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GLA SPOTLIGHT

Athens Technical College Library

Athens Technical College, established in 1958, is a unit of the Technical College System of Georgia. Athens Technical College has served citizens by providing quality educational programs in a ten-county service area. It offers over 150 program specializations in business, health, technical, and manufacturing-related areas. The total enrollment for FY15 was 5,889 students, and there are 250 full-time employees.

The college's libraries are located at campuses in Athens, Elberton, Monroe, Greensboro, and at the Athens Community Career Academy. Services are provided by three librarians, three support staff, and fifteen student assistants. Holdings consist of 40,000 print volumes as well as the electronic resources of EBSCO e-books (130,000 titles) and Films on Demand (23,000 titles), in addition to the GALILEO databases.

The library's new makerspace, The TecknOWLogy Nest, is a lab and development space with software and equipment supporting 3D printing, multimedia design, mobile and game development, video production, coding/programming, electronics, and other technologies. The purpose of the TecknOWLogy Nest is to support and enhance learning by sparking students' interest in emerging technologies. The name ties in "technology,"

"know," and "owl"—the college mascot. "Nest" gives students a safe space to learn and explore. The librarians are devoted to providing a welcoming environment for learning, teaching information literacy through interaction and collaboration, collection development to support Art to Welding curricula, and digitizing the college archives.

The library is also collaborating with the college's Center for Teaching and Learning to digitize and make available old photos and other materials in GEAR, the Georgia e-Resources Archive and Repository.

To find out more, visit the Athens Technical College Library website at: http://library.athenstech.edu or contact Carol Stanley, director of library services, at cstanley@athenstech.edu or 706-355-5020.

Pictured above is the Athens Campus Library located on right side of Dr. Kenneth Easom Administrative Building built in 1996.

GLA SPOTLIGHT

Oak View Media Center

Oak View Media Center, located in Oak View Elementary School in Decatur, Georgia, home of the Owls, serves approximately 900 students Monday through Friday. Students and staff members are welcome in the media center from 7:00 a.m. to 3:15 p.m. to check out books, conduct research, work on projects, and use the computers. In order to increase reading, the media specialists, with the help of students, provide weekly book talks via the intercom during morning announcements. At the beginning of the year, Ms. Hall, the media specialist, along with staff and students, held a school-wide assembly to promote reading. Throughout the school year, the media center has hosted author visits, public library staff to promote library cards, vendors, book previews, student-of-the-month programs, Real Parents Read, the Scholastic Book Fair, and Career Day.

Students and staff look forward to weekly storytime. The media center, not always quiet, is alive with chatter and laughter during storytime. Students are eager to answer questions and give predictions on what they think will occur in the stories. Originally scheduled for pre-k through second grade, storytime is now enjoyed by older students in third and fourth grade as well. Students in grades second through fifth are taught online safety and how to navigate Destiny, the online public access catalog (OPAC). Students use Destiny to locate print books and electronic books (e-books) based on personal choices and Lexile scores.

Circulation numbers have increased tremendously from August to March. Oak View Media Center is definitely on course with promoting reading and preparing twenty-first century students to compete globally. While Ms. Hall is the only staff member employed in the media center, she is thankful to have parent and student volunteers to assist with the daily running of the media center.

To find out more about Oak View Elementary Media Center, please visit: oakviewes.dekalb.k12.ga.us.

GLA SPOTLIGHT

Roddenbery Memorial Library

Roddenbery Memorial Library in Cairo, Georgia is a single-site, single-county, rural library serving Grady County in Southwest Georgia. Cities and towns served by the library include Cairo, Whigham, Calvary, Reno, and Pine Park. The Roddenbery Memorial Library, first known as the Cairo Public Library, opened in January of 1939. The small library was located on the second floor of City Hall and was led by an outstanding woman, Miss Wessie Connell, who possessed a strong commitment to serve the community. In 1964 the library moved into a new building on North Broad Street, a gift of the Roddenbery family to the community. Miss Wessie was the library's director for the first 48 years until her death in 1987. Miss Wessie became a legend in Georgia and is well respected throughout the library world.

Pamela S. Grigg, the current director and only the fourth in the library's history, brought extensive experience in rural public libraries and a passion for providing outstanding services and relevant materials to all citizens of Grady County. She is often heard saying, "the library belongs to everyone in the county and should be a gathering place, a comfortable venue to experience, explore and engage all of our senses." From learning to read, to enjoying music, stories, newspapers, or books, all of these things and many more are accessible at the Roddenbery Memorial Library.

The mission of the Roddenbery Memorial Library is to continue its commitment to public service, assisting all individuals and groups in Grady County to attain the highest level of educational, cultural, economic, and social enrichment possible.

Offering free access to Mango language programs is one of the many ways that the library serves its local community. In order to promote Mango, the library staff came together wearing their Mango T-shirts (which were received as a result of Ernestine Daniels, information desk supervisor, entering the Mango promotion contest) and wished their patrons a Merry Christmas in twelve different languages. The Roddenbery

Memorial Library staff has invited everyone to take advantage of this cutting-edge, language-learning program known for its user friendliness in more than sixty different languages. All

Grady County citizens need to get started is the PINES (Public Information Network for Electronic Services) library card.

From the PRESIDENT

We are entering election season—and I don't mean for the US Presidency. In this issue you will find nominations for GLA's 2017 officers. Included in the list are the first nominations for our new vice president for marketing and branding position that was created with the recent approval of amendments to our constitution and bylaws. All of those nominated have expressed a willingness to serve our organization in a leadership role. We owe them our gratitude—and our votes! Please be an active participant in our association and cast your vote when you receive your ballot. And I encourage you to vote this fall in the local, state, and national elections as well!

Registration is now open for the 2016 GaCOMO Conference. The Program Committee had a great response to the call for proposals, receiving more proposals than could be accommodated on the schedule. This year will be a joint conference with SELA, which always brings new faces and more diverse programming to the conference. It will be an exciting year. I hope that you will plan to join me and the rest of the Conference Planning Committee at the Classic Center in Athens, October 5–7, 2016. More information about GaCOMO 2016 and the registration form can be found at:
http://www.georgiacomo.org/

Meanwhile—the Conference Site Selection Committee has been busy reviewing proposals for the 2017 and 2018 conferences. We have found that we can get better pricing if we make a two year commitment to the sites that we select for our annual conference. The Site Selection Committee, with the help of interested members, was able to get two additional sites to match the price that we have had in Athens for the last two years making it possible for the committee to base its selection primarily on the venue rather than the price.

As I write this we are still waiting for contracts to be signed to make it official but I will tell you that the venue preferred by the members of the Conference Site Selection Committee was the Columbus Georgia Convention and Trade Center (http://www.conventiontradecenter.com/). Let me tell you why. Columbus, like Athens, is a college town. It is the home of Columbus State University, Columbus Technical College, and the Columbus Campus of the Georgia Military College. Two blocks from the convention center and the conference hotel you will find the center of town with a variety of shops, restaurants, and other attractions for post meeting activities. In addition to restaurants and shopping, there is a frozen yogurt shop and a microbrewery, as well as coffee shops. Near the convention center you will find museums, a river walk, theaters, an opera house, and whitewater rafting (maybe a little too cold for that in October!). The convention center itself is located in the Historic Iron Works, which was built in 1853. For more information see: http://www.conventiontradecenter.com/history.cfm. It will provide a unique meeting space for our 2017 and 2018 conferences.

That's all for now. See you in Athens in October!

Cathy Jeffrey
President, Georgia Library Association 2016
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My Own PRIVATE LIBRARY

By Amy McGee

"If you have enough book space, I don't want to talk to you."—Terry Pratchett

I'm a book hoarder. In the back of my mind, there's a secret fear that my books-to-be-read pile will topple over one day and bury me alive. They'll find me squished flat somewhere under *The Lord of the Rings* (I have to re-read it every few years) and Patricia Cornwell's latest, or maybe—irony of ironies—I'll meet my demise somewhere beneath the ten or eleven books on organizing that I requested from Paperbackswap.com in hopes of finally getting this place in order. I think there might be cobwebs fastening those to their shelf.

