resource usage, and other details relating to rules and services.

The English 1102 course is designed to give a more detailed introduction for the students to library resources so that students will know how to find books, find articles, and identify search strategies. The earlier version of the English 1102 class, prior to 2008, included some introduction to literary research and criticism resources. When the English curriculum changed to an emphasis on writing for both English 1101 and English 1102, we adjusted our library session coverage accordingly.

In the fall of 2011, we introduced the use of a clicker response system to quickly retrieve interactive feedback from students during class sessions. The choices in the software allow “student paced” or “presenter paced” quiz questions. During fall semester we used the “presenter paced” format for English 1102 classes. A few pitfalls occurred when the software froze or batteries refused to work in some of the clickers. The other issue that most faculty face at some point is complications of late-arriving students who miss directions and miss part of the presentation and interactive quiz.

During our current semester English 1102 sessions, we changed our presentation to be one of “student paced” rather than “presenter paced.” This alleviated some of the anxiety of watching the clock while awaiting all students to finish their quiz questions at the presenter’s speed. The CSU 1022 course has a True/False and matching response quiz question format that is also “student paced.”

So what are some thoughts about our experiences with library orientations instruction? It will continue to change with each semester as better ideas and methods emerge. We are using the survey feedback from students, from faculty, and from each other to help us in developing course content for a semester long library course. Some of the areas that confuse students in a short session will be developed into multiple sessions. Hopefully, this will provide more “hands on” practice for them through the use of a relevant assignment activity.

The library course lesson plans are in the planning stages as each librarian works on segments. This will result in a proposal of a new library course elective to be presented to the university wide committee, administration, and ultimately to the University System of Georgia level for steps to the approval process.

It is very important to have good communication among all involved, to have some type of team or group effort in working with assessment, course development, and for well-informed individuals to be a part of gathering the required materials to document all the hard work for any SACS review! Remember to identify and use the strengths of each individual. Some individuals have better technology skills, while other are more adept at writing succinct documents, and the third type of individual may be best at gathering and crunching the numbers to provide an accurate snapshot of the outcome of work and instruction activity.

The process is not complete, but we are continuing to be flexible, seeking and listening to the comments and responses of our faculty and students as we develop quality library instruction sessions.

*Joan H. Taylor is Reference Librarian at Clayton State University*

# 60110 WHITE PAPER

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## Information, Learning, Research: Evolution of the Academic Library Commons

By Charles Forrest

### **The Academic Library Commons: *From Information to Learning***

Fifteen years ago the information commons appeared in many academic libraries across the United States and in other parts of the English speaking world. Various styled “academic,” “knowledge,” or “library” commons, the use of the term “commons” points toward the academic library’s important symbolic role as a “...public place that supports conversation and sharing, free to be used by everyone, and which everyone has a right to use, a place that is generally accessible, affable, and familiar....”<sup>1</sup> The academic library commons is a “third place” on campus outside of the two main spaces, one for living (residence hall room, apartment, home), and the other for work (classroom, laboratory, office). The library commons is a place where the community can meet across disciplinary boundaries.<sup>2</sup>

The information commons features an integrated desktop environment, robust technological infrastructure, and an emergent service model typically built on collaboration between the library and a campus-level academic technology partner. Combining a broad suite of software tools from the student computer lab with the resource-rich online environment of the library, the information commons offers a “one-stop shop” focused on student *productivity*.

More recently, with the expansion of the information commons to include classrooms, group studies, coffee shops and cafes, spaces for individual and collaborative work, and academic support services such as writing centers, tutoring services, even counseling and placement services, the learning commons has broadened the information commons’ mission by paying increasing attention to student *success*.

### **Teaching and Research: *Knowledge and Learning***

These expanded learning spaces in academic libraries support teaching *and* research. Conceptual models in higher education tend to treat “teaching” and “research” as separate domains. But it is useful to think of teaching and research on a continuum of knowledge and learning. Teaching focuses on conserving and conveying existing knowledge; research involves discovering, creating and sharing new knowledge. For the student the “aha” moment is “I didn’t know that!” For the researcher, the “aha” moment is “Nobody knew that!” The new knowledge brought to light by research becomes part of the body of knowledge available to the student, supporting the cycle of insight, transmittal and verification. As Chaucer says of the clerke in the *Canterbury Tales*: “And gladly wolde he lerne, and gladly teche.”<sup>3</sup>

Teaching and research are both characterized by curiosity, discovery, engagement and sharing; they can both be thought of as learning activities.

On this view the academic campus is a community of learners; every member is a learner. Every professor is a student of their discipline; every student of a discipline professes to have attained some level of mastery in their chosen subject. In this community of learners, every campus experience is potentially a learning experience, and every campus place potentially a learning place—especially the academic library and its commons.<sup>4</sup>

### **The Academic Library Commons: *Evolution and Differentiation***

The information commons and its successor learning commons deployed a seamlessly integrated desktop environment, rich in information and applications, supported by a robust data and network infrastructure joined to a service and support model that offered expert assistance by both content specialists and technologists. The commons was idealized as a sort of “one-stop-shop” where the student and scholar could find, in one place, everything needed for academic productivity and scholarly success.

The one-stop-shop model was never completely realized in practice. From the beginning of the academic library commons, one could find stand up workstations configured only for quick online catalog lookups or checking email, and specialized workstations supporting high-end applications with special equipment or computing resource requirements, or restricted or limited licenses. The ubiquitous, one-size-fits-all computing workstation environment has always contained elements of the information arcade, with its dedicated single-purpose workstations supporting one application or database, and no other.

Continuous and increasing differentiation and specialization characterize recent evolutionary developments in the academic library commons, spawning an increasing variety of places and spaces in academic libraries aspiring to some “flavor” of commons: knowledge, technology, research, digital, multimedia, and so on. This was very much in evidence at the American Library Association 2011 Annual Conference in New Orleans, Louisiana, at a program sponsored by the Library Leadership and Management Association—Buildings and Equipment Section—Library Interiors, Furnishings, and Equipment Committee (LLAMA-BES LIFE): “Designing the Specialty Commons.”<sup>5</sup> Summaries of the panelist presentations appear in the next section.

### **Specialty Commons: *Visualization and Analysis, Data and Research***

*Data Lab, University of California-Berkeley*

Jesse Silva, Librarian, Federal Documents, Political Science, Public Policy and Legal Studies

The Data Lab is a space where students and faculty can obtain assistance in locating a numeric data set and can access and use specialized statistical software (such as SAS, SPSS, STATA, R) to manipulate the data set. Users may bring their own dataset and use the software available in the lab. While numeric data sets can be used by virtually all academic disciplines, most usage at UC-Berkeley comes from the social sciences. The lab has two staff and three student employees, with a reference desk staffed by subject selectors for various social sciences disciplines. Located within Doe Library, the largest of twenty

or so libraries at UC-Berkeley, the Data Lab is small, encompassing less than 1,000 square feet. The Data Lab is more than a computer lab—help is easily available in flexible space designed to support individual and/or group work.

*Visualization and Analysis Labs, University of Michigan Library*

Jennifer Green, Manager, Maps, Government Information, and Spatial & Numeric Data

Managed under a single conceptual umbrella, a variety of labs on the north and central campuses at the University of Michigan operate across a continuum from visualization (representation and image manipulation) to analysis (modeling, aggregation and rendering). North campus labs include SAND North (Spatial Analysis Lab), UM3D, DesignLab1, and the Digital Media Commons. On the central campus one finds the Clark Lab, Knowledge Navigation Center (KNC), Tech Deck, and Faculty Exploratory (FE). The KNC, Tech Deck and FE tip toward visualization, while SAND North and UM3D offer analysis tools and opportunities. The Design Lab 1 cuts across the continuum. Experience shows that chalkboards and whiteboards are just as important to learning and research as more high tech tools. Different types of space are needed to support independent work and consultation, group collaboration, and presentation. The program ethos is forward-thinking, requiring seamless access across unit boundaries and resources, and spaces that are complementary, modular, and adaptable.

