*On the cover (clockwise from left):
Cy Dillon and Harriett Edmunds
open the Exhibits; author Henry
Wiencek talks with conference
attendees; everyone enjoys the
Library of Virginia reception.*

Virginia Libraries

COLUMNS

FEATURES

OPENERS

The Future Starts Here

by Barbie Selby and Earlene Viano

With funny hats and noisemakers we have welcomed 2002. Now, as we move further into the new millennium, we are anxious that libraries remain serious and significant players in it. As with all successful endeavors, teamwork will be required. That means we must look around us with new eyes to see who is sharing our workload, listen with open minds to what our colleagues have to say, and decide together how to do the exciting and necessary things that will allow us to continue serving the information needs of our Commonwealth. In this issue of *Virginia Libraries* we look at WHO will help us in this effort and HOW we can pull it off.

Past ALA president E.J. Josey suggests WHO. In an age that emphasizes ethnic diversity, our library public needs to meet all kinds and colors of people working there. Not only is this a legal necessity, but also a human one. As the author insists, "I want to see staff who look like me!" With a wealth of quotations and examples, he urges us to leave the lingering effects of racism behind and step into a techni/multi-color age, where a library employee may be any qualified member of the human race.

The nitty-gritty details regarding HOW to march confidently into the future concern Patricia Bangs from the Fairfax County Library. Her article's bulleted lists of things to do or not to do could be posted on any library director's 2002 bulletin board, ready to be checked off—item by item. She suggests various ways libraries can embrace technology, new services they should offer, and the challenge of creating multicultural collections. One thing she proposes is the use of students and volunteers from the communities libraries serve. If librarians will not change and adapt to current circumstances,

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If librarians will not change and adapt to current circumstances, library survival into the future becomes problematic.

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library survival into the future becomes problematic. But if librarians closely follow trends and tendencies, Library.Future will not only have staying power, but also marketing appeal—essential to the consumer-oriented society in which we work.

Marketing *skills and products broadly* was just what the Arlington County Public Library did so effectively during the September 11th terrorist attack on the Pentagon. As Director Ann Friedman explains, staff jumped in and provided organization and communication during a time of confusion and uncertainty. HOW they did it can inspire all librarians to do the same—focusing first on the needs of the communities they serve. When libraries spend their monies and use their resources according to

those needs, they become invaluable community partners.

As always, last year's annual VLA Conference presentations were catalysts to constructive change. We offer a small sample of the many offerings—from computer sign-on solutions to problem parents, from accessing electronic theses to locating information on pre-Civil War plantations. The presenters' approximately 100 sessions covered every conceivable library-related topic and skill—an exciting hodge-podge whose power to stimulate creative thinking is well known to library directors. Every employee of every library in Virginia should have the opportunity to experience this mental massage, after which he or she will return to work with brain juices flowing freely. Certainly everyone who attends the yearly conference is immersed in visions of a better *library day*.

But libraries are also places to see back into the good ole days—into the lives of our friends and relatives who lived in them. At this year's *Virginia Institute of Genealogical Research* Linda Derrer learned how she could help her patrons get at the roots of their family trees. She offers many historical tidbits, among which everyone will find at least one to use as he or she starts digging. Ms. Derrer insists that carefully studying the historical particulars about Virginia's settlement will actually make it easier to find family members who lived then.

Virginia Reviews looks at books describing some of Virginia's historical particulars: its people—slave Nat Turner, Chief Justice John Mar-

shall, Norfolk's Mayor Roy Martin, and spy Robert Hanssen, and its places—the whole Virginia landscape in the 18th century, Southeastern Virginia during the Civil War, and Rockbridge County at the beginning of the 21st century.

Information, gleaned from the past, will help libraries avoid past mistakes and move with firm tread into the tantalizingly bright, but challenging, future of information management.

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Douglas Gordon, interviewer of Donald McCaig in the Oct./Dec 2001 issue of *Virginia Libraries*, asked that we mention that initial work on the interview was supported by a grant from Christopher Newport University. 🆅🅻

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It's a Full Agenda

by Iza Cieszynski

I am sitting here in my office overlooking the scenic James River. It's a beautiful day, nice and sunny with temperatures in the upper 50's. All very wonderful but my thoughts are not on the scene outside my windows but on the many tasks we have set ourselves for 2002. It's a full agenda, but if you have been reading/seeing all the reports about Virginia's budget woes, it is even more imperative that we have a strong Virginia Library Association working for us in Richmond and Washington.

The designated agenda represents our vision for the year and the full agenda can be found on the Association's web page. What follows are a few highlights of what we hope to accomplish this year.

As always at this time of year, legislative activities are at the forefront. Library advocacy is a role in which we all need to be active. This year is no exception. The legislative committee plays the leadership role for the Association. They develop the agenda and, with the approval and support of the Executive Committee and Council, implement it. Their work entails contacts with our state and federal legislators, responding to legislative initiatives, and partnering with many organizations to accomplish the goals of the Association. Examples of partnerships include VPLDA, VEMA, and VEA. This year we hope to expand those partnerships to include the Virginia Municipal League and VACO. Broadening the base of our support should strengthen our abilities to accomplish our legislative goals. You can find the full legislative agenda on our website www.vla.org. Specific activities include the annual Virginia Library Legislative Day on January 24 and Federal Legislative Day on May 7. This year we again plan to sponsor a bus to Federal Legislative Day in Washington, DC and a luncheon, to which we would invite our federal legislators.

Related to our legislative activities is the need to develop a stable funding process for the legis-

…we can always find a spot for you!

lative liaison. The finance and legislative committees will partner with VPLDA to develop this. The work of the legislative liaison is to monitor the legislative initiatives introduced by the General Assembly, assist in the development of legislative strategy, and act as the Association's watchdog in Richmond. Past activities have included work on UCITA, the fight for full funding of the state aid formula for public libraries, working with JLARC on the state aid report, tax exemption for Friends of Libraries groups, and acceptable Internet-use legislation. The services provided by the liaison have been instrumental in achieving our legislative goals.

The finance committee will have a full agenda, too. The work of the committee is to continue to strengthen the financial framework of the Association. Their work will focus on developing and implementing a planned giving program, reviewing the dues-structure report developed last year and making recommendations regarding it, developing a sponsorship plan to identify corporate donors, especially for scholarships and ongoing operating expenses.

Participation in Association conferences, workshops, events, and the work of the organization develops new leaders for our profession. The many programs presented by the forums, sections, regions, and committees offer many opportunities to our membership for leadership development. The work of the paraprofessional forum not only includes their excellent annual conference, but also includes their assistance in developing a speakers' bureau that can be accessed by all members. This speakers' bureau will have a double benefit for us. It will provide us with continuing education partners that will enable us to develop programs that help "grow" our staff, and it will also broaden the leadership opportunities available to our membership by offering them the opportunity to highlight their skills and knowledge by sharing them with others. The continuing education committee will partner in this effort to develop the speakers' bureau.

As you can see, it takes a great many to accomplish the work of the Association, and what we have to remember is that it will not be accomplished without the full support and commitment of the membership—and that includes active participation by all our members. If you are interested in helping achieve our goals, please do not hesitate to participate…we can always find a spot for you! **VL**

Diversity in Libraries

by E. J. Josey

An address delivered at the Chesterfield County Public Library Staff Day, Chesterfield, Virginia, December 8, 2000.

Diversity in all types of libraries grows out of the multicultural environment we find ourselves in these days. The multicultural environment is global: within nations, within regional sections of countries, and around the world. In a multicultural community, the library and/or the information provider can certainly act as a catalyst bringing ethnic groups together and fostering acculturation through the provision of information and research resources about the various ethnic communities.

One of the problems that we have had as a legacy in our country is racism. Racism permeates all of society's paradigms for those who are the disadvantaged people in our society—in our communities, in housing, in education, in libraries, and in employment. Stephen Bertman, the author of *Hyperculture: The Human Cost of Speed,* was asked why he had written a book with such a title. Dr. Bertman responded:

I had a sense that people are forgetting the past, that our memories are becoming blank about what's come before. After researching it a bit, I began to conclude that society is moving so fast that the past is shrinking, and like the images in a car's rearview mirror, the faster you go the smaller the past becomes….

People have forgotten about the terrible days of slavery followed by the devastation of segregation.

In May of last year, we celebrated the 46th anniversary of the May 17, 1954 United States Supreme

> ## "I had a sense that people are forgetting the past…"

Court decision overturning segregated education in America. Those who have forgotten American history should remember that African Americans were not only denied educational opportunity, but they were also discriminated against in all phases of American life. The 1954 Supreme Court decision was about schools alone. Roger Wilkens, a professor at George Mason University, in an issue of *The Nation* indicated that:

When the Warren Court handed down the decision in Brown vs. Board of Education, it set in motion a train of events that has changed the country and affected every citizen. It destroyed American Apartheid

and enriched our society. It also brought the nation a sobering dose of racial reality that foreshadows a long, painful and expensive struggle if we are ever to free ourselves of the enduring destruction and anguish flowing from what James Madison called our 'original sin.' …Brown was ultimately about much more than education. To understand its full impact, we have to remember what this country was like before the decision…. In fact, segregation was so stifling and humiliating that it was very hard to see other evils…. Blacks were still brutally held in place by an economic, legal, police-cast system that was undergirded by violence. A year after Brown, a black Chicago teenager, Emmet Till, was lynched in Mississippi for violating racial mores in greeting a white woman. In the North, blacks were submerged under a thick culture of smug, superior condescension that led to such ironies as blacks in the North being limited to janitorial and elevator operator jobs of newspapers that thundered editorially against Southern racism. And in 1954, the black poverty rate, while heading down, was still close to 70 percent. In that world Brown proved to be a second emancipation day. Blacks read the decision to say:

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'the constitution really does apply to me!' [1]

While Brown indeed freed African Americans from the shackles of segregation, it was the Brown decision that proved to be the legal underpinning for the subsequent advances of women, senior citizens, the handicapped, and other racial and ethnic minorities. Each of these segments of our diverse nation has benefitted significantly from the substance of the Supreme Court decision, which it took the NAACP 40 years to win. These and other segments of American society that have experienced inequality and racism learned from the example of the African Americans how to fight against the status quo in order to achieve greater freedom and more equality. While we celebrate the anniversary of the 1954 Supreme Court decision, however, we are mindful that desegregation alone has failed to improve the quality of life, especially for inner-city African Americans and other minorities in our country.

We as a country are still divided by race. This year marks the 33rd anniversary of the assassination of the Rev. Dr. Martin Luther King, Jr. in Memphis. More than one half of black and white Americans rank the nation's race relations as poor, and blacks and whites remain deeply divided on economic issues (i.e., affirmative action and the promotion of minorities).