Being a book hoarder is probably not a shameful trait for a librarian, but I do have a shameful confession for a cataloger. Librarians, particularly those in technical services, are supposed to be type-A, highly organized types, right? Me—not so much. I was halfway through my MLIS program when my long-suffering spouse, tired of tripping over tomes, challenged me to prove myself as a future librarian and organize our book collection! I remembered reading once that former First Lady Laura Bush had the books on her bedside table in the White House organized in Dewey Decimal order. I was taking my first cataloging class at the time and thought it might be educational for me to put my thousands of books in order according to
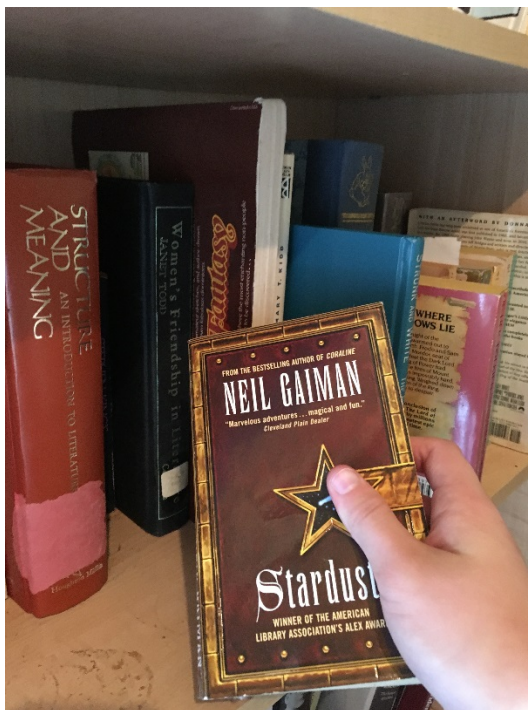
Library of Congress (LC) classification. It took me most of a semester, but I did it! I was so proud. The shelves looked great, my husband was happy, and the project actually did help tremendously with my mastery of LC. Of course, as any shelf-reader knows, library users rarely put books back where they belong, and, in my home library, I'm no different. The books have shifted and migrated over the past four years, and some are even (gasp) double-shelved! Maybe I'll put them all right again one day, if I can stop reading them long enough. (My mom remembers how she'd send me to clean my room when I was a child, but in the middle of it I would always find a book, start reading, and get distracted. I haven't changed much).

So which LC classes were most represented in my library? Well, the P's were the largest section—although next time, I think I'm going to shelve all the fiction authors alphabetically instead of by geographical region. I was an English major, and I buy and read fiction more than anything else. I also have an extensive "hoard" of writer's guides. I always wanted to be a novelist, and I can't pass up a promising book on the craft. Sample titles include *The Complete Writer's Guide to Heroes and Heroines* by Tami Cowden, Caro LaFever, and Sue Viders; *Plots Unlimited* by Thomas B. Sawyer and Arthur David Weingarten; and *On Writing* by Stephen King. Now that I've just

begun the Etowah Valley MFA program in creative writing at Reinhardt University, that section may expand even further. After that, maybe the most populous classes have to do with history (C through F)—my husband's favorite nonfiction category. The sports and games section (GV) reveals some of our quirkier interests: a lot of baseball books, a couple of pro wrestlers' autobiographies, *Football for Dummies* by Howie Long and John Czarnecki, and the Dungeons and Dragons manuals that take up more than one shelf all by themselves.

My books on arts (N) and crafts (TT) reflect my optimistic hope that I'll learn to knit someday—or sew—or quilt—or paint—or make jewelry. There's an equal amount of hopeful optimism on display in the RM section with all my diet books. Then there are the M's, where my music major hubby's books on theory share space with my treasured David Bowie biographies. It's clear there wasn't a defined collection development policy governing this library, but I am pleased to note that almost every classification is represented by at least a couple of volumes.

Where did these books all come from? Some were bought new. I can pick up one, for example, and remember the little independent bookstore in Athens where I first saw it. A number of them arrived in those big cheerful boxes with the A to Z arrow on the side. At least half of my books have seen other readers' libraries before mine. They came from Paperbackswap.com or from used bookstores. A large percentage of volumes with black marks on the spines identify them as *ex libris* from one library or another. If only they'd left the call

numbers intact to help me with my shelving! A stray book here or there may have been accidentally stolen from someone who had lent it to me a long time ago (I'm sorry I still have your *Shadowrun* book, Gary). My favorite books are the ones that were given to me as gifts. My family has a long tradition of giving books to each other on every holiday or special occasion. It's a joy to open them and read an inscription on the front cover: "From Mom and Dad, Christmas 1986" or "To Amy on her graduation day." It's no wonder I'm a book hoarder. Who could part with one of these? If the shelves collapse on me someday, at least I won't lack for entertainment as I wait for rescue.

Entombing myself in a text-heavy crypt is a frightening thought, but perhaps not quite as frightening as the fear of being trapped somewhere with nothing to read! That's why there are books in my office, in my car, and in every room in my house (I'm actually considering putting a full-size bookcase in the bathroom because the top-of-the-tank library is getting overcrowded). Of course, the Kindle app on my phone is well-stocked in case of long lines and waiting-room emergencies. I even have some titles in both physical and electronic formats, just in case. My mother (a book hoarder herself) says happiness is always having a stack of books by your side waiting to be read. You wouldn't want to run out of milk before you ran out of cookies, so heaven forbid you should run out of books before you run out of breath!

Amy McGee is Technical Services Librarian at Reinhardt University

Can Library Research Be Fun? Using Games for Information Literacy Instruction in Higher Education

By Jennifer Young

The basic makeup of any game consists of four components: a goal, a set of rules, a feedback system, and voluntary participation. As the late philosopher Bernard Suits described it, "Playing a game is the voluntary attempt to overcome unnecessary obstacles" (McGonigal 2011, 22). Games are challenging, social, meaningful, and rewarding, and gaming can enhance the learning experience of students in classrooms and libraries. Gamification, a relative of gaming, is the use of game elements in a non-gaming context. The term was coined in 2008 but was not widely used until 2010 (McGonigal 2011). Gamification involves making an activity into a game that normally wouldn't be a game, using game mechanics, aesthetics, and modes of thinking.

Both games and gamification have been applied for educational purposes from preschool all the way through higher education. They have proven to be useful in education to engage and motivate learners and build problem-solving skills. The use of games and gamification for educational purposes in academic libraries is a relatively new concept. Applications have included bibliographic instruction activities and classroom research assignments. While games of all types have been implemented in libraries, virtual and virtual-reality hybrid games have notably been a growing mode of choice for library games in academic settings. As with other applications of gaming in education, the focus of games created for education in libraries is on learning objectives. These goals are integrated into the structure of the game (Margino 2013).

The goals of bibliographic instruction and library-based classroom assignments include educating students on how to locate appropriate resources and increasing awareness of how to determine the value of information (Association of College and Research Libraries 2000). Game play is an ideal strategy for achieving these goals, as game-playing appeals to modern students, increases motivation, allows for socializing, and gives context to the learning material. Games can aid in meeting all four of the Information Literacy Standards established by the Association of College and Research Libraries (Nicholson 2009). Through gaming elements, academic libraries can enhance the user experience by giving students meaningful, satisfying work and catering to their learning styles and information-seeking behaviors. Though posing some limitations in an educational setting, games and gamification have the potential to improve student engagement and significantly increase positive learning.

Why play games in library instruction?

Motivating students to learn, especially in topics that do not initially interest them, is a challenge for all educators and specifically for library instructors. According to the *New Media Consortium Horizon Project: 2013 Higher Education Edition*, games can be used in educational contexts to reinforce the application of skills and knowledge in the real world (Johnson et al. 2013). In their wide and varied application, games "can help with new skill acquisition while boosting motivation to learn" (22) and significantly increase positive

learning over traditional lecture-based instruction (Broussard 2012).

In libraries, games have already proven to be a successful venture beyond the typical instructional toolkit. Game-playing in library instruction and research-based classroom activities "presents a solution to facilitating students' engagement with instruction content, self-discovery of information, and learning through trial and error" (Margino 2013, 335). Because games "emphasize continual improvement of skills" (Broussard 2014, 30), they are particularly effective in library instruction, which focuses on processes and skills over content. In a video produced by Nicholson (2009), Paul Waelchli, now library director at Cornell College, describes how virtual games align with the first four Information Literacy Standards established by the Association of College and Research Libraries (ACRL).

Modern students in higher education are among the most prolific video game players in the United States, which makes them a target group for applications of gaming in education. Approximately one-third of game players are graduate or undergraduate students (Sirigos

2014). However, game players are not just young people; the average age of game players is thirty-one (McGonigal 2011). With games, there is a potential to enhance the learning experience for students of all ages.

Traditional undergraduate and graduate students hail from the "me" generation, meaning they are focused on how the world impacts them and what gains they can achieve. For this reason, Millennials seek context in their learning environment; they want to know why they need to know something and have little patience for instruction that does not appear to benefit them. The Millennial generation "bores easily" (Sirigos 2014, 10), wants instant feedback and gratification, is comfortable with technology, and prefers classroom activities that provide interaction and socializing. Game elements cater to these characteristics and offer a unique opportunity for educators to meet the specific psychological and pedagogical needs of these students (Sirigos 2014).

