

STAFF

Co-Editors

Barbie Selby
Documents Librarian
UVA Law Library
580 Massie Road
Charlottesville, VA 22903-1789
(434) 924-3504
bselby@virginia.edu

Earlene Viano
Library Assistant/Reference
Hampton Public Library
4207 Victoria Blvd.
Hampton, VA 23669-4243
(757) 727-1312
eviano@hampton.gov

Editorial Board

Fran Freimarck
Director
Pamunkey Regional Library
P.O. Box 119
Hanover, VA 23069
(804) 537-6212
ffreimarck@pamunkeylibrary.org

John T. Kneebone
Director, Publications and
Educational Services
Library of Virginia
800 East Broad Street
Richmond, Virginia 23219-8000
(804) 692-3720
jkneebon@lco.vsla.edu

Ed Lener
College Librarian for the Sciences
Virginia Tech, University Libraries
P.O. Box 90001
Blacksburg, VA 24062-9001
Phone (540) 231-9249
Fax (540) 231-9263
lener@vt.edu

Lydia C. Williams
Longwood University Library
Farmville, VA 23909
(804) 395-2432
lwilliam@longwood.lwc.edu

Antoinette Arsic
Corporate Business Development
Specialist/Librarian
EER Systems, Inc.
3750 Centerview Dr.
Chantilly, VA 20151
(703) 375-6488
antoinette.arsic@eer.com

Editor, *Virginia Books*
Julie A. Campbell
Library of Virginia
800 E. Broad Street
Richmond, VA 23219-8000
(804) 692-3731
jcampbell@lva.lib.va.us

Virginia Libraries

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COLUMNS

- | | | |
|-----------------------------------|----|-------------------------------------|
| Barbie Selby and
Earlene Viano | 2 | Openers |
| Morel Fry | 3 | Vice-President's Column |
| Scott Silet | 9 | Internet Reference Resources |
| Julie A. Campbell, Ed. | 26 | Virginia Reviews |

FEATURES

- | | | |
|--|----|--|
| Edwin S. Clay, III | 5 | Attack of the Virus: A Library Survival Guide |
| April Bohannon | 8 | Look Beyond the Library |
| Jane Harrison, with
Gail Warren and Jill Burr | 10 | VALL, The Virginia Association
of Law Libraries |
| Walter Newsome and
Janet Justis | 14 | Yes, Virginia, There Is a State Plan for
Our Federal Depository Library |
| Lynda S. White | 17 | The University of Virginia Library's
Experiment with Benchmarking |

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

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

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

OPENERS

Persevering Through Tough Times

by Barbie Selby and Earlene Viano

Times are tough. I'm sure no one needs to tell Loudoun County Public Library or the Library of Virginia or Virginia Tech, or the College of William and Mary or Mountain Empire Community College or Ferrum College or the University of Richmond. Virginia's budget shortfall is affecting and will affect libraries, colleges, schools, and other educational institutions for the foreseeable future. The seven percent budget cuts that have turned into fifteen percent cuts loom large over collections, staffing, capital improvements, training, and all other activities.

A professional association like the Virginia Library Association certainly can't make this reality go away. It can, however, mitigate the effects of the state's budget crisis by offering excellent, regional education programs, and by helping members share expertise and ideas through its programs, conferences, and publications. Without traveling a single mile, by reading recent issues of *Virginia Libraries* you could learn about and identify in-state resources for:

- better management for your electronic resources
- dynamic Web pages
- successful staff in-service days
- library art shows
- building a better bookmobile
- talking to your legislator

Recent VLA continuing education programs have included:

- prospering in changing times
- excellent customer service

- understanding the census
- business resources

As a VLA member, you would only pay \$80.00 to register for all the above workshops—a deal that Governor Warner could appreciate!

This issue of *Virginia Libraries* presents VLA members with re-

**...a deal that
Governor Warner
could appreciate.**

sources and expertise in a variety of areas. Sam Clay, Director of Fairfax County Public Library, relates the lessons his library learned when its computers had to be turned off for several days. Let the Fairfax experience begin to guide your library as you contemplate the myriad viruses, worms, hackers, power outages, and other man-made catastrophes that could befall your systems.