*Research Commons, Emory University Libraries*

Charles Forrest, Director, Library Facilities

Emory University's Research Commons opened in the fall of 2011. Initially anchored by DiSC (the Digital Scholarship Commons, a multi-year grant funded initiative focused on digital scholarship primarily in the humanities), the Research Commons builds on the commons model in support of faculty and graduate student productivity and success. The first phase will feature support for computer-based research, project incubation, technology-enabled collaborative space, and videoconferencing. The planning process kicked off with brainstorming across a broad range of strategic partners, and then narrowed focus to DiSC as an initial key stakeholder. Its prominent location in the main library embeds the Research Commons adjacent to a suite of existing spaces supporting teaching, learning and public programming. The Research Commons space is designed to achieve flexibility through variety and mobility, of both furniture and technology, coupled with a strategy of phasing in emerging "moving-target" technologies.

*A laboratory for digital cultural heritage within the Research Commons at UCLA Library*

Gary E. Strong, University Librarian

The Research Commons in the UCLA Library is a laboratory for the humanities and social sciences, where discovery happens. The digital cultural heritage laboratory is knowledge focused, inter-disciplinary, and innovative, offering accessibility to data that is trustworthy and accurate. Well-managed content combined with technology supporting social networking will lead to transformative scholarship and pedagogy, characterized as interdisciplinary, collaborative, socially engaged, global in focus, timely and relevant. The Research Commons features flexible, technology-enabled spaces in which students and faculty can use library resources, conduct research, and collaborate with one another. Multi-dimensional digital representations will enable new forms of scholarly communication and offer revolutionary means of exploring the past.

*The Technology Sandbox, North Carolina State University*  
David Woodbury, Learning Commons Librarian

The Technology Sandbox at NCSU is a test bed and showcase of new technologies and spaces. A grant-funded initiative, the Technology Sandbox originated in the need for a better understanding of emerging technologies, and is positioned to serve as an incubator and inspiration for the campus. Renewing the learning commons concept, the sandbox is devoted to prototyping and experimentation, making technology-rich spaces available to all, and preparing for the next generation of learning tools. The sandbox features a SMART Board, a Perceptive Pixel large scale interactive display, the Quad Screen (four displays mounted in a matrix), motion gaming, and multi-touch tables (Microsoft Surface). Moveable furniture is an early and resounding success. Analog technologies such as whiteboards are important in the mix. Users will experiment (especially at an engineering school). It is clear that new technologies require a lot of back end support.

### **The Commons: People and Technologies, Learning and Scholarship**

The academic library commons is a place where people and technologies come together in facilities designed to enable and celebrate knowledge discovery and sharing. The ongoing evolution of the commons keeps the academic library at the center of a community of learners pursuing 21<sup>st</sup> century teaching, research and scholarship.

*Charles Forrest is director of library facilities at Woodruff Library, Emory University.*

## **Notes**

<sup>1</sup> Charles Forrest and Martin Halbert, co-editors. *A Field Guide to the Information Commons*. (Lanham, Maryland: Scarecrow Press Inc., 2009), p. xi.

<sup>2</sup> For an introduction to the “third place” see Ray Oldenburg. *The Great Good Place: Cafes, Coffee Shops, Community Centers, General Stores, Bars, Hangouts, and How They Get You through the Day*. (New York: Paragon House, 1989).

<sup>3</sup> Geoffrey Chaucer. *The Canterbury Tales*. Edited with Introductions, Bibliographies, Footnotes and on-page Glossaries by Dr. Lesley A. Coote, Lecturer in Medieval & Renaissance Studies, University of Hull. (Herftordshire, England: Wordsworth Editions Ltd., 2002), p. 16.

<sup>4</sup> “Academic libraries as learning spaces: Library effectiveness and the user experience.” *Georgia Library Quarterly*, Summer 2009, 46(3); 7-10. <http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1317&context=glq>

<sup>5</sup> The slides are available at ALA Connect: <http://connect.ala.org/node/151402>

# 6010 WHITE PAPER

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## The effect of automation on academic library staffing: A discussion

By Robin Fay and Virginia C. Feher

Since their inception, academic libraries have undergone significant changes in the ways they store, catalog, and access information. Technological advances made formats other than the physical book available, such as microfilm and microfiche. While innovative for their day, these formats are now outdated and considered a nuisance by some. Electronic formats and systems, however, have firmly taken their place as a convenient method for storing and accessing information. To improve access to their collections, academic libraries automated cataloging functions, replacing the card catalog with the integrated library system (ILS), greatly impacting the day-to-day activities of library staff. How does automation affect staffing in an academic library? Horny (1985), while discussing the effects that changing technologies might have on librarianship, speculated that libraries would require support staff with “higher levels of knowledge and skill,” which would result in “more interesting and lucrative” jobs, “attracting an excellent caliber of staff” (p. 57).

For the purpose of examining the effects of automation on academic library staffing, this paper will provide a discussion of changes in workflow and staffing at the University of Georgia (UGA) Libraries Cataloging Department starting in the late 1970s, focusing on the Database Maintenance (DBM) Section. The discussion will demonstrate how an increasingly automated environment at the UGA Libraries resulted in the reorganization of duties and, because of the need for employees with greater technical expertise, the re-classification of staff positions to higher levels.

The University of Georgia Libraries' Cataloging Department is composed of six sections, including Acquired Cataloging, Authorities, Database Maintenance (DBM), Monographs Original Cataloging, Music Cataloging, and Serials Cataloging. DBM consists of two units, the Maintenance Unit and the Marking Unit, and its function “is to maintain the quality of bibliographic and holding records in GIL, the UGA Libraries' online catalog, to process added copies, added locations, added volumes, location transfers, withdrawals, possible duplicates, and to prepare materials for transfer to the Repository [a storage facility]” (University of Georgia Libraries, 2008).

Beginning in 1978, the UGA Libraries implemented a proprietary automated library system named MARVEL, an acronym for “Managing Resources for University Libraries” (Enterprise Information Technology Services, n.d.), which eventually included an acquisitions, cataloging, and circulation module. Thus began the process of building a database of the Libraries' holdings. In 1983, the Libraries debuted an online public access catalog (OPAC), providing patrons with the ability to search for the Libraries' holdings online. Holdings received before the implementation of MARVEL were still available in the card catalogs and would gradually be entered into the database via retrospective conversion projects. MARVEL was laid to rest in 1991, when the Libraries implemented GALIN, another proprietary system. GALIN was replaced in 1999 with Voyager, a vendor-produced ILS, thus decreasing local control but at the same time providing an interface that was used by other University System of Georgia libraries, as well as libraries both nationally and internationally, leading to some degree of standardization.

One of the early changes in workflow resulting from automation was that staff no longer manually typed shelf list cards but they were instead produced by the Online Computer Library Center (OCLC), a library cooperative based in Dublin, Ohio. Because of this, the focus was shifted to other cataloging and maintenance duties. The cataloging process, however, still included menial tasks, such as creating "marking slips," which were pieces of paper with hand written call numbers that were later transcribed to the book's actual call number label, in addition to creating "production slips," which were a placeholder for the shelf list card. DBM's responsibilities included verifying the production slip against the catalog record, retaining the slips until the OCLC shelf list card was filed. DBM also produced call number labels based on the marking slips by typing them on a Selin placket typewriter and applying each label to the corresponding book.

In 1994, the UGA Libraries stopped production of shelf list cards. All data was maintained in the ILS and batch loaded by the Systems Department. This move towards complete automation eliminated the need for filing shelf list cards, which, although it required some basic knowledge of Library of Congress (LC) classification, was tedious and time-consuming. This provided staff more time for actual cataloging and helped facilitate the reduction of backlogs such as the "in process collection" (IPC), un-cataloged sets and analytics (Backlog Buddies) , and assorted pockets of unprocessed material.

