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*On the cover: VLAPF keynote  
speaker Anita Bunkley*

# Virginia Libraries

July/August/September, 2001, Vol. 47, No. 3

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*Virginia Libraries* is a quarterly journal published by the Virginia Library Association whose purpose is to develop, promote, and improve library and information services and the profession of librarianship in order to advance literacy and learning and to ensure access to information in the Commonwealth of Virginia.

The journal, distributed to the membership, is used as a vehicle for members to exchange information, ideas, and solutions to mutual problems in professional articles on current topics in the library and information field. Views expressed in *Virginia Libraries* are not necessarily endorsed by the editor or editorial board.

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The guidelines for submissions to *Virginia Libraries* are found on page 4.

## OPENERS

## New Words from New Editors

by Barbie Selby and Earlene Viano

**S**triving to continue the tradition of publishing excellence insisted on by former editors Andrea Kross, Cy Dillon, and their predecessors, we are Barbie Selby and Earlene Viano, newly appointed co-editors of *Virginia Libraries*.

**BARBIE'S WORDS:** I have been involved with VLA publications for some time. I became second editor of the *VLA Newsletter* in 1989. In addition to editing the *Newsletter*, I edited the *VLA Shipping List*, the Public Documents Forum newsletter, and served as Chair of the VLA Publications Committee. I am currently the Documents Librarian at the UVA Law Library.

Though not a native Virginian, I have gained an appreciation for the history and literature of the Commonwealth through my work with both current and historical Virginia materials. I feel that through its publications, VLA can make a lasting contribution to library literature, especially that of Virginia libraries.

**EARLENE'S WORDS:** I want to assist in spreading all the Virginia library news that's fit to print so that Virginia libraries, armed with Virginia library information, will become leaders on the fast-changing library scene. I have been a Library Assistant and proud paraprofessional in the Reference Department of the Hampton Public Library for 12 years. My degree in English and my longtime love of libraries (ever since I got my first library card 50 years ago from the Harford County Public Library in Bel Air, Maryland) have come together and sparked in

me a desire to help the VLA tell its news to its members with enthusiasm and clarity.

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Chief among this issue's articles is one concerning reference, instruction, and distance-learning librarians wrestling with how best to incorporate the web into their teaching activities. Cynthia Wright

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**We are proud and happy to bring together writers and readers interested in Virginia and its libraries.**

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Swaine, Instruction Services Librarian at ODU, shares ODU's experience in creating, marketing, and evaluating its online tutorials. The ODU Library Instruction Team demonstrated a number of models, which can lead to a useful and well-used online tutorial.

"Useful" was a word often heard on the lips of the 443 attendees at the 2001 VLA Paraprofessional Conference, who were asked, "Challenge Yourself: Expand Your Horizons." From the accounts of the Conference included in this issue, it seems they did just that. Keynote speaker Anita Bunkley, author of several books, including *Steppin' Out with Attitude*, particularly asked those present to believe in their dreams and seize those opportunities that help in meeting desired goals. The VLA Paraprofessional Forum, as an organization and as

individuals, has certainly displayed this sort of can-do spirit since its inception in 1979.

"Can-do" was the attitude of Emory and Henry archivist Robert Vejnar. In August of last year he got a glimpse into the past when he discovered a box of Civil War newspapers—the *Abingdon Virginian*—stashed in his own Kelly Library. By means of a press release, Mr. Vejnar immediately began taking steps to make the papers available, as he states, "to historians and scholars interested in a wide variety of topics." In his interview he talks about them at length. Dating from 1862 to 1864, the papers open a window, not only on the War Between the States but also on everyday life in southwest Virginia during the conflict.

Reducing conflict and promoting fruitful communication with state legislators is the subject of Janet Justis' article on advocacy. Full of practical tips and links, Ms. Justis, Government Information Reference Librarian at ODU, lays out the necessary WHO, HOW, and WHAT of approaching, questioning, and partnering with Virginia's senators and congresspersons to advance the cause of Virginia libraries.

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Finally, and again, we would like to thank Andrea Kross for her cache of wonderful articles, excellent preparation, and leadership during her time as *Virginia Libraries* editor. We would also like to thank Cy Dillon for appointing us co-editors and for his unflagging interest in and enthusiasm for *Virginia Libraries*. ▀

## PRESIDENT'S COLUMN

## Do Not Forget To Be a Part of It All

by Cy Dillon

*You have to forget to begin to see. Then you remember.*

*Remembering and forgetting get to be the same place.*

—Dabney Stuart

**I** really did almost forget just how talented VLA members are and just how broad and deep their interests range. Then I sat down with the Annual Conference Committee to review the concurrent sessions for this year's program.

I knew we had excellent keynote speakers. John Cole of The Center for the Book, historian Henry Weincek, and poet and short story writer Dabney Stuart were all carefully selected to provide memorable sessions that are particularly appropriate to our time and place. The special events offered by the Library of Virginia and by Chesterfield County are also first rate, and would be welcomed by any library association anywhere.

Nevertheless, I had not expected the number and quality of sessions that will be offered by our own members. We will have the opportunity to learn about everything from antebellum plantation records to e-books, from serving young adults to preparing budgets, and from basic literacy to information literacy for academic librarians. In addition to the variety, the quality of the presenters strikes me as impressive. It will not do for me to try to name the best universities

in Virginia or the premier public library systems, but I assure you they will all be represented by energetic and experienced librarians making presentations on subjects that concern them every day. Take a look at the preliminary program and see if you do not agree.

The last few weeks have also

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**It is time to stop the fancy bookkeeping and have the state pay its share for schools, libraries, and other core educational programs.**

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reminded me of the strength of library advocacy our organization has developed and maintained. The report of the Joint Legislative Audit and Review Commission on funding state aid to public libraries in Virginia has to be viewed as an endorsement of the value of libraries to the state, and VLA members provided much of the information in the report. The full version of the study even includes a letter of endorsement from our association.

VLA has also prepared a list of questions about libraries that will be sent to the candidates in this fall's gubernatorial election. We will publish responses in an upcoming *VLA Newsletter*, and we will also

invite the candidates to speak at our Annual Conference. We want the candidates to consider just where tax cuts should stop to preserve essential services such as libraries, and we want to hear the results of that consideration. Forgetful as I am, I have never forgotten that we have to pay for the amenities we want from government. We cannot afford to let our next Governor forget that simple fact, nor can we afford to let that Governor pass the bill along to a future office holder.

With that in mind, VLA has joined with the Virginia Education Association and other public interest groups in the Virginia Coalition for Education Funding. State funding for all facets of education has failed to keep pace with what state law requires of local schools and libraries. It is time to stop the fancy bookkeeping and have the state pay its share for schools, libraries, and other core educational programs.

VLA has also begun to develop a coalition of public interest groups to support better funding for the Library of Virginia. We have preliminary responses that indicate that a number of very large groups are willing to participate, and the VLA Legislative Committee is making plans to begin this effort in earnest long before the Legislature convenes in January.

All this involvement has taken the time and efforts of a group of very talented and public spirited VLA members on the Legislative Committee and Executive Com-

mittee. Their commitment is very much appreciated.

It should be an interesting fall. A tight race for governor is shaping up. Another Virginia county is preparing to test the constitutionality of required total internet filtering in public libraries. Legislators and the new Governor are going to have to resolve budget priorities or the current majority in the General Assembly may well be branded a failure. Throw in a well-planned conference luring hundreds of VLA members into the political heart of Virginia, and it should be a season that even I can remember. Just be sure you do not forget to be a part of it all. ❏

### Guidelines for Submissions to *Virginia Libraries*

1. *Virginia Libraries* seeks to publish articles and reviews of interest to the library community in Virginia. Articles reporting research, library programs and events, and opinion pieces are all considered for publication. Queries are encouraged. Brief announcements and press releases should be directed to the *VLA Newsletter*.
2. While e-mail submissions are preferred (in the body of the message, or as text (.txt) attachments), manuscripts may be submitted as text files on 3.5-inch computer disks. VLA holds the copyright on all articles published in *Virginia Libraries*. Unpublished articles will be returned within one year.
3. Illustrations, particularly monochrome images and drawings, are encouraged and should be submitted whenever appropriate to accompany a manuscript. Illustrations will be returned if requested in advance.
4. The names, titles, affiliations, addresses, and e-mail addresses of all authors should be included with each submission. Including this information constitutes agreement by the author(s) to have this information appear with the article and to be contacted by readers of *Virginia Libraries*.
5. Bibliographic notes should appear at the end of the manuscript and should conform to the latest edition of the *Chicago Manual of Style*.
6. Articles should be 750-3000 words.
7. Submit e-mail manuscripts to [bselby@virginia.edu](mailto:bselby@virginia.edu).
8. *Virginia Libraries* is published quarterly: Jan/Feb/Mar (no. 1); Apr/May/June (no. 2); July/Aug/Sept (no. 3); and Oct/Nov/Dec (no. 4). Contact the editor for submission timelines. ❏



*Where Readers Connect*

## 2001 VLA Conference

October 17-19, 2001

Holiday Inn Select,  
Koger South  
Conference Center

Richmond, Virginia

# Developing, Marketing, and Evaluating Web-Based Library and Information Skills Tutorials

by Cynthia Wright Swaine

Confronted with an expanding distance learning program, a growing set of student expectations, and recent changes in general education requirements, the Library Instruction Team at Old Dominion University is addressing the related needs for new approaches to library instruction by creating a series of web-based tutorials.

## Needs

Last year Old Dominion University had nearly 20,000 registrations in its TELETECHNET distance learning programs, serving off-campus students enrolled in twenty-six programs at four regional centers; military, hospital, and corporate sites; and community colleges. In addition to Virginia students, the university serves distance learners in Arizona, Washington, the Bahamas and beyond.