April Bohannon's article on spreading your wings reminded me of Ann Friedman's article on Arlington Public Library's swift proactive response to the tragedies of September 11, 2001 (see v.48: no.1). April encourages us to think of our library skills in innovative ways. What are we good at, and how might those skills translate into help for our parent organizations? Tough economic times require each of us to put on as many hats as possible. Ann's example and April's exhortation might help you

“think outside the box” about your skills and your library's role.

Tight budgets can actually provide incentives to reach out and incorporate evaluative or money-saving practices into procedures that may have become stale. Lynda White's article on UVA Libraries' benchmarking initiative in its shelving demonstrates both how library managers can learn from and use business techniques to improve practices and how a library can examine systems and operations at similar institutions and incorporate “best practices” into its own routines.

As we approach our 2003 joint conference with the Virginia Association of Law Libraries, Jane Harrison's article gives VLA members some background and insight into VALL. With budgets tight, it might pay off to get to know your local law librarian!

Finally, for more than 100 years the Federal Depository Library Program has exemplified a cost-effective government program for sharing resources. Virginia depository libraries have now taken the additional step of formulating a plan to better coordinate and share their resources, experience, and expertise with each other and with other libraries. Janet Justis and Walter Newsome tell us about their plan and how it can help all libraries in the Commonwealth give our users better access to government information. **VI**

VICE-PRESIDENT'S COLUMN

Why VLA?

by Morel Fry

(Due to a family emergency Iza Cieszynski was unable to complete her President's Column. Morel Fry, President-Elect, graciously stepped in.)

Here we are again—the fall season! As usual, it has come around very quickly. From our days as school children, this season is always a time of transitions, of change, of new beginnings. Vacations are over; perhaps our weather will start turning cooler; our students have returned to school. It's a good time to re-group and re-start all those projects, which we put off during the warm days and summertime play. And, it's a time to meet new challenges.

Unfortunately, this fall of 2002 many of us are facing unexpectedly daunting challenges in our budgets. By the time you read this, the Governor's recommendations will have been published, and the legislature will be going into session. I hope you have taken a proactive position and have contacted your legislators and the governor and reminded them how important your library is to your community, schools, and colleges, and to the state as a whole. Have you gotten your patrons to write and made sure our voice is heard? It's not too late to do so now! We must continue to articulate the story of libraries and remind our citizens of their value.

But this column isn't so much about that advocacy as it is a reminder to you today about the importance of your Virginia Li-

brary Association in these times of declining budgets.

We may sometimes look at our membership and attendance at the annual conferences and other meetings as costs which are difficult to support during hard times; we may sometimes find them hard to support in our own budgets or in

During tight economic times, libraries historically have become even more visible to members of the community.

our libraries' budgets. But I believe that these costs and continued attendance become even more justified during hard times. A strong professional association provides us with an effective voice to tell the library's stories. Our association gives us a vehicle for communicating with each other—sharing effective solutions and creative ideas to the issues that challenge us.

Thanks to the Virginia Library Association, we have access to training and ideas about new ways of doing things. The Annual Conference, the Paraprofessional Conference, the regional programs, and all the specialized programs offered by VLA's sections and forums provide us with information about the newest technology, the latest services, and the most efficient and effective ways to provide our essential services. These programs are

available to our members at a fraction of the cost of many continuing education opportunities—many of which may now be beyond the reach of state-supported budgets.

Your professional association offers you a voice in your professional community—and in your service community. When you need to speak as an advocate for your library, you are not alone in your city, facing its citizens. You are backed by VLA and the information it can provide you through its surveys on salaries, cooperative studies, and member research. Through its Web site, VLA provides information for you to use in effectively demonstrating library budget needs, new program proposals, and patron service requirements.

Even more importantly, your fellow members can give advice on programs and services. What worked? What didn't work? How were funds used most effectively? What was persuasive to the university administration? To the city council? To the school board? How did you cut costs and still provide a quality program? Your best ideas can come from another librarian who faced a similar situation.

During tight economic times, libraries historically have become even more visible to members of the community. People come to the library in greater numbers for information, entertainment, and guidance when other options become more expensive. We want them to come, and we want to find ways to serve them well during challenging times. Our library friends can help us find these ways.

I believe that the most important benefit your Virginia Library Association can offer you during these challenging times is a real support system. Its members are the people who understand what you are going through, who will listen to your budget woes and tell

you theirs. They won't necessarily have the answers, but they will understand the difficulties, and that can often be the biggest comfort. Answers will follow.