With respect to the library, higher education students have strong and sometimes critical opinions of their libraries. According to a 2010 OCLC report on perceptions of libraries, "college students feel that search engines trump

ACRL Information Literacy Standard	Relevance to Game-Playing
Standard 1: "determines the nature and extent of the information needed" and "considers the costs and benefits of acquiring [it]" (8)	Game players determine what information is needed to make their next move. There may be more than one way to achieve this goal.
Standard 2: "accesses needed information effectively and efficiently" (9)	Game players find information for progressing in a game from the game itself as well as outside sources.
Standard 3: "evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system" (11)	Game players take information and evaluate it to create an effective strategy.
Standard 4: "individually or as a member of a group, uses information effectively to accomplish a specific purpose" (13)	Game players learn through trial and error – effectively using a form of the scientific method – to achieve the goals of the game.

(Association of College and Research Libraries 2000; Nicholson 2009)

libraries for speed, convenience, reliability, and ease of use" (54), yet 43 percent of students feel that library sources contain better information. This disconnect can be at least partially explained by how students feel about their skills and abilities in finding and accessing library information. In general, "the better students feel their skills are, the more satisfied they will be with the library" (Stamatoplos and Mackoy 1998, 331), which means that measures to improve the student user experience must be geared toward enhancing skills. Library instruction fills this gap, as it successfully reduces "library anxiety" in first-year students (Van Scoyoc 2003). Millennials learn best from instructors who are "relatable, engaging, entertaining and able to provide variety in learning materials" (Sirigos 2014, 10). Virtual and virtual-reality hybrid games are social, entertaining, collaborative, technology-oriented, and quick with feedback, fulfilling the preferences of current generations of traditional students for instruction. Librarians can use games to maximize student attention and retention in bibliographic instruction classes and library-related course assignments.

How games facilitate learning

The primary strengths of computer-based and hybrid games for enhancing student library users' experiences are through intrinsic motivation and feedback, context provision, satisfying work, and socializing. One unique aspect of games is that all feedback, even negative feedback, can be constructive. In a game, the ultimate prize is glory and bragging rights, which are achieved through winning the game (McGonigal 2011). This is achieved by interacting with the game and receiving its feedback, which comes in the form of a points value system. Games have a built-in motivational system through these feedback mechanisms that inspires players to continue the game. By tracking player moves and achievements, points value systems and rewards provide high levels of motivation (McGonigal 2011).

The online game LibraryGame created for public and academic libraries in the United Kingdom demonstrates this concept in its rewards system for being a responsible library user. Players are rewarded for completing library activities like checking out books, paying fines, and asking reference questions. Users can compete for top honors by earning the most achievements—such as the most books checked out or most visits to the library. LibraryGame connects to social media accounts, allowing students to share their achievements in their social networks. The success of this game was largely attributed to its motivational points system (Spina 2014).

In addition to built-in motivation and feedback, games also have built-in context. Games are dependent on their context, as the objectives of the game must be evident to the player in order to progress. The game element of context lends itself well to library instruction, fulfilling the students' need for context (answering the question, "Why do I need to learn this?") as well as evaluating their skills (Broussard 2014). First-person point of view scenarios, which place the player as the main character, let students take learning into their own hands, giving them a sense of choice and power and directly relating the content to their own outcome.

Secret Agents in the Library is a flash-based digital game created by Lycoming College specifically for library instruction in a freshman composition course (Broussard 2009). Players take on the first-person role of a secret agent whose objective is to discover a library intruder by uncovering a series of clues. They can choose from a variety of different scenarios that expose them to reference materials, books, journals, and other sources. The game objectives are clearly defined, and the instructor serves as a "guide on the side" (Broussard 2009, 25), providing an introduction and closure activity to reinforce objectives without taking away players' autonomy.

Current research in game making reveals that games are enjoyable because they aren't easy. McGonigal (2011) observes that research into psychology reveals "nothing makes us happier than good, hard work" (28). Satisfying work is that which has a goal and actionable steps. These elements make the game rewarding in and of itself, regardless of actual rewards gained (McGonigal 2011). Games have the ability to increase "flow," which American psychologist Mihály Csíkszentmiháyli defined as "the satisfying, exhilarating feeling of creative accomplishment and heightened functioning" (McGonigal 2011, 35). The rewarding and satisfying nature of game-based learning increases student interest and motivation (Broussard and Oberlin 2011).

In another digital game produced by Lycoming College, Goblin Threat leads students through a series of rooms where they must answer questions about copyright and plagiarism (Broussard 2009). When questions are answered correctly, it rids the room of goblins. The unique storyline contains an actionable goal within the core learning activity. Seeing the goblins vanish from the room provides players with a satisfying sense of flow as their progress and success is visualized. Flow is also increased by the discovery element of the game. Students must search each room to find where the goblins are hiding by investigating the unfamiliar places and spaces. As the game progresses, the story line empowers the player and builds their confidence, making it a positive learning experience no matter the outcome of the game (Broussard 2014).

Finally, digital and hybrid learning games can be social activities that develop a positive association with the learning material. McGonigal (2011) notes that "games build stronger social bonds and lead to more active social networks" (82). The benefits of using social games in the classroom include peer learning and peer teaching. Having earned their bragging rights, students who are good at the game can "showcase acquired knowledge"

(Sirigos 2014, 15) to classmates, and feel a sense of "vicarious pride" (McGonigal 2011, 86) from teaching others to be successful. In this way, games make learning a collaborative experience in which students learn from one another.

BiblioBouts, a game created at the University of Michigan, makes use of social voting and scoring to teach students how to create a bibliography using Zotero. Students earn points for writing their own citations, rating other students' citations for relevance and creativity, and using citations to generate bibliographies. They also create their own social tags—such as "scholarly article" or "book chapter"—which serve as scoring criteria. As a springboard for peer learning, "the scoring mechanism rewards good research habits and creates a sense of competition" (Broussard 2012, 82), which drives performance and interaction with the game.

The characteristics of a successful library game

The success of a library game depends on the structure of the game and how it is implemented (Margino 2013). The literature on digital and hybrid games used in libraries provides emerging evidence on what makes a game successful and examples of best practices. A successful library instructional game meets learning objectives, engages and motivates students, has a high level of player participation, and gives players a low level of frustration.

An important observation in the literature is that complex games are not always better. Defense of Hidgeon: The Plague Years was an elaborate online game designed for a for-credit information literacy class at the University of Michigan. Though the game had a visually interesting interface and clear objectives, it proved to be too "long and tedious" (Broussard 2014, 31) for an educational game. The lack of fun elements failed to "create the intrinsic motivation [the game creators] anticipated" (Broussard 2014, 31). The learning objectives were often lost in the drawn-out plotline.

Further, not all students participated in the game due to its high level of frustration (Markey et al. 2009).

Simpler games, therefore, are more likely to succeed in an educational setting. Broussard and Oberlin (2011) note that "simpler games that call for fewer resources require smaller returns for the game to be considered successful" (80). Just because a game is technically and graphically impressive does not mean that students will enjoy it and get the information they need from it. The University of Michigan used what they learned from Defense of Hidgeon to create BiblioBouts, which received a much more enthusiastic response from students. This targeted mini-game was more closely related to course content and was overall more effective at inspiring motivation and meeting learning goals (Markey et al. 2011; Broussard and Oberlin 2011).

While games are meant to be a fun way for students to learn course materials, the primary goal of educational games is to educate. Unlike most games, educational games are usually not voluntary. Therefore, students are unlikely to play the games in their free time if it isn't required. If a game is well-designed, however, students will still enjoy it along with reaping the educational benefits. Broussard (2014) explains that "library games are not appealing enough in and of themselves to attract busy college students to play in large numbers without being required activities" (31). This means that participation in the games must be required or motivated by offering extra credit. Further, the games themselves must be highly motivating while being played to make up for lack of initial motivation to participate.

Conclusion

Game play is one tool of many that can be used in the library instruction classroom. When a game is successful, it is capable of creating a collaborative and enjoyable environment for library educators to teach research skills to be used in college and beyond. Good educational games will motivate and engage students, provide context for information in the course, offer satisfying work that puts students in a state of "flow," and encourage collaboration and social learning. However, games should not be used for the "glamour factor" (Spina 2014, 71) simply to look impressive or adopt a new technology for its own sake. If the elements of an effective library game cannot be achieved for a particular assignment, or if the assignment is not conducive to game play, then the game will ultimately fail to meet objectives. Learning objectives should always be the foremost consideration in a library game. The most successful educational games are also simple, with a game play that is easy to understand regardless of how complex the learning material may be. Though game playing is still a new addition to academic library instruction, there are a growing number of examples to learn from. While trial and error is still a driving factor in determining success rates, the literature on past gaming projects in academic libraries serves as a knowledge base for improvements in future games for teaching information literacy.