Students have higher expectations than in the past about remote access to resources. Whether they live in dormitories on campus or in nearby apartments, whether they commute from another Hampton Roads city or take courses through the TELETECHNET distance learning programs, students want access anytime, anywhere.

With Old Dominion University's recent changes in general education requirements, more classes in communication skills and computer skills will be offered. These additional course sections translate into many more library instruction

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**Online tutorials ... are one important means of providing information skills instruction....**

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sessions as the new requirements apply to each new incoming freshman class.

## Web-based research assistance already in place

Prior to the development of online tutorials, librarians created a number of subject-specific and "how to" guides on a Research Assistance web page. Bibliographers created guides to online resources in their areas of specialization, and reference librarians transformed their printed guides into web pages by adding resource links. A series of miscellaneous guides covered all of the usual "how

to" topics—how to find biographical information, how to find book reviews, etc. The Research Assistance page also contained a search strategy tool, called *Start Your Research Here!*, that could be considered the library's first, although non-interactive, online tutorial.

In addition, librarians prepared several web pages relevant to courses for which they had provided in-person library instruction. For example, a library web page for a graduate history course provided links to primary resources online as well as listing other locations of such material in the Old Dominion University Libraries and in the Hampton Roads region.

## Preparation for tutorial development

Recognizing the three major evolving needs, the Library Instruction Team decided that developing tutorials, especially some geared toward students in high-enrollment, highly research-oriented distance learning programs and some geared toward teaching general research skills, would be the best response. They acknowledged that web-based tutorials would allow students to learn at their own pace and at the time of day they preferred.

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*Cynthia Wright Swaine is the Instruction Services Librarian at Old Dominion University and also serves as the library's Distance Learning Coordinator. She may be reached at [cswaine@odu.edu](mailto:cswaine@odu.edu).*

One librarian began developing the first interactive tutorial, specifically for the nursing program, and other reference librarians followed in her wake, with at least two additional tutorials debuting each academic year thereafter.

Although the nursing tutorial was developed independently, using Netscape Composer and HTML, the other tutorials were done following a series of workshops on the principles of good instructional design and the use of Dreamweaver authoring software. Librarians learned about good web page design, the importance of immediate feedback, and the value of usability testing.

After identifying programs most likely to benefit from the tutorials, librarians began planning for tutorials in their areas of specialty. They made decisions about the skills that were most important to teach and how to teach them, about development time allotments, about the assistance that would be required, and about technical issues, such as whether or not to use frames.

As tutorial development progressed, the librarians shared experiences, frustrations, and tips with each other in the Library Instruction Team meetings. They called upon library systems staff and others with expertise for help in problem solving. They also received help from paraprofessional reference staff with some of the detail work, such as making links from terms in the text to the glossaries and structuring the quiz feedback.

## **Description of the tutorials**

### **Search strategy skills**

The first tutorial, *Start Your Research Here!*, was developed as an initial option for the delivery of library instruction to distance learners in 1994. The printed library handbook for these students included pages on research strategy. When the web-based version of the search

strategy pages was created it was enhanced with resource links. Finding and making appropriate links required less than a month. Although search strategy guides are generally seen as being a linear approach to instruction, this tutorial encourages students to move among the different sections in a non-linear fashion, depending upon their needs.

The one completely new element was what the developer termed an "idea generator," aimed at giving

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## **The first genuinely interactive tutorial came about through collaboration between a librarian and a faculty member.**

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students an easy way of choosing a topic for a paper or speech. The tutorial was marketed through flyers to distance learning sites, library newsletters, faculty workshops, and a listing on *Yahoo!*

During the spring semester of 2000, the tutorial received 23,186 page views and tallied 19,160 user sessions. It is clear that not all users are Old Dominion University students, however. Frequent feedback on the *Idea Generator* provides a constant source of new topics to add to that portion of the tutorial.

### **General library and Internet skills**

The instruction services librarian and the humanities reference librarian collaborated on development of *StarQuest*, subtitled *Success Tips for Academic Research*, a tutorial designed to help students learn general library and Internet skills. Two target audiences were distance learn-

ing students and those enrolled in English composition classes. The latter group was included because of the projected continued expansion in the number of sections of English 111 and the possible extensive use of a tutorial in the future, in lieu of the traditional in-class session with a librarian.

Development work was a high priority for four months for two librarians, with much additional technical support. Debuted in the spring semester of 1999, *StarQuest* includes sections on most aspects of library research, the Internet, and plagiarism. Features include quizzes with immediate feedback, a glossary, and a final exam for which results are sent electronically to the instructor. A discussion forum and evaluation section were included but not actually used.

The tutorial was promoted through the English Department's coordinator of composition, direct e-mail and snail mail to faculty, library newsletters, flyers to distance learning sites, and faculty workshops. Spring semester of the year 2000 saw 1,046 page views and 863 user sessions.

A study to compare skills acquired through an in-class session to skills acquired through the tutorial, as well as to skills acquired through a combination of the two methods, is being carried out this year. The first semester results showed no significant differences in student learning no matter which method was used.

### **Nursing**

The first genuinely interactive tutorial came about through collaboration between a librarian and a faculty member in the College of Nursing and was launched in the fall of 1998. *Using Information Sources: Nursing* was designed to serve all Old Dominion University students doing nursing research, although the original focus was on one spe-

cific course comprised of both on- and off-campus students.

Initial development took three months of intense work, then one month for revision each year afterward. Revisions took as long as they did because of the switch from SilverPlatter's version of CINAHL to the Ovid version and the desire to include new elements.

The tutorial includes interactive quizzes, a discussion forum, a glossary and guided searches of the CINAHL database. Initially, only the faculty member who collaborated with the librarian required her students to complete the tutorial; later, others followed suit. Approximately 100 nursing students completed the tutorial during the first semester of availability, and 400 did so the following fall. In the spring semester of the year 2000, this tutorial had 995 page views and 473 user sessions.

Marketing was carried out largely through a demonstration at an in-service training session for faculty. An evaluation page is included and has generated much favorable comment about the tutorial. In addition, the developer has received many e-mail messages of inquiry and appreciation through a contact link in the tutorial.

### **Criminal justice**

The criminal justice program is one of the largest distance learning programs consistently requiring library research and, thus, was a natural subject for the next tutorial. The social sciences reference librarian patterned *Using Information Resources: Criminal Justice*, first made available in fall 1999, on the nursing tutorial.

Development took two to three months of high priority work. The content of the seven chapters and the navigation devices is intentionally simple. The intended audience is both on- and off-campus undergraduate students. Besides the auto-

matic feedback on quizzes, an interesting feature is the certificate of completion a student can print and turn in to the instructor. Marketing was done exclusively after the tutorial was developed. Instructors of three courses now require students to take the tutorial.

In the spring 2000 semester, 1,667 page views and 473 user sessions were tallied. Although an evaluation element was not built into the tutorial, a printed evaluation sheet was designed by the librarian and given to students by the instructor at the time of the end-of-semester course evaluation. Feedback has been very positive. *FindLaw* now provides a link to this tutorial under its section on resources for law students.

### **Education**

*Using Information Resources: Education*, a tutorial for distance learning students enrolled in education courses, was first used in the fall 2000 semester and follows the style of the earlier nursing and criminal justice tutorials. It is intended to be a basic tutorial covering standard library resources in the field, including government, tests, and measurements information.

Development took place over fifteen months, with marketing to faculty accomplished primarily through one-to-one contacts and library newsletters. Plans for enhancement include the use of frames to allow students to try out live sessions on databases. Quizzes and an evaluation section are included in the tutorial.

### **Business**

The business reference librarian concluded that the best approach to creating a tutorial to meet the needs of students in the College of Business, particularly those in marketing, management and accounting, would be to focus on com-

pany and industry research skills. Thus, the latest tutorial to appear, in the fall of 2000, is titled *Industry & Company Research*. The tutorial is highly interactive, requiring students to accomplish tasks throughout, using a form that they print at the outset.

Although the primary audience is first- or second-year business students, it is thought that the tutorial will be helpful to MBA and pre-dissertation students as well. During the four-month development process, the new business librarian discovered interests of the faculty she would be working with in collection development, reference, and instruction. The librarian encouraged faculty to try out the tutorial and provide feedback during the summer prior to its publication. This marketing technique proved successful and some instructors decided to include the tutorial as a course requirement for the fall.

### **New tutorials, new approaches**

Development of science tutorials, including ones for psychology and biology, and enhancement of present tutorials with frames and personalized approaches, such as the use of photographs and audio messages, is now underway. A committee is being organized to develop guidelines and a template for future tutorials. The committee will review all such development projects to ensure standards and instructional objectives are being met.

### **Conclusions**

The Library Instruction Team reached a number of similar conclusions to those of other librarians who have developed tutorials. Among these conclusions are:

- The task of developing a good tutorial takes many hours.
- Immediate feedback is important to students.

- Interactivity helps students stay alert and presumably learn better.
- Discussion forums do not seem to work well unless students are required to participate.

However, our librarians discovered that contrary to current thought, collaboration between faculty and librarians from the outset to ensure tutorial use is not the only way to achieve success. The nursing tutorial was developed following the accepted practice of a single librarian/single faculty member collaboration. *Industry and Company Research* was developed with input from a handful of faculty members over time. Development of *Star-Quest* was agreed upon in a meeting of key English composition faculty and the Library Instruction Team, but no interaction with adjunct instructors who would use it took place until the tutorial was nearly complete. The criminal justice tutorial was developed without any collaboration with faculty and marketed to them upon completion.

No matter how collaboration took place or even whether collaboration took place, the Library Instruction Team found that an excellent tutorial based upon course or program needs can be successfully marketed and can become an important course component. Different approaches to development, marketing, and evaluation worked well, with no clear winner.

It was also clear that both simple formats and more complex interactive ones can enhance learning, with some learners preferring one style or the other. The experience

level of the students, as well as the capabilities of the computers they use, has a lot to say about what style of tutorial delivery they find most appealing.