From 1999-2001, the transition to Voyager, a commercially produced ILS, led to complete integration of technical services tasks and also provided increased functionality, including the ability to directly import records from OCLC, increasing efficiency and streamlining the work flow, resulting in numerous changes, which impacted not only the daily work of staff but also the level of complexity. For example, routine copy cataloging was transferred to the Acquisitions Department so that the Cataloging Department could focus on more complex cataloging responsibilities. In addition, the Libraries outsourced cataloging for some materials using PromptCat, and staff was trained to edit records in Voyager instead of OCLC. Overall, the decentralization of cataloging work allowed staff in the Cataloging Department to eliminate backlogs from the transition, which were a result of training, testing, and downtime during migration, and focus on difficult material, as routine cataloging tasks now were handled by the Acquisitions Department.

In late 2000, DBM ceased the creation of production slips. While this eliminated a time-consuming and menial task, the migration to a new system created more complex responsibilities for DBM, including resolving problems with around 300,000 bibliographic records that did not migrate properly. Cleaning up these records proved to be a daunting task, as they were much more complex than expected and way beyond the ability of the four temporary entry-level staff who were hired to work on these records from 2001-2002. They even proved challenging to more senior DBM staff, many of whom were used to a workload consisting of routine tasks.

Prior to the migration to Voyager, most of the day's work consisted of routine tasks, such as verifying production slips against the Libraries OPAC, resolving minor problems, processing added copies (same book; different location), and typing call number labels. The migration to Voyager changed DBM's work to where it mainly involved making corrections to records (as identified via Access reports) and resolving conversion problems. Resolving problems required a significant level of experience, bibliographic knowledge, analytical thinking, as well as the ability to interpret conflicting data. Often these materials were not fully cataloged but simply consisted of a barcode record attached to a generic template bibliographic record with the title "unattached item record." At best, they had skeletal bibliographic records. The majority of the employees at the time were either not trained or were minimally trained in interpreting bibliographic data, and only the Section Head was experienced in complex copy cataloging.



Because of the increasingly difficult tasks at hand, as well as increased workloads during peak times, cross training became essential. In the end, cross training helped make DBM a more cohesive team as well as equalized knowledge between peers. To streamline the work of conversion projects and to facilitate quicker resolution, two senior DBM employees were trained in copy cataloging. But, of eight positions in DBM, six were entry level with very low pay. This may have contributed to turnover (at one point four of the eight positions were vacant), creating more work for the remaining senior staff and ensuring a continuous training cycle, with senior staff spending inordinate amounts of time either training or assisting in training.

In 2003, the department eliminated the hand typing of call number labels and moved to individual printing of labels during the cataloging process, decentralizing the process. Although cataloging staff funneled all newly received materials through the Marking Unit and the Marking Unit staff applied label shields, individual printing of labels by catalogers while cataloging (using text capture via Snagit) greatly sped up the entire process. An added benefit included the elimination of one potential point of human error, thus reducing the need to double check the work. Because of this, the Marking Unit was able to take on additional maintenance work and responsibilities, helping to offset the loss of two Maintenance Unit positions, which were not filled when vacated and ultimately eliminated due to a lack of funding. More responsibilities, however, required additional training for Marking Unit staff.

From 2001-2006, entry level DBM staff struggled to acquire the necessary bibliographic, database, and cataloging knowledge needed to successfully meet the challenges brought about by automation and workflow changes. Entry level staff previously trained in extremely routine tasks required significant re-training, and finding work that was appropriate to their skills was increasingly difficult. Work for the section continued to shift away from routine menial tasks, increasing the need for a higher level of knowledge and skills. For supervisors, time spent training staff remained significant and substantial.

As vacancies occurred, finding qualified staff became progressively more difficult, because, although the number of applicants was high, qualified applicants were few and far between. Given the increasingly high level of technical expertise needed to accomplish the work of DBM, the section began the first phase of reclassification to higher levels, including more pay. To fund these changes, and to better meet the need for staff qualified to do complex rather than unskilled tasks (i.e., fewer higher level staff as opposed to many entry level staff), DBM eliminated one staff position, and reclassified the remaining positions to a higher level. With these new positions in place, as well as with multiple vacancies to fill, training again became the next step, with the goal of creating tools to streamline training, including an interactive training module, ensuring consistency among staff members.

Given the escalating amount of special projects, including an inventory of the Georgia Room, training in copy cataloging began to expand to include not just the Project Coordinator but also the Marking Unit supervisor, who had recently been promoted from within. This provided the opportunity for revising the position to include complex maintenance and cataloging duties. As more maintenance duties were folded into the Marking Unit supervisor's position, this position was restructured as a hybrid maintenance/marketing position and reclassified yet again, demonstrating a continuous need to re-evaluate staffing and salaries.

Reclassifications have not only increased employee satisfaction but have also put into place job requirements and duties with a higher level of expectation, thus readying the section for future advancements in automated systems. Williams (2001) argued that "libraries must reorganize to meet

today's growing challenges" (p. 36), and DBM is constantly exploring ways to fulfill its mission in an atmosphere of declining budgets and a decreased workforce. The work of the section continues to require experienced database and bibliographic staff with exceptional multi-tasking skills, the ability to work within multiple databases, a deeper knowledge of cataloging rules, a higher level of technical expertise, and overall increased responsibility. Cunningham (2010) contended that "the need for skilled staff, who themselves must be continually retrained, is of paramount importance to libraries" (p. 224). With the impending national and international shift to a new cataloging code in 2013 (Resource Description and Access (RDA)), DBM will undoubtedly need to up-train yet again.

Many of DBM's adjustments to staffing and salaries were not the result of a single change but of cumulative change. One thing led to another. Some changes, such as creating labels via a catalog record and label maker, may seem small on the surface, but the domino effect to work flow is monumental. Many of DBM's responsibilities have evolved from the manual and tedious to a very high level of maintenance work, requiring an educated and knowledgeable workforce that can adapt to and prosper with automated systems. For more than thirty years, every single significant change in the UGA Cataloging Department related to automation in some way, resulting in a cumulative impact on staffing in the DBM section. Technology has indeed affected staffing, as Horny (1985) predicted, in that DBM now requires a highly skilled workforce to perform challenging tasks, and this need resulted in the reorganization of duties and reclassifications.

*Robin Fay is head of Database Maintenance at the University of Georgia; Virginia C. Feher is Interlibrary Loan Borrowing Supervisor at the University of Georgia.*

#### Notes

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## **Job and Career Resources: Not Just for Public Libraries**

### **Ben Davis and Katherine Pope**

#### **Need**

In a declining and struggling economy, libraries have adapted to fit the changing needs of students by providing resources on job searching, resume preparation, interviewing, test taking, graduate school placement, and major and career advisement. Assisting job hunters is nothing new as "We've been in the job-search business for decades," said Paul LeClerc, the president of the New York Public Library, noting that President Obama has said that a librarian helped him find his first job as a community organizer."<sup>1</sup> Byron Anderson states that, "in doing so, libraries have the opportunity to provide much of the information required for a career or job search, and in the process can enhance its reputation within the community."<sup>2</sup> Public libraries have consistently provided career-related services but academic libraries have tended to leave such programming to other campus departments. This isolated assistance is less effective than a collaborative approach. Historically, libraries have acted as the heart of a campus and a place where most (if not all students) frequent. With the changing climate of technology and e-books, it is important that academic libraries also adapt to meet changing needs; in this scenario, helping students meet their career goals after college in a difficult and ever-changing environment.

#### **Implementation**

Georgia College library employee Katherine Pope graduated with her master's degree in public history in May of 2010 and successfully acquired a job in the university's Special Collections department. Pope saw first-hand the difficulties in the job market, and strove to assist students by supplying them with the resources necessary to competitively seek and begin their career paths. As a member of the marketing and promotion committee of the library, Pope brought this need to the committee and offered a solution; she would work with the campus Career Center generally to collate material and to purchase current literature to help students in all areas of career preparation, and specifically to use social media and networking techniques. The idea was approved and Pope and committee chairperson Benjamin Davis met with the Career Center where the idea was readily embraced. The idea became a working plan with the end goal of a specialized bookshelf and resource center with a computer, including bookmarked websites for easy navigation of selected useful sites and articles.