It is against this backdrop that we must look at diversity in libraries. It is very important for librarians and all trustees to identify manifestations of racism. If we expect to have the kind of educational reform that is so necessary as we move forward during the new millennium, we must root out racism in all our institutions, including libraries. What must we do? Insist on cultural diversity in our libraries.

Developing Cultural Diversity

Cultural diversity, particularly the significance of ethnicity, race, and race relations in the work place are topics that have been largely neglected in organizational terms. Here in the state of Virginia efforts have been made to develop and work for diversity in libraries. What is diversity? In this context, diver-

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We must root out racism in all our institutions, including libraries.

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sity refers to the equal participation of men and women in organizations, regardless of their race, ethnicity, gender, or handicap. A tremendous void exists in organizations, including the libraries on our nation's campuses and in its communities when it comes to the issues of cultural diversity.

Why does this void exist? One hypothesis is the assumption that issues concerning race or ethnicity have low impact on organizational life, including that of libraries. Another possible hypothesis for explaining the cultural-diversity void in many of our organizations, even in our libraries, is that some people (members of the dominant white community) believe that racism and discrimination have been eradicated in the work place. The president of the Southern Christian Leadership Conference has said that those who believe that racism and discrimination have been eradicated are simply living in denial of an obvious fact in American society. Since the Civil Rights Act of 1964, blacks and other minority groups have slowly progressed beyond many discriminatory barriers. It is true that overt discrimination is rare in this country. However, covertly sophisticated forms of racism and

discrimination have arisen and are as mean-spirited and destructive as the overt forms. The latter types institutionalize discriminatory practices within an organization's policy and structures, while the former emphasize equal treatment both within the organization's formal and informal social systems. Consequently, the majority of minorities who work in organizations are still considered marginal and are not welcome in the inner, professional circles of these organizations—particularly within large organizations, such as corporations and large university and public library systems. Yet, problems related to prejudice and discriminatory practices are usually denied by members of the dominant white group. Such denials tend to be reinforced by the belief among whites that equal employment opportunity and affirmative action legislative policies have opened doors for minorities and erased discriminatory practices in these organizations.

Instituting Cultural Diversity, Serving a Diverse Population with Staff from Underrepresented Groups

How do we begin to institute or develop cultural diversity in our libraries? First of all, the top administrator of the library must be committed. If the director has not moved towards the development of cultural diversity but if a staff association or some other organization exists that works on behalf of the library staff or the librarians, it is very easy to form a committee to approach him or her. In short, there must be a team approach to developing the kind of leadership that will help make our libraries culturally diverse.

Secondly, we must understand what is meant by becoming a culturally diverse organization. In other words, our libraries can no longer be closed, elite organizations in

which certain categories of people are on the staff and others are left out. If there has been discrimination in our libraries in the past in terms of not providing access to employment for minorities and if there has not been access to certain managerial positions for minorities and women, something must be done about it. A diversity planning committee, if such a committee is in place, must set the stage for changes. If we are going to eliminate this kind of closed organization, we must be certain that our libraries have an affirmative approach to hiring and that there is a program to eliminate the discrimination that has gone on for so long. Coming to understand cultural diversity is the job of our planning or leadership committees. They must begin to look at and redefine the organization. We must be certain that the library as an organization is committed to examining all of its activities in terms of developing a diverse or multicultural climate and bringing new people onto the staff—people who have been underrepresented before. We must begin to understand how to appeal to potential members of the profession from diverse backgrounds who are not members of our library staffs. We must do more than send out advertisements saying that our libraries are equal opportunity organizations. One reason we must develop new strategies is because some minorities may be aware of the fact that our libraries don't have a good history of employing minorities, and they will stay away from our organizations and not apply for positions. We must actively seek out minorities for posts in our libraries.

Increasing Minorities in Libraries and Information Science Programs

There are not enough minorities working in all of our libraries—academic, public, school, and special. We do not have enough minorities completing our ALA-accredited library education programs in the country, but we must do something about this regrettable state of affairs. During the 1997–98 academic year, a total of 5,024 persons completed the ALA accredited mas-

> ## We must do more than send out advertisements saying that our libraries are equal opportunity organizations.

ters degree. Of this number, there were only 444 minority students or 9%. Blacks constituted 203 or 4%, American Indians 21 or 0.4%, Asian-Pacific 140 or 2.7%, and Hispanic Americans 110 or 2.1%. (These statistics do not include the 123 or 2.4% who are international students or the 451 or 8.9% who did not disclose their race or ethnic origin.) The overwhelming number of graduates was white and numbered 3,976 or 79.1%.[2] We must do something about the small numbers of persons of color who are graduating from the ALA-accredited Library and Information Science schools. We must get our priorities straight. How are we going to educate a new cadre of people to ensure that our libraries will be gateways to the national information infrastructure? How are we going to ensure that people who have no other access except through libraries are able to use the Internet?

In spite of the small number of minorities that is graduating from our library and information science programs, there are minorities currently working in libraries across the country. So when we begin to look for people who have had experience and need professionals for

upper-level positions, let's not forget minorities. In short, we should not recruit minorities only at the beginning level of the career ladder. We should recruit minorities to middle- and upper-management positions in our libraries. When we are developing such a program of cultural diversity, we should undertake a parallel effort at all staff levels and bring diverse personnel into our libraries.

Multicultural Collections in the Academic Library

Turning to library collections, in order to provide educational and intellectual support for culturally diverse communities and on our campuses, it is imperative that there be the collection and resources to support diversity in the library. To try to take care of the needs of cultural diversity, it will be necessary to rethink our libraries' philosophies of collection development. American minorities are fast becoming the American majority, and English is a second language for them. They are demanding resources in their mother tongue, so we librarians should be concerned about the languages that are represented in the collection, and consider how large these collections should grow. If the library is small, space is not available, but those of us in academic and large public libraries, where space is available, are still not building larger collections. Since technology is now paramount, we can also concentrate on *access* to resources and to other libraries.

Nevertheless, each library has its responsibility to develop a basic collection, including a variety of languages and resources to take care of the basic information needs of its individual campus or the public library patrons. We must also be concerned about bibliographic access and the handling of non-Roman alphabets.

Along with this responsibility is

the recruitment of staff. If we are going to handle all the languages and cultures that may be represented in various libraries and in various locations, we must have a multicultural and multilingual staff. In short, if we are going to provide a modicum of information to support a multicultural curriculum and a culturally diverse community, it is important for the library to engage in planning and evaluation. If a library does not have systematic planning and is not engaged in the evaluation process to determine its goals in the establishment of a cultural diversity program, including excellent resources, it will certainly fail in its efforts. Related to this situation is the fact that because of financial problems, all types of libraries are facing the problem of meager funding. It is now more important than ever that strategic planning take place as well as participation in the development of cooperative endeavors to ensure that cultural diversity programs will not fail because of the lack of resources.

It is impossible to develop a multicultural collection if the collection development policies of the library have not changed. We must introduce collection development policies to support multicultural collections in culturally diverse communities. Moreover, unless we look at our collection development policies to ascertain what changes must be made and where we are going, we may fail to provide the kind of information resources that the users of our libraries expect. We librarians must remind ourselves that if the library's collection is designed to support a multicultural curriculum and a culturally diverse student body and faculty, it is essential that the collection development polices reflect these viewpoints. While I have used the academic library as an example, the same can be said of our public and school libraries.

Having or not having a diverse staff will certainly affect customer services in our libraries. Our libraries should mirror the communities that the libraries serve. Minorities often say, "I want to see staff who look like me." As the late comic Flip Wilson would say, "What you see is what you get!" How can we have good customer service if our collection and resources do not reflect the languages of the people who use our libraries? If there is no representation of authors from the underrepresented groups that our libraries serve, this will not aid librarians and library trustees who are serious about attempting to provide quality and good customer services.

"I want to see staff who look like me."

Attack on Cultural Diversity and Multiculturalism

Developing a multicultural program will not be easy. There has been an attack on multicultural education. The most severe attack has come from one of America's most eminent historians, Arthur M. Schlesinger, Jr., who wrote *The Disuniting of America: Reflections on a Multicultural Society* (Norton). Schlesinger argues that multiculturalism threatens the ideals that bind America. In an essay in *Time* magazine entitled, "The Cult of Ethnicity, Good and Bad," he tells us that:

On every side today ethnicity is breaking up nations. The Soviet Union, India, Yugoslavia, Ethiopia, are all in crisis. The U.S. escaped the divisiveness of a multiethnic society by a brilliant solution: the creation of a brand new national identity. The point of America was not to preserve old cultures but to forge a new, American culture.

Interestingly enough, in this same essay Schlesinger then provides the raison d'etre of multiculturalism when he writes the following:

The new American nationality was inescapably English in language, ideas and institutions. The pot did not melt everybody, not even all white immigrants; deeply bred racism put black Americans, yellow Americans, red Americans, and brown Americans well outside the pale. Still, the infusion of other stocks, even of nonwhite stocks, and the experience of the New World reconfigured the British legacy and made the U.S., as we are now a very different country from Britain.... But, pressed too far, the coat of ethnicity has unhealthy consequences. It gives rise for example to the conception of the U.S. as a nation composed not of individuals making their own choices but of inviolable ethnic and racial groups. It rejects the historic American goals of assimilation. And, in an excess of zeal, well-intentioned people seek to transform our system of education from a means of creating "one people" into a means of promoting, celebrating, and perpetuating separate ethnic origins and identities. The balance is shifting from unum to pluribus. [3]

On the other side of the coin, we have African American scholars, such as Ishmael Reed, a novelist who teaches English at the University of California at Berkeley and describes Prof. Schlesinger as a follower of David Duke. In a blistering rebuttal, Henry Louis Gates, Jr., Professor of English and Afro-American Studies at Harvard, called Schlesinger's contention a "demand for a cultural white face in America." Why did these two African American scholars attack Schlesinger with such vengeance? The reason was Mr. Schlesinger's arrogance when

he suggested that the American identity is in jeopardy when multiculturalism and Afrocentricism elevate the racial and ethnic over the "American."

Race and ethnicity have always been parallel in the United States. Professor Takaki of the University of California at Berkeley reminded us that Jefferson's hope was that "this continent would be covered by the same people, sharing the same values." That means his vision was for a homogenous Anglo-American society. Nevertheless, Jefferson himself was a slave owner.

It would be appropriate to remind the Schlesingers of this world that the *Harvard Encyclopedia of American Ethnic Groups* has identified 106 ethnic groups in our country alone. The fact that there are 106 ethnic groups in the United States is evidence that Americans have an increasing interest in their ethnic heritage. There is also a recognition that America is not the melting pot that so many have believed, for in actuality, it is a society in which members of diverse ethnic, racial, religious, or social groups autonomously participate in the development of their cultural or special interests within the confines of their common, cultural heritage. In American society in the year 2000, there is a greater awareness and recognition of cultural diversity and ethnic pluralism. Evidence of this growing awareness is that in recent years there have been dozens of conferences on how to achieve cultural diversity, not only in the American Library Association, but in many other professional organizations as well.