Some further conclusions include:

- Expert technical support proved to be invaluable, as did informal support from experienced colleagues.
- It is essential to do some usability testing, even if only a few subjects participate.

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### Different approaches to development, marketing, and evaluation worked well, with no clear winner.

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- Evaluations of the tutorials and assessment of learning are both important, but there seems to be no one best way to incorporate these elements.
- It is very important to update the tutorials whenever necessary and to look them over completely with an analytical eye at least once a year.
- A standards committee may be needed to ensure development of high quality products.

Online tutorials are not the single answer to instruction for all students. They are one important means of providing information skills instruction, but should be

complemented by an array of web-based guides, librarian-developed course web pages, in-class instruction, and personal assistance.

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# Before You Visit Your Legislator Review Some Tips from the Advocacy Gurus

by Janet Justis

**O**n April 30, 2001, approximately 650 librarians, trustees, and Friends of the Library attended briefings regarding legislation affecting libraries. Many of these advocates were reviewing the facts one last time before setting out to meet with their Congressperson or Senator on May 1<sup>st</sup>. For some it was a first time experience and a bit intimidating. Stephanie Vance, a former Congressional aide who is now part of "Advanced Consulting: The Advocacy Gurus," presented an excellent workshop for newcomers. Her energetic style and insider's knowledge of the legislative process were just what the novice needed to build confidence and develop advocacy skills. Many thanks to the ALA Washington Office for including such an inspirational and practical workshop for new library advocates.

Ms. Vance began the workshop with a fun quiz about politics and legislation. The audience was immediately engaged, and even the most veteran members were caught checking the Constitution for facts.

She then asked participants to focus on three basic principles:

- **What do you want?**
- **Whom do you ask?**
- **How do you follow up?**

## What Do You Want?

You've come all the way to Washington so you must want something, right? Perhaps you want to make certain your legislator knows the key issues affecting libraries or perhaps you have specific concerns regarding changes in copyright legislation or LSTA funding? Be certain to ask for something specific.

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**Be certain to ask for  
something specific.**

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## Know the Issues and Be Prepared!

The ALA Washington Office does a wonderful job of creating one-page briefing sheets on key issues and related legislation. If you're coming to briefing day you will receive these in your briefing day packet, but you can also find them on the ALA web site at: <http://www.ala.org/washoff>.

From the Washington Office's main page go to the "Link to Issues" list and pick your topic. Current issues include: Appropriations FY2002, LSTA reauthoriza-

tion, copyright, database protection, E-government, ESEA, and E-rate. Read the briefs, talking points, and updates to become familiar with the core issues and bills that have been introduced. Also prepare a local information packet about your library and stress what you do for the constituents of the district. Give the member or the aide a packet that highlights key issues but doesn't overwhelm.

Ms. Vance gave several good examples of knowing the facts and stating your case. Take LSTA for example. This year the library community would like to see an increase in LSTA funding. The target amount is \$350 million dollars. LSTA will also be up for reauthorization in 2002. Since formulas haven't been revised since the 1970's, the library community would like to see a new \$500 million base.

It's important to know the difference between the activities surrounding the reauthorization of LSTA and the FY2002 appropriations requests. Use the bill number (if known) when speaking to staffers or members of Congress. At one point during a luncheon one member of Congress had heard the \$350 million LSTA request so many times he joked, "Okay, we got it; we're slow...." Find out if



*VLA members Janet Justis, Marcy Sims, Mary Mayer Hennelly, Sally Reed, Carolyn Barkley, Lois Radford, Mari-Jana Phelps, Olivia Osei-Sarfo, and Josie Shaffer join Congressman Edward L. Schrock and his aide for a picture.*

*Marcy Sims and Congressman Schrock share a laugh.*



the bill has been introduced but needs cosponsors. Maybe your Senator can become a cosponsor. Find out if similar legislation has been introduced in the other chamber. If not, ask your Congressperson to introduce companion legislation.

Be prepared to respond to late breaking news. Several of us had been tracking the NCLIS and GAO reports regarding possible changes in the federal depository library program for months. Until the last moment, we were uncertain if and when legislation would be introduced. The only real news had been the recent appropriations figures listed in the Bush Administration's budget. When we arrived in DC, Lynne Bradley of the Office of Government Relations had prepared a late breaking alert about the E-Government bill to be announced by Senators Lieberman and Burns on May 1<sup>st</sup> at 2:30 p.m. That meant reading the issue brief, going to Lynne's briefings, and quickly shifting schedules to make certain several of us could attend the press conference.

Even though a bill number had not been assigned at the time of the announcement, we could find out the basic principles of the bill because the Washington office had seen it and offered comments. We

also knew which library groups had offered their support, and ALA President Nancy Kranich expressed some of these thoughts at the press briefing. Even Senator Lieberman described the legislation as a work in progress—a good sign that input could still be offered. *[Update: bill number is S. 803.]*

### **Whom Do You Ask? (or, How to Make the Most of 15 Minutes?)**

Sometimes you are fortunate to be able to get 5–15 minutes with the Congressman or Senator, but other times you may be meeting with an aide. Ms. Vance demonstrated just how valuable 15 minutes are in the day of a member of Congress. She showed an actual schedule which began at 6:30 a.m. and

ended around 11:00 p.m. A typical day may include committee meetings, meetings with staff, called votes (which can come at any time), luncheons, meetings with constituents, receptions, more briefings, and travel to and from the district. Fifteen minutes is a luxury, so make the most of your time.

To demonstrate how your visit with your legislator might go, Ms. Vance conducted several role-play situations. The first was with an "experienced advocate" and showed that the legislator can still throw even the most experienced lobbyist a question that derails the limited time. In this case, she challenged the advocate with the controversial topic of "filtering." Be prepared to handle controversial topics with diplomacy, and subtly refocus the

conversation back to your issue.

She then asked for a “novice” to come up. Brimming with overconfidence, the individual soon found that she would literally have to follow the Congresswoman around as she dashed from her office to the Capitol to cast a vote. The “novice” was a good sport as she jogged around the room simulating the trip to the Capitol, and emphasizing that you may have to pitch your concerns without having the legislator’s undivided attention. The key is to remain composed. Hit the high points. Drive home the bill number (any dollar figures you know) and remain focused while jogging down the sidewalk in 80-degree heat in heels.

**Three short moments from my first time lobbying (or, make the most of brief encounters)**

I wanted to let Congressman X know that I care about full funding for the Federal Depository Library Program especially since the FDLP has faced budget cuts in the last few years. On three separate occasions I pitched the idea. During the morning I attended an award’s ceremony and posed for a picture with the Congressman and other constituents of his District. After the photo, I simply leaned over and said, “Congratulations on the Friends’ award. We’d love to explore a possible visit to Old Dominion University when you’re in the district.” His response was, “Old Dominion is one of my favorite places.” (the 30-second meeting)

Later at the Virginia delegates’ luncheon, I got another opportunity to speak with the Congressman. Colleagues from other libraries in the area who knew the Congressman well were very generous in introducing me and opening a discussion about cooperative efforts in the area. Another small seed was planted to highlight federal deposi-



*Mari-Jana Phelps of the Dumphries Neighborhood Library talks with her former employer, Congressman Frank R. Wolf.*

## Unexpected Impact of VLA Legislative Day

Mari-Jana O. Phelps works at the Dumphries Neighborhood Library. From 1996 to 1997 she worked for Virginia Congressman Frank R. Wolf. She reports that she stays in touch with him and that “he was great to work for.” With her masters in Political Management it’s easy to understand why Congressman Wolf hired her, and why she “enjoyed [her] time on the Hill” so much.

Mari-Jana attended her first National Library Legislative Day in 2000. It, and the Virginia librarians in attendance, impressed her so much that she is pursuing a degree in library science. Mari-Jana says:

I attended the NLLD in 2000 and was fascinated by all the smart librarians talking about smart things. That was why I decided, after my first National Library Legislative Day, I wanted to expand my education some more and go to library school. I wanted to widen my knowledge and embrace a field that had so many smart people fall in love with it. Coming back to NLLD in 2001 felt so much more special because I was enrolled in the School of Library and Information Science, The Catholic School of America under Dean Liebscher’s leadership. I was part of the crowd and loved it. My educational background includes a MA in Political Management so being in the library field and at NLLD acting as ambassadors and lobbyists for our libraries felt just right. I know I will always participate in NLLD because it also offers me the unique opportunity to combine two degrees (one in works) that seem too different to combine.

Mari-Jana took most of the pictures that accompany this article. Let us hope that her enthusiasm, both for libraries and for actively trying to influence policy decisions in Washington, is contagious.

tory issues including networking. (the 2-minute follow-up)

Just as the Congressman and his aide were leaving the luncheon, I had a final opportunity to say again what a pleasure it was to meet him and present him with my packet. It contained several of the ALA issue briefs, one of which supports full funding of the FDLP and my own short summary of depository activities at Old Dominion University. I mentioned that I knew he has lots to read already, but perhaps his aide would have time to review the packet. He smiled and said, "I know, YOU want full funding of the FDLP." (the final 3-minute follow-up)

### How to Follow-Up?

Ms. Vance emphasized the importance of sending the aide or member of Congress a thank-you note. She stressed that she actually kept a stack of notes that she received for several years. We are all busy; but when someone sends us a thank-you for our attention or time, we appreciate it and so will the Congressperson. It's one more way to distinguish your issue from a mountain of requests by a variety of constituents. We may think and focus on library concerns, but that's just one more topic for a busy member.