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

Georgia Library Association
GLA Officer Candidates for 2017

First Vice President / President Elect

Fred Smith, Georgia Southern University

After earning an MLS from Florida State University, Fred Smith began his career as a reference librarian at Columbus State University in March 1977. He added interlibrary loan (ILL) to his duties soon after. Later at Columbus, Fred served as periodicals librarian and circulation librarian. In 1986 he moved to a reference librarian position at Georgia Southern University and also served as interlibrary loan librarian. In 1992 Fred became head of access services at Georgia Southern, taking ILL with him. He has served in that position ever since. His department is responsible for circulation, shelving, reserves, overnight service, late night weekend service, interlibrary loan, document delivery to faculty, and document delivery to distance learners. He supervises seven people directly and eleven more indirectly, not counting student assistants.

Fred Smith has over thirty professional publications and has presented in some fashion at COMO for most of the last nineteen years. Twenty-four hour service and promotion and tenure are the two topics he has written and presented on the most. Fred has given two invited presentations and has written a column since 2002 for the *Journal of Access Services* on all aspects of access services. In 2005 his paper "Tenure and Promotion: How University System of Georgia Librarians Rate What We Do" was awarded Outstanding Paper by GLA's Academic Library Division.

At Georgia Southern, Fred has served as a faculty senator several times and has served on most of the committees of the senate. He chaired the Faculty Development Committee for two years. The Faculty Development Committee is responsible for awarding over $100,000 in travel and development money to faculty and chooses the recipient of the annual Award of Excellence in Teaching for the University. He considers his biggest Georgia Southern assignment as chairing an ad hoc committee appointed by the president to update the University Statutes. He also chaired the Faculty Welfare Committee for two years. In that role, Fred worked closely with the provost to design a five year review of deans. Last year he received the Henderson Library's Service Award and was promoted from associate professor to professor four years ago.

Fred attended his first Georgia Library Association Conference (pre-COMO) in Savannah in 1978 and has since attended all GLA Conferences or COMOs except one, which was held a short time after a death in the family. His first office in GLA was chairing the Interlibrary Cooperation Roundtable in 1987, and he has chaired the Circulation and Access Services Interest Group several times. Fred has served as

secretary, vice chair, and chair of the Academic Library Division and was GLA secretary in 2002–2003. He has also held several offices in the Southeastern Library Association. Fred was a member of the GUGM Planning Committee for six years, the longest of any member, and has gained experience at planning a conference when he chaired the GUGM Planning Committee in 2008.

Fred believes that GLA has served him well all of these years, and he would welcome the opportunity to serve you as first vice president, president elect.

Elijah Scott, Georgia Highlands College

Elijah Scott currently serves as dean of libraries, college testing, and curriculum innovation, and acting dean of admissions and recruiting, at Georgia Highlands College.

Elijah holds a bachelor of arts in English, history & political science from Cumberland College; a master of science in information science from the University of Tennessee; and a master of arts in English from Georgia College & State University. He is currently pursuing, or perhaps being pursued by, a doctorate of education in learning, leadership, and organization development at the University of Georgia.

Elijah has worked in libraries for twenty years, beginning as an assistant at the University of Tennessee Hoskins Map Library. His first professional job after completing graduate school was as cataloger at the Ina Dillard Russell Library at Georgia College & State University, where he later served as coordinator of reference services. He then worked as coordinator of reference services at the Augusta R. Kolwyck Library at Chattanooga State Community College. He has worked at Georgia Highlands College since 2010.

Elijah has been a member of the Georgia Library Association since 2010. He served as vice-chair of the Catoosa County Public Library Board of Trustees (2009–2010) and also as chair (2010–2011). He served on the GALILEO Interconnected Libraries (GIL) Coordinating Committee from 2012 to 2014, also serving as chair from 2013 to 2014. He has been a member of the Regents Academic Committee on Libraries (RACL) since 2010. He has served on the GALILEO Steering Committee and RACL Executive Committee, holding the offices of member at large (2012–2013, and 2016–2017), vice chair/chair elect (2013–2014), chair (2014–2015), and past chair (2015–2016). He served as planning committee chair for the GALILEO Next Generation Library System Project from 2013 to 2016.

When not travelling among the five campuses of Georgia Highlands College, or to various meetings around the state of Georgia, Elijah enjoys spending time with his wife, Nicole, and their big, white fluffy Samoyed, Qannik. His hobbies include gardening, travel, and working on antique cars.

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Vice President for Marketing & Branding

**Ashley Dupuy, Kennesaw State University**

Ashley Dupuy is currently the director of research and instructional services and librarian associate professor for the Kennesaw State University (KSU) Library System. She manages a team of librarians and

paraprofessionals who coordinate reference services, undergraduate instruction, distance learning initiatives, and the undergraduate faculty liaison program. Previously, she served as coordinator of undergraduate library instruction for the Horace W. Sturgis Library at KSU. Before coming to Kennesaw State she worked for two years in the Atlanta-Fulton County Public Library System.

Prior to completing her MLIS at the University of Alabama, Ashley worked for fifteen years in the marketing and advertising industry. She has extensive experience in business management, project management, and account services. She has worked for advertising agencies (most recently Target MarkeTeam) at companies like Delta AirLines, and with many large clients such as the American Diabetes Association, Blimpie International, UPS, American Express, and Susan G. Komen for the Cure. Ashley also has a bachelor of science in economics from the University of Pennsylvania and is pursuing an MBA from Kennesaw State University.

Ashley is very involved in GLA and has been since the start of her library career. She has served as chair of the Atlanta Emerging Librarians Planning Committee, chair and vice-chair of the New Members Round Table, chair of the Scholarship Committee, treasurer of GLA from 2013 to 2015, and treasurer of COMO in 2014. She is currently one of three members of the Carterette Webinar Team. In addition, she received the McJenkin-Rheay award in 2012, which is given to a librarian early in his or her career who has made outstanding contributions to the Georgia Library Association.

Sarah K. C. Mauldin, Smith, Gambrell & Russell, LLP
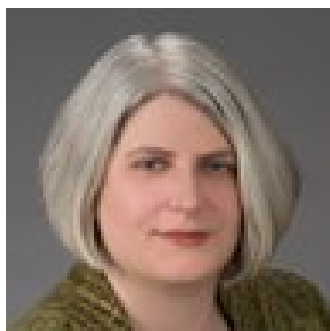
Sarah is currently director of library services at Smith, Gambrell & Russell, LLP. She has been a law librarian since 2003 and has worked for firms in Texas, Nevada, and Georgia. She is very active in library professional associations, serving in local and national leadership roles. She is also a frequent speaker and writer on issues including law firm librarianship, law school/law firm partnerships for practice-ready graduates, innovative training models, infographics and data visualization techniques, and how law firm librarians can support Access to Justice programs. Sarah also has experience in archives, working for a summer at the Jimmy Carter Library and at the Lyndon B. Johnson Library during graduate school. She was also a public librarian for six months at the Westbank Community Library in Austin.

Sarah earned a BA in letters, *summa cum laude*, with a minor in management information systems from the University of Oklahoma in 1999 and an MLIS with an endorsement of specialization in law librarianship from the University of Texas at Austin in 2002. She is also a graduate of the Leadership DeKalb class of 2013.

A proud Atlanta native, Sarah lives one mile from her childhood home with her husband, Ryan, and three orange cats. In her spare time she enjoys baking, sewing, doing just about anything with yarn, spectating at just about any sporting event, volunteering in the community, and reading nonfiction of all kinds.

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Secretary

Jean Cook, University of West Georgia

Jean Cook is an instructional services librarian at the University of West Georgia. She holds bachelor degrees in physics and math as well as master degrees in library science and computer science. She worked in the Cobb County Public Library Systems and Southern Polytechnic State University's Horace W. Sturgis Library before coming to the University of West Georgia in 2007. There she serves on faculty committees, liaises with academic departments, and teaches a semester-long for-credit course. She has published in the Georgia Library Quarterly and the Association of College & Research Library's (ACRL) peer-reviewed journal *College & Research Libraries*, as well as written a number of book reviews for various publications.

Jean has taken a leadership role in Georgia libraries. She served three years organizing the Atlanta Area Bibliographic Instruction Group annual conference as vice president, president, and past-president. She has been chair of the GLA Awards Committee for several years. This year, she is serving as the Georgia COMO program chair. She also coordinates the Western Regional Bowl of the Helen Ruffin Reading Bowl in conjunction with media specialists and English teachers across the state and volunteers regularly with academic bowls across the Atlanta area.