Conclusion

Finally, if the library staff and other information specialists truly want diversity, it can be achieved. In the development of diversity programs, we must not be fearful of those persons who want to throw cold water on our efforts. When we are working hard towards cultural diversity in our library systems, we mustn't be fearful of the kinds of code words that will be thrown at us. There will be some who will call you "politically correct." It seems that there are people who throw words around to hold back progress. It was Ron Mason of Tulane University who commented on political correctness when he said, "I think it is a clever tactic used by the forces of reaction. They throw a lot of different concepts around, some of which are good and some of which are extremes and ram them with a name that plays on the fears and ignorance of the masses."

One of the new buzzword phrases sweeping corporate America is "managing diversity." This concern with diversity comes from the simple demographic fact that white males have become a minority in the workforce, and their share of jobs will shrink further since most new workforce entrants are women, Hispanic Americans, African Americans, Native Americans and Asian Americans. In order to find the people to run their businesses, companies must aggressively recruit, train, and promote minority workers and managers. Libraries must do the same. John Jacobs, the former president of the National Urban League, has said, "When managers are as accountable for achieving diversity goals as they are for achieving production goals, half the battle is won." American society has a long way to go to achieve cultural diversity in higher education, in libraries, in business, and in many areas of American life. It is good that steps are now being taken to work toward cultural diversity.

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2. *Library and Information Science Education 1999 Statistical Report*. (Arlington, VA: Association for Library and Information Science Education, 1999), 121.

3. Arthur M. Schlesinger, Jr. "The Cult of Ethnicity, Good and Bad," *Time* (July 9, 1991): 21. **VL**

Libraries in Times of Emergency—Lessons Learned

by Ann M. Friedman

On the morning of September 11 around 9 o'clock I was doing what library directors frequently do: standing at a library construction site and explaining to the foreman why the endless delays (weeks) in finishing a library are unacceptable. The only difference this time was that the library site was one half mile from the Pentagon.

As the events of the day and the following weeks unfolded, I learned and relearned many lessons about the importance of librarians' skills and the value of libraries to communities. I also recognized some of the limitations we as a profession need to overcome if we are to become what we all envision as essential: a widely recognized, vital force in the community.

Lesson one: Librarians know how to organize information—not just "library" type, fairly static, information, but, more broadly, content. Because these skills have long been recognized here in Arlington and because in a small government all "recognized" skills are utilized, the library system manages the county, as well as the library, web site; the government cable channel; and the I & R service, which answers the county's main phone number. As a consequence of all these responsibilities, I also chair the Arlington County Communications Emergency Task Group.

The need to organize information and use it across formats was dramatically seen in the Information and Referral service. Within hours of the incident, the I & R service was overwhelmed with offers

> **Firefighters located badly needed supplies; Human Service workers found needed counselors; food for workers was directed to the right place.**

of help—from food to cranes to off-duty emergency personnel wanting to volunteer. Some of the services were desperately needed, but the question quickly became how to capture the information in a usable format—usable by multiple players in real time in multiple locations.

Libraries think databases—a library staff member quickly created one. The phone offers were entered directly into the database—almost 1,000 in the first week. For the first few days the I & R service operated 24 hours a day. Firefighters located badly needed supplies; Human Service workers found needed counselors; food for workers was directed to the right place. At the end of the critical emergency period, thank-you calls were made to the donors using the information captured in the database.

Lesson two: Complete, absolutely accurate, information delivered long after the need has passed is less useful than more limited information delivered in a timely manner. During the 9/11 emergency, the information on local conditions was changing so rapidly that a daily newspaper could not provide adequate coverage. Consequently, the cable channel and the county web site transformed themselves from mostly passive repositories of local-interest programming and information, much like libraries, to active news sources. The county web site was reformatted to include a news page with local information, including massive and changing road closings, bus rerouting, and links to broader news stories at the state and federal level. The visual aspects and design of the site were also changed to reflect the emergency in the county and in the country.

Lesson three: Information must be re-purposed and used across all delivery formats—from video to web to print. Arlington is the fire department of the Pentagon and local police are responsible for the roads and access points around the Pentagon. Consequently, the twice-daily news briefings at the Pentagon, which involved local police and firefighters, were of great local interest. These briefings were not

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Ann Friedman *is the Director of the Arlington County Public Libraries.*

fully reported in the national media. The local government cable channel taped and edited the briefings and broadcast them on the local cable channel within hours. The briefings were then transcribed and put into a news format on the web site.

Lesson four: Public access to e-mail is an important public utility in an emergency. During this emergency operation, the seven public libraries in the county remained open for business, closing only one evening on the first day. In the first few days because telephone circuits in the area were overwhelmed, libraries, particularly in the multi-ethnic areas near the Pentagon, were heavily used for e-mail. Families made connections with other family members in their homelands to say they were all right. Others sought information about friends and family in New York.

Lesson five: Symbols of a government in control and continuing to operate are critical to community stability in an emergency. Arlington County libraries were one of

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Families made connections with other family members in their homelands to say they were all right.

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those symbols. They were a sign of normalcy. The government was working and delivering services as usual. The community appreciated the symbolic and real service.

This formal rethinking and "lessons learned" might give the impres-

sion of a well-oiled machine waiting for the right emergency to show its stuff. Hardly! It was a raggedy operation with panic often close at hand. We never knew what we would be called on to do next, and fatigue set in as time passed. Anthrax was not a welcome visitor, nor were the tornado winds that swirled through the neighborhood of the newly opened library. This leads me to a final lesson.

Lesson six: Libraries in their traditional role are important builders of stable communities, but they also must not be afraid to use their very great skills broadly. In the words of business plans in a competitive, Internet-driven economy—we must shorten the time between product development and the marketplace—and we must market our skills and products broadly in order to remain competitive. **VL**

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.

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. **VL**

2001 VLA Conference
V@Libraries: Where Readers Connect

Session Reports

General Opening Session

As Director of the Center for the Book, John Cole is a strong advocate of reading, books, and the written word. His remarks focused on the Center for the Book—its history, its programs, and its plans for the future.

The Center for the Book was established by an Act of Congress (1977) to promote public interest in reading, books, and the role of literacy in society. The Center is actually a small office in the Library of Congress with a very small staff, and it works collaboratively with other departments within the Library of Congress to fulfill its mission. For example, the Library of Congress reading theme for 2001–2003 is *Telling America's Stories*. The Center for the Book and the American Folklife Center are jointly sponsoring this program, which takes advantage of the America's Library web site (*http://www.americaslibrary.gov*) and the American Memory web site (*http://memory.loc.gov/*) as web based resources to enhance the program.

Read More About It is another program that is sponsored by the

Dr. John Y. Cole, Director of the Center for the Book at the Library of Congress, addressed the General Opening Session of the Conference.

Conference goers enjoyed the entertainment and surroundings of the new Chesterfield County Public Library LaPrade Branch at the Wednesday evening social.

As always, the exhibits provide a time for learning and visiting.

Center to promote reading and learning more about any topic. This program develops brief reading lists for readers to learn more about topics presented on television, in exhibits, or digitized collections. It has been one of the Center's more successful programs as it works with major television networks to promote reading. The Center continues to work with the broadcast media to do just that.

Dr. Cole stated that the Center is continuing its effort to establish affiliated centers in each state. Currently they exist in 42 states, including Virginia and the District of Columbia. The Center has also established partnerships with civic and educational organizations for the promotion of reading.

Dr. Cole also spoke about the National Book Festival, which was held on September 8, 2001 on the grounds of the Library of Congress and the U. S. Capitol. First Lady Laura Bush was one of the many supporters of this program. Although the festival was organized in a very short period of time, it

was a great success. Dr. Cole hopes the festival will become an annual event and noted that plans are already underway for next year to include the Pavilion of States.

Dr. Cole spoke briefly about the history of the Library of Congress, its buildings and collections. He also talked about the Jeffersonian legacy to the Library of Congress, particularly the purchase of Jefferson's library to replace books destroyed in a fire. The Library of Congress is attempting to assemble his col-

lection as part of an exhibit on the president. Dr. Cole also reflected on the legacies of librarians of LC, including centralized copyright, catalog card service, a classification system, and a union catalog.

Support for the Center for the Book comes from both public and private sectors. Dr. Cole's reflections on the Center and its activities emphasized the power of partnerships. The Center has limited space and personnel resources, yet it continues to promote the joys of read-

Beth Wescott discusses the value of partnering among libraries.

ing through a variety of programs and has used the power of the Internet to share resources across the nation and around the world.

—*Caryl Gray, Virginia Tech*

Records of Ante-Bellum Southern Plantations

Jean L. Cooper, UVA Libraries

Jean L. Cooper of the University of Virginia Library presented a session concerning the *Records of Ante-Bellum Southern Plantations*. These records represent a primary resource for Southern genealogists with contents spanning a time period from pre-1700 to 1865. This publication is particularly important in that it brings together in one microfilm publication records that are located in university and archival collections throughout the country. Using it, the researcher's work becomes immeasurably more efficient. Published in series format, series A-N are available at Hampton University, the University of Virginia, and Virginia Tech. Portions of series A-N are available in libraries located

at William & Mary, the Colonial Williamsburg Foundation, James Madison, the Library of Virginia, Old Dominion University, and the Virginia Beach Public Library.

Thousands of pages of original records are included and often provide the only extant resources for burned county research. In addition, plantation records represent an essential resource for researching African American families prior to 1870. Estate papers, wills, deeds, maps, family papers, diaries, genealogies, and business records, including slave and property lists, are included. Ms. Cooper's presentation focused on several types of original records and described the information that family historians and genealogists are searching for in order to further their research.

Ms. Cooper's presentation on the *Records of Ante-Bellum Southern Plantations* can be found at *http://staff.lib.virginia.edu/~jlc5f/Genealogy/Page1.htm* and a list of Virginia surnames in these records can be found at *http://staff.lib.virginia.edu/~jlc5f/Surnames/SurnameTableRpt.html.*

The *Records of Ante-Bellum Southern Plantations* is a 'must use' for

all researchers concerned with this time period.

—*Carolyn Barkley, Virginia Beach Public Library*

Teen Spaces

Pat Muller

Pat Muller, the Children and Youth Services Consultant at the Library of Virginia, offered a visual presentation of library areas designed for teens and provided tips on creating vital young-adult spaces. She focused on the three elements needed for a teen area:

- First, effective use of space, such as the use of a *T* or an *L* shape to attract attention, and the displaying of items face out.
- Second, visual appeal. Teens are used to the marketing directed toward them in the shopping mall, so the library needs to emulate those successful selling methods.
- Third, connecting the space with teens—posting a bulletin board with "what's hot" items or with news stories about local teens, for instance.