### Arrange a Visit in the District (or, you don't always need to go to DC)

Sometimes a legislator is more relaxed when visiting in the district and has an opportunity to see your institution at work. Members of Congress want to know how your program serves their constituents. What difference does your library make in the district? What services do you offer? Share genuine stories of success. Ms. Vance offered a



*Skip Auld, Master of the Ceremonies, and master planner for VLA's Federal Legislative Day.*

valuable tip in planning a visit by explaining that there are scheduled working days in the district that are posted on the Senate and House web sites. She recommended you use *Thomas' web site* (<http://thomas.loc.gov>) to check for the times when your representative will be at home and available to discuss local needs.

After checking the working days in the district on *Thomas*, contact the scheduling aide and set up a site visit for the member. Try to make this an event that might also acknowledge the legislator's contributions/interests by creating an award and presenting it during the visit. We all like to receive rec-

ognition for our efforts. A brief ceremony creates an opportunity for a press event and adds a structured setting for stating your case. Remember you're asking for help, so offer appropriate thanks. The next time you contact the office they will remember you.

Following the award, a tour of the facility or a demonstration of a project or event helps tie the need to the desired results. Show off your children's reading program, demonstrate new computers that allow patrons to download information from Census 2000, show an exhibit of rare books and local history. Remind the member of Congress about the citizens who visited for tax forms or information on legislation affecting Social Security benefits.

If you want to be a bit creative and have more time, also ask if the member of Congress would like to contribute a brief statement or article for your newsletter. Or, better yet, ask your representative if you can prepare a brief statement that the member can read into the *Congressional Record*.

### Advanced Consulting: The Advocacy Gurus' web site:

Don't worry if you missed the workshop on briefing day. Ms. Vance has posted her presentation on the web at <http://advancedco.net>.

Key resources to view on the web site include:

- Advocacy Checklist  
<http://advancedco.net/checklist.htm>
- Advocacy FAQs  
[http://advancedco.net/advocacy\\_faq.htm](http://advancedco.net/advocacy_faq.htm)
- Advocacy Tutorial  
[http://advancedco.net/demo\\_page.htm](http://advancedco.net/demo_page.htm)
- E-newsletter  
[http://advancedco.net/what's\\_free!.htm](http://advancedco.net/what's_free!.htm)

Make certain to review the advocacy checklist and frequently asked questions before you meet with your legislator. Some of the key tips from the checklist include:

- Background research
- Message development
- General message delivery
- Effective meetings
- Effective written communications
- Effective phone calls
- Following up

Knowing the do's and don'ts will help your visit be more productive and will eliminate the stress of first-time efforts.

Ms. Vance has also written a book, *Government by the People: How to Communicate with Congress* (1999), for new advocates that helps explain the process in simple and clear terms. Ordering information is available on the web site. You can

view the table of contents at <http://advancedco.net/book.htm>. The checklist tips posted on the web site were taken from Ms. Vance's book.

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## It was time for the thank-you notes and a pair of comfortable shoes.

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### Recap

When I reflected on my day in Washington, I could easily empathize with my Congressman. I had gotten up at 5 a.m., left my hotel at 7 a.m. to catch a shuttle from the hotel to the metro, ridden the metro from Fairfax to Union Station, run several blocks to the Hart Building to see my representative

receive an award, attended more briefings, walked to the Rayburn Building for a luncheon and more informal meetings with members of Congress and their aides, walked to the Dirksen Building for the press conference where Senators Lieberman and Burns announced the E-Government legislation, sat in on more meetings, caught the train to Richmond, drove from Richmond to Norfolk, and rolled into my driveway around 11:45 p.m. I was tired, my head was spinning, and I had only been trying to pitch three ideas to a few members of Congress. They, on the other hand, had met with numerous groups on a variety of issues and would do it all again the next day. It was time for the thank-you notes and a pair of comfortable shoes. ■

## Congressman Edward L. Schrock Receives the Friends of Libraries U.S.A. Award



*Congressman Edward L. Schrock Receives the Friends of Libraries U.S.A. Award for his dedication to public libraries.*

Congressman Edward L. Schrock of the 2nd District of Virginia was honored in a ceremony on May 1st by The Friends of Libraries U.S.A (FOLUSA) for his long time contributions to libraries. Prior to joining the 107th Congress, Schrock served as President of the Friends of the Virginia Beach Public Library for 12 years, and was appointed to the Board of the Library of Virginia by former Governor Allen. During the morning awards ceremony and later at the Virginia delegations' luncheon, congressman Schrock spoke of the importance of libraries in our children's education. He described the following building blocks of education as "secondary education" representing the 2nd floor, "elementary education" representing the 1st floor, and the "library" as the basement or "foundation" for learning.

Congressman Schrock spoke of his wife, Judy's, commitment to teaching, noting the importance of developing critical skills in reading. Mrs. Schrock has been a kindergarten teacher in the Norfolk public school system since 1985. He spoke with pride about the Virginia Beach Public Library system noting that it's easy to support "those that you love."

# VLA Paraprofessional Forum's Ninth Annual Conference Report

**T**he Paraprofessional Forum of the Virginia Library Association held its ninth annual two-day conference on May 20-22, 2001, at the University of Richmond. Four hundred and forty-three library personnel from four states and the District of Columbia attended the conference.

This year's theme was *Challenge Yourself: Expand Your Horizons*, with Susan Paddock of Virginia Beach Central Library chairing the event. Three keynote speakers, twenty-four sessions, and ten discussion groups were offered to this year's conference participants.

The conference opened with a welcome reception on Sunday evening that provided everyone with an opportunity to sit back and enjoy good food, friends, and the lovely piano music provided by Jason Brannan who works at the Ashland Branch of the Pamunkey

Regional Library. The Monday night social, which everyone always looks forward to attending, was a huge success. With the help of DJ Ronnie Gilder from Richmond, and with the hard work and enthusiasm of Mary Fran Nash, who headed up the event, attendees enjoyed this evening filled with music and dancing. Door prizes and special gifts highlighted the social that centered on the Mardi Gras theme. In lieu of the social, some attendees attended the Ukrainian Egg Painting session

or one of the two Imaging Parties provided during the evening.

## **Monday—Step Out with Attitude**

The Monday morning general session opened with words of welcome from the VLAPF Chair, Susan Paddock, and two special guests. James R. Rettig, director of The University of Richmond's Boatwright Library, and Cy Dillon, VLA President, offered their greetings to conference attendees.



*Above, these ladies are dancing the night away at the Monday evening social.*



*Left, photographer Pierre Courtois captures Linda Hahne and Pat Richardson on film at the registration table where they graciously handled all registration-related affairs during the two-day conference.*

ALL PHOTOGRAPHS BY PIERRE COURTOIS

Keynote speaker Sally Gardner Reed gives a powerful message on the topic of intellectual freedom.



Anita Bunkley, author of several books including *Steppin' Out With Attitude* and *The Yellow Rose of Texas*, was the keynote speaker on Monday morning. Using some of her own experiences as examples, she shared how she had turned her dream of being a successful writer into a reality. Ms. Bunkley challenged those in the audience to believe in their dreams and to seize those opportunities that will help in meeting desired goals. She stated that with the right attitude and persistence it is possible to beat the odds. Her advice is to never give up—"Winners fall down, but this does not signal the end of the race; what is important is how quickly you get up." Conference attendees were inspired by Ms. Bunkley's message which encouraged each of us to "step out with attitude."

### Tuesday—Reed on Intellectual Freedom

Sally Gardner Reed, Director of Libraries for the Norfolk Public Library, was the keynote speaker on Tuesday morning. Ms. Reed has



*Bill Fiege, Tuesday's closing keynote speaker, proves that actions do speak louder than words as he uses his talent of juggling to reinforce his message, Isn't Life FUN!!!*

authored several books and written countless articles on library-related topics. Her most recent publications are *Making the Case for Your Library* and *Library Volunteers: Worth the Effort*. Ms. Reed's keynote address focused on the issue of intellectual freedom in the United States. Ms. Reed reviewed some of the milestones in history that have impacted intellectual freedom. She then reminded us that censorship is still an issue that must be dealt with, especially with the new challenges that have arisen due to the Internet. She encouraged us to be aware of issues that threaten the rights afforded us by the First Amendment and to be champions for intellectual freedom.



*Keynote speaker Anita Bunkley stresses to her audience that Attitude is Everything!*

### Tuesday—Isn't Life FUN!!!

Bill Fiege, Assistant Director of Alumni Relations at Longwood College, closed out the conference in good form. He won the hearts of one and all when he tossed candy bars into the audience and opened his message, *Isn't Life FUN!!!*, with a brief juggling act. Combining humor with observations based on personal and professional experiences, Mr. Fiege encouraged us to incorporate fun into our busy lives where we juggle work, family, a social life, and extra curricula activities. He suggested that we focus on the positive and that we not allow ourselves to become consumed with the people and situations that make us unhappy. In order to be a good juggler of all that life throws our way, Mr. Fiege said that we must learn to get the pace just right, and in so doing, we will find peace and happiness.

For the grand finale, Susan Paddock and Bill Fiege joined forces in giving away the raffle baskets and the Moss print. Once again, the VLAPF board members generously donated some unique and eye-catching baskets for the scholarship raffle. The print, which was the most popular prize, was donated by the P. Buckley Moss Society of Staunton, Virginia, and was



framed compliments of Christopher's Fine Arts and Framing of Farmville, Virginia. Virginia Carver of Alexandria, Virginia, was the lucky winner of the print. The variety of outstanding raffle prizes and the generosity of conference attendees who purchased tickets resulted in another successful scholarship raffle.

### Awards

The Paraprofessional Forum presented several awards during this year's conference. Jason Brannon of the Ashland branch of the Pamunkey Regional Library received the VLAPF Award. The award provided Jason with the opportunity of attending the conference by providing funds that paid all conference expenses. He received a special framed commemorative certificate during the Monday opening session. Lydia Williams, Archives Manager at the Longwood College Library, was named Outstanding Paraprofessional of the Year. She was recognized during the Monday opening session and awarded a framed certificate and an engraved pewter box in honor of her accomplishments as a library paraprofessional.