Work divided into department specialties and strengths. The library funded purchases, handled logistics such as book ordering, and provided a bookshelf and computer. By using their expertise, Career Center staff picked roughly one hundred books and materials that highlighted areas such as; job-search strategies, tips and advice about career and degree matching, internships, interviewing, graduate schools and test preparation."<sup>3</sup> Policies and procedures were established regarding the ordering and processing of the career specific materials. Since the books would remain on the shelf permanently, it was necessary to create a new holdings location in Voyager. As years progress and newer editions arrive, the older editions can be superseded and moved from the shelf to the regular stacks.

The next decision was determining if the new materials should circulate or not. Many of the titles would typically be housed in the reference section, where they would obviously not circulate. Davis and Pope conferred with the reference and circulation departments and decided that having the materials circulate would most effective to encourage patron use. Upon

receiving the list of books from the Career Center, Davis searched the library's catalog to make sure no duplicate titles were ordered. None of the library's current career related books were moved to the new specialized bookshelf, so only the most current resources were on the highly visible shelf. The titles were then ordered from the library's primary vendor, Baker and Taylor. Upon receipt of the materials, the acquisition's student assistant processed them as they would any normal book, but they were routed differently so the cataloging librarian would know they would be cataloged with the "career" holdings location.

Once the items were cataloged, the records were suppressed until all of the materials arrived. It was decided that the entire collection should go to the career shelf at once. A dedicated computer was also put on top of the Career Center Bookshelf, with clearly labeled folders containing links to a variety of job resources tools on the web. The Career Center Bookshelf and Resource Center was put on display in the front of the main entrance on the second floor. Miscellaneous materials such as Career Center pamphlets, staff business cards and ever-changing promotional posters were also displayed as a one-stop area for job searching and career preparation. This location was chosen in time for spring 2011 graduates and remains at the same location as a reminder for students to think about their plans after school as soon as possible. Both departments made promotional efforts, which included press releases, signage on campus, social media posts, website content, campus emails and an article in the local newspaper. All promotion was done at no cost and with a successful level of exposure. Both entities were thoroughly satisfied with the results and Career Center Director Mary Roberts stated that "we feel very fortunate to partner with the library."<sup>4</sup>

### **Results/Analysis**

In the next year, circulation and usage statistics will be identified and analyzed. This will help in determining use, especially by subject area.

Georgia College's Center for Graduate and Professional Learning in Macon, Georgia, has asked the group that created the resource to create an additional center for their campus. This Career Resource Center will be tailored specifically for the older and professional audience of the satellite campus where students "are already in the workforce and [are] hoping to further develop their career prospects in business, education, health services, the public service, and non-profit management."<sup>5</sup>

Today's fragile economy, combined with the competitive nature of the job market, presents new and evolving challenges to all libraries. The Georgia College LITC has addressed these challenges by collaborating with the Career Center and creating a collection of resources that can be a beneficial tool for students during a volatile job market.

Katherine Pope is Archival Associate in Special Collections at Georgia College's Library and Instructional Technology Center (LITC); Ben Davis is Acquisitions Librarian for the LITC.

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## Notes

<sup>1</sup> Brustein, Joshua, "It has Computers, Gives Advice and Is Free," *New York Times* <http://www.nytimes.com/2009/03/26/nyregion/26libraries.html> (accessed November 5, 2011).

<sup>2</sup> Byron Anderson, "Delivering Career and Job Information: A Place For Libraries," *Library Services for Career Planning, Job Searching, and Employment Opportunities* (Gloucestershire, UK: The Hawthorne Press, 1992): 17.

<sup>3</sup>"Georgia College Students Provided Job Search Assistance," *Union Recorder*, <http://unionrecorder.com/local/x614899412/Georgia-College-students-provided-job-search-assistance/print> (accessed November 9, 2011).

<sup>4</sup> Vaishali Patel, "Georgia College Students Provided Job Search Assistance," *Union Recorder*, July 7, 2011, 5A.

<sup>5</sup> Georgia College and State University, <http://graduate.gcsu.edu/futurestudents/macon> (accessed November 8, 2011).

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

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## Georgia Student Media Festival

The Georgia Student Media Festival is celebrating its 36th anniversary this year!

This year the State Festival will be held on Friday, April 27, 2012 at the Clayton County Schools Professional Learning Center (CCSPLC) in Jonesboro, 1087 Battlecreek Road. Judges and volunteers are needed for this year's Festival, serving at the CCSPLC approximately from 8:30 a.m. to 3:00 p.m.

If you are able to serve as a judge for the Festival, please complete the electronic registration form found at: <http://www.gsmf.us/judges-registration.html>. If you have questions please call: 678-466-4325 or email [GordonBaker@Clayton.Edu](mailto:GordonBaker@Clayton.Edu). Please register by April 18, 2012, after which you will receive another email giving you specific information.

Please also bring a laptop, as most of our projects will be in CD or DVD format. If you can bring a laptop, please note this on the electronic registration form. To see what programs your laptop needs to have (and install/update any you lack), please go to <http://www.gsmf.us/judges-information.html>. Please bring your own ear buds, but if you forget or don't have any, a pair will be provided.

At the 2011 International Student Media Festival, 450+ Georgia entries were recognized as winners with twenty-nine (29) as *Best of Festival!*

Additional information may be found at:

<http://www.gsmf.us/uploads/6/6/3/8/6638614/gsmfentrybooklet2012.pdf> and <http://www.gsmf.us/>.



## Celebrating 50 years of service!

The Central Savannah River Area (CSRA) Library Association has been providing service to the community since its inception in 1962. This year marks the association's 50<sup>th</sup> Anniversary. To celebrate this milestone and in gratitude to the community served, a special service component has been added to the 3<sup>rd</sup> Annual CSRA Library Association Conference.

### About the CSRA Library Association

The Central Savannah River Area Library Association includes libraries in the Georgia counties of Burke, Columbia, Emanuel, Glascock, Hancock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Screven, Taliaferro, Warren and Wilkes. It includes the South Carolina counties of Aiken, Allendale, Bamberg, Barnwell, Edgefield, Hampton, Jasper, and McCormick. The largest city in the area is Augusta, Ga.

Association membership includes librarians and paraprofessionals from public libraries, school media centers, special libraries, and university and college libraries.

The objectives of this association are to encourage and promote the utilization of knowledge through the collection, organization and dissemination of information; to enhance usefulness and efficiency of libraries in the CSRA; to promote high professional standards; to facilitate communication among its members; and to cooperate with organizations which have similar or allied interests.

### About the Conference

The conference was created by Yadira V. Payne with the assistance of Susie Joyner. The original intent of this conference was to offer a local, affordable option for continuing education, networking, and participation in library associations to employees whose travel is limited due to budget decreases. With a planning committee of two, the conference successfully began in May 2010 and participation doubled in its second year.

The 3<sup>rd</sup> Annual CSRA Library Association Conference is scheduled for Friday May 25<sup>th</sup> at Augusta State University's Jaguar Student Activities Center. It is a daylong conference which promotes learning, networking, and camaraderie in a fun and inviting atmosphere.

### Registration

The registration cost is \$45 for members/\$50 for non-members to include continuation education units (CEU's), continental breakfast, lunch, snacks, sweet swag, and all the fun you can stand. Non-members may attend. Everyone affiliated with libraries in any way is welcome.

For more information about the conference or about the association please contact CSRA Library Association President Yadira Payne at [ypayne@aug.edu](mailto:ypayne@aug.edu); or Deborah Tritt, Vice President, at [DeborahT@usca.edu](mailto:DeborahT@usca.edu); or both at [CSRALibraryAssociation@gmail.com](mailto:CSRALibraryAssociation@gmail.com). Please visit the association site at <http://csra-libassoc.ning.com/> and look for 2012 registration information on the new site launching soon at <http://csralibraryassociation.com/>.