Yes, these are challenging times. But we are truly fortunate to have a strong library association that will

speak for us and continue to help. This is a time to work together and create wonderful new opportunities for our libraries to provide effective programs, services, and resources to the people of Virginia. **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**

Attack of the Virus: A Library Survival Guide

by Edwin S. Clay, III

Several years ago, the science fiction writer Arthur C. Clarke judged a “What Were HAL’s first words?” competition. The contest title refers to the rebellious and homicidal computer in Stanley Kubrick’s 1968 film *2001: A Space Odyssey*, based on a Clarke short story. This was the winning entry: “Good morning, doctors. I have taken the liberty of removing Windows 95 from my hard drive.”

Even a parody of Clarke’s vision of technology run amok seems too close for comfort when discussing the rogue Nimda computer program that threatened Fairfax County government’s computers last fall and, by default, the library’s 1,000-plus devices. The Nimda (“admin” spelled backwards) attacker (with the characteristics of both a computer virus and worm) was unique because of the multiple ways it could spread. Users could catch the virus by opening or previewing their e-mail, sharing programs on a network, or exchanging information on a Web site. In two days last fall, Nimda spread around the world, hitting up to 100,000 servers, as well as countless desktop systems and internal networks. When infected, a computer could be tied up with useless programs, affecting its ability to perform. It was also vulnerable to attack from hackers who could read, add, or delete files of private information on the hard drive.

Because it might be difficult to contain any spread of the virus once it occurred, the County’s Department of Information Technology (DIT) decided to take a cautious approach. It pulled the plug to the Internet while it individually

Losing our Internet connection for an extended period of time was a wake-up call...

scanned all devices and cleaned any infected ones. The Department quickly set up a virus command center with 150 technicians working around the clock, but checking out each of the county’s 9,000-plus computers could take anywhere from 30 minutes to an hour, depending on its software. Given these circumstances, the Fairfax County Public Library staff prepared for life without its staff and public computers, which are integrated into the county’s network.

Lessons Learned

Losing our Internet connection for an extended period of time was a wake-up call—a reminder of what we knew intrinsically but had not really experienced to this extent—our dependence and the

dependence of our patrons on information technology. Luck, staff initiative, and the patience of our users helped us through the crisis. Once we could catch our breath, we sat down with DIT staff to discuss technological issues, such as standardizing our operating systems (a mix of Windows 95, 98, NT and 2000) and segregating our public terminals on a separate server, which could make dealing with the next virus a bit easier.

Luck was with us because Nimda did not threaten our circulation system. Our legacy Inlex system, which we have since replaced, operated on a Hewlett-Packard platform. Nimda threatened only Microsoft-based systems. A more difficult problem was the potential loss of communication. With no e-mail, staff needed to devise other means to stay in touch with one other and with DIT staff, who were attempting patches and other fixes that needed to be uploaded on a daily basis. FAX and phone messages became standard with staff members at each branch assigned to monitor the FAX machine for messages.

E-Team and Staff Heroics

For a number of years now, the Library has convened monthly meetings of an e-team, comprising an electronics specialist from each of our 21 branches, as well

as staff from the library's Internet Services Department and the county's DIT. With such a structure already in place, communication in an emergency was easier than it might have been. "Having a trained electronics specialist was a comfort to staff," said Marilyn Zauner, assistant branch manager at the George Mason Regional Library at the time. "When DIT called, we had someone who could speak their language. Rather than having everyone involved in writing procedures and interpreting messages, we deferred to our electronic specialist or to the head of the information department, who communicated to the rest of the staff." A staff member at the Chantilly Regional Library, which has more than 20 public computer terminals, agreed that a daily plan coordinated by one individual was necessary. "The whole staff worked together," said Sheila Barry. "Since we were directed to do things daily to each public PC, as well as staff ones, it became imperative that we work from a master plan. With each new directive we first charted out how it would be accomplished. At Chantilly we usually made a chart or checklist before gathering up staff to assist. Then we fanned out and within 10 minutes we were done." In some cases, when an electronic specialist was not on duty at a branch, another branch would share its resource, sending its own specialist for an on-site visit. Staff members who were computer savvy, but not designated electronic specialists, also pitched in. Nine such staff members were later awarded an Internal Recognition Award for their outstanding service in response to the Nimda crisis. Their citation read in part: "During a constantly changing situation, with instructions arriving several times a day, including weekends, they responded promptly to get locations up and running, alert DIT staff to what needed to be

done technically, keep branch staff informed, and sometimes support other branches."