Sally Jacobs of VCU leads a session devoted to reference chat services.

Below, one of Virginia Tech's newest librarians, Michelle L. Young, gives a job seeker's perspective of the job hunt.

Pat stressed besides that libraries could create more space and make an area more appealing by weeding and suggested that teen areas not be adjacent to the children's room. She showed photographs of various libraries throughout the state and throughout the eastern United States and discussed each in light of its value as a teen space. Pat suggested the use of slanted or grid shelving for face-out displays, the use of furniture, such as butterfly chairs and directors' chairs, for seating, and the use of posters to make the area attractive to teens. She recommended that teen space be located in a heavily trafficked area or one with a good line of sight. During the program Pat distributed handouts, including *We Don't Have Enough Space* from *Connecting Young Adults and Libraries*, 2nd Edition by Patrick Jones, *Martha Stewart Doesn't Work Here: Revamping the YA Section* by Donna-Jo Webster, and *Principles for Planning Areas for Teens in Public Libraries*.

—*Ginger Armstrong, Chesterfield County Public Library*

Censoring Library Materials & Access: A Trial

Rodney A. Smolla

"All rise, the court is now in session. The Honorable Rodney A. Smolla presiding." So began *Censoring Library Materials: a Trial*. The program featured a return visit to VLA by Professor Rodney A. Smolla, Allen Professor of Law at the University of Richmond School of Law. Joining Professor Smolla were four students in his First Amendment course—Lee Westnedge, Nicole

Rossi, Lauren Brown, and Paul Emigholz.

Professor Smolla presented the facts for the following appellate argument: State X enacted a statute designed to protect its citizens from *obscene* materials in libraries—in books and through Internet access. It required installation of filters on *all* computers. The plaintiffs—a student and his family and others, such as the ACLU and the ALA—challenged the statute's constitutionality. The state responded that its newly enacted statute was constitutional. Representing the plaintiffs were Mr. Westnedge and Ms. Rossi. Ms. Brown and Mr. Emigholz represented the State.

Professor Smolla asked each team to address whether Board of Education v. Pico, 457 U.S. 853 (1982) was still good law. The plaintiffs argued that it's not only still good law, but it is better now than ever. The state argued that it was never good law and certainly is not applicable in this Internet era. The plaintiffs said that it permits governmental entities to exercise authority and discretion, but that discretion must stand up to strict scrutiny. The state must show a compelling state interest when First Amendment rights are implicated. Books and materials, once selected, should neither be removed nor should access be denied them because the state disagrees with the content. The statute as enacted is over-broad, treating adults and children alike. Brown and Emigholz argued that State X's legislature, the *elected* officials, could make decisions such as this one—it is the elected officials' job. They argued that State X did not enact the statute because it disagreed with the content of specific books and materials, but rather it enacted the statute for social/public-policy reasons and to promote shared community values. "The legislature, as elected officials, has the right to tell librarians what should and should not be in

libraries," argued the state attorneys. They also argued that a library should not be required to provide access to everything for everybody. State X's statute is not preventing anyone from having access to any book or Internet site. It is merely saying that the state is not required to provide that access.

—*Timothy L. Coggins, University of Richmond Law Library*

Helping Library Users Find Medical Information

Beth Wescott

An audience of over 40 learned that MEDLINEplus is one-stop-shopping for health care information on the web. Network Coordinator Beth Wescott, from Region 2 of the National Network of Libraries of Medicine (NNLM), had those present enthusiastically chanting "MEDLINEplus.gov" early in the session. This was one in a number of sessions that NNLM staffs are presenting at state and regional library conferences to inform libraries of services available to them for disseminating health care information to the public. Beth shared both personal and professional perspectives on information-seeking behaviors of the public and ways of evaluating and using print and web resources for health care information. Tips were given on collection development, reputable non-government web sites, Spanish-language content, and collaboration with local medical libraries. Using humorous examples, Beth stressed the real importance of locating the right information to match users' needs and reading levels. A number of those attending this session expressed warm appreciation for a very informative, well-presented presentation, which may be viewed at *www.vla.org*.

—*Karen Dillon, Carilion Roanoke Memorial Hospital*

Jim Murphy, 2001 winner of VLA's Jefferson Cup Award.

Below, Puppetry 101: How to Use Puppets in Your Library with Heidi Rugg of Barefoot Puppets.

Copyright Law Today: Beyond the Basics

James S. Heller, College of William & Mary School of Law

Despite his session's title, Dr. Heller made a good job of covering copyright basics for libraries too, by keying his presentation to his handout "A Baker's Dozen: 13 Copyright Questions for the Digital Millennium." Answering these permitted him to include background information on library exemptions and liabilities, and "fair use" issues for both libraries and schools, while also focusing on recent legal developments that have not registered their full impact yet. Dr. Heller reviewed salient provisions of the DMCA (Digital Millennium Copyright Act) that permit libraries to make digital copies for selective preservation or replacement needs, that limit the liability of institutions as online service providers for copyright violation, and that prohibit circumvention of technological protection measures on copyrighted works. The TEACH Act (Technology, Education & Copyright Harmonization Act, S. 487), if passed, would extend benefits to government and nonprofit educational institutions for distance education as well. Besides such legislation, Dr. Heller touched on the implications of the Supreme Court's *Tasini v. NY Times* decision (favoring freelance writers), and other important decisions present and past that have helped define various copyright provisions. Throughout, Dr. Heller's approach was to interpret copyright law's purpose as favoring users wherever possible. He even offered practical advice on copyright notice labeling, and in followup questions discussed the con-

Dr. Alva Hughes of Randolph-Macon College and Nancy Newins helped their audience explore the usability testing for their library's web pages.

ditions under which "electronic reserves" could be justifiable under law.

—Jeff Clark, James Madison University

How to Deal with Problem Parents

Katie Strotman, Caroline Parr, Setve Matthews

How librarians deal with problem parents is an issue that concerns all those who work in libraries. But it is of special concern to those who work in public and school libraries because a large number of daily transactions involve parents.

Panelists suggested ways to put procedures in place that staff could use, not only to minimize problems, but also to provide ways of handling problems when they occur. Suggestions included having procedures and policies that are written so that staff could explain the need for certain rules and regula-

tions, such as the need to register for programs, why programs have age restrictions, library etiquette, what to do if a program is full, etc. Katie Strotman shared a flyer prepared by the children's librarians in Fairfax County, which explains such policies and the need for them.

Caroline Parr suggested that if problems surface repeatedly regarding a particular program, it should be evaluated. For example, if story hours for a particular age group are always full and have waiting lists, another story hour should be added, or the program should be repeated later the same day. In other words, use this time to examine the situation to see if library practices and/or policies are actually *causing* problems.

Steve Matthews suggested several ways to handle problems created by parents who volunteer in their child's school library. If the librarian has specific jobs set aside for parent volunteers that include a variety of duties to keep them

busy and content, their time spent at the library will be beneficial to both the school and themselves. It is also helpful to schedule parent volunteers to work in particular time slots rather than having them all in at once. This gives adequate time for the librarian to train these valuable volunteers, whose work is essential to school libraries with no paid staff other than the school librarian.

—Jane Ferguson, Fairfax County Public Library, and Lisa Payne, Tuckahoe Area Library

I Signed Up For That Computer: Managing Your Public Use Computers

Susan Keller, Dawn Sowers, Stella Pool

As the number of computers increases in Virginia libraries, staffs face the challenges of monitoring the use of public terminals and the conflicts that occur when trying

Cynthia Wright Swaine of Old Dominion University convinces her audience of the value of the team approach to management.

A crowd was on hand for I Signed Up for That Computer to learn about managing their public use computers.

viewing. One library also offers terminals with proxy servers that only provide access to specified links. Timeout devices, such as Cybrarian, that log the terminal off after a period of time are being considered by a couple of the libraries. The retention of sign-in records ranges from one day to several months: the length of time varies according to local legal advice.

The session closed with a reminder that it is always satisfying to assist users who have a variety of computer skills and information needs.

—*Tim Carrier, Jefferson-Madison Regional Library*

to provide fair access for everyone. Panelists from three libraries shared their experiences, revealing that while no magic formula works for all libraries, having a carefully written computer-use policy that is consistently administered can go a long way toward meeting those challenges.

Varying perspectives became evident as each presenter discussed her library's computer-use policy and procedures, focusing on the Internet. Culpeper County Library limits Internet access to library cardholders, keeping a record of each user on file and a sign-in calendar for its four Internet terminals. At the Jefferson-Madison Regional Library, which maintains a computer lab in addition to terminals in other areas, users register with a signature

and little staff involvement—unless there is an issue, such as asking someone to vacate a station for another user. At the Fauquier County Public Library, a forthcoming policy revision plans to give users the option of presenting a library card or other identification beforehand. Since they provide both filtered and unfiltered access, users under 18 must have a parental permission form on file before using unfiltered machines.

Each library has tackled a number of other issues. If a patron at one library is observed viewing *questionable* material, the director will talk to the person and offer to let the police determine if the material is illegal, whereas at another library, recessed terminals below desk level make it harder to see what others are

E-Journals: Libraries & Vendors Making the Link

Arlene Hanerfeld, Merrill Smith

Arlene Hanerfeld demonstrated access to journal articles from the library at the University of North Carolina at Wilmington to a standing-room-only crowd. She emphasized that linking directly from citations to the full-text article between databases is a very new field and her access points are dynamically changing as new services become available. Using lists of database subscriptions, lists of

Conference attendees enjoy festivities at the Library of Virginia reception.

available titles provided by vendors, durable URLs provided by EBSCO, ISSNs, and 856 links in the library catalog, a seamless access can be achieved for the patron. Merrill Smith explained how the durable URLs in EBSCO Online provide a constantly updated service to the library, reducing the problem of failed links.

A technical services departmental bias toward public service and student preference for full-text only has guided the construction of the UNCW service. EBSCO, JSTOR, Science Direct, were some of the databases demonstrated. The UNCW approach is a one record approach, with both print holdings and multiple online 856 fields attached to each bibliographic record. Hanerfeld uses the "S4" field in the checkin record of her Innovative library system to provide lists of electronic journals available.

Hanerfeld also demonstrated immediate article-level connections between EBSCOhost, Business Source, InfoTrac, Silver Platter, and Cambridge Scientific Abstracts.

The presenter emphasized that this is all a work-in-progress, with constant changes being the norm. She noted that, as print use decreases, electronic access is increasing the workload in technical services.

—*Sharon McCaslin, Longwood College*

Access to Electronic Resources: Archives and Theses Come Out of the Attic

Gail McMillan, Virginia Tech

Since January 1997 it has been required that all Virginia Tech theses be submitted in electronic format. Many theses are still composed and even submitted to faculty in paper,

VLA scholarship recipients

Left to right:
Zewdu Mantegbot
Iris Taylor
Merrill Chertok

but the official university copy is only accepted in electronic format. The content of the theses has actually changed as a result, with color illustrations, video clips, and dynamic animation appearing in more and more theses.