**Do you know someone whose contributions to Georgia libraries and/or the Georgia Library Association should be recognized with a GLA award?**

**If so, take the time to nominate a deserving individual or team today!**

## **2012 GLA Awards Nominations**

**DEADLINE: May 14, 2012**

Each year at the Georgia Council of Media Organizations Annual Conference (GaCOMO), the Georgia Library Association seeks to honor outstanding librarians, library staff members, and library advocates through the following awards:

**Bob Richardson Award**  
**Charles Beard Library Advocacy Award**  
**Honorary GLA Memberships**  
**Library Support Services Award**  
**McJenkin-Rheay Award**  
**Nix-Jones Award**  
**Nora Symmers Paraprofessional Award**  
**NEW! GLA Team Award**

**Nomination form & description of awards available online:**  
**[http://gla.georgialibraries.org/comm\\_awards\\_nomination.htm](http://gla.georgialibraries.org/comm_awards_nomination.htm)**

Complete a nomination form and write a letter supporting the nomination. You may provide additional documentation about the nominee's contributions to libraries and/or GLA, but please limit the file to 10 pages.

**By May 14, 2012, submit electronically (if possible) or mail to:**

LouAnn Blocker, GLA Awards Committee Chair  
Augusta State University, Reese Library  
2500 Walton Way  
Augusta, GA 30904  
Phone 706-667-4907 / FAX 706-667-4415 / lblocke1@aug.edu



## **GLA Awards**

The Georgia Library Association awards two scholarships annually to students completing a master's degree in library science.

The Hubbard Scholarship, a \$3,000 award, is intended to recruit excellent candidates for librarianship and defray some of the costs of their education.

The Beard Scholarship, in the amount of \$1,000, is for applicants who show strong potential for leadership in the library profession.

Recipients of both awards must agree to work for at least one year in Georgia following graduation but need not be residents of Georgia to apply.

The deadline to apply for the 2012 scholarships is May 21.

See the Georgia Library Association website for details and for the online application form:

<http://gla.georgialibraries.org/scholarship.htm>

Questions and application materials may be directed to:

Kimberly Boyd

GLA Scholarship Committee Vice-Chair

c/o Georgia Perimeter College Clarkston Campus JCLRC

555 North Indian Creek Drive

Clarkston, GA 30021

[Kimberly.Boyd@gpc.edu](mailto:Kimberly.Boyd@gpc.edu)

## Augusta State University

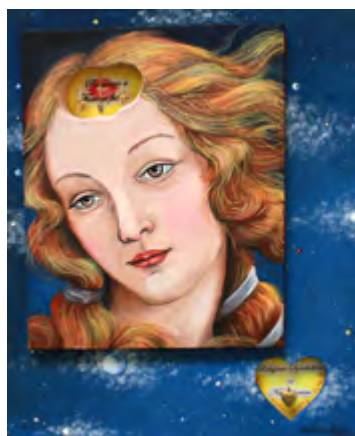
### Women of Valor Quilt on display in Reese Library



**Women of Valor: The Legacy Quilt from the Breman Jewish Heritage and Holocaust Museum** was displayed Tuesday, March 20, 2012. Mrs. Pat Pugrant, Museum Educator and Quilt Coordinator spoke at 2:30 p.m. about the quilt project and the eleven amazing women who, between the years of 1850 and 1950, were advocates for social justice and woman rights and who worked to better the lives of Georgia women. The Quilt was on display for one day.

For more information, please go to: [Women of Valor Quilt](#)

### Artworks on display in Reese Library



**Paintings by Cathy Tiller and Margaret Wesley** were featured in the second floor gallery space at Reese Library. The exhibition ran from February 1, 2012 through March 31, 2012.

For more information on Ms. Tiller's artwork please go to: <http://caleighart.com/>

## Personnel Changes

**Hired** - Autumn M. Johnson, MLIS, will be Reese Library's new part-time Outreach Librarian beginning March 12, 2012. In 2011, Autumn completed her Master of Library and Information Science at the University of South Carolina, Columbia. She is a cum laude graduate of Armstrong Atlantic State University in Savannah where she majored in history.

She has a variety of experience as a graduate or teaching assistant with the USC Department of Art History, the USC School of Library and Information Science, and the USC Department of Financial Aid & Scholarships. She also has volunteer or intern experience with the USC South Caroliniana Library, the City of Columbia Historic Preservation Office and the South Carolina Department of Archives and History.

**Retired** – Mr. John O'Shea, Special Collections librarian, retired April 1, 2012, following 35 years of service to Augusta State University. Mr. O'Shea served in a number of capacities at the university during his employment, including as student assistant, cataloger, serials librarian, and special collections librarian. Mr. O'Shea will hold Librarian Emeritus status.

## News – Emory University

Emory Libraries has hired Pat Hawthorne as its director of organizational development and human resources. Hawthorne will design and lead an organizational development program that will enable the Emory Libraries to fulfill its visionary strategic direction. She will also work with staff on professional development needs, oversee all human resource functions for the libraries with a focus on recruitment and retention, and serve as a strategic partner on the Libraries' senior management team.

"We feel very fortunate to bring someone of Pat's caliber to Emory University," said Rick Luce, vice provost and director of the Emory Libraries. "Her extensive combination of human resources expertise and substantive senior level library experience makes her an ideal choice for us as we implement our strategic goals and develop our workforce. We believe Pat is the person who can lead and guide our organizational development processes in a manner that rises to meet the challenges we face in transforming ourselves into a model 21st century library."



Hawthorne, who began her position in January, previously served as director of research and learning services at the Albert B. Alkek Library at Texas State University-San Marcos. Prior to that, she was the director of library human resources at UCLA for eight years and worked in academic and medical libraries at the University of Miami, the University of Texas Health Science Center at San Antonio, and Louisiana State University for more than 20 years.

Luce's focus on working with the staff to turn Emory's library into a model of a 21st century academic library attracted Hawthorne to Emory, she said.

"Among ARL [Association of Research Libraries] library directors, I'd say he's probably in the top ten among the visionaries," Hawthorne said. "Rick is among the library directors I admire for their vision and strategic thinking. The picture he painted of where he wants to take the organization made me think, 'I want to be a part of that.'"

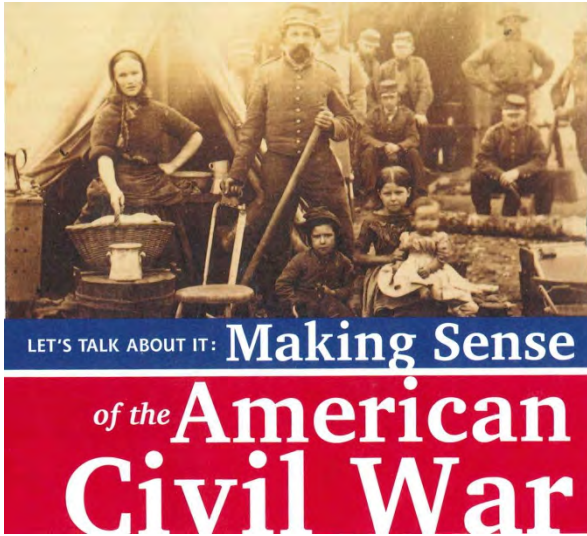
In July, Hawthorne will begin her term as vice-president/president elect of the ALA's Library Leadership and Management Association (LLAMA). She previously co-chaired an Association of College and Research Libraries (ACRL) task force on recruitment and retention in academic libraries and co-wrote a white paper on the subject in 2003.

She earned a Master of Science degree in library science from the University of Kentucky and a Master of Arts degree in adult and higher education from the University of Texas at San Antonio. She was certified as a senior professional in human resources (SPHR) by the Society of Human Resource Management.

**A reading and discussion series in America's libraries**

*March* by Geraldine Brooks | *Crossroads of Freedom: Antietam* by James McPherson

*America's War: Talking About the Civil War and Emancipation on their 150th Anniversaries* edited by Edward I. Ayers



**Discussion Schedule**

All Discussions will take place from 5:30 p.m. - 7:30 p.m.