Public Service

Communicating with the public was as essential as staff communication. Internet service was completely interrupted for a week with intermittent problems, particularly with our online databases, continuing for another several weeks. Signage on the front door of each branch and at our Internet sign-up stations helped keep the public informed of what was and was not available. In general though,

Communicating with the public was as essential as staff communication.

patrons were quite patient. "I was surprised at how understanding our patrons were," said Christine Jones, an electronic specialist at the Pohick Regional Library. "Most of the patrons in Pohick's service area are very computer-savvy, and I think they could imagine the same thing happening at their offices. They were frustrated that the equipment was down, but they understood that it was out of our control." On the other hand, some patrons thought that because we didn't have computers, we couldn't offer service. "People see technology as replacing librarians instead of being a tool librarians use to provide patron assistance," said another staff member, who reminded a patron that even though the catalog was unavailable, staff at the information desk could help. "Next time we'll change the signage on our door," she added. "It will read 'Computers are not working. Information services and check-out are still available.'" For many staff of

a certain age, the crisis was an opportunity to flex research skills that had lain dormant for awhile. "Having absolutely no computers for a time and no Internet for an even longer time was a fun challenge for professional librarians with 'traditional' training," said Jerilyn Polson, assistant branch manager at the Centreville Regional Library. "We utilized tried and true print sources and the telephone, just like they taught us in library school."

Remote users were also affected. The library's Web site experiences almost two million visits a year. When the Internet connection was finally re-established, we heard from our users. They had missed us and were extremely pleased we were back. It became clear that we have raised expectations. Patrons like the convenience of accessing our catalog, renewing books, placing holds, and all the other library transactions that can be done online.

Collection Management, Acquisitions and Cataloguing

In addition to branches, other library departments were impacted by the Nimda virus threat. In our Collection Management and Acquisitions Department, all our bibliographic and review sources are databases we access via the Internet—whether *Books In Print*, vendor databases like Ingram's iPage and Brodart's bibz.com, subscription databases like *Ebscohost* for reviews, or commercial sites like *amazon.com* or *barnes&noble.com*. "Without these resources, selection was more difficult and less efficient," said Julie Pringle, Coordinator of Collection Management and Acquisitions. "However, we were lucky that Inlex was not affected by the virus and so we could check to see what we owned and decide what we wanted to select for the collection if we had paper lists, bibliographies, or reviews in

newspapers." Because the county's corporate systems are on unaffected Microsoft platforms, acquisitions and cataloging had fewer problems. The acquisitions portion of the library catalog was also operating, and cataloging could still use our Inlex system. Rush titles had to be cataloged originally since the Internet was unavailable, and usual sources, such as *WorldCat*, couldn't be accessed. In some cases, catalogers accessed Internet sources from home, bypassing the county's servers.

Information Technology Issues

After the crisis ended, we sat down with DIT staff to learn what changes we would like to make to streamline the troubleshooting process. The need for standardization of desktop operating systems and the ability to remotely access

computers so that IT staff does not have to visit each site to perform fixes were the two technological lessons that both the library and county DIT staff took away from the crisis. "I've seen that the county is making great strides to standardize the desktops across the enterprise," says Maryanne Gearhart, Associate Director for Public Services Support. As of May 2002, all library PCs are Windows 2000. During the Nimda crisis, some were Windows 95, and others Windows 2000, making fixes harder to perform. The county is well into the process of installing SMS software that allows DIT staff to remotely manage PCs. DIT has also established separate Norton Antivirus servers that "push out" updated virus definitions and schedule scans centrally to all County PCs, giving the department more control over the library's computers.

Crossing the Divide

Issac Asimov once said, "I do not fear computers; I fear the lack of them." Perhaps that is what the Nimda threat taught us most. As librarians and early adapters to information technology, we have crossed the divide. We can't go back. Information technology is now an integral part of our profession. As we did for several weeks last fall, we must learn to live with technology's weaknesses, as well as its strengths, and continue to adapt. It seems to be what we, as library professionals, do best. **VI**

Patricia Bangs, a staff writer with the Fairfax County Public Library's Public Information Office, assisted in the research and writing of this article.