Geri Mullis, Marshes of Glynn Libraries

Geri Lynn Mullis is the Marshes of Glynn Libraries director in Glynn County, Georgia. Her love for libraries first began as a youth volunteer at the Greenville County Library System in South Carolina. She received a BA in history from Winthrop University (Rock Hill, SC), and a master's in library and information science with an emphasis in youth services from the University of South Carolina (Columbia, SC). After graduate school, Geri began her professional career as a children's librarian at the Gaston-Lincoln Regional Library System in Gastonia, North Carolina. She continued her professional growth working at three different library locations within the Charlotte Mecklenburg Library in Charlotte, North Carolina. In 2010, Geri moved to the Georgia coast when she was hired as the assistant to the director for regional services for the Three Rivers Regional Library System. In July 2013, the public libraries in Glynn County broke off from Three Rivers, and Geri was hired as the director for the new public library system.

Geri has been a member of GLA since moving to Georgia, presented at the 2011 COMO conference, and has served as the parliamentarian on the 2015 and 2016 GLA Executive Board.

When not working at the library, you can find Geri and her husband catching waves with friends off St. Simons Island and reading good books.

People, Libraries and Agencies IN THE NEWS

Georgia Library Association
New Members Round Table

Master of Library Science Programs Fair

On Saturday, June 18, 2016, the Metro Atlanta Library Association (MALA) and the Georgia Library Association (GLA) New Members' Round Table (NMRT) cosponsored a Master of Library Science Programs Fair. The event, which took place at Oglethorpe University in Atlanta, gave prospective library school students the opportunity to meet with

representatives from four MLIS programs, including University of Alabama, University of North Texas, University of Kentucky, and Valdosta State University. A representative from Clayton State University's Master of Archival Studies program was also in attendance. While representatives from the MLIS programs of Middle Tennessee State University, University of North Carolina, University of Southern Mississippi, and

University of South Carolina were unable to attend in person, information packets and materials from these programs were available to attendees.

Representatives from the GLA Special Libraries Association and the GLA NMRT-sponsored Atlanta Emerging Librarians were also present to speak with attendees about the benefits of joining these professional organizations.

This was the second time MALA and GLA NMRT have cosponsored this event, and the second time that Oglethorpe University has been the host. Both organizations plan to continue holding the MLIS Programs Fair every summer as an annual tradition.

GLA NMRT's next big event will be its annual social dinner, cosponsored with the GLA Interest Group Council, at the COMO Conference on Thursday, October 6, 2016, in Athens, Georgia. Stay tuned for more details!

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

Georgia College & State University

New members of our team

The Ina Dillard Russell Library at Georgia College is pleased to announce the appointment of Jennifer Townes as the new scholarly communication librarian and Holly Croft as the new digital archivist (began July 1). Jennifer and Holly both obtained their MSLS degrees from the University of North Carolina at Chapel Hill.

Welcome, Jennifer and Holly!

Jennifer Townes   Holly Croft

ACRL Scholarly Communication Roadshow

Russell Library was selected to host the Association of College & Research Libraries (ACRL) workshop, Scholarly Communication: From Understanding to Engagement. The application was a joint effort by Georgia College's Russell Library, Mercer University Libraries, and Augusta University Libraries. The all-day event was held on Friday, February 26 and led by expert presenters William Cross, director of the Copyright and Digital Scholarship Center at North Carolina State University, and Anali Maughan Perry, associate librarian for collections and scholarly communication at Arizona State University. Over sixty participants from across the University System of Georgia (USG) attended.
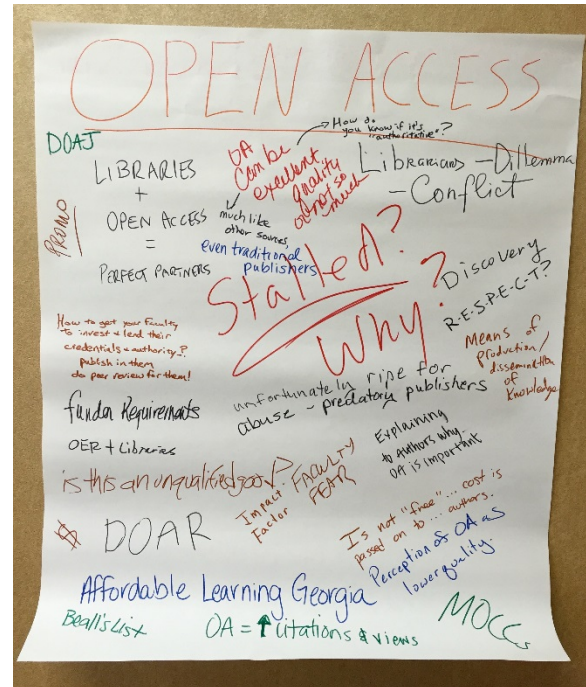
Faculty Scholarship Celebration

Russell Library, along with the Office of Academic Affairs, sponsored the 1st Annual Faculty Scholarship Celebration on April 19, 2016, to highlight works created or published during the 2015 calendar year. The inaugural celebration recognized creative and peer reviewed works from more than seventy-five faculty members.
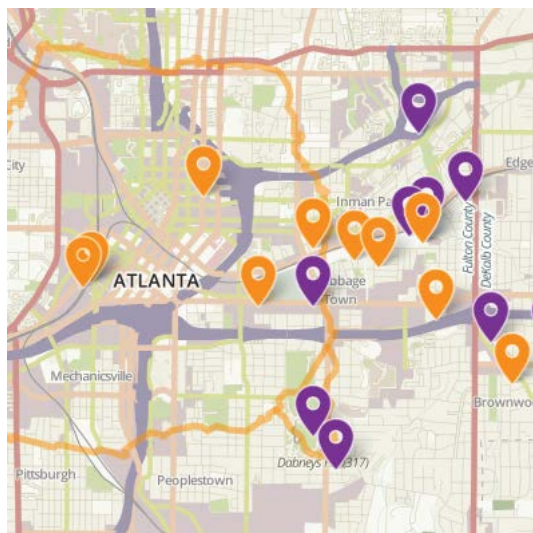
Georgia State University

Digital Mapping Project Utilizing Georgia State, Emory University Library Resources Receives Knight Foundation Grant

Georgia State (GSU) and Emory Universities' ATLMaps collaborative digital mapping project was one of fourteen projects to win the 2016 Knight News Challenge on Libraries.

Sponsored by the John S. and James L. Knight Foundation, the 2016 Knight News Challenge served as an open call for ideas focused on advancing libraries to better serve individuals and communities in the twenty-first century. More than 600 ideas were submitted for consideration.

As winners of the challenge, project leads Brennan Collins (Center for Instructional Effectiveness, Georgia State University) and Megan Slemons (Geographic Information Systems Librarian, Emory Center for Digital Scholarship) were awarded a $35,000 grant from the Knight Foundation to continue their

work on ATLMaps. The project combines archival maps, geospatial data visualization, and user-contributed multimedia location pinpoints to promote investigation into any number of issues about Atlanta. It incorporates many digitized resources from both Emory and Georgia State University Libraries, including materials from the Georgia State University Library's Planning Atlanta, MARTA, and Works Progress Administration of Georgia Atlanta Maps collections.

Georgia State University's portion of the award will be used to fund Student Innovation Fellowships. Student fellows will add content to the project and enhance the ATLMaps website's search and customization capabilities.

Librarian Mandy Swygart-Hobaugh Featured in ACRL Publication on Data Services

Dr. and Associate Professor Mandy Swygart-Hobaugh has recently been published in the Association of College & Research Libraries (ACRL) book *Databrarianship: The Academic Data Librarian in Theory and Practice*.

The chapter, titled "Qualitative Research and Data Support: The Jan Brady of Social Sciences Data Services?," gives an overview of the context of qualitative data and the resulting support needs of qualitative researchers at various stages of the research data lifecycle. The current state of qualitative data support services in social sciences

librarianship is then explored by reporting on: (1) an analysis of social sciences data librarian job postings, (2) a survey of social sciences librarians, and (3) an examination of online research guides describing qualitative data support services presently offered by social sciences librarians. Finally, this chapter concludes with recommendations for how social sciences librarians might embark on the expansion of their qualitative data support services.

Swygart-Hobaugh serves the library as the sociology, gerontology and data services librarian at the GSU Library Atlanta Campus, working closely with the Sociology department and the Gerontology Institute. She also provides training on NVivo qualitative analysis software.

Library Signage Designated Best Advocacy Print Materials in PR Xchange Awards

Georgia State University Library received a 2016 PR Xchange Award in the category of Advocacy materials -print, $10,000,000–$15,000,000 budget category, for a series of signs used to convey the food and drink policy at library's Atlanta Campus.