Tuesday, February 28, 2012 - Thomas Public Library (Fort Valley)

Tuesday, March 20, 2012 - Hunt Memorial Library (FVSU)

Tuesday, April 10, 2012 - Thomas Public Library (Fort Valley)

Tuesday, May 1, 2012 - Hunt Memorial Library (FVSU)

For more information and to receive a copy of the readings, contact:  
Thomas Library, 315 Martin Luther King Junior Drive Fort Valley, GA 31030  
(478) 825-1640

**Let's Talk About It: Making Sense of the American Civil War, a reading and discussion series, has been made possible through a grant from the National Endowment for the Humanities and the American Library Association.**

## **News – Georgia State University**

Jaclyn Werner and Lesley Mackie are now science librarians at Georgia State University Library. Susan Wynn was appointed Cataloging and Metadata Librarian.

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On Saturday, February 11, The Rialto Center for the Arts hosted “The Music of Johnny Mercer & Friends, Featuring Joe Gransden, Maria Howell and the GSU Jazz Band.” The concert was co-sponsored by Georgia State University Library and its Popular Music and Culture Collection, which contains the Johnny Mercer papers. The event was a huge success, selling out the venue and bringing together alumni and friends of the library.

§

Georgia State University Library is currently distributing two travelling exhibits. The first celebrates Johnny Mercer and consists of five vertical panels chronicling his life and career. There is also an audio-visual tower that includes a flat screen to show a documentary about Mercer’s life. Graduate students from Georgia State University’s School of Music who are currently teaching in local schools will use the exhibit in their lessons. In addition, Atlanta-Fulton Public Library System plans to use it in the near future.

The other traveling exhibit, funded through a 2011 grant from the Georgia Humanities Council, celebrates *The Great Speckled Bird*, an underground newspaper published in Atlanta from 1968 to 1976. *The Bird*, as it was commonly known, stood out among the alternative press for the quality of its writing, its cover art and its coverage of a range of topics—national and local politics, women’s issues, gay liberation, reproductive choice, music and art. The exhibit is currently at Jacksonville State University in Alabama.

The exhibit consists of four retractable display panels and is available to libraries, archives, and colleges on request. The panels, approximately seven feet by three feet, are freestanding and require minimal assembly. Loan periods are negotiable. Borrowers must pay for shipping. For scheduling information contact Barbara Petersohn, Digital Projects Librarian, at [bpetersohn@gsu.edu](mailto:bpetersohn@gsu.edu) or 404-413-2860.

## News – Kennesaw State University

The Horace W. Sturgis Library at Kennesaw State University received a \$3,000 grant from the American Library Association and the National Endowment for the Humanities to host “Let’s Talk About It: Making Sense of the American Civil War,” a five-part reading and discussion series. The library is one of sixty-five public libraries nationwide receiving grants to host the series which encourages participants to consider the legacy of the Civil War and emancipation.

The Cobb County Public Library System, The Southern Museum, The Kennesaw State Center for African & African Diaspora Studies and the Kennesaw State Civil War Center are also sponsors of this series. The series is being led by program scholar Dr. Brian S. Wills.



Brian Steel Wills is the Director of the KSU Civil War Center and Professor of History at KSU. He is the author of numerous works relating to the American Civil War, including, *The Confederacy's Greatest Cavalryman*, a biography of Confederate General Nathan Bedford Forrest, currently in reprint.

The first book in the series was *March* by Geraldine Brooks. The discussion was well attended, and the Friends of the Library provided refreshments. The series continues until April 26, 2012.

FOL member Dianne Bridges baked Mary Todd Lincoln’s White Cake for the main dessert for the first civil war book session.



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The Friends of the Sturgis Library celebrated Black History Month with a lecture by Dr. John H. Carter. Dr. Carter discussed his involvement with the Washington D. C. Martin Luther King, Jr. Memorial Project.



He supervised the passage of two laws authorizing the memorial, coordinated the site and design selection and raised over \$15 million before turning the project over to a permanent staff. Dr. Carter is a retired VP from AT&T. Currently he manages his own consulting firm and is an adjunct professor at Strayer University.

Dr. John H. Carter

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Personnel Updates -Ana Guimaraes has joined the Sturgis Library staff as a part-time reference librarian.



## News – University of Georgia

The University of Georgia Libraries is part of a new project to digitize more than 80,000 documents relating to the American Civil War in partnership with the Atlanta History Center, the Georgia Historical Society, and the Board of Regents' GALILEO virtual library initiative. Funding for *America's Turning Point: Documenting the Civil War Experience in Georgia* is provided by the National Historic Publications and Records Commission (NHPRC) for the National Archives.

"Events in Georgia, particularly Sherman's Georgia campaign and the blockade of the coastline, were critical factors in the outcome of the War," said P. Toby Graham, deputy university librarian and head of the Hargrett Library. "This project provides the raw material for building a more complete understanding of Georgia's role in the conflict."

As the nation commemorates the sesquicentennial of the Civil War, the need to provide enhanced access to these materials has never been greater, according to Paul Crater, vice president of research services at the Atlanta History Center and project director. "The records include the diverse experiences and perspectives of military leaders, soldiers, and civilians whose lives were directly impacted by the Civil War," Crater said. "Thousands of first-hand accounts of Union and Confederate soldiers and officers document their hardships and opinions of the war and national politics. Military documents, including orders issued by William T. Sherman, describe the strategy of the Atlanta Campaign. Letters and diaries from Georgia civilians, young and old, male and female, describe in compelling detail the anxiety leading up to the war, the blockade of Georgia's coast, the siege of Atlanta, and General Sherman's subsequent march through Georgia. Financial and military documents reveal details of the buying and selling of slaves by private parties and by governments in the defense of the Confederacy. Letters, questionnaires, and 20th-century photograph collections capture the memories of Civil War veterans and document important Georgia Civil War landmarks a few decades after the conflict."

The digitized documents will be available via the Digital Library of Georgia, a GALILEO initiative based at the University of Georgia Libraries as well as the recently launched Association of Southeastern Research Libraries (ASERL) Civil War portal (<http://american-south.org>).

## University of West Georgia

On Thursday, April 19, the replica of the State Capitol office of former Georgia House Speaker Thomas B. Murphy, will be officially dedicated at the University of West Georgia in Carrollton. Program speakers will include state and local officials, two former governors, and others, with introductions by Steve Anthony, Class of 1973, who served as Chief Aide to Speaker Murphy from 1981-1995.

The program begins at 2:00 p.m. in the Campus Center Ballroom. Following the program, a reception will be held at 3:30 p.m. in the Townsend Garden adjacent to Ingram Library.

When he left office, Tom Murphy had served continuously as speaker of a state house of representatives for longer than any other individual in the nation's history. He transferred his papers and office contents to the University of West Georgia in 2003. Following his death in 2007, the General Assembly appropriated funds to renovate Ingram Library to include a replica of Murphy's office. The Thomas Bailey Murphy Collection was opened for research in 2010.

Further information about the April 19 program is at:

[http://events.westga.edu/EventList.aspx?view=EventDetails&eventidn=7222&information\\_id=14615&type=&syndicate=syndicate](http://events.westga.edu/EventList.aspx?view=EventDetails&eventidn=7222&information_id=14615&type=&syndicate=syndicate)  
<http://www.uwgmedia.blogspot.com/2012/04/dedication-ceremony-set-for-thomas-b.html>

RSVP to [murphy@westga.edu](mailto:murphy@westga.edu) for designated parking instructions or phone 678 839-5100



## **News – Waycross College**

### LITERATI LOCKDOWN

The library staff at Waycross College loves the opportunity to interact with students. Any excuse and we are ready for an activity. A staff member shared an article about an overnight event held by the New York Public Library and how successful it was in promoting the library. That idea took seed, and we decided we could do something similar to get students interested in our library. After talking with a few of our regular patrons and getting some positive responses, we became serious about sponsoring an overnight event. After considerable planning and coordination, we finally received campus approval to hold the first Library Literati Lockdown on October 27, 2011. The October timeframe lent itself to spooky themes, costumes and plenty of atmosphere.