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Look Beyond the Library

by April Bohannon

For years we've been trying to create libraries without walls. Now, I'd like to propose that we librarians go beyond our libraries' walls in serving our patrons and our communities. It's time librarians thought more about the work we do. Not the day-to-day tasks, but the very heart of what makes us librarians. Not the "what." Not the "how." But the "why." It's time to look at the principles and theories that provide the very foundation of our work and think about how we can carry them beyond the library.

What I really mean is that we need to think about our skills on a broader platform. Whether you're a reference librarian, a collection development librarian, or a cataloger, you have a unique knowledge of information-handling that is probably being under-utilized.

Reference librarians have terrific searching skills. They need to think about why they're better at finding things (in print or online) than the average person who walks in the door. They need to consider what makes them better researchers than John Q. Public with his daily trek through *Google*. Once that becomes clear, it's an easy jump finding ways to transfer those skills—to use that knowledge beyond the reference desk.

Those who work in collection development have a similar task. They've been selecting materials for their libraries, but how many have taken that knowledge (how to recognize fact from fiction, authori-



Get involved in something outside the building in which you work.

tative work from propaganda) and used it outside the library?

Catalogers have great organizational skills. They've been creating and building databases for generations. No one knows more about the developmental side of making efficient searches. After all, what is a catalog but a database? What are authority files but searching aids? What are subject headings but a cure for keyword searching? It's time to get out of the back room and give those skills, that understanding of classification and categorization, a real workout.

Your first reaction is probably to tell me to go jump in a lake. You've got enough work to do already. I understand, but I happen to think there are several reasons why this is important.

First, it's important to remind our administrations that we have far more to offer than being able

to download records from OCLC or look in Bartlett's to find out who said, "Oh, it is only a novel!" As non-librarians are heading more libraries, it becomes increasingly important for us to let our administrators know that librarians' skills can be translated to environments outside our daily jobs. We need to stop defending our work and start promoting our skills.

Second, it's important for us to make our parent agencies, whether they're university administrations or city officials, recognize that librarians have skills to offer outside the library. This is really the previous reason taken a step farther. Budgets are tight these days, and let's face it, we're not the fire department or the police department, and we don't generate revenue. But we can offer the city, or the university, an expertise they won't easily find elsewhere. Expertise they may have to pay big bucks for because they don't know they already have it "in-house."

Finally, on a personal level, it will open new avenues for you to express your creativity. It also gives you an opportunity to expand your horizons. We sometimes forget how mired we become in library-speak and library values. It can be a real eye-opener to discover that not everyone agrees with or even understands the two. It's also a real test of our knowledge. For example, can you explain the concept of and need for a thesaurus without using the terms: authority file, controlled vocabulary, and thesaurus? It's

Internet Reference Resources

by Scott Silet

harder than it sounds and is a way to stretch and reapply our abilities outside our library settings.

This is not a new concept I'm asking you to embrace. Think of all those *Library Journal* profiles you've read of people with library degrees who work in non-library environments.

I'm not asking you to look for a new job or to disassociate yourself from the library. All I'm asking is that you get involved in something outside the building in which you work. How? I'm going to give you two examples of work here in Virginia Beach that may help get you thinking.

First is my own experience working with the city's Web team to develop a taxonomy for the city Web site. What started as my desire to see our city site better organized turned into a yearlong project that appears to be taking on a life of its own.

The second is a knowledge-management project taken on by our Municipal Reference librarian. She's using her research skills to harness the city's corporate knowledge so that it is available for all employees instead of being buried in a city department or lost as employees retire.

I'll go into more depth about both these projects in the next issue of *Virginia Libraries*, but if you have any of your own stories to share, please let me know. I'd love to hear them. ■

Sperling's BestPlaces – <http://www.bestplaces.net>

Targeted at realtors and people looking to relocate, this site contains a number of useful comparative and rating resources for cities across the U.S. These include a City Profile database, Cost of Living and Salary Calculator, and the "Find your Best Place to Live" database. City profiles include comparisons of housing, cost of living, economy, health, climate, crime, and education – the latter two being searchable independently. Compiled by Portland-based software programmer Bert Sperling, the man behind Money Magazine's annual Best Places list.

BBB Wise-Giving Alliance Charity Reports Index – <http://give.org/reports/>

This site provides users with detailed information about nearly 500 U.S.-based charities from ACCION International to Mothers Against Drunk Driving to Zero Population Growth. Entries, which are updated biennially, include information about charity programs, governance, fund-raising, finances, use of funds as percentage of income, total income, and miscellaneous notes. Entries also include explanation(s) of charities that fail to meet CBBB standards for charitable solicitations.