The reasons for this change include: 1) more productive research with better communication between student and reader, 2) better and more realistic training for the student as electronic publishing becomes the norm, 3) opportunities to showcase what the university does, and 4) improvement in library services. Better electronic documents, saved shelf space (166 shelves per year), and no wait for binding result in improved library service. The original electronic documents are also immediately available to UMI. Publishers have been supportive of electronically submitted articles taken from these theses.

Challenges have included the need to train graduate students in new skills and encourage faculty to give up their reliance on traditional paper copies. The library has served as a resource regarding copyright and fair-use laws, as a liaison between student authors and their advisors, and, more traditionally, as the cataloger and collector of theses. Archiving issues still remain, but Virginia Tech is convinced that increased and immediate access is more important.

An additional benefit of the program has been the increased availability of theses for student research—from two to three circulations per year in 1990–94 to over a million requests this year alone. International access to this research has also improved.

McMillan noted that electronic theses are no longer experimental at Virginia Tech but that other institutions have been slow to do the same.

—*Sharon McCaslin, Longwood College*

The Public's Right to Know

Maria J. K. Everrett

Maria J. K. Everrett, Executive Director of Virginia's recently created Freedom of Information Advisory Council, presented a program on the role of the Council and Virginia's Freedom of Information Act.

The Council has the responsibility of issuing advisory opinions on the day-to-day issues government agencies and the public face when putting freedom of information into practice. Her office can offer help and advice to the general public, government employees, and the media. Ms. Everrett discussed what people can expect when they make requests and what a government body must do to respond to requests. For example, a person does not have to invoke the FOIA law to make a request, and any request must have an initial response time of five days. A governmental agency can charge any amount up to the actual cost of producing the records requested, and an agency does not have to create a record if it does not already exist.

Of particular interest to the audience were the provisions for open meetings. Under Virginia's FOIA law, boards and other entities doing the public's business are open to the public; and whenever "two or more are gathered" from a public governing body, it may be considered a meeting, with all the requirements for public notice and openness required by the law. She

also reminded those attending that e-mail can be a record and must follow records-retention guidelines established by the Library of Virginia and the Virginia Public Records Act. For more information see the FOIA Council's web site at *http://dls.state.va.us/foiacouncil.htm* and State and Local Government Records Retention Schedules at *http://www.lva.lib.va.us/state/records/index.htm.*

—*Mary S. Clark, The Library of Virginia*

Author Luncheon with Dabney Stuart

Dabney Stuart, the author of 18 books, held the attention of the audience from the beginning of his remarks until the closing lines of his last reading. Cy Dillon introduced Mr. Stuart as a writer who "cares about every word," and this was evident in each reading. After some brief remarks about libraries and technology (he misses the card catalog), we were treated to several readings, including poetry selections and a short story.

Most memorable were the poems, that Mr. Stuart had written to his father to commemorate his birthday. The readings were prefaced with remarks about this father-son relationship and how it had changed and deepened over the years. His father was a graduate of the Virginia Military Institute, and several of the poems focused on walks across the VMI campus on his father's birthday. These annual walks continued for several years after his death, but are no longer part of the author's October ritual. *My Best Room* and *Sleep Walker* were poems written to his father. As Mr. Stuart read these and other poetry selections, I shut my eyes so that I could focus on the words and the imagery. I was sad when each reading ended and eagerly awaited the next. *High Desert Snow* was a partic-

PATRICK HINELY

Virginia author Dabney Stuart spoke at the Author Luncheon.

ular favorite. One could almost see the New Mexico mesa and the luminaries on that cold crisp Christmas Eve.

In addition to his poetry, Dabney also writes short stories. We enjoyed a selection from *Bed and Breakfast,* which is part of the collection in *No Visible Means of Support.* Again, the listener could visualize the scenes painted by the words of this story. Dabney did not read the entire story, but left the audience wondering how the story ended. I have reread *Bed and Breakfast,* and I look forward to reading other short stories in this collection.

—*Caryl Gray, Virginia Tech*

Bringing It Home: Providing Remote Access to Electronic Resources to Patrons

Steve Helm: Technology Manager, McConnell Library, Radford University

"It is so easy and cheap ANYONE can set up a Proxy to give their patrons

remote access to e-resources." That was the theme stressed throughout the presentation by Steve Helm.

As expected, many public and academic librarians were drawn to learn about how remote access to electronic resources could be implemented easily and affordably. The presenter began by discussing the challenges libraries face in providing remote access to electronic resources, including IP filtering, the need for patron authentication, and the requirements of vendor licenses. He then introduced the fundamental concepts behind the different types of proxy servers and their functionality.

Helm explained McConnell Library's 1998 experience deploying a Netscape proxy server using proxy *auto configuration files.* While this Netscape Proxy Server solution worked, it required all users to modify their browser configuration and then authenticate *every session* with the proxy server, regardless of whether or not the user intended to visit a library e-resource. Predictably, this solution generated a barrage of frustrated queries by patrons to the reference department about how to get the proxy to work with their browser. Fortunately McConnell Library found a better proxy solution.

The majority of Helm's presentation focused on McConnell Library's second proxy solution, *EZProxy,* which McConnell Library began using in 2000. The software was developed by Useful Utilities (*http://www.usefulutilities.com/ezproxy/*) and has many advantages: It is cheap—$495; it needs minimal hardware; it offers multiple authentication options—from automated library systems, from e-mail servers, text file, and more. Best of all, *EZProxy* requires very little from the library's users. They simply enter a user ID and password, and the proxy sends a *cookie* that allows them to access the library's resources. The *cookie* is valid for the browser ses-

sion or up to several hours, allowing the patron to use multiple e-resources without the need to re-authenticate.

The staff requirements to implement this proxy are also minimal. Librarians need only add a simple prefix to their e-resource URL and then include a few lines of text for each resource in the *EZProxy* configuration file. The needed hardware requirements for the proxy server are easily attainable as well. The minimum recommended *EZProxy* configuration for the Windows NT 4.0/Windows 2000 server is a Pentium 200 with 128 MB of RAM and at least 1 MB of disk space for installation. So virtually *any* currently purchasable computer will more than suffice.

In addition to using *EZProxy* for authenticating remote users before allowing access to subscription-base resources, Radford also uses the proxy for remote users of electronic reserves. Simply restricting e-reserve directory access to *on-campus users only* and then authenticating patrons though *EZProxy* makes the e-reserves PDF files accessible to remote library users.

—*Steve Helm, Radford University*

Closing General Session

Henry Wiencek, author of *The Hairstons: An American Family in Black and White,* delivered the 2001 VLA Annual Conference's closing address. This Yale graduate, originally from Boston, moved to Charlottesville to have access to books on slavery for the writing of his book. When he tried to do research in NYC at the Brooklyn Public Library, he found such access costly (a $600. fee was required) and particularly time-consuming because of closed stacks and the use of call slips. At UVA, by presenting his Virginia driver's license the author gained admittance to Alderman's open stacks and easily acquired fac-
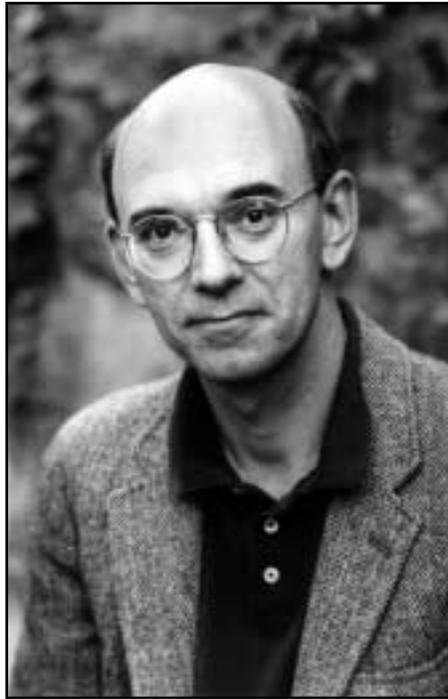
Author Henry Wiencek delivered the closing address.

ulty privileges, which are given to researchers. This changed Wiencek's brief stay in Virginia to a permanent move.

The Hairstons, which was the result of this "easy" research, won the '99 Book Critics Circuit Award. It took seven years to write and deals with a family of slave owners in southwestern Virginia. At one point it was possible to walk from Martinsville to Danville without ever stepping off Hairston property. They owned 40 plantations in three states (Virginia, North Carolina, and Mississippi) and 10,000 slaves.

Then Robert Hairston began to be uncomfortable with his wealth and with the institution of slavery. He confided to his brother Samuel that he'd decided to free his slaves and actually began to do so in 1832. Through the American Colonization Society, based in Lynchburg, he sent six slaves back to Liberia on the ship "Jupiter." He also trained a slave as a carpenter and set him up independently.

This set the rest of his family so firmly against him that he left them and, after traveling abroad, settled in Mississippi. There he managed cotton plantations and surrounded his home with an eight-foot-high brick wall implanted with iron spikes. Hairston built a hospital for slaves at Mineral Springs, and when he was in his early sixties, in 1845, he had a daughter by one of his slaves. In March 1852 he came down with pneumonia and at the point of death decided to will all his possessions to his child, who would be freed. The book recounts his end-of-life struggle to do this.

The story is a fascinating one, but most of all, VLA Conference listeners were amazed at Wiencek's discovery, while he was researching *The Hairstons*, that mainstream historians are apparently still inexplicably contemptuous of slaves and their descendants, who are the source of so much still-to-be-revealed information on the Washington era. The author has just cracked open the lid of this historical treasure chest.

—*Earlene Viano, Hampton Public Library* VL

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A Glimpse at Library.Future

by Patricia Bangs

For more than a decade, debate has raged over the future of our institution. As *Library Journal* editor-in-chief John Barry wrote in a recent editorial, "Fatalists and futurists, library users and those who never stop in, professionals and peons, politicians and voters have all participated in the various processes we have dreamed up to divine the future role of the public library."

In late spring 2001, the Fairfax County Public Library in northern Virginia joined the fray by asking three national experts to discuss their scenarios for the future of public libraries at a staff workshop, entitled appropriately "Library. Future." The speakers included Marilyn Gell Mason, former director of the Cleveland Public Library and now with the National Commission on Libraries and Information; Walt Crawford, information architect with the Research Libraries Group and author of numerous books and the popular online newsletter, *Cites & Insights: Crawford at Large*; and Gary Strong, Director of the Queens Borough Public Library in New York, a system that has developed a national model for integrated service to a multicultural community. Their message was reassuring for both the fatalists and futurists in our profession. To paraphrase Mark Twain when he heard news of the publication of his obituary, "Rumors of [our] death are greatly exaggerated." To survive, though, the speakers emphasized, libraries must concentrate on discovering and developing technologies and services that work.