On Tuesday morning, the VLA

educational scholarship sponsored by the Paraprofessional Forum was awarded to Iris Taylor who works at The Library of Virginia. The recognition of Iris as recipient of this award was a memorable event for the VLAPF board members who have all worked diligently to earn money in order to sponsor this scholarship.

Two very special ladies were recognized during the Tuesday morning session. E. A. Mayo, a recent retiree of Hampden-Sydney College, and Susan McFaden, a recent retiree of the Fairfax County Library System, were recognized for all the years of service they have given to the Virginia Library Association and for their outstanding leadership within the Paraprofessional Forum. VLA President Cy Dillon presented each of them with a special inscribed plate on behalf of VLA and the Paraprofessional Forum.



*Top left, VLAPF Chair Susan Paddock with E.A. Mayo and Sue McFaden, who each received a special recognition during the conference.*

*Center, Mary Buckley and Mari-Jana Phelps, incoming co-chairs, present a special gift to this year's chair, Susan Paddock, on behalf of the entire VLAPF Executive Board.*

*Above, VLA President Cy Dillon and VLAPF Chair Susan Paddock presented Iris Taylor of The Library of Virginia with the VLA scholarship sponsored by the VLAPF.*



## 2002 Conference—Tomorrow's Libraries—Are We Ready?

The 2002 conference theme is *Tomorrow's Libraries—Are We Ready?* Mark your calendars for May 19–22, and make plans to join your friends and colleagues at the University of Richmond for the VLA Paraprofessional Forum's tenth annual conference. The co-chairs for the 2002 conference will be Mary Buckley of the George Mason University and Mari-Jana Phelps of the Dumfries Neighborhood Library.



Above, the musical talent of Jason Brannan compliments the welcome reception.



Left, the ever-faithful New York ladies, who attend the VLAPF conference every year, enjoy the Sunday evening welcome reception. From left to right: Donna Hanna, Sharon Figueroa, Ruth Oberg, and Sheila Hallahan.

## Highlights of VLAPF Sessions

### Building Staff Morale

The task of building staff morale has been addressed and expressed in many ways, but Dan Connole of the Arlington County Department of Libraries has developed a creative and fresh look at the traditional staff morale building tactics. On May 21, 2001, during the VLAPF Conference at the University of Richmond, Dan presented the outcome of his successful staff building endeavors.

The Dan Connole recipe for staff morale calls for a pinch of work, a dash of obligation, a tablespoon of backlogged tasks, and a cup of humor. With his mixture of essential ingredients, Connole has managed to cook up some great morale boosting, work-related projects! One such project entailed a contest to see

who had the oldest piece of worthless information. And the winner was: A computer cheat-sheet that was over ten years old. Not only was the cheat-sheet outdated—it was for a system that was no longer in use!

Dan Connole presented an informative, humorous, and practical session. His ideas and suggestions were inspiring for anyone looking for new and exciting ways to enhance morale in the workplace.

—Bridget Clark

### Adding Pizzazz to Storytime

Diane Daniels and Ann Lawson, who are both involved with children's and youth services at the Lynchburg Public Library, presented 90 minutes of non-stop ideas that may be used to entice children to

fall in love with books and reading. Using props, music, drama, and movement, they demonstrated how to take a story or poem and bring it to life in the heart and mind of the child. Whether it is an old standby, such as a Mother Goose rhyme, or something newer such as a pop-up book, Ms. Daniels and Ms. Lawson convinced us that it is possible to magically transform a book into more than just words and pictures on a page—it can become a catalyst for expanding the imagination of a child.

—Lydia Williams

### The Basics of Digitizing

Felicia Johnson, Assistant Director of the Special Collections Digital Center at the University of Virginia,

shared the basics of digitizing. She began her presentation by reviewing the reasons for digitizing a collection. She stated that prior to plunging into a project it is important to write up the immediate and long-term goals and to consider the audience and usage of the digitized data. Ms. Johnson discussed equipment, software, and file formats. She covered issues related to resolution, quality control, and manageability. By covering all the basics, Ms. Johnson made her audience aware of just what is involved in the planning, scanning, and archiving of digitized materials.

—Lydia Williams

*Muriel Miller Branch, Virginia author and educator, presents An Author's Information Gateway to History's Secrets.*



*Dr. John Lubans, Senior Manager at Duke University's Perkins Library, presents a two-part program on leadership.*



*Left, conference attendees are very attentive as they enjoy one of the many sessions provided during the conference.*

*Below, Diane Daniels and Ann Lawson of the Lynchburg Public Library encouraged audience participation as they shared ways to connect children and books.*



### **Grant\$ for Paraprofessionals**

Pat Howe, Head of Technical Services at Longwood College, presented a session that included all the essential information needed by an individual seeking a grant. She covered information on developing an idea for a grant, getting organized for action, establishing contact with a funding source, and writing a proposal. She also provided information on the processes of budgeting and administering the grant money, and on evaluating the project. She provided a list of funding resources and some other tools that will be useful in launching a

proposal. Ms. Howe provided information that will be invaluable to anyone planning to write a grant to

help finance professional and educational needs.

—Lydia Williams



*Peter Abresch, Donna Andrews, and Ann McMillan were three members of the panel of mystery writers who discussed "how they do it, how they started, and what they learned" along the way.*

**Basic Records Management and Disaster Planning for Records**

John Breeden, Manager of the Records Analysis Section, a part of the Records Management and Imaging Services Division of the Library of Virginia, discussed the basics of records management and disaster planning for records. Mr. Breeden talked about the services provided by The Library of Virginia to State institutions in regard to public records. He discussed the objectives of a records management program, which are to support the administrative needs of public officials and citizens, to ensure that records of historical value are preserved and that nonessential records are disposed of in a manner and within a time-frame that is systematic throughout the state, and to protect your institution from possible litigation.

Prior to discussing disaster preparedness, we took a look at some records disasters in Virginia. These pictures reinforced the message that each institution should have a disaster plan in place. Mr. Breeden provided some tips on what to include in such a plan. He stated that it is important to be prepared for emergencies, but that it is just as important to assess the vulnerabilities in your building and to take steps that may prevent a disaster or reduce the impact of a disaster.

—Lydia Williams



*Winners of the scholarship raffle baskets posed for a group photograph before taking off for home after Tuesday's closing session.*


**Copyright: What Is Fair Use?**

On Monday, May 21, Rosemary Chase facilitated one of several afternoon sessions titled "Copyright: What is fair use?" She talked about how important it is to obtain copyright permissions for electronic and print reserves. There were 45 active participants who stressed an interest in having the workshop offered again next year. The workshop was a huge success and Rosemary was well received.

Rosemary A. Chase, Copyright Officer, George Mason University, has been active in the field of obtaining permissions for the use of out-of-print books and other materials for the classroom since 1988. She was instrumental in estab-

lishing George Mason's Copyright Assistance Program, which was one of the first full-service copyright clearance centers in higher education. In 1993, she designed and administered a national survey to track copyright clearance practices in higher education. She was also active in the early stages of the implementation of the electronic reserves initiative on her campus.

Currently, Rosemary is a member of the Copyright Policy Task Force and the Web Steering Committee at George Mason University. Her latest mission is to provide a tutorial for students to outline their rights and responsibilities as students and citizens.

—Cynthia Bentley 

# An Emory & Henry Discovery

*An Interview with Robert Vejnár*

**A**s last autumn's press release stated, Emory & Henry College library officials have discovered a set of Civil War era newspapers that historians and appraisers have called rare and valuable.

The newspapers consist of 142 issues of the *Abingdon Virginian*, which had been set aside in an acid-free box in E&H's Kelly Library. They date from October 3, 1862 to December 9, 1864, when it ceased publication due to lack of paper. The dates place the papers within the timeframe of the Civil War, 1861–1865. Printing of the weekly newspaper, which still operates, resumed in December 1865.

"For historians, this is a very important discovery," asserted Russell L. Martin III, a curator of newspapers for the American Antiquarian Society. "Long runs of newspapers from that era in the region from Winchester, Virginia, to Bristol, Virginia, are very rare."

E&H's archivist Robert Vejnár discovered the newspapers in August of last year and began a process to have them appraised and secured. Prior to his discovery, only nine issues of the *Abingdon Virginian* were known to exist. Though fragile, the newspapers are in good condition.

What follows is a series of questions Mr. Vejnár kindly agreed to answer regarding this exciting find.

**VL** *Why are these papers important?*

**RV** As far as we know, there's no other consistent record of what went on here in Abingdon and



*Robert J. Vejnár with his find of 142 issues of the Civil War era Abingdon Virginian.*

the surrounding community from October 1862 to July 1864.

**VL** *What is special about what they contain?*

**RV** The local news is the most special. Remember that I haven't had a chance to really examine them myself. I will do so early this summer in preparation for a talk I have to give during the Highlands Festival here in August. Some of the stories I've found have already been mentioned in a *Richmond Times-Dispatch* article: the list of deserters, rumors of pending Yankee attacks, and the demise of Braxton Bragg's army in Kentucky. I'm certain more interesting things will surface once we go through them thoroughly.

**VL** *How will this find impact the field of Civil War history?*

**RV** I will let others speak to this question. I already have a list of six or seven scholars (plus countless amateur genealogists and historians) who want to look at them, so I guess the newspapers will be helpful in some way. The day the story hit the Associated Press wire I had a Ph.D. student from Mississippi State University call to inquire when the microfilm would be ready. He told me that if the film were ready before the autumn of 2001, he would like to come to Emory to do research on the papers. It seems he's attending a conference later in 2001 and would change his paper topic as a result of getting access to the newspapers.

The Draughton Professor of Southern History at Auburn University in Alabama, Dr. Kenneth W. Noe, had this to say: "This is truly a major find that promises to advance historical studies of Southwest Virginia." I think that is the key point. These newspapers will shed light on the effect the war had on this region.