Sponsored by the Library Leadership Administration and Management Association's (LAMA) Public Relations and Marketing Section
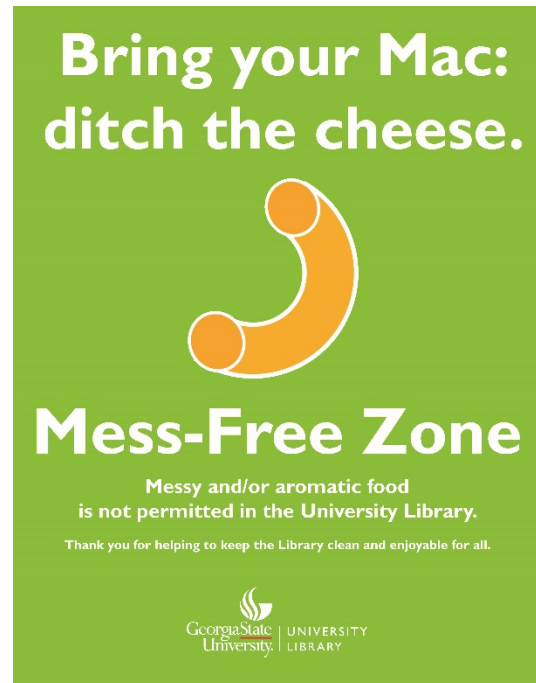
and overseen by the PR XChange Committee, the awards "recognize the very best public relations materials produced by libraries in the past year." Winners in all categories had the opportunity to display their work at the 2016 American Library Association Conference in Orlando, Florida, and were recognized during a ceremony at the conference on June 26, 2016.

An article about the campaign featuring photos of all three signs is available on the Ad/Lib: Library Advertising, Marketing & Branding blog.

People, Libraries and Agencies # IN THE NEWS

Gwinnett County Public Library

**Gwinnett County Public Library Hosted #1 Bestselling Author Brad Thor**

Gwinnett County Public Library (GCPL) hosted *New York Times* #1 bestselling author Brad Thor for a book discussion and signing event on June 17 at 7:30 pm in Peachtree Corners. The program was hosted by Christ the King Lutheran Church, located at 5375 Peachtree Parkway. His latest book is *Foreign Agents*, a nonstop thrill ride that is filled with action, intrigue, and edgeofyourseat suspense, reaffirming Thor's position as the "master of thrillers." Thor is the bestselling author of *Code of Conduct, Act of War, Hidden Order, Black List,* and *Full Black* , one of *Suspense Magazine's* best political thrillers of 2011. He has hosted the Glenn Beck TV and radio programs, and has appeared on FOX News Channel, CNN, CNN Headline News, MSNBC, ABC, CBS, NBC, and PBS to discuss terrorism. Books will be available for purchase and signing thanks to The Books for Heroes Foundation.
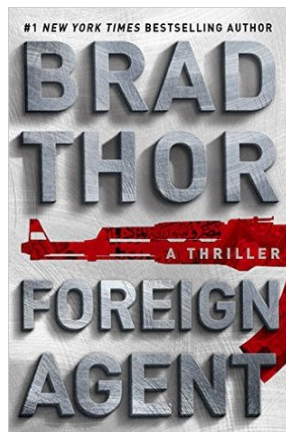
GCPL to Award Scholarships for Adult Learners to Earn Their High School Diploma: Potential Students Can Take Online SelfAssessment Beginning June 1, 2016.

GCPL is offering qualified community members the opportunity to earn an accredited high school diploma and credentialed career certificate through Career Online High School, a program brought to public libraries by Gale, a part of Cengage Learning. Part of the world's first accredited, private online school district, Career Online High School is specifically designed to re-engage adults into the education system and prepare them for entry into post-secondary career education or the workforce.

"Earning a high school diploma is a life-changing achievement," said GCPL Executive Director Charles Pace. "With Career Online High School, we're empowering our residents to seek new opportunities and transform their lives. We're excited to be the first library in Georgia, and one of the first in the Southeast, to offer this program to our community."

"We're delighted to partner with Gwinnett County Public Library to offer Career Online High School and give residents access to education and the potential to change their lives," said Paul Gazzolo, senior vice president and general manager for Gale.

GCPL will award scholarships for Career Online High School to qualified learners looking to earn a high school diploma and advance their careers. Once enrolled, Career Online High School pairs each student with an academic coach, who assists with developing an individual career plan, offers ongoing guidance and encouragement, evaluates performance, and connects the learner with the resources needed to demonstrate mastery of the course material.

Classes are supported by board-certified instructors and students have 24/7 access to the online learning platform. Coursework begins in one of eight high-growth, high-demand career fields (across a wide spectrum from child care and education to certified transportation), before progressing to the core academic subjects. Students are able to graduate in as few as six months by transferring in previously earned high school credits but are given up to eighteen months to complete the program.

Residents can learn more about Career Online High School and take an online self-assessment by visiting www.careeronlinehs.gale.com/gcpl.

For more information or questions, please contact the Library Help Line at 770-978-5154.

GCPL Introduces New Logo and Customer Service Model

Along with new standardized system hours, GCPL debuted a new logo on Monday, May 16, 2016. The new logo, featuring bright, vibrant colors, and an assortment of media icons, will replace the navy blue book stack logo.

"As part of our strategic plan developed last year, we're introducing a new logo and branding that truly represents what our library system offers and the direction we are heading in," says Library Executive Director Charles Pace. "The logo represents the different forms of media and programming we offer, and supports our vision for the future of GCPL as a place to connect, learn, and grow. All of these changes, including the technology upgrades, hours, and logo, are being implemented to best support the needs of the entire Gwinnett community."

The new GCPL branding was provided by Primerica, headquartered in Duluth, through their Communications and Community and Foundation Relations Departments, as an in-kind donation to the library system. Primerica Senior Designer and Illustrator Don Bolt created the logo.

Customers will also notice significant technology upgrades when they walk through the branch doors as new self-checkout kiosks that feature bright touchscreen monitors greet them. GCPL Director of Information Technology Michael Casey sees the potential in the upgrades. "Our new Bibliotheca self-checkout kiosks will be capable of much more than checking out a book," says Casey. "Customers will be able to pay for their copies, print jobs, and late fees, and purchase items like tote bags and flash drives directly on the machines. With updates to the software later this year, the kiosks will make recommendations based on the user's browsing history."

Staff will also be roaming the branch floors with iPads and mobile computing stations to provide customer service throughout the branch, eliminating the need for customers to find their way to the help desk.

The technology upgrades were completed prior to the May 16, 2016 reopening, and in time for the start of the Summer Reading Programs. For more information about the Summer Reading Program, or to sign up, visit www.gwinnettpl.org.

GCPL Launched Self-Service Access to Lawrenceville Branch

GCPL is the first library system in North America to introduce Open+, a service that grants customers self-service access to the library outside of normal operating hours. The service became available at the Lawrenceville Branch as a pilot program at the end of June. Registered customers will have access to the branch Monday to Friday from 8 a.m. to 10 a.m.

Open+, a system developed by Norcross-based technology supplier Bibliotheca, is a complete solution that automatically controls and monitors building access, self-service kiosks, public access computers, lighting, alarms, public announcements, and patron safety. Security cameras monitor the use of the facility.

"The Gwinnett County Public Library is happy to partner with Bibliotheca to offer this unique service to our customers," says GCPL Executive Director Charles Pace. "Our number one goal is to increase community access to the resources and collections of the library for our citizens. Open+ will allow us to go beyond what libraries have traditionally offered in terms of service to our community."

Customers who are eighteen years of age or older and hold a library card in good standing

may register for Open+ at any of GCPL's fifteen branches for a $5 fee. Upon arrival, customers will insert their own library card into a reader at the entrance, enter a pin, and gain access to library resources.

For more information about Open+, call the Library Help Line at 770-978-5154 or stop by your local branch.

GCPL Hosted Three Bestselling Author Programs

Gwinnett County Public Library hosted three bestselling author programs in May. *New York Times* bestselling author Mary Alice Monroe and award-winning cookbook author Johnathon Scott Barrett hosted a Low Country Wedding Luncheon on May 11 at 12 p.m. at Garden Plaza in Lawrenceville. Also on May 11, Ace Atkins, a *New York Times* bestselling author, appeared at the Norcross Cultural Arts & Community Center at 7:30 p.m. Atkins discussed and signed his latest novel *Robert B. Parker's Slow Burn*.

Grill master Steven Raichlen returned to Gwinnett County on May 17 to discuss his latest book *Project Smoke*. Raichlen is the host of the award-winning television series *Primal Grill*, *Barbecue University*, and the new *Project Smoke*.
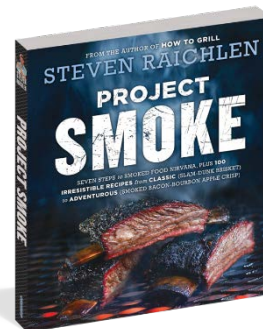
The Gwinnett County Public Library is a free provider of education and information. Located in Metro Atlanta, the Library has fifteen branches that offer free access to computers and Wifi, classes, materials, and programming for people of all ages. For more information about Gwinnett County Public Library programs and services, visit www.gwinnettpl.org.