Mainstream or Marginal

In her portion of the presentation, "Libraries of the Future," Mason, who is also author of *Strategic Management for Today's Libraries*, focussed first on how technological change is affecting libraries.

A "heavenly library" is not that far-fetched, and it will definitely change the way libraries do their job.

She noted that libraries that have embraced technological change have remained mainstream institutions, while those that have not, risk becoming marginal in their societies. As an example, Mason explained that in the United States and Sweden, where libraries have adopted new technologies, usage hovers around 65 to 75 percent, while in Great Britain, where libraries remain traditional repositories of books only, usage is just 25 percent.

As an example of the rapid technological change society is experiencing, Mason reviewed statistics that reflect Internet growth familiar to all library professionals (2.5 million documents, growing at a rate of 7.3 million pages per day), and reminded the audience that less than one percent of the information is indexed. "It's becoming harder to search and searching is becoming more specialized," she said. "But there is one profession—ours—that can deal with it."

She also shared the widely-circulated estimates from Microsoft predictors that e-books will outsell print books in 2009; newspapers will abandon paper in 2018 and Webster's Dictionary will alter its first definition of "book" to refer to "writing read on a screen" by 2020. While many remain skeptical of such forecasts, she reminded the audience that several years ago, many of us did not read newspapers online, and five years ago the Internet as we know it today did not exist!

Mason suggested that the future of the publishing industry and its effect on libraries could resemble what happened in the music industry with the success of Napster, the online music service that allowed users to trade music. Several years ago individuals suggested that a "heavenly juke box" might be created in which consumers would subscribe to music in the same way they subscribe to cable. In the spring of 2001, three companies announced just such a concept. A "heavenly library" is not that far-fetched, and it will definitely change the way libraries do their job.

Patricia Bangs is a staff writer with the Fairfax County Public Library's Public Information Office. She can be reached at patricia. bangs@co.fairfax.va.us.

Clockwise from right: Gary Strong, Marilyn Gell Mason, and Walt Crawford, presenters at the Fairfax County Public Library "Library.Future" workshop.

These and other environmental changes, according to Mason, have raised issues for libraries in four areas: services, staffing, archiving, and filtering. In the three major service areas provided by libraries—reference, circulation, and readers' services—noticeable changes include:

- decrease in the number of reference questions
- increase in the difficulty of the questions
- rise in circulation, but more in non-print media, such as audio-visual materials—book circulation down
- decrease in the proportion of population using libraries (For example, in Pittsburgh, the library system serves 1.3 million individuals, but only 8,500 people are responsible for 60 percent of the circulation)
- more competition for readers from online services, such as amazon.com and barnesandnoble.com.

These changes illustrate the notion that what libraries are doing is not less important, but different. A service-based, rather than a collection-based library model is emerging. In the past the breadth and depth of a collection determined the level of services. This is no longer the case. Content is changing. Few individuals would expect to find just books in libraries these days. Also, buildings are becoming important in new ways and enjoying a renaissance as centers for computer and literacy training and hubs for the communities in which they are located, rather than just repositories of collections. In addition, networking is becoming more important. Many libraries have created Internet portals to information sources, but everyone is duplicating that effort. Libraries are also becoming electronic publishers of local history, genealogy, and other resources owned by no one else in the country. Technological changes have also pushed libraries toward a 24/7 service model, with interactive Web sites, that include reference chat service. Mason recently observed such a phenomenon at the Suffolk County Public Library in New York, which has initiated an after hours homework support reference service, called "Live Librarian."

In addition to technological changes affecting libraries in the future, a key demographic change will affect staffing. According to a recent issue of *Occupational Outlook Quarterly*, by 2008, 39,000 librarian jobs will go unfilled, as many librarians reach retirement age. More and more individuals receiving their

M.L.S. degrees at present are going into private industry, because "they do not want to take a vow of poverty." To attract the best employees, libraries need to rethink staffing. One solution, admittedly controversial, which Mason offered is redefining job requirements with entry level jobs requiring a B.A. and those with an M.L.S. working at a higher level.

Finding the Ways That Work

Walt Crawford echoed many of Mason's concerns. But, even though he is the former president of the Library and Information Technology Association (LITA) and the author of 14 books on information technology issues, Crawford emphasized the importance of viewing technology simply as a tool necessary to fulfill a library's mission.

"I think 'finding the ways that work' is a particularly good slogan for libraries and librarians in the new century," he said.

According to Crawford, 80 percent of new innovations fail. Therefore, it becomes essential to try to identify those that have a chance to succeed. Using the example of DVDs as a technology that is succeeding, Crawford suggests that new developments need to meet certain criteria to flourish. They must:
- do something better than existing devices and media, or do something that existing systems just don't do
- resonate with popular need and desire, or at least with the needs and desires of a target audience
- be incremental—with enough familiarity to help users understand how and why to use them
- be supported by more than one agency or producer. Single vendor innovations often don't survive.

What About E-Books?

Applying these criteria to e-books, Crawford believes the final form of e-book technology is still to be determined. "There are at least nine different things mixed up in the term e-books," he said, "and some of them are almost certain to succeed. Others won't. As a whole, as with other media, e-books are likely to offer new possibilities but not replace print books, except in those areas where print books don't work very well." Crawford acknowledges that his belief in the endurance of the printed page separates him from many other futurists.

The challenge is to convey the spirit and nature of one cultural group to another cultural group.

Another new technology that Crawford believes will impact libraries is "Print-on-Demand" (POD) capability. POD technology allows books to be published as purchased using machines that combine high-speed laser printers, full-color cover printers, and binding mechanisms. Crawford envisions most large bookstores will someday have POD systems in their backrooms and perhaps library consortiums or large library systems will arrange to own or borrow them. This technology will affect libraries in three ways:
- Out-of-print materials can be brought back into print as quickly as they can be digitized.
- Midlist and backlist materials may never actually go out of print, which will be good for readers, but not writers, who often regain rights to their books when they go out-of-print.
- Technology in vanity and self-publishing will be greatly expanded, which could pose a problem for libraries in determining what POD material to acquire.

Shaping the Future: A Model for Multicultural Service

Gary Strong, Director of the Queens Borough Public Library, also believes good service, even if it is non-traditional library service, is the key to shaping the future, not only of libraries but also of the cities and towns in which they exist. Serving an extremely diverse community, the 62-branch system has developed an integrated "New Americans" program which offers 116 popular collections in 16 languages, 80 English-As-A-Second-Language classes, cultural events, "WorldLinQ," Internet access to foreign language sites, and an International Resource Center for scholars and students.

"Multiculturalism," Strong believes, "is one of the social and economic resources that should be nurtured as part of every community's social capital." The challenge is to convey the spirit and nature of one cultural group to another cultural group. "I happen to believe libraries are the most important and effective means a community can have to accomplish that challenge," he added.

Mainstreaming Special Collections

In the past foreign language collections have been developed for special populations using grant funds and often involving someone else's selections. The collections were often not fully catalogued, specialized staff was not fully integrated into the libraries' structures and when grants ran out and libraries failed to pick up the expense, these collections floundered. According to Strong, the Queens system has attempted to remedy this problem by making service to its multicultural population a key component of its strategic plan. In developing the plan, staff were asked to try to define the full range of human diversity. In addition to common

characteristics such as appearance or age, staff developed 17 additional categories and then put together bibliographies of material needed to serve these groups. They discovered they held less than 30 percent of the needed material and sought and received a $1 million grant from the Carnegie Foundation to provide the additional resources.

Responding to Demographic Change

To remain responsive to their diverse community, staff continually reviews language demographics and is ready to establish new collections as needs arise. When it became apparent that the need for a collection in Turkish existed, the Queens system was able to establish one in three months. In addition to collections in various languages, the "New Americans" program provides resources for such topics as job training, locating health and social services, and entrepreneurship training. Certified teachers teach "English Speakers of Other Languages" classes, and volunteers lead conversation groups between classes. Programming also reflects the system's commitment to serving its multicultural population. More than 30,000 programs were offered last year, many featuring the cultural heritage of the more than 100 nationalities represented in the Queens community. Through "WorldLinq," the Queens system offers links to Internet sites in five languages and also provides Internet training in those same languages. Two years ago, an International Resource Center for scholars and other users was established at a branch and provides thousands of titles, including hard-to-find resources, such as a guide to doing business in Bahrain, fiction from Bosnia, and feature films from China.

Recruiting in the Community

Responding to its diverse population even carries over into recruitment efforts for the Queens system. To encourage members from the community to join the library profession, Queens has established a "Page Fellows Program" for high school and college age pages, latchkey monitors, and volunteers. Each individual is paired with a librarian for 15 hours a week. "Our hope is to keep our talented, diverse staff with us," Strong explained.

Cultural Awareness— A 21st Century Skill

The success of the Queens system's integrated approach to serving a diverse population rests on several guidelines, which Strong shared with the audience:
- avoid the tendency to group all cultures together or view them as the same
- stress cultural pluralities and stress diversity
- watch for stereotyping in language, roles, media and institutional practices
- recognize that treating everyone the same does not mean that everyone is being treated fairly
- become familiar with different world views that various cultures represent;
- develop a contemporary perspective about race and culture
- read cultural publications and listen to speakers about other cultures.

Strong ended his presentation by urging his audience to be proud of the library profession in our rapidly changing environment and to be eager to say, "I'm proud to be a librarian in a public library today."

The Future: Our Choice

The three futurists at the Fairfax County Public Library workshop all agreed that librarians may not be able to divine their future, but they can shape it. The continued success of the profession, they believe, rests on recognizing the areas where change is necessary, finding the tools and services that work, and offering non-traditional solutions to the meet the customers' needs. ▣
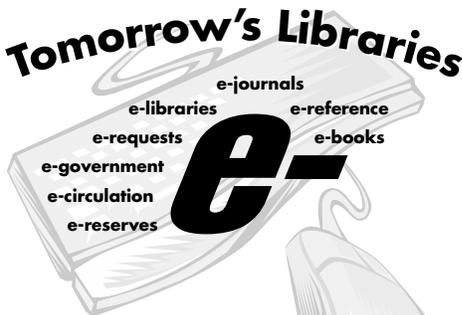
Virginia Institute of Genealogy Research

by Linda Derrer

An innovative partnership between the Virginia Library Association and the Virginia Genealogical Society made a scholarship available for a VLA member to attend the annual Virginia Institute of Genealogical Research this past August. A competitive application and selection process was administered by a subcommittee of the Local History, Genealogy, and Oral History Forum, chaired by Steve Preston of the Bedford Public Library. The scholarship was awarded to Linda Derrer of the Massanutten Regional Library, and, as recipient of the award, she was asked to write this review of the Institute for Virginia Libraries.