Russell L. Martin III, curator of newspapers for the American Antiquarian Society, had this to say: "As you know, these issues are exceedingly rare. Only a handful of Civil War issues are known to have survived for this title. Duke University holds four issues from 1862 and one from 1864. Your run of 142 issues is therefore a tremendous leap forward. In a broader context, long runs of 19<sup>th</sup>-century Virginia newspapers printed beyond the Blue Ridge are always hard to find. So, for regional history as well as Civil War history, this file is one of the most exciting discoveries I've heard about in years." Dr. Martin also said that our collection of the *Abingdon Virginian* "is of national significance...."

*VL* How rare/unique are they (do other libraries have them too—which ones)?

*RV* As stated above, Duke University holds five issues from the Civil War period. A further search on OCLC indicates that the Library of Congress holds three issues from that period. The current editor of the *Abingdon Virginian* indicates that they have at least one issue (and maybe a few more, but he won't say) from the War. Thus, as far as we know, only nine Civil War issues of the *Abingdon Virginian* exist.

*VL* How did they get "lost" or to what degree were they lost?

*RV* I guess I would say that they got lost when no one realized their importance and simply placed them in a box on a rack behind the circulation desk where newspapers

from last week, last month, and last year are kept. Fortunately, and I say that because otherwise they might have gotten stolen, the newspapers were not cataloged. Of course, in the late 19<sup>th</sup> century, nothing was terribly special about having Civil War newspapers in the library, so no one would have paid that much attention to them.

*VL* How were they discovered?

*RV* They were discovered when I went by the newspaper racks one day and began looking through

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### I realized their importance when I opened the box.

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the boxes—I was rather inquisitive that day. I opened the box that contained the papers, and I guess one could say that I was stunned. I couldn't believe that I was looking at Civil War era newspapers! Needless to say, I moved them to Special Collections.

*VL* How long did it take for you to realize that you'd found something valuable?

*RV* I realized their importance when I opened the box, although I was really shocked to see the high appraisal amount—I really didn't know newspapers could be so valuable. That's when I did some investigating and discovered just how rare some Southern Civil War imprints are.

*VL* What steps have been taken to make them accessible to the public?

*RV* I've worked with the Library of Virginia to get them microfilmed. I now have several microfilm copies for use here, and they have several for use in Richmond.

They also will send their copies out on interlibrary loan. As soon as I get final approval, we're thinking of putting them onto CD-ROMs, too.

*VL* What are the preservation issues surrounding these newspapers?

*RV* There's not too much to worry about now. The newspapers are in an acid-free box in a very secure room, along with a machine that helps eliminate mold. Since the paper itself is mostly rag content, they're in very good shape, and should be around for a couple of hundred years if not longer. They are now brought out only on special occasions. E&H and the LVA have several microfilm copies for regular use, and a silver master is in the vault at the LVA. The LVA's conservation lab had to do a minimal amount of preservation work on them: a few pages were slightly torn, and on a few the bottom on the paper had curled somewhat.

*VL* Has anyone come to look at them/what interest have they generated?

*RV* As yet no one has come to examine them, although several will undoubtedly travel to Emory this summer to research them. For security reasons I did not permit anyone to look through them until I had them microfilmed. The announcement of the find came out on 13 September 2000 in the *Richmond Times-Dispatch*. I had lots of calls for about three weeks after that, but I told all concerned that the originals would not be available for research. However, anyone could come here to use the microfilm once it was ready.

The American Antiquarian Society was quite interested in doing the filming, as was the Library of Virginia. I thought it best to keep the newspapers in Virginia for the filming, and decided to send them to the LVA. However it took until early December before the negotiations were settled, and I actually

delivered them to the LVA on 13 December. With a collection this valuable and rare, I could not in good conscience let just any old microfilm company do the work. It had to be done by an institution with excellent security and a real desire to see the job done correctly—this is why it came down to choosing between the LVA and the American Antiquarian Society.

Although the papers are in excellent shape, the LVA still had to do a small bit of conservation work on them before they went to its lab. The filming was completed by sometime in February, but the reels of film went through a quality control check before I could get them. The first filming did not pass the control check, so the papers were filmed a second time. The second filming passed the check. It took until April 2001 before the second filming and quality control check were completed, and I traveled to Richmond to pick up the newspapers and microfilm on 24 April.

Overall, we are quite pleased with the final product, the Library of Virginia and its microfilm lab, and especially Errol Somay (the director of the Virginia Newspaper Project) really did a fantastic job. Emory & Henry couldn't be more pleased. By the way, the LVA will keep a master copy of the film in its vault. The LVA will also have several user copies of the microfilm.

The regional interest has been great. Many amateur historians and genealogists have expressed an interest in examining them, as have several colleges and universities in the area.

By the way, the news regarding the find appeared in the following newspapers: *Richmond Times-Dispatch*, *Roanoke Times*, *Bristol Herald Courier*, *Daily Press*, *Washington Times*, *Winston-Salem Journal*, *Fairfax Journal*, and the *Indianapolis Star*. The story also went out on the Associated Press newswire, but I haven't been able to determine

how many newspapers across the country picked up the story. It evidently got picked up by at least one newspaper in California and one in Mississippi, because I subsequently received calls from both places.

*VL* What advice would you give other archivists who locate treasures that may be hidden in their archives, on how to handle them and how to handle the publicity?

*RV* First of all, make certain you have informed your senior administrators what is about to

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### I used this event to draw attention to the need for greater security for our special collections area.

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happen, and make sure you have their approval first. They, the president and dean in my case, are after all totally responsible for the institution, and they should be kept informed if the institution is about to make headlines. In my case, we, the library director and I, had a meeting with the president and dean several days before the press release went out. We informed them of what we had. I made sure to show them the appraisal amount—it doesn't hurt to have large dollar signs in there as attention grabbers—and the potential for publicity for both the college and the archives. We asked for their approval to go ahead with the press release, and they gave it.

Next, and before the press release goes out, make certain your newly found treasure is in a secure room with limited access. I used this event to draw attention to the need for greater security for our special collections area. After the administrators saw the appraisal amount, there was no problem getting all

the locks changed and the number of keys to the room limited.

Be extremely careful when showing off the treasures to the press. I made certain that the papers were in another secure room and ready for the press when they arrived. I did this as an added security measure because I didn't want anyone outside the organization to see exactly where the papers were kept.

As far as dealing with the publicity, it all goes away after about three weeks. However, in those three weeks, all sorts of people come out of the woodwork. Some are academics, some are folks wanting to know if you can appraise their copy of the Declaration of Independence (this really did happen to me), and others just want to know if you by chance saw a reference in the newspapers to their great-great grandfather who fought at the battle of \_\_\_\_\_ (you can fill in the blank) and was in Abingdon sometime during the War of Northern Aggression. I guess the key is to follow the golden rule and "do unto others as you would have them do unto you." I tried to answer their questions as best I could, but if I didn't know the answer I simply told them that "I'm sorry, but I don't know." And of course, do all of the interviews or speaking engagements you possibly can. I did a couple of local news broadcasts, a couple of print interviews, and I gave a talk to a local civic group. In August I'll give a presentation at the Highlands Festival here. In essence, enjoy it while you can because in all probability you will never be this famous again.

*VL* What interest should they generate?

*RV* Anyone interested in regional or social history during the Civil War years should certainly be interested in them. I would also think that students/scholars interested in the field of journalism or journalism history would be interested, too. When one contemplates

all that was going on in the nation and region at that time, it's amazing to me that the editors of the *Abingdon Virginian* were able to stay focused and keep the paper coming out on a weekly basis. I don't know of too many editors today that have to worry about paper shortages, severed lines of communication, or the threat of invading troops!

*VL* What else do you have hidden?

*RV* As I told a reporter who asked the same question, "absolutely nothing! I've found everything here there is to find!" As one can imagine, the last thing this small college, tucked away as it is in the foothills of Southwest Virginia, needs is to have treasure hunters lurking through our buildings. No, I've found everything. There's nothing more to find (I think you see what I'm trying to avoid taking place here).

*VL* What has been the reaction of the community?

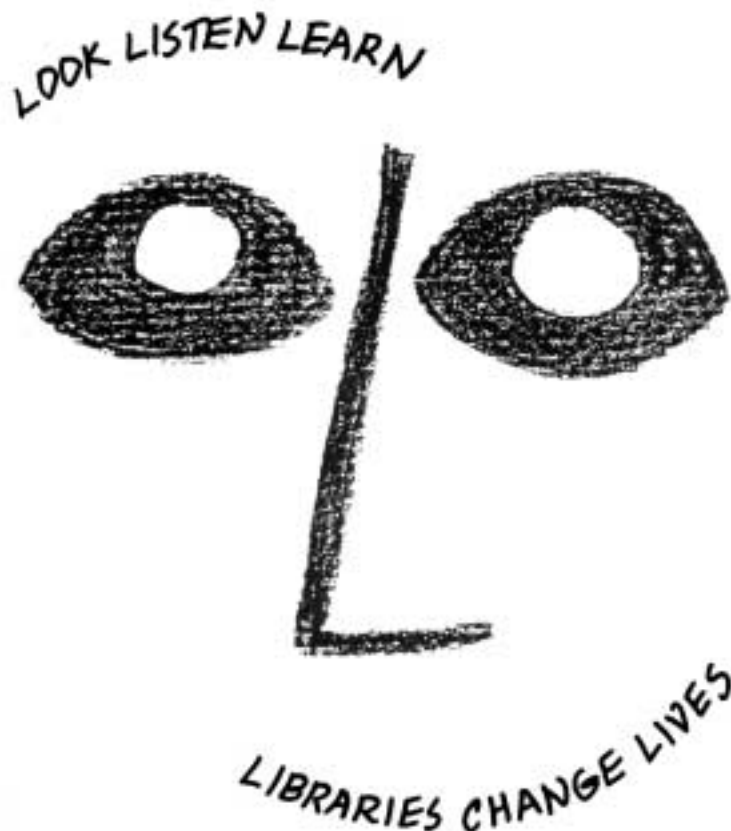
*RV* Well, from what I can tell, the community is quite excited. Many want to get at the microfilm a.s.a.p. I'm now known by some in Abingdon as "that man that found those newspapers." Several have wanted to purchase microfilm copies, and others can't wait until the CD-ROMs are out.