Publist – <http://www.publist.com>

Searchable database of over 150,000 magazines, journals, e-journals, newspapers, newsletters, and other periodicals. Search or browse by title, publisher, subject, and ISSN. Entries include periodical frequency, ISSN, editor, publisher, and publisher contact information. Publist.com is privately funded and based in Rockland, MA.

World Statesmen – <http://www.worldstatesmen.org>

Comprehensive directory of world leaders for more than 200 countries and territories, dozens of religious organizations from the 18th century to the present, as well as more than 25 international organizations. Contains several browsable indexes – alphabetical, geographic, and colonial index. Compiled from more than 100 published sources by Ben Cahoon.

Palette Man – <http://www.paletteman.com>

Color palette-generation program geared toward those designing Web pages. Select up to 5 colors from the 216-color Web-safe palette and see how they interact. Program automatically generates both Hex and RGB codes and allows user to e-mail color samples and codes to any address. ■

VALL, The Virginia Association of Law Libraries

by Jane Harrison, with Gail Warren and Jill Burr

“Knowledge is not simply another commodity. On the contrary. Knowledge is never used up. It increases by diffusion and grows by dispersion.”

—Daniel J. Boorstin, *Librarian of Congress, 1986*

Librarians’ effectiveness comes from many resources, and chief among them is membership in professional societies. The Virginia Association of Law Libraries (VALL) is one such organization with a rich history, a wealth of activities, and ongoing personal contact with our colleagues.

VALL History

The Virginia Association of Law Libraries (VALL) initially was organized as the Richmond Area Law Libraries Association (RALLA) in 1981. As the name suggested, the organization was formed to provide opportunities for the exchange of ideas and solutions to common problems for law library professionals and paraprofessionals in the Richmond metropolitan area. During the next two years, RALLA’s membership slowly grew beyond the Richmond area, attracting members from Williamsburg and Northern Virginia. In response to increasing numbers of members,

RALLA adopted its first formal constitution and bylaws in October of 1983 and elected the first slate of officers in 1984. Between 1983 and 1986, RALLA’s membership grew dramatically, drawing mem-

VALL has taken a leadership role in ensuring access to legal information for the citizens of Virginia.

bers from all corners of the state. By 1986, the organization clearly reflected a statewide organization of law libraries (57 members) rather than an organization limited to the Richmond metropolitan area. Recognizing the shift from a local membership to a statewide organization and hoping to avoid confusion with the recently formed Richmond Association of Legal Assistants (RALA), RALLA was renamed the Virginia Association of Law Libraries in 1986.

As more Virginia law library professionals and paraprofessionals learned about the existence of a statewide organization in their field, VALL’s membership increased and diversified. By late 1987, membership had grown to over sixty

members, and work towards establishing formal ties between VALL and the American Association of Law Libraries (AALL) was a means of increasing VALL’s contact with law libraries nationwide. VALL formally requested permission from the AALL to establish itself as a Chapter of the national organization in April 1988. Following AALL Executive Board consideration, the request was presented to the general membership of AALL at the 1988 Annual Meeting in Atlanta, Georgia, where VALL was unanimously approved as the 28th Chapter of the American Association of Law Libraries.

Continuing Education

What is the mission of the Virginia Association of Law Libraries? “The Association is established to develop and increase the usefulness and efficiency of law libraries.” The organization promotes its mission with quarterly meetings, the *VALL Newsletter*, a listserv, and participating and contributing to the education of those interested in expanding their knowledge of legal research and resources.

Since 1989, members have supported an annual meeting, opening with a reception on a Friday evening, followed by a full Saturday of programming. These annual meetings have covered a variety of topics:



Lyn Warmath and Gail Zwirner accepting, on VALL's behalf, the AALL Presidential Certificate from President Margie Axtmann, July 19, 2000.



VALL 9th Annual Meeting, April 4-5, 1997, at Hunton & Williams, Richmond. Speakers were (l to r) Isabel Paul, Lyn Warmath, and Gail Zwirner.



VALL members enjoy the AALL closing banquet at the 91st AALL meeting, July 15, 1998. AALL President and VALL member Jim Heller stops to chat!