Linda Derrer

I very much enjoyed the Virginia Institute of Genealogy in Richmond Virginia this summer and feel the session on Virginia Vital Records was particularly important and informative. Here are some of the interesting and useful facts I learned from it.

In the early 1600's ministers were required to keep records of all burials, christenings, and marriages. By the mid-1600's persons wishing to be married by license had to go to the clerk of the county court. Marriage consents had to be filed for persons under the age of 21.

Beginning in 1780, ministers performing marriages had to record the marriage with the clerk of the county where the marriage was performed.

By 1853, birth and death records that were recorded at the county level also had to be sent to Richmond. In 1866, laws were passed to recognize slave births and marriages.

Knowing where to find vital records is extremely important in doing a genealogy search. Birth indexes from 1853 to 1896 are available on microfilm at the Library of Virginia, but there is no statewide index to death records in Virginia from 1853 to 1896. Some county clerks prepared death records for their counties, and microfilm copies may be available at the Library of Virginia. There is a statewide death index for 1912 to 1954, and marriage index records are available at the Library of Virginia for the years between 1853 and 1940. For a fee, anyone can order a copy of a vital record from the Office of Vital Records. It has birth and death records from 1853 to 1896 and from June 1912 to the present, marriage records from 1853, and divorce records from 1918.

These are some published sources, available to the public, that are helpful in searching for ancestors:

Virginia Vital Records (birth, marriage, and death) and Military Records by Mary McCampbell Bell.

A Guide to Church Records in the Archives Branch Virginia State Library and Archives by Jewell T. Clark and Elizabeth Terry Long, compilers.

A Guide to Bible Records in the Archives Branch, Virginia State Library by Lyndon H. Hart, III, compiler.

Marriage Records in the Virginia State Library: A Researcher's Guide, 2nd Ed. by John Vogt and T. William Kethley, Jr.

Gleanings from Other Institute Sessions

Anyone who does research in Virginia finds that maps in the late 1700's were not very good, but in 1820 a survey of the state was made which gave a fairly accurate account of Virginia counties. After the Civil War, there were lots of

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Linda Derrer is a library assistant in the children's department at Massanutten Regional Library. She also helps out in the Library's Genealogy Room.

changes made on maps as the state recovered from war.

Virginia's coastline was accessible to entering ships, and Jamestown was the official port in colonial times. Williamsburg was the only town of any size and had its own newspaper, the *Virginia Gazette*. Waterways played an important role in the settlement of Virginia because, with roads close to impassable during the colonial period, families moved by water.

As people arrived in Virginia, they settled in areas where there were others of the same religion. Anglicans, who were members of the Church of England, settled in the Tidewater area. Every time a new county was formed, a new Anglican parish was established. The vestry—a group of twelve men who served a church parish and maintained its budget—was important for its local area. The vestry kept records to show who attended a parish, and this information is important in searching for ancestors, as it may give information concerning marriages, baptisms, and deaths. The Huguenots and Presbyterians settled in the Piedmont area. In the Valley area there were diverse ethnic backgrounds with groups such as the German Reformed, who arrived in America between 1714 and 1745. When settlers came to Virginia, not everyone wanted to obey the British and join the Anglican Church. Instead, many wanted religious freedom.

In colonial times, tithables were collected and recorded by the church. After Virginia received independence from England, the counties took over collecting taxes. A marriage bond (license) was issued by the church, and minister returns (marriages performed by the minister) were sent to the county clerks to be recorded. Servants had to have the permission of their masters

> **As people arrived in Virginia, they settled in areas where there were others of the same religion.**

to marry; and while divorces were not common in colonial times, the first Virginia divorce was granted in 1803.

Lists of Virginia tithables and personal property from 1779 to 1787 were based on what 21-year-old males owned, but in 1788 the age for a taxable male became sixteen. This is important to know when looking at census and tax records. The constables were the ones who counted the taxes, and they did so fairly accurately during colonial times. Taxes were posted on the courthouse door or at the local tavern and were displayed

publicly so that taxpayers could see that each had been equitably assessed.

In 1779 an act was passed by the state to establish a land system and then in 1782 a system of land taxes. People acquired land by buying it from someone, being given it by the government, inheriting it, or receiving it through marriage. A patent or grant is a document stating that land has been purchased and by whom.

By learning some of the early history of Virginia, I see how the state was settled. Looking in resource materials about Virginia, such as the *Virginia Historical Index* by E.G. Swem, I can learn much about the people who settled in different areas of Virginia. Many libraries around the state have historical references in their genealogy or archival collections, and county information can be found at each county courthouse. Since records have been destroyed over the years, not all counties have adequate ones. Probate and land records, census and tax records, military and county records, birth, death, baptismal, and marriage records, wills and old newspapers—all are sources of important information about Virginia ancestors.

This wealth of family-history information will be invaluable as I assist others in discovering their family roots, using our library's genealogy resources. **VL**

Virginia Reviews

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

Stephen Adams, *The Best and Worst Country in the World: Perspectives on the Early Virginia Landscape.* Charlottesville: University Press of Virginia, 2001. xii + 305 pp. $55.00 (hardcover), $19.50 (softcover).

Published as part of the series *Under the Sign of Nature: Explorations in Ecocriticism*, this book is, according to author Stephen Adams, the first in a projected series exploring Virginia landscape over time. In *The Best and Worst Country in the World*, he examines attitudes toward and writings about Virginia landscape to 1700. Adams is a professor of English at the University of Minnesota at Duluth, but he lived in Virginia between 1979 and 1986.

In his introduction, Adams compares the writings of William Byrd (1674–1744) and Annie Dillard (1945–), who described roughly the same area in southwest Virginia. Adams recognizes that Byrd and Dillard brought very different perspectives to their approach to the region and that "they organize and alter the landscape in the very process of viewing it." He subscribes to historian Simon Schama's view that "landscape" itself is an intellectual construct, something shaped by culture.

Adams opens with an exploration of the historical geology of Virginia. Chapter 2 attempts to suggest

> **…the revolt failed as a result of poorly organized and disciplined slaves and better organized and armed whites.**
>
> **BRYANT REVIEW**

the ways in which the first inhabitants, Indians, perceived the land. Chapters 3 through 8 discuss the Spanish explorers, the Roanoke colonists, the Virginia Company, and colonial times. Adams admits his approach springs from ecocriticism and "green" cultural analysis as an attempt "to read texts from early Virginia with attention to environment and place, studying human culture as both a product of and process within the evolution of ecosystems."

Much of Adams' discussion comes from the secondary literature. Throughout the book, he is

restricted in his analysis to the few surviving descriptions by Spanish and British explorers. These descriptions limit Adams' attempt at recreating the historical landscape as experienced by these explorers and settlers to a very few educated men.

For readers familiar with previous studies on English settlement and European reactions to the American landscape, there will be few surprises. Adams is familiar with recent scholarship and uses it liberally. He does include materials not generally studied, such as broadsides and maps. Nevertheless, the overall effect falls short of compelling ecocriticism. Perhaps in the next volume, which will explore eighteenth-century writings, Adams will find more material for his study.

—*reviewed by Barbara Batson, Exhibitions Coordinator*

Bill Bryant, *Tomorrow Jerusalem: The Story of Nat Turner and the Southampton Slave Insurrection*. 1st Books Library (www.1stbooks.com), 2001. xviii + 269 pp. $14.14 (softcover).

Tomorrow Jerusalem is another retelling of the slave insurrection that Nat Turner led in 1831. Considered an exceptional child by his family and his owners, Turner grew up to become a preacher. He claimed to receive visions and signs

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Julie A. Campbell *is the editor of* Virginia Cavalcade*, the quarterly illustrated magazine of Virginia history and culture published by the Library of Virginia.*

from the Holy Spirit that inspired him to raise the slaves of Southampton County in rebellion to earn their freedom. Turner long planned his rebellion, gathering only a trusted few for support. As his plans matured, he expected that other slaves would join his efforts and that whites would flee or die. However, the revolt failed as a result of poorly organized and disciplined slaves and better organized and armed whites. Turner eluded capture for two months before being caught and hanged.

Before his execution, Turner related his tale of the rebellion to Southampton lawyer Thomas R. Gray, who subsequently published *Confessions of Nat Turner…* (1831). Author Bryant uses it as the frame for his own work and augments it with further valuable research from the Southampton County records and other materials. But Bryant goes beyond merely writing about the insurrection, he endeavors to place it in context of other events in Southampton County, Virginia, and the United States. His cast ranges from Nat Turner to John Floyd, and from Andrew Jackson to William Mahone and George H. Thomas, two Southampton natives who became generals of the opposing Confederate and Union armies in the Civil War.

However, Bryant has emulated biographer Edmund Morris and his work *Dutch: A Memoir of Ronald Reagan* (1999). Apparently unsatisfied with the historical record, Bryant decided to embellish fact with fictional accounts to liven up his story. For example, he develops a close relationship between Turner and his owner's mother, Sally Travis, and creates dialogue between Turner and his fellow conspirators to explain their motivations. He uses other fictional conversations to put Southern whites' concerns over slavery and rebellion into words. Bryant offers neither footnotes nor endnotes to sep-

arate fact from fiction. So while *Tomorrow Jerusalem* is interesting and informative, it should be read with caution.

—reviewed by Trenton Hizer, Finding Aids Archivist

R. Kent Newmyer, *John Marshall and the Heroic Age of the Supreme Court.* Baton Rouge: Louisiana State University Press, 2001. xviii + 511 pp. $39.95 (hardcover).

The timing is probably accidental, but Newmyer's biography of

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John Marshall … was protecting the national government and economy from what he thought were ill-considered state actions …

NEWMYER REVIEW

John Marshall caps a remarkable decade of scholarship on the Great Chief Justice. Five books published between 1994 and 2000 have scrutinized Marshall's life and career, and publication of Marshall's papers continues apace at the College of William and Mary. Newmyer, already widely regarded as the best legal biographer of our times, took all this new scholarship into account while completing this excellent study of Marshall. Of all the fine studies, this is the one book above all others to read.

Newmyer organizes his account of Marshall's life around the justice's deepest beliefs. A nationalist by virtue of his service in the Revolutionary War, Marshall supported ratification of the Constitution in

1788 and, thereafter, resisted pressures from Southern, states-rights politicians to weaken the national government. A common-law attorney by virtue of his successful legal practice in Virginia, Marshall was sympathetic to the emerging commercial and industrial economy, and he supported slavery.

A Federalist during his political career in Virginia in the 1780s and 1790s, Marshall doubted the wisdom of local politicians and especially distrusted Virginia's advocates of states rights. A man of democratic sympathies but a kindred spirit of the emerging capitalist elite, he remained popular in Richmond, where, nevertheless, his political and legal opinions were widely condemned. As a writer of brilliant and persuasive prose, Marshall, more than any other man in the decades following adoption of the Constitution, defined its central meaning in ways that had profound and lasting effects.