*VL* What have you learned from this experience?

*RV* I've learned that publicity is the best thing an archivist could hope for—outside of a check for \$1 million. The administration, alumni, and faculty all know about the archives now. In fact several people are so interested that they want to know how they can help (monetarily) improve the archives.

*Mr. Vejnar concluded his remarks with the following acknowledgments.*

*RV* Let me say again how instrumental the Library of Virginia was in all of this. I couldn't have done this without their help. I want especially to thank Errol Somay and his Virginia Newspaper Project staff, Richard Harrington and his microfilm staff, and Dr. Edward D. C. Campbell, Jr., who is the Director of Collection Management Services at the LVA. The Commonwealth of Virginia, especially the legislature and governor, should count themselves fortunate that such talented and industrious people are working so hard to help preserve the state's history. All of the above named individuals, along with their respective departments, deserve a big fat raise and a pat on the back. They also need to hear "job well done." **VL**



# Virginia Books

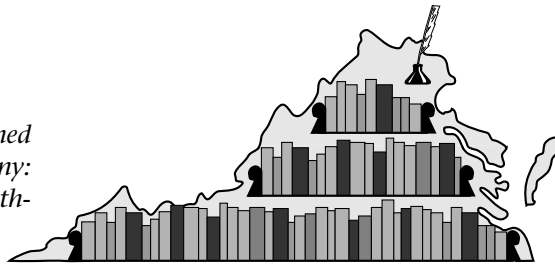
Reviews prepared by staff members of the Library of Virginia  
Julie A. Campbell, Editor



Edward L. Bond, *Damned Souls in a Tobacco Colony: Religion in Seventeenth-Century Virginia*. Macon, Georgia: Mercer University Press, 2001. xi + 330 pp. \$35.00 (hardcover).

This book is the first serious study of the religious life of seventeenth-century Virginia. Unlike most previous writers, the author began with the assumption that religious beliefs were important to the colonists and that their beliefs and practices had important consequences for the development of the colony. His inquiry identifies the roots of those beliefs and traces the implications of those practices.

Unlike the mother country, Virginia harbored relatively little religious prejudice and experienced almost no sectarian violence and repression. Unlike some other colonies, Virginia did not burn witches or banish dissenters to the wilderness. While the ramifications of the Reformation were still being worked out elsewhere, often with violent consequences for minority sects, the Virginians learned how to live together more or less peacefully and not demand so much doctrinal uniformity as to produce resentment or generate hostility. Instead, even without intending to, they gradually developed a political culture that fostered religious liberty,



which was one of the most important concepts that the Virginians of the Revolutionary generation contributed to the rest of us.

The title harkens back to the old view and to the often-quoted exclamation of an English bureaucrat

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**“Souls! Damn your Souls!  
Make Tobacco.”**

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who responded to a plea that more be done to nurture the religious life of the colony and to save the souls of the colonists: “Souls! Damn your Souls! Make Tobacco.” Although that attitude may have come from England, the Virginians, as Edward L. Bond shows clearly in this important new book, took very good care of themselves, indeed, and not only saved their souls but made tobacco and prospered materially.

—reviewed by Brent Tarter, Assistant Director, Division of Publications and Educational Services



Kevin Berland et al., eds., *The Commonplace Book of William Byrd II of Westover*. Chapel Hill: University of North Carolina Press, 2001. xv + 319 pp. \$39.95 (hardcover).

*The Commonplace Book of William Byrd II of Westover* is an informative examination of the education of would-be gentlemen in Anglo-American society. For much of his life, William Byrd II (1674–1744) jotted down snippets of conversations and bits of the written word that particularly caught his ear and eye. The editors describe the result as “a collection of moral wit and wisdom, ancient and modern... together with a miscellaneous jumble of anecdotes, jokes, and recipes,” a compilation of almost 600 entries in a bound volume known as a commonplace book.

In Byrd’s only surviving commonplace book, the entries are interesting and amusing, but the editors provide the real meat. Their useful essays discuss education and the use of the commonplace book in the late seventeenth and early eighteenth centuries. Byrd was sent to England at age seven and spent much of his life there before settling permanently in Virginia in 1726. The commonplace book and the editors’ notes suggest how Byrd absorbed the changing values of



gentility that sought to instill a sense of public responsibility.

Byrd's reading of the classic texts from ancient Greece and Rome provided guidelines for developing virtue and reason. Students at the time reconstructed lectures, readings, and conversations in their commonplace book as assignments. Doing so honed students' skills in argument and reason and developed the ability to read for understanding. Kenneth Lockridge's essay suggests that the commonplace book, which he dates to 1721-1726, reflects Byrd's uneasy passage into middle age and into his role as a leader in Virginia society.

The entries in the book reflect a wide variety of topics, including women, religion, public virtue, medical practices, and science. The editors provide contextualizing notes on many of the entries. For example, in Entry 396, Byrd recounts the success of Dr. Radcliff, a prominent physician and skilled diagnostician during the reigns of William of Orange and Queen Anne. Reading Byrd's entry suggests that Radcliff was a popular physician who enjoyed the favor of the royal house. The editors' explication, however, details Radcliff's problems with Whig adversaries, thus adding historical background and understanding.

One of the editors, Jan Kersten Gilliam, is an associate curator at Colonial Williamsburg. The book is a publication for the Omohundro Institute of Early American History and Culture, also in Williamsburg.

—reviewed by Barbara Batson,  
Exhibits Coordinator



Bertram Wyatt-Brown, *The Shaping of Southern Culture: Honor, Grace, and War, 1760s-1880s*. Chapel Hill: University of North Carolina Press, 2001. xix + 412 pp. \$55.00 (hardcover), \$19.95 (softcover).

In *The Shaping of Southern Culture*, Bertram Wyatt-Brown con-

tends that the Civil War was not caused merely by disputes over the politics or economics of states rights or slavery. Rather, Southern notions of honor and Christianity were causes of the conflict as fundamental as political differences. He examines the interrelationship between honor and religion in the antebellum and postbellum American South and deftly explains how honor and religion led to war, and how war altered them.

Wyatt-Brown argues that the Revolutionary generation was greatly

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motivated by honor, and Southern Revolutionaries even more so, for the slaves living within their midst served as a reminder of what the loss of honor and liberty meant. Southerners linked personal and political honor. An attack on a Southerner's political views became an assault on his personal integrity. Backing down from a political confrontation damaged not only one's political prestige, but one's personal honor. Andrew Jackson was the epitome of this dilemma.

Religion in the South created an atmosphere of honor sanctioned by God. Southern ministers found themselves pulled into the sphere of honor and justified the personal and political views of the Southern white class. When the South and slavery came under attack from Northern abolitionists and ministers, Southern ministers agreed with Southern politicians that the only defense of their way of life was secession. They also concurred that honorable men with God on their side could not lose.

When war came and the Confederate cause was defeated, Southerners received a psychic blow. Many fell into severe depression; some became lethargic for the rest of their lives; others went insane. Defeat dealt a double blow. It would take a generation for Southerners to reclaim their sense of honor and their belief that they were a chosen people.

Bertram Wyatt-Brown is the author of works on Southern honor and other topics. He is the Richard J. Milbauer Professor of History at the University of Florida.

—reviewed by Trenton Hizer, *Private Papers Archivist*



Rod Andrew Jr., *Long Gray Lines: The Southern Military School Tradition, 1839-1915*. Chapel Hill: University of North Carolina Press, 2001. viii + 169 pp. \$29.95 (hardcover).

In *Long Gray Lines*, Rod Andrew Jr. examines the development of military schools in the South from 1839 to the beginning of World War I. Although he discusses the institutions that existed before the Civil War and their importance in the development of later schools, his primary focus is on schools that developed after the war, including those established for young African American men. This thin volume is not intended to provide a comprehensive look at all of the South's military schools, but rather the common ideas that bound them together.

Andrew's main objective is to show that Southern military schools were not founded on a distinctive tradition advocating deliberate preparation for war, hostility toward the North, and opposition to threats against slavery from outside the region. Rather, Andrews argues that these schools, before and after the Civil War, were more concerned with republicanism and with instilling moral, mental, and physical values

and traits in the South's young men. Although he discusses the major military schools that existed before the Civil War, such as the Virginia Military Institute and the Citadel, he also pays attention to colleges established by the Morrill Land Grant of 1862 that created their own military education programs.

*Long Gray Lines* should occupy a spot on the shelf of any library seeking to maintain strong Southern history and education collections. It reads well and is backed by substantial research in primary and secondary sources. The book includes both a bibliography and annotated endnotes. The author is an assistant professor of history at Clemson University and a former teacher at the Citadel.

—reviewed by Dale F. Harter, Assistant Editor, Virginia Cavalcade



William C. Davis, *An Honorable Defeat: The Last Days of the Confederate Government*. New York: Harcourt, Inc., 2001. xiv + 496 pp. \$30.00 (hardcover).

It is often said that truth is stranger than fiction. In *An Honorable Defeat*, William C. Davis demonstrates that the true story of the final days of the Confederate government is as compelling as a novel. As a matter of fact, it would be difficult to write fiction that is as gripping, lively, and fast-paced as this narrative.