People, Libraries and Agencies IN THE NEWS

Kennesaw State University

Dr. Linda Golian-Lui, Kennesaw State University (KSU) Library System associate dean, has been elected to serve on the American Library Association (ALA) Council for three years as the Library Research Library Round Table (LRRT) representative. She has also been appointed to serve on the ALA Association of College & Research Libraries (ACRL) Josey Spectrum Mentor Committee.

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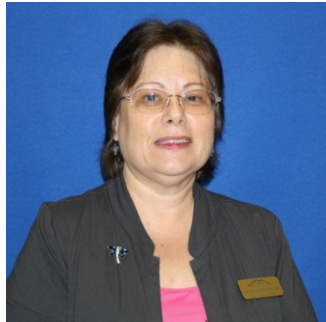
Ashley T. Hoffman is the KSU Library System's new librarian assistant professor and distance learning librarian. Prior to this, Ashley was the interlibrary loan, library technical paraprofessional at the KSU Kennesaw Campus.

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Congratulations to the winner of the first library sponsored Undergraduate Research Award (URA), Angelica Eloisa Perez!

Her winning paper was "Silhouettes of a Silent Female's Authority: A Psychoanalytic and Feminist Perspective on the Art of Kara Walker."

She won $500 and her article will be published in the *Kennesaw Journal of Undergraduate Research*.

The award was presented at the KSU 21st Annual Symposium of Student Scholars, April 21, 2016.

KSU Librarian Ariel Turner, URA winner Angelica Eloisa Perez, and KSU Library Communications Professional, Aajay Murphy

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The Digital Commons at Kennesaw State University had the honor of hosting the 2nd Annual Digital Commons Southeast User Group Meet Up on Friday, June 3, 2016. Participants from all over the Southeast got together to discuss repository issues and successes.

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A ribbon-cutting for the $4.4 million renovation of the ground and first floors of the Horace W. Sturgis Library, Kennesaw Campus, was held on June 6, 2016. Renovations included a new entrance, a visual data wall, wireless

computers, collaborative technology rooms, and expanded study areas.

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Several KSU librarians presented at the ALA Conference in Orlando in June. Kelly Ansley, research and instruction librarian and librarian assistant professor at the Marietta Campus, gave a five minute lightning talk on "Reaching All of the Students" at the inaugural group meeting of the First Year Experience Discussion Group.

Sturgis Library ribbon cutting ceremony

Rita Spisak

Ariel Turner, discovery librarian, was the moderator at the ACRL Arts Publications and Research Committee Annual Discussion Forum at ALA. One of the presentations, "You Say Tomato, I Say Tomato: Collection Format Preference of Music Faculty," was by A. Carey Huddlestun, KSU performance arts cataloger.

Rita Spisak, instruction and strategic marketing coordinator at the Kennesaw Campus, presented a fifteen minute lightning round presentation, "Bad for Me, Good for You: Marketing Failures that Might Work for You," for the ACRL Marketing and Outreach Interest Group.

Off the SHELF

Abandonment in Dixie: Underdevelopment in the Black Belt by Veronica L. Womack (Mercer University Press, 2013: ISBN 978-0-88146-440-5, $35.00)

Abandonment in Dixie is not only an historical account of race relations in the rural American South, it also offers a road map for moving forward in the region. Veronica L. Womack defines the Black Belt as "a crescent-shaped region that extends from eastern Texas to the eastern shore of Virginia and encompasses the bulk of the old plantation South." Aside from defining the geographical region, Womack also defines the region culturally, linking it with the Old South and the mythology that developed over the years. From there, Womack offers a detailed description of the history of the region beginning with slavery and the founding of the nation through the Civil War and culminating with a description of recent trends in the region. While the initial description of the region is broad and covers most of the American South, the work focuses on the most rural of counties that meet specific demographic requirements. Womack lists the counties that she defines as the Black Belt region in chapter five. Her demographic requirements are a "30% African American population, non-Metro and 35% rurality."

The bulk of the book describes, with statistical support, the underdevelopment that can be seen throughout history in the Black Belt.

Education, poverty, infrastructure, and civil rights are the four areas covered by Womack, though the political system is the connecting theme throughout *Abandonment in Dixie*. One of the most interesting aspects of the discussion is her explanation of federal development policies and how they were administered in the region. Womack illuminates the downfalls of many of the federal development programs for farmers in the rural South. Womack associates the pitfalls of the federal development programs with the patriarchal political system that is typically blatant in the region. Her assessment of the Black Belt's political system and its ramifications is fascinating.

Another thought-provoking topic the author discusses is the shift in local governmental structures, mostly the shift from mayor-council structure to council-manager style government in local government. Womack argues that while this change is becoming more popular among local governments, the shift becomes perplexing when one looks at the timing of the change. The shift to council-manager form of governing in some cities is coming as the first African American is elected/serving as mayor. Womack describes the difference between the two forms of governance as being based on the power of the mayor, with the mayor having less power in the council-manager form.

While the book gives readers an eye-opening look at a somewhat forgotten region, the work's strength comes from Womack's
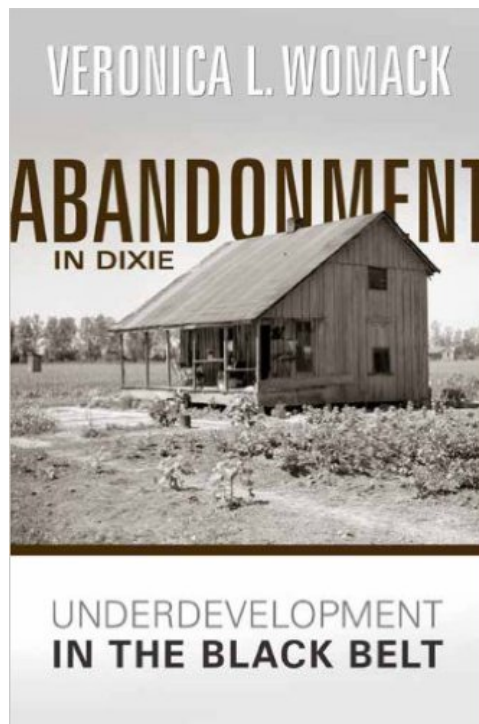
conclusions. After an examination of other regional development activities in the United States and more recent activities in the Black Belt region, Womack offers suggestions for moving forward. This section offers a spark of hope at the end of disheartening look at the current state of the region. While the prescriptions offered are attainable, one has to wonder if they will come to fruition.

Overall, the book is a fascinating yet dispiriting look at a region of the United States that time has seemingly forgotten.

Allison Galloup is Special Collections and Digital Initiatives Librarian at University of North Georgia

Off the SHELF

Jim Crow, Literature, and the Legacy of Sutton E. Griggs edited by Tess Chakkalakal and Kenneth W. Warren (University of Georgia Press, 2013: ISBN 978-0-8203-4032-6, $32.95)

This welcome volume fully realizes the multi-varied complexity of Griggs's life and work. As the editors discuss in their introduction, Griggs's own contemporaries struggled to silo him within particular contexts, and that struggle persists today. The solution, say Chakkalakal and Warren, is to stop trying and allow all of the facets of the man to create a fuller picture, one that allows Griggs the author, the minister, the political actor, and the social critic to exist together. As such, they amassed a collection of scholars who each reimagine Griggs from a different vantage and combine to form a more complete picture of him and a reassessment of the era and venue through which he worked.

Rising to prominence in his father's (and later his own) churches and joining his father in affiliating with the National Baptist Convention, Griggs became a noted speaker, a follower of Du Bois, and a proponent of Black literary culture through ventures in newswriting and publishing. By the end of the 1890s, he began to look away from journalism and church polemics, and toward the novel as the vehicle for Black writing, which in turn would serve the political causes of Black independence and equality. After the failure of his publishing venture and his last novel, in 1909, Griggs

turned back to the church and nonfiction pamphlets. But his five novels, each dealt with here by different contributors, left a critical mark the authors hope to bring back to the fore.

Griggs was most prominently a writer, though the often disregarded era in which he worked, lack of commercial success, and relatively short career left him largely overlooked as an author. Rather, his contemporaries, W.E.B. Du Bois, Marcus Garvey, and Booker T. Washington, dominated the discussion of Jim Crow's impact on Black education and literature. Griggs's own novel writing career lasted from 1899–1909, an era generally dismissed as undistinguished compared to the rise of the Harlem Renaissance a generation later. The contributors to this volume, however, look to acknowledge the zenith of Jim Crow as the foundational necessity clearing the path for the next wave of Black writers. They also look to reassess the traditional view of Griggs, allowing him a more prominent role in the culture of turn-of-the-century Black literature. Moreover, the authors attempt to distinguish Griggs and his era as part of a political and cultural outlook that still mingled together with the promise of transcending Jim Crow, as opposed to the more resigned anguished tones of the Harlem Renaissance.