The primary focus of this event was to get students into the library and for them to collaborate in groups, to use their imaginations, to develop a story theme from beginning to end, and to present that story before other participants.

The Literati took place after the library closed at 9 p.m. on a Thursday night when there were no classes scheduled the following day. Safety was a primary concern, so we informed everyone that we would enforce “lockdown” mode. Once signed in, the participant had to stay until checkout the next morning at 7. Arrangements were made with campus security personnel to maintain a vigilant presence throughout the night and to secure the building after students had departed from evening classes. Our Rules of Engagement stipulated that friends, guests, and family members could not stop by or visit. Cell phone usage was discouraged.

Library staff decorated the library with cobwebs, bugs (plastic variety), and smokeless candles. Shortly after arriving and being welcomed, the students formed into groups. They had full use of computers to write their short stories. They were so involved with creating their group stories that when we asked if they wanted a break near midnight they begged for more time. Well after midnight, everyone moved from the library into the adjacent coffee bar area of the building where refreshments were served. The library and faculty chaperones were great! They provided snacks that turned out to be a feast, and a few students brought food to share. No one went hungry.

During the midnight social gathering, we played eerie, atmospheric music along with a name-that-scary tune-trivia contest. The groups then presented their stories to everyone. It was amazing how each group came up with different plots and presented in different ways.

The winning groups received recognition and prizes for Best Story and Best Presentation. Other trivia games and a costume contest rounded out the evening. Later, some folks slept for a few hours while others chatted or played games.

Several students dropped by the library the next week to tell us how much they enjoyed the Lockdown. However, the best part was reading the comments from the student library survey conducted later that semester mentioning the Literati Lockdown and asking for more of them!

## **News – Forsyth County**

The Forsyth County Public Library Friends & Advocates hosted a ribbon cutting ceremony for its new Friends Book Store at the Cumming Library on Saturday, February 25.

The group, which holds three county-wide book sales a year, decided to open the store to provide a year-round fundraising source for the library. The Friends Book Store is open during the normal business hours of the Cumming Library and is staffed on a rotating schedule by FCPL Friends & Advocates volunteers. At times when the bookstore is not staffed, patrons may still shop, then pay for their purchases at the public service desk.

“The bookstore carries the best selection of hard cover and paperback fiction from our general inventory, along with children’s books, non-fiction, collectible sets, DVDs, and narrative CDs,” said Paula Glover, Publicity Coordinator for FCPL Friends & Advocates. Prices range from \$0.50 for paperback books to \$1.00 and up for hard covers and special items, such as first or antique editions or signed books.

Proceeds from the FCPL Friends & Advocates Book Store will be donated to the library to support such programs as the summer reading program, book groups for all ages, teen programs, classes for adults on financial management and genealogy resources, and Family Cinema movie showings.

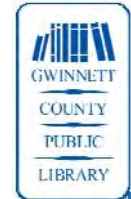
The next county-wide book sale will be March 23-25 in the Cumming Library meeting room.

## Gwinnett County Public Libraries

### GCPL in Partnership with the Hudgens Center for the Arts Hosts Altered Book Contest



Gwinnett County Public Library invites area artists to turn their old books into a work of art. Participants may submit an “Altered Book” entry to any of the county’s fifteen branches throughout the month of April.



Judging for the contest will take place in May, and entries will be exhibited at the Hudgens Center for the Arts from June 5<sup>th</sup> through August 25<sup>th</sup>. The opening reception for the exhibit will take place on June 9<sup>th</sup>.

The Gwinnett County Public Library’s partnership with the Hudgens Center for the Arts was recently awarded an Honorable Mention for *Arts Partnership* by Artworks! Gwinnett for their collaboration on the 2011 Altered Books contest and Pulp Fashion exhibit.

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### Gwinnett County Public Library Highlighted for Innovative AskGCPL Reference Service

The Springshare company recently lauded Gwinnett County Public Library, along with Harvard Business School, Baylor University, and Florida International University, for their innovative integration of the LibGuides and LibAnswers systems, making it easy for their community—and staff—to find what they need and get help. In using the same technology as other high-profile learning institutions, Gwinnett County Public Library has improved service by streamlining their remote reference interface, while also centralizing and building upon past inquiries.

Branded as AskGCPL, the new service offers customers a simple, user-friendly way to contact the library by directing them to a customized LibAnswers site from the "AskGCPL" and "Contact Us" links on the library website. Staff members also use it as an on-demand reference tool to ensure that customers receive fast, quality answers. Library management and administration keep an eye on the transactions, staying informed of community trends and requests. Tracking and examining different types of customer questions help with planning and service decisions in the future.

Executive Director Nancy Stanbery-Kellam explains, “We are fortunate to have staff who are not only innovative and techno savvy but firmly grounded in their understanding of the needs of our customers and community. The culture of our organization encourages nurturing these talents so that we are maximizing what is available to us now while looking to what we want for libraries in the future.”

The AskGCPL service may be reached online at [ask.gwinnettpl.org](http://ask.gwinnettpl.org). Text messages can also be answered by sending questions to (770)-450-5305.

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**GCPL Wins at *Fusion: 1st Annual ArtWorks! Gwinnett Awards***

Gwinnett County Public Library received the Community Impact Award for *Community Arts Program* and an Honorable Mention in the *Arts Partnership* categories at the *Fusion: 1<sup>st</sup> Annual ArtWorks! Gwinnett Awards*.

The library tied for first prize in the Community Arts Program category for its annual *Fall Into the Arts* program series. *Fall Into the Arts* is designed to celebrate literary, performing, and visual arts while fostering a sense of community in Gwinnett County. Through jointly sponsored arts programs, and the availability of free or reduced event tickets, Gwinnett County Public Library aims to encourage a lifelong love of the arts, while expanding the reach of the county's artistic culture to those citizens for whom access to the arts may be limited.

In addition to the prize, the library also received an Honorable Mention for their collaboration with the Hudgens Center for the Arts in the Arts Partnership category. Both organizations worked together on the 2012 Altered Books contest, as well as a "Pulp Fashion" exhibition.

Gwinnett County Public Library Executive Director Nancy Stanbery-Kellam says, "It is such an honor for our work in the cultural arts to be recognized in this way. There are so many talented individuals and organizations in Gwinnett. We look forward to continuing this good work."

ArtWorks! Gwinnett is a non-profit arts consortium that promotes and builds support for arts opportunities that enrich the Gwinnett Community. The *Fusion: 1<sup>st</sup> Annual ArtWorks! Gwinnett Awards* ceremony honors contributions being made in the arts in Gwinnett, while supporting the arts development initiatives of ArtWorks! Gwinnett.

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**Books-A-Million Hosts Fundraiser for the GCPL with Character Appearances, Stories, Crafts and More!**

Spend an afternoon with Belle, Clifford the Big Red Dog, and Junie B. Jones at the Gwinnett County Public Library fundraiser hosted by Books-A-Million on Saturday, April 21<sup>st</sup> from 1 p.m. to 4 p.m. The Discover Mills Mall location will offer family friendly entertainment while you shop. Enjoy free story times featuring appearances by the three beloved characters, along with crafts, treats, and facing painting. A percentage of all store sales during that day will be donated to the library.

Books-A-Million #149 is located inside of the Discover Mills mall at 5900 Sugarloaf Parkway, Lawrenceville, GA, 30043.

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### GCPL's Meet the Author Series Features Landscape Expert Jane Bath at Gwinnett Tech's Plant Sale



Gardening enthusiasts are invited to meet Jane Bath, one of Georgia's premier landscape designers, on Tuesday, April 17<sup>th</sup>. Jane will share her expertise on new landscaping areas and enlighten those planning renovations. A book signing for her bestseller *The Landscape Design Answer Book* will take place from 9 a.m. to 11 a.m., followed by a complimentary lecture and questions from the audience at 11 a.m. to 12 noon.