The book focuses on two men, high-ranking professional politicians with opposing visions of the demise of the doomed Confederate nation. One, Jefferson Davis, the autocratic president of the Confederacy, vowed to fight on to the last, taking his government and army to Texas and eventually to Mexico if need be. The more pragmatic John C. Breckenridge, secretary of war, realized the ever-increasing futility of the struggle and worked toward the most lenient and favorable sur-

render terms available. The book traces the flight of both men and the entire Confederate cabinet, Davis's "government on wheels," from the fall of Richmond to their eventual escape or capture.

Even after Lee's surrender at Appomattox, Davis refused to concede defeat. With every shift farther south, Davis and his government's decisions became of less and less consequence; department heads had no departments; governmental authority disintegrated as it was literally run into the ground.

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**...it would be difficult to write fiction that is as gripping, lively, and fast-paced as this narrative.**

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All the while, Breckenridge worked toward peace, which Davis wanted to fail, consequently forcing Southerners to fight on. After the surrender of Johnston's army in North Carolina, Davis grudgingly and slowly realized that his fate was sealed. For his own good—and almost without Davis's knowledge—Breckenridge made the president's escape his personal mission.

Here is a vivid, day-by-day account of Davis and his band. Using first-hand accounts by participants in the journey, the author weaves a compelling tale with intimate insight into the characters of Davis, Breckenridge, and company. William C. Davis is well-qualified to write on the final days of the Confederacy from this perspective, having written definitive biographies on both protagonists. As a chronicle of the final days of the Confederacy and the flight of its leaders, the book is unsurpassed—and a great read.

—reviewed by Eddie Woodward, Local Records Archivist



Ethel Morgan Smith. *From Whence Cometh My Help: The African American Community at Hollins College*. Columbia and London: University of Missouri Press, 2000. xiii +147 pp. \$29.95 (hardcover).

The dust jacket of this book reproduces a grainy photograph from the 1903 edition of *The Spinster*, the Hollins College yearbook, showing two black women and a child bearing huge baskets filled with washing on their heads. Their faces are unidentifiable blurs. Ethel Morgan Smith, a professor of English at West Virginia University, began learning about these women as a graduate student in the famed creative writing program of Hollins College (now University), in Roanoke. As an older, African American student, she became interested in the black workers at the school and in the nearby neighborhood known as the Hollins Community, where many of the workers and the descendants of earlier generations of the washerwomen, waiters, janitors, and others who had served the school continued to live.

Her interest in the community initially met with resistance, but Smith had the good fortune to meet and become a friend of Mary Emma Bruce, a community leader and, as portrayed here, a generous, proud, and forgiving woman. Smith's times with Bruce obviously inspired her, and Bruce is the book's central figure. She, too, was a worker at Hollins, but her native intelligence enabled her to escape from cleaning dormitories to preparing chemicals and equipment for the science courses. When indifferent professors left her in charge during examinations, Bruce took the tests herself, scoring at the top. When Smith met her, however, she was retired from Hollins, without a pension, and still working in domestic ser-

vice past the age of eighty.

Smith's anger at her discovery that Hollins and other Southern colleges and universities depended on a low-wage African American workforce that reproduced and reinforced the racial inequality of the larger society fuels the narrative. Smith also offers a capsule history of the college and of its black workers, beginning with the slaves brought there before the Civil War by the school's founder. In addition to the conversations with Bruce, the book includes oral-history interviews with other community members, transcriptions of old newspaper stories about favorite headwaiters and chauffeurs at the college, and reproductions of family photographs.

Smith is not a trained historian, however, and, with the narrative cast in the first person, the book is also a quasi-memoir of her own journey of self-discovery and reconciliation with the memory of her mother, a domestic servant required to be with her employers on the holidays instead of with her own family.

Ultimately, Smith packs her book with more purposes than she can fulfill. She is stimulating, not exhaustive. Nonetheless, the book offers a new and highly important way to think about the history of institutions of higher education in Virginia and the South. If the individual features of those workers from 1903 never come into focus, we do learn why their presence at Hollins mattered.

—reviewed by John T. Kneebone,  
Director, Division of Publications and  
Educational Services



Sarah Shields Driggs, Richard Guy Wilson, and Robert P. Winthrop, *Richmond's Monument Avenue*. Chapel Hill: University of North Carolina Press, 2001. xi + 280 pp. \$39.95 (hardcover).

Stretching west a mile and a half from its junction with West Franklin Street, the historic section of Richmond's Monument Avenue is the product of several currents in Southern society at the turn of the last century. It is here, on this grand, tree-lined avenue, that the generation of white Richmonders who experienced the Civil War enshrined their heroes and memorialized what they termed "The Lost Cause." It was here that Richmond finally made an important acknowledgment of the accomplishments of an

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**Monument Avenue is  
of such ... importance  
to the city that heated  
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placement was common.**

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African American hero. Monument Avenue also stands as a showcase of architectural styles on a grand scale, originally inspired by the City Beautiful movement. *Richmond's Monument Avenue* beautifully chronicles these and other parallel trends in society, sentiment, and architecture, and the handsome boulevard that was the result.

Central to the story of Monument Avenue is that of the six statutory monuments that serve as visual and emotional focal points along the street. The authors chronicle the often long and controversial debates that surrounded the appearance and location of the various statues. Monument Avenue is of such emotional, historical, and social importance to the city that heated debate over design and placement was common to bronzes of Confederate generals and African American sports champions alike. The description of the march toward the final versions of these monuments, whether in the 1890s or

the 1990s, is a fascinating tale of factions, boosters, designers, and historians.

To the casual observer, the grand houses along Monument Avenue may appear to be simply individual exercises in architecture over the years by a series of moneyed Richmonders. To some extent this is true, but there is a subtext of real-estate speculation and the use of the grand boulevard as an open-air showroom of the building arts. In many cases, the earliest residents of the street were associated with architecture, the building trade, and real estate. They intended the homes they created on this, Richmond's grandest street, to demonstrate their affluence, enhance the value of the area, and display their talent and products. As one example of this trend, the authors cite the Binswanger family, a major supplier of glass in Richmond. Each of the four homes the family built on Monument Avenue was designed to demonstrate the quality and high style of the family's glass products.

The influence on Monument Avenue of another Richmond family is explained in the story of the Davis Brothers firm. This extended family of builders played an important role in the construction of housing and apartments for more middle-class residents who still wanted the cachet of a Monument Avenue address. Davis Brothers purchased multiple parcels along the street and built many handsome but affordable residences. The authors note that this created a bridge to the rest of the surrounding Fan District not shared by the large, high-style Georgian town homes of the wealthy. This volume does an admirable job of tracking the development of Monument Avenue and putting this grand street in the context of the surrounding city.

Of particular note are the graphics in *Richmond's Monument Avenue*. The images are a combination of period photographs collected from

a variety of repositories, architectural drawings from the Library of Virginia, and the sumptuous photography of John Peters. He painstakingly composed his photos and made them over a span of seasons in order to best capture the face of Monument Avenue. He has also overcome the difficulty of capturing buildings and statues that are often obscured by trees, and the challenge of finding proper light for the buildings on the south side of the street.

Period photographs, like those of the Lee monument standing starkly in a veritable prairie, underscore what a blank slate the area was before it was developed. These make a wonderful contrast to Peters's color photographs of Monument Avenue as it appears today. To find the same structures in both images gives an appreciation of how the setting for these jewel-like homes and churches has evolved over a hundred years.

*Richmond's Monument Avenue* is an admirable combination of urban social history and a record of the architectural development of this unique boulevard. This, plus the combination of historic black-and-white and luminescent modern color plates, make the volume a worthy addition to the bookshelf of any Virginian.

—reviewed by *Selden Richardson*,  
*Senior Archivist for Architectural*

## Records



Oliver W. Hill Sr., with Jonathan K. Stubbs, ed. *The Big Bang: Brown v. Board of Education and Beyond: The Autobiography of Oliver W. Hill, Sr.* Winter Park, Florida: FOUR-G Publishers, Inc., 2000. xxiv + 376 pp. \$24.95 (hardcover), \$19.95 (softcover).

On 11 August 1999, Oliver W. Hill received the Presidential Medal of Freedom, the nation's highest civilian honor, for his six decades as a civil-rights lawyer. Best known for

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**He was among the  
group of talented law  
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his participation as a trial lawyer in *David vs. County School Board of Prince Edward County*, one of five school-segregation cases the U.S. Supreme Court decided under *Brown vs. Board of Education*, in 1954, Hill was part of the Virginia team of the NAACP Legal Defense Fund that filed more civil-rights suits in Virginia than in any other southern state during the segregation era. From his earliest years as a lawyer before World War II until his retirement in 1998, Oliver Hill has been a courageous leader for social change, fully deserving the

honors that he has received.

His autobiography is based on extensive interviews with Hill that Jonathan K. Stubbs, a professor at the University of Richmond law school, has edited into a fascinating narrative. Hill recalls in detail growing up in Richmond and Roanoke before moving to Washington, D.C. to attend high school. He went on to Howard University and was among the group of talented law students, including his friend Thurgood Marshall and his later partner Samuel W. Tucker, whom Dean Charles Houston recruited to undo the legal framework of racial segregation. Hill established his busy but never lucrative practice in Richmond in 1939. Following military service in World War II, he became in 1948 the first African American elected to the Richmond city council since the Reconstruction era.

The story told here is an important one, and Hill tells it from the inside. He reveals what it was like to practice law in Virginia a half-century ago. He deftly characterizes his contemporaries, and he recalls forgotten details of events that have entered the history books. The book is an essential addition to any collection on Virginia. It is also a very satisfying read. Copies can be ordered from the Oliver W. Hill Book Fund, 3108 Noble Avenue, Richmond, VA 23228, or through the Library Shop at the Library of Virginia.

—reviewed by *John T. Kneebone*,  
*Director, Division of Publications and  
Educational Services* 