Though his longest tenure as a minister was his nineteen years in Memphis, Griggs and his work
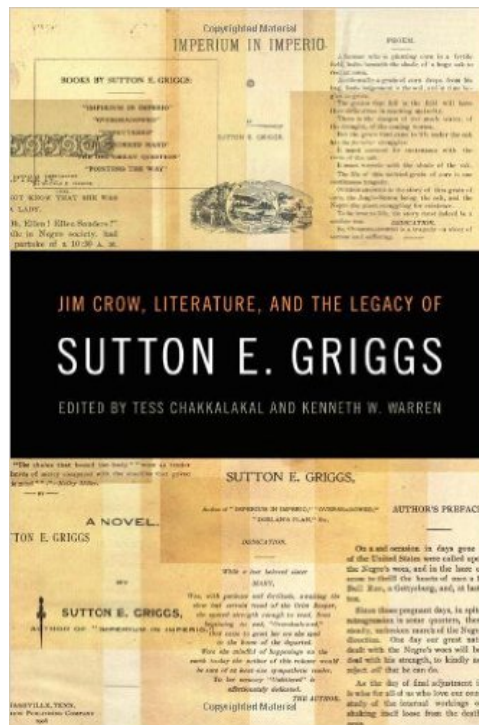
are forever tied with his home state of Texas. Caroline Levander begins the collection of essays by examining the role of Griggs's Texas roots and the precarious nature of Texas as a crossroads of racial identification. Strong Jim Crow elements are ever present, of course, but Texas's place in the hinterlands of the West and South intermingled with a rebellious Mexican struggle and a fiercely independent self-imposed isolation—even from its fellow former Confederate states—give Griggs a unique and varied set of voices with which to work. By juxtaposing Texas with its neighbors in various configurations of "empire," Levander highlights the importance of setting on Griggs's understanding and portrayal of race.

John Gruesser furthers the exploration of Griggs's notion of empire by blurring the line between racism and imperialism. Noting the prominence of American global expansionism in Griggs's writing, especially his most famous work, *Imperium in Imperio,* Gruesser repositions Texas, as Griggs portrays it, as more than simply another American state enforcing Jim Crow. Rather, he sees it as also a colonized part of the African diaspora. By moving from mere subjugation to colonization, Griggs completely redefines the very purpose of Jim Crow. It becomes less a tool for social stratification and more an instrument for the feeding of an imperialist machine. This in turn, says Gruesser, creates a struggle between Griggs's characters over notions of equality verses independence. Balancing those notions elevates Griggs's work beyond polemics, and toward a nuanced striving for self-identity.

Robert S. Levine then furthers the discussion by relating Griggs's work with Edward Hale's *A Man without a Country*. He notes that in both cases, the rise and the spoils of American imperialism become precisely what drives and even necessitates Jim Crow. The point of *Imperium in Imperio*, he remarks, is to break our understanding of Jim Crow and the struggle against it from their internal tether within turn-

of-the-century America, and to place them within their proper global context.

In a seemingly inward turn, Griggs's second and third novels deal more directly with the social structures defined by Jim Crow. Andrea N. Williams reconsiders the literary quality of Griggs's novels by directing readers to see the seemingly botched narrative conclusions of his works as, instead, intentional social commentary in themselves. The stunted conclusions and resolutions of characters in *Overshadowed* and *Unfettered* result from the inability of Black social momentum to transcend the limits established by Jim Crow. Each character's resolution is unsatisfying because Jim Crow depends upon tamping Black ambition and limiting not just Black success but the way in which Black success is defined.

Finnie Coleman then examines what he sees as Griggs's attempt to answer the questions his first novels raise. Exploring Griggs's *Science of Collective Efficiency*, Coleman highlights the seemingly contradictory elements of Griggs's social philosophy. Griggs does not fall easily into any one of the camps of the major social theorists within Black America at the time, namely Du Bois, Garvey, and Washington. Griggs appears often to be lost in the melee of Black self-determination. Coleman notes that Griggs attempted to find his way to a central and unique position among those varying theories and to answer larger questions posed by the Social Darwinism of his era. He seemingly embodied both the acceptance of uplift and of cooperation under the guidance of a "talented tenth." Rather than seeing them as contradictory, Griggs saw them as joint elements in both the elevation and independence of his race.

Chakkalakal herself then weighs in, not on Griggs's writing, but on his role and influence upon Black readership, especially in the South. Griggs was unique among his contemporary authors in that he self-published, self-edited, and directed his work toward a Black, Southern

audience, highlighting his hope and belief that there was one. Regardless of the quality of his literary output, she writes, his attempt to create a self-sustaining role for a publishing industry, and a readership that could proffer it, was just as important. His focus on both novel writing and publishing also towed the line between self-uplift and "talented tenth" that set him apart in Black literary culture.

Griggs's efforts failed to spark the interest of a substantial readership, says Hannah Wallinger, because his ambition went beyond it. Especially in his novel *The Hindered Hand*, he attempted to transcend his Black, middle-class audience and reach into White America by taking on Thomas Dixon's *The Leopard's Spots*. Dixon easily outgunned Griggs in popularity, especially after his novel became a popular film, and the attempt also alienated Griggs's own readership, which looked for self-definition beyond White American perceptions. John Ernest furthers Wallinger's interpretation, placing Griggs in the context of an African American intertextual tradition. Griggs's hopes developed from one of building a Black literary culture to falling back upon the hopes of "reinterpreting" Black America to a White American audience.

The essays conclude with M. Giula Fabi and Kenneth Warren each reexamining Griggs's' last novel, *Pointing the Way*. In doing so, they seek to remind readers of Griggs as social critic and cultural interpreter. Overshadowed by his ambitions as a writer, and the subsequent failure of many of those ambitions, Griggs as a

critic and a foundation of Black readership is more of a success story. Comparing Griggs to Charles Chestnutt, Fabi makes clear that Griggs keenly understood literary quality and interpreted it for Black readers as well as anyone. Warren follows to highlight the forethought of Griggs's last novel not only as an interpretation of Reconstruction past but as a pathway for equality, one that would come to fruition beyond the literary success of the Harlem Renaissance into the cultural coalescence of the broader Civil Rights era.

The authors clearly achieve their aim of resurrecting interest in Griggs and exploring his contributions and complexities in a fashion heretofore disregarded. While the contributors do an amiable job of providing a cross-disciplinary approach and historical context, the work may have benefited from a contribution from an historian of Jim Crow. The contributors do a fantastic job of relating Griggs as a foundation of pre-Harlem literature, but without a more fleshed-out vision of Jim Crow itself, Griggs remains isolated to a degree and never fully contextualized.

The omission, which is minor, does little to harm the value of this work in reassessing this elemental figure in Black literary culture. Librarians working in turn-of-the century and African American literature will find it useful and unique.

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South of the Etowah: The View from the Wrong Side of the River by Raymond L. Atkins (Mercer University Press, 2016: ISBN 978-0-88146-565-5, $18.00)

Raymond Atkins is an award-winning fiction writer and author of *Front Porch Prophet* (Medallion Press, 2008), *Sorrow Wood* (Mercer University Press, 2009), *Camp Redemption* (Mercer University Press, 2013), and *Sweetwater Blues* (Mercer University Press, 2014). *Camp Redemption* won the Ferrol Sams Award for Fiction, and the book garnered Atkins the 2014 Georgia Author of the Year Award for Fiction. In his latest book, *South of the Etowah,* Atkins turns to nonfiction writing. This latest work is a collection of short vignettes on a variety of topics revolving around themes of family, Southern living, and home improvement projects.

Atkins lives on the Etowah River in Rome, Georgia, in an old house that provides plenty of opportunities for spending money and spinning yarns. Atkins is married and has raised four children in this rambling house that is over one hundred years old and definitely plays a starring role in these essays. Tales of his children's adolescent antics and pets he has had through the years along with anecdotes about learning how to drive and then teaching his kids how to drive are all extremely relatable. These stories can be described as observational humor, poking fun at everyday occurrences (such as choosing passwords for online applications), helping your kids create science projects, and noticing the strange nuances of modern advertising. As a self-proclaimed "old-guy," Atkins devotes some ink to lamenting his tragically unhip ways. The strategies he employs to counteract his lack of cool may have the opposite effect, but the stories that come out of these attempts make it all worthwhile.

Atkins has a perfect sense of comedic timing coupled with a talent for making routine events humorous. In the same vein as Dave Barry but with a Southern twist, these lighthearted essays will have you laughing out loud and longing for a simpler time, a time when passwords didn't require both alpha *and* numeric characters. This book is recommended for those looking for a lighthearted, humorous read and as an addition to public library collections.

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