Jane has more than 25 years of landscape design experience at more than 4,000 sites including residential, commercial, and retail sites, as well as public gardens. She owned Land Arts Nursery for 18 years, won Best in Atlanta awards (various categories) by *Atlanta Magazine* twice, and has written articles or been quoted as a resource by the *Atlanta Journal Constitution*, and *Better Homes and Gardens Magazine*. She has been a guest speaker at The Callaway Gardens Winter Symposium, St. Louis Arboretum, Atlanta Botanical Gardens, Georgia State Botanical Garden Symposium, Atlanta Historical Society, Georgia Native Plant Society, Georgia Green Industry Symposium, South Carolina Trade Show, Ohio State Trade Show, Charleston Botanical Society, and many Master Garden and Garden Clubs. In addition, *Southern Living Magazine* included a full spread on her project 'Jane Bath is a Born Gardener,'

and she has been featured in *Better Homes and Gardens* with some of her projects. She has also appeared in videos made for distribution on TV.

This event will take place at Gwinnett Technical College, 5150 Sugarloaf Parkway, Lawrenceville, GA 30043, building 600, room 104. Books will be available for sale and signing. The plant sale will take place from 9 a.m. to 4 p.m. at the Gwinnett Tech Greenhouse, adjacent to the 600 building.

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### Gwinnett County Public Library Proudly Presents Teen Summit 2012

GCPL is excited to host Teen Summit 2012, a conference-style event that brings together middle and high school aged teens, their parents, mentors, and community organizations to explore social issues and topics of interest to Gwinnett County's young adults.

This afternoon event will focus on social issues concerning teens with workshops on such diverse topics as online safety, safe driving, self defense, job hunting advice, teens and the law, and more. Organizations such as the Partnership Against Domestic Violence, the Gwinnett County Police Department, World Yoshukai Karate of Norcross, VOX teen magazine, and the Gwinnett Advancement Program at Gwinnett Technical College will lend their expertise to this fun and educational event.

Adding levity and entertainment to the afternoon, Laughing Matters, Atlanta's leading provider of interactive entertainment, will offer improvisational comedy with audience participation.

Gwinnett County Public Library Executive Director Nancy Stanbery-Kellam explains, "Building on last year's successful summit, we are looking forward to learning even more from our teens. For instance, what challenges are they facing that keep them from being as spectacular as each of them is meant to be? This summit is meant to generate positive empowerment for all youth."

The summit will take place at Norcross Cultural Arts and Community Center, 10 College Street, Norcross, Ga., 30071, April 28<sup>th</sup> from 12 p.m. to 6 p.m. The event is free and open to the public.

For more information about Altered Books, or other library programs, please visit [www.gwinnettpl.org](http://www.gwinnettpl.org) or call (770)-978-5154.

## Off the SHELF

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**Kindred** by Octavia E. Butler.

Beacon Press, 2003 (25<sup>th</sup> Anniversary Edition, original publication date, 1979). ISBN 0-8070-8369-0  
Price: \$14.00

If you have never been to California, or Antebellum Maryland, Octavia E. Butler makes you feel as if you have been there before (San Francisco circa 1976 and Maryland as a slave state, circa 1819). Butler presents a well written novel that cannot be categorized into one particular genre.

*Kindred* is not only a work of fiction, science fiction, psychological fiction, or historical fiction; it is also great American Literature. When 26 year old writer Dana Franklin starts to feel sick and dizzy, she suddenly disappears from her home. She and her husband (Kevin Franklin) are bewildered at what happened, as well as the events to come.

Dana Franklin is one of many characters that are presented within this novel. Other characters include a little boy named Rufus (who happens to be Dana's great grandfather), Alice (a slave), and Hagar (the son of Rufus and Alice) and the precursor to Dana's branch of the family.

Dana mysteriously disappears from her home in San Francisco, and reappears in Maryland before the emancipation proclamation. Dana continues to disappear and reappear within these two settings and times in history, in order to guide Rufus out of trouble (ultimately to keep him alive) — all while trying to manage her own life in the present. Dana is transported by some greater force, in order to save Rufus and keep her lineage intact.

The characters in this novel are intertwined in the web of this magnificent story. Dana and Kevin make a seemingly happily married couple, and their relationship vaguely epitomizes what Rufus may have wanted with Alice. The culture of 1819 would not deem this interracial relationship socially acceptable.

Within this timeless piece, Butler is able to create a story that condenses two different times in history to create a truly cohesive novel. Every character plays a part in this story, and they also have their own individual stories to tell. Butler is able to capture the plausible essence of a plethora of characters; therefore, every character plays a noteworthy part in the plot. Butler is also able to humanize the slave, as well as the slave-owner, and everyone in between.

*Kindred* is truly a great read for teens/young adults, as well as mature adults. The novel embodies history, xenophobia, mysticism, forgiveness, understanding, love, and most importantly, family.

*Dindi Robinson is a librarian at Robert Woodruff Library, Atlanta University Center.*

## Off the SHELF

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***The Peach Keeper*** by Sarah Addison Allen.  
Bantam Books, 2011. ISBN 978-0-55380-722-6 Price \$25.00)

Set in North Carolina, this book is a wonderful read for southerners or lovers of southern fiction. *The Peach Keeper* focuses on the relationships between people in a small southern town, Walls of Water, North Carolina. The book has a slight mystical element to keep the reader's attention, but it is not bombarded with supernatural imagery. Best for teenage girls and women, the book highlights women's relationships and how unlikely friendships can form in unusual circumstances. There are flashbacks to past events in town and several love story lines that are very heartwarming. We can expect more old-fashioned, feel-good stories from this author in the future.

*Miriam Veale is a library associate at Coweta Public Library System.*



## Off the SHELF

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***Purity*** by Jackson Pearce.

Little, Brown, 2012. ISBN 978-0-31618-246-1 Price: \$17.99

The new novel *Purity*, from Atlanta-based Jackson Pearce, is a stunner. Anyone who's familiar with the Young Adult genre won't be too shocked by the book's main subject, losing one's virginity (insert audible gasp here!). For the rest of you, don't worry—*Purity* is about much, much more.

Let's just put aside the fact that it's about sex for a moment. The themes that have the biggest impact on the reader are actually about dealing with loss and being true to yourself. The main character, Shelby, is a teen who has lost her mother and lives by the promises she made to her in her last moments. Shelby struggles with what she sees as a contradiction between two of them—listening to her father and living without restraint.

Shelby's dad has volunteered them to help plan the daddy-daughter "Princess Ball," (something she wants to refuse at all costs), but Shelby feels compelled to honor her mother's wishes and, in turn, her father's. Throughout the course of dance lessons gone wrong and cake tastings, they reluctantly start to build the foundation for the relationship they've never had.

Spirituality is infused throughout the work as Shelby questions why God lets bad things happen. She wonders if she's the only one who can't quite get a grasp on the faith she longs for—a faith that seems to come so easily to all of the other girls attending the Princess Ball. She reaches to God for help with the unanswerable questions in her life. Pearce expresses this struggle well, and I appreciate that Shelby doesn't always find the answers she seeks.

Even though I enjoyed *Purity*, it's not entirely without weaknesses. While the main characters were well developed, some members of the supporting cast were a bit stereotypical. What I did enjoy was the careful development of a sensitive story. *Purity* takes the reader through some tough issues, but rewards them with a fun, heartening tale of a girl reconnecting with herself and the ones she loves.

For those who may be concerned about recommending a YA novel about sex to younger teens, *Purity* is not kinky and doesn't encourage bad behavior. It's not a romance novel at heart. It's an honest look that contextualizes what this important coming-of-age milestone means to a girl's life. It reminds readers to live by the other promise Shelby made to her mother—to love as much as possible.

*Ginger Williams is outreach services librarian at Odum Library, Valdosta State University.*