- 1989 "The Law Library in Transition: Planning and Implementing a Library Move"
- 1990 "Ask a Star—Ask a Librarian: Marketing Law Library Services and Those Who Provide Them"
- 1991 "When We Get Behind Closed Doors: Technical Services in the Small Library"

- 1992 "Bridging the Information Gap"
- 1993 "Access to Government Information: Federal and State"
- 1994 "Current Issues in Law Libraries: Complying With ADA and Researching International, Trade and European Union Law"

- 1995 "Connected to the Past, Connections to the Present, Connecting to the Future" (Joint VALL/SEAALL meeting)
- 1996 "In Our Own Backyard: Accessing Virginia State and Local Information"
- 1997 "Covering the Riverfront"
- 1998 "A Visit to the Past—While Looking into the Future"



VALL's 2nd Annual Meeting, Roanoke Law Library, March 2-3, 1990.

- 1999 "CyberCrossroads: Information Policy, Law and Politics"
- 2000 "Taking the Lead in Legal Information: Law Librarianship in the New Century"
- 2001 "VALL 2001: An Information Odyssey"

VALL and VLA will partner for the first time in 2003 on a Joint VLA/VALL Annual Conference at The Homestead.

In addition to its annual meeting, VALL holds quarterly educational meetings. These are usually spread geographically around Virginia, just as VLA's continuing education programs are. Topics are often legal in nature, but as the above list of annual meetings indicates they cover a wide variety of research areas—the law, politics, technology, international organizations, Virginia law and government, management, technical services, ADA, and much more.

VALL members continue to be at the forefront of providing up-to-date legal information—to each other in continuing education workshops, to VLA members as presenters at the VLA Annual Conference, and to the larger legal community via regular features in



VALL Preconference—Book Repair Workshop, April 3, 1998, conducted by Chris Watson, Wahab Public Law Library volunteer.

Virginia Lawyer, the magazine of the Virginia State Bar. Of particular interest are the February 2000 and October 2001 (and upcoming December 2002) issues which showcase the knowledge and expertise of VALL members. Virginia legislative history research, administrative law research, a brief history of Virginia's *Code*, researching Virginia companies, public law library computer workstations have all been topics of *Virginia Lawyer* articles. These

articles and others written by VALL members can be found online at <http://www.vsb.org/publications/valawyer/>.

Advocacy

VALL has taken a leadership role in ensuring access to legal information for the citizens of Virginia. In 1991, an ad hoc committee began a cooperative effort with the members of the Administrative Law Sec-



VALL members enjoy the VALL Luncheon at AALL Annual meeting in Anaheim, California, July 1998.



Margot Gee, Legislative Librarian at Fried, Frank, at the VALL 5th Annual Meeting, March 19-20, 1993, held at the Fairfax Law Library.

tion of the Virginia State Bar and the Registrar and Deputy Registrar of Regulations that resulted in publication of the *Virginia Administrative Code* in 1996.

VALL's commitment to information access is recognized at the national level as well. In July 2000, VALL was awarded a Certificate of Appreciation noting "its leadership in strengthening the role of law librarians in the legal community through its relationship with the Virginia State Bar" by then-President of the American Association of Law Librarians Margie Axtmann.

Membership

Who may become a member of the Virginia Association of Law Libraries? Per Article III of the VALL Constitution—"Any person or institution interested in law libraries, may become a member of the Association...." An interest in law libraries is the sole, and perhaps most important, qualification. While members may have undergraduate and advanced degrees, many do not. In most law libraries, a J.D. is not a requirement though it might

be desirable for those in academic law libraries in administrative and reference positions.

Where do Virginia Association of Law Libraries members work? In libraries throughout the Commonwealth: county law libraries, the Virginia State Law Library, law school libraries, and private and firm law libraries, as well as those involved in the production and dissemination of legal information.

Why would I join the Virginia Association of Law Libraries? Simply stated, to enhance my personal and professional networking and educational opportunities. We do all we can to aid our constituencies and one another. If you want to know where to locate legal information, contact a fellow member.

One benefit of VALL membership is a subscription to the *VALL Newsletter*. Issued quarterly, standard features are the President's Message and In and Around VALL. Other typical articles which appear concern preservation, committee information, VALL meeting minutes, professional meetings, and, training opportunities. VALL members with e-mail addresses are privy to time-sensitive information

in many areas, including reference, professional