The sum of Newmyer's explication of these beliefs is that John Marshall was not pursuing a strategy as chief justice intended to enlarge national power at the expense of the states (as the Southern critics charged). Instead, he was protecting the national government and economy from what he thought were ill-considered state actions that threatened to untie the bonds of the Union and cripple national economic development. Perhaps Marshall's motivation did not matter to his opponents because the effect seemed the same. As Newmyer and the other recent authors have demonstrated, however, the difference mattered to Marshall, and it matters in understanding his long and influential career. Considering what happened a quarter century after Marshall died in 1835, they make a strong case.

—reviewed by Brent Tarter, Editor, Dictionary of Virginia Biography

Brian Steel Wills, *The War Hits Home: The Civil War in Southeastern Virginia.* Charlottesville: University Press of Virginia, 2001. xiv + 345 pp. $34.95 (hardcover).

Given the wealth of surviving and easily accessible resources, it is astonishing that there are not more community- or regional-level studies of Virginia during the Civil War. In *The War Hits Home*, Brian Steel Wills has written a first-rate one. Professor of history at the University of Virginia's College at Wise, Wills has mined newspapers and manuscript treasures to produce a richly textured narrative concerning southeastern Virginia's experience of the Civil War. Though focusing on the town of Suffolk, county seat of now-extinct Nansemond County, Wills' geographic sweep embraces neighboring Isle of Wight and Southampton Counties and, on occasion, ventures as far east as Norfolk and Portsmouth and as far south as Gatesville, North Carolina.

Wills deftly weaves military, social, and political threads into a chronological story. He sees Suffolk as having experienced the conflict in three waves, each of which required individuals to make adjustments to their changed circumstances. The first wave corresponded to the flood of Confederate troops from outside the region pouring into the area to mobilize. The second dates from the Federal occupation of Suffolk in May 1862 as part of the Peninsula campaign, through the withdrawal of the Union garrison in July 1863. During the third and final wave, Suffolk was a no-man's-land caught between opposing forces. The author focuses on Confederate Lieutenant General James Longstreet's campaign in the region in April and May 1863, to which Wills devotes five of his fourteen chapters.

Wills avoids painting a monochrome image and is sensitive to the nuances of action and voice. He uses quotations judiciously and analyzes nineteenth-century language, speculating, for example, what a Northerner would have understood from the *Harper's Weekly* description of Suffolk in May 1863 as "a small, filthy town of great antiquity, small population, little trade, and a great deal of Virginia dirt and Virginia pride." Although focusing on how individuals—military and civilian, men and women, free and enslaved—dealt with war and its consequences, Wills also addresses such larger issues as Confederate

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> ## Martin readily accepted, asking that the elephants be delivered to city hall so that their pictures could be taken.
>
> **YARSINSKE REVIEW**

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nationalism, life under occupation, and African American freedom.

Useful appendices provide capsule postwar biographies of the principal figures, lay out the Confederate and Union battle orders in the Suffolk campaign (April–May 1863), enumerate the casualties of selected southeastern Virginia companies, and list the Union naval vessels assigned to the North Atlantic blockading squadron. *The War Hits Home* is published in the University Press of Virginia's series *A Nation Divided: New Studies in Civil War History*, edited by James I. Robertson, Jr.

—*reviewed by Sara B. Bearss, Senior Editor,* Dictionary of Virginia Biography

Amy Waters Yarsinske, *The Martin Years: Norfolk Will Always Remember Roy.* Hallmark Publishing Co. (P.O. Box 901, Gloucester Point, VA 23062), 2001. 144 pp. $14.95 (softcover).

In spring 1970, Norfolk mayor Roy Martin accepted an unusual gift for the city. A carnival owner was planning to retire two elephants (named Mona and Alice), and offered them to the Norfolk Zoo. Martin readily accepted, asking that the pair be delivered to city hall so that their pictures could be taken. He was undaunted by the fact that the small zoo held only "some alligators, a black bear, a few monkeys and a bison," and ultimately managed to raise $265,000 for a facility to house the pachyderms. Such enthusiasm and energy made Martin one of Norfolk's greatest advocates in the decades after World War II.

Roy B. Martin, Jr. was a Norfolk native, Navy veteran, and successful businessman when he was appointed to city council to fill a vacant seat in 1953. He was elected mayor in 1962 and served for a dozen years. Martin oversaw aggressive redevelopment projects that shaped the city's modern skyline. During his tenure, Norfolk gained a convention center and concert hall, constructed a new city hall building and airport terminal, and opened a medical school. Walter P. Chrysler, Jr. donated his art collection to the Norfolk Museum of Arts and Sciences (now the Chrysler Museum), and General Douglas MacArthur was buried in the old City Hall (now the MacArthur Memorial).

Martin was at the helm of a city in transition. In 1959, Norfolk city council voted to close area schools rather than integrate them; while he did not advocate integration, Martin voted against the closure, fearing that the withdrawal of funding would irreparably harm the school system and its students.

Amy Waters Yarsinske compiled *The Martin Years* from a variety of sources. She interviewed Martin and his wife Louise, reviewed their

scrapbooks and photographs, and researched local newspapers. Her text provides a lively overview of Martin's civic involvement and public service. The slim volume is peppered with photographs and newspaper clippings, and, when paired with a more comprehensive narrative, would be useful to those interested in the modern history of Norfolk.

—*reviewed by Jennifer Davis Mc-Daid, Archives Research Coordinator*

Adrian Havill, *The Spy Who Stayed Out in the Cold: The Secret Life of FBI Double Agent Robert Hanssen*. New York: St. Martin's Press, 2001. xxiv + 262 pp. $25.95 (hardcover).

As the author makes clear from the outset, Robert Hanssen was not driven by ideological fervor to embark on his twenty-year career as a spy, as was the case with Julius and Ethel Rosenberg or the British double agent, Harold Adrian Russell (a.k.a. Kim) Philby, all of whom were true believers in the Soviet brand of socialism. Hanssen's motivations, at least on the surface, stemmed from simpler and more selfish reasons: money and excitement. Given a choice between idealism and greed, one would think that political passion would prove to be the more understandable basis for betrayal, but Hanssen appears to be a different case altogether.

His father was a Chicago law enforcement officer for thirty years—some of that time spent in intelligence—and Hanssen himself worked on the same police force—in intelligence—before joining the FBI, where he was employed for twenty-five years. His life, viewed from the outside, seemed built around his career, his wife and six children, and the Catholic Church, in ascending order. Yet scarcely five years after joining the bureau, he chose to indulge a fantasy that had nagged at him for years. In March

2000, Hanssen informed his Russian handlers: "I decided on this course when I was 14 years old. I'd read Philby's book."

The book he referenced was Kim Philby's *My Silent War*, first published in 1968 and considered a classic example of Soviet propaganda. After Hanssen's arrest, the media made much comment about this quote and the disparity between Hanssen's age—he would have been fourteen in 1958—and the book's date of publication ten years later. However, Hanssen's letters to the

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Years later the friend remembered Hanssen's chilling comment…: "You know, someday I'd like to pull off a caper like that."

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Russians, usually beginning with the greeting Dear Friends and signed with the romantic alias Ramon Garcia, were carelessly written and sprinkled with errors. He likely meant to write, "when I was 24 years old." What is beyond dispute is his fascination with Philby's tale of espionage. A friend of Hanssen's recalled that he insisted that he read it. Years later the friend remembered Hanssen's chilling comment when the friend returned the book: "You know, someday I'd like to pull off a caper like that."

In this regard, Hanssen was tremendously successful. For two decades he turned over classified information to Soviet agents, and after the Soviet Union's fall, to agents of the Russian Federation and went undetected. He received hundreds of thousands of dollars for work that did incalculable injury to his country and probably led to the deaths of agents employed by

the United States and its allies.

For two decades, Hanssen moved through the familiar landscape of everyday life, among family and friends, colleagues and strangers, in private and public places, engaged in countless ways, large and small, with the rhythms of community life, with the institutions of state and nation. All this he secretly betrayed. One wonders, as he burrowed deeper, how he regarded the growing estrangement between his buried existence and everyday life. In the end, the man who chose a double life was rewarded with a third: imprisonment without parole. *The Spy Who Stayed Out in the Cold* is riveting and recommended reading.

—*reviewed by Don Gunter, Assistant Editor,* Dictionary of Virginia Biography

Anne Drake McClung and Ellen M. Martin, *Among These Ancient Mountains: The Story of Rockbridge County, Virginia*. Lexington, Virginia: Alone Mill Publishing, 2001. 201 pp. $47.03 (hardcover). To purchase copies, contact the Bookery, 107 W. Nelson St., Lexington, VA 24450-2035, 540/464-3377, or the Best Seller, 29 W. Nelson St., Lexington, VA 24450-2033, 540/463-4647.

If there is such a thing as the essence of Virginia, Rockbridge County is a good place to go looking for it. It lies between the Blue Ridge and the Allegheny Mountains and is part of the James River Basin. Author Anne Drake McClung explains that the county's history is defined by its denizens' relationship with the landscape, which has determined the locations of towns, roads, and residences. Appropriately, the book opens with a series of illuminating topographic images of the county generated by the book's designer, Arthur M. Lipscomb III. The county's mountain

ridges, green hills, and fertile bottomland invite landscape photographs, and the color images by Ellen M. Martin and McClung, who previously teamed up on a lovely book about Goshen Pass in the northwestern part of the county, convey the scenery's beauty.

McClung is head librarian of Rockbridge Regional Library's Goshen Branch, and she takes care to provide a proper bibliography and source notes for her readable text. She also admits that she loves the place, and the book is an appreciation—and for those who don't live there, an advertisement. The narrative meanders from Natural Bridge to the Civil War and then on to Lexington, Robert E. Lee, Stonewall Jackson, and the institutions of higher education that honor them. Passing from Buena Vista, Glasgow, and Goshen—communi-

ties shaped by the hard experience of floods—to favorite hamlets and county scenes, McClung supplements the color prints with a variety of vintage illustrations, includ-

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She also admits that she loves the place, and the book is an appreciation …

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ing the century-old photographs of Michael Miley.

Behind the seemingly unchanging landscape, however, is evidence that history continues to happen in Rockbridge County. The farmers'

shift in the middle of the twentieth century from grain production to beef cattle and sheep turned cultivated fields into the county's striking green pastures. The erection of monster chain stores on the outskirts of Lexington emptied the downtown retail section for specialty shops and preservationists. The county's population is growing older thanks to an influx of retired persons and the departure of the county's young people, although little change in the current overall population is predicted.

Whatever the future holds, this is a splendid portrait of Rockbridge County at the beginning of the twenty-first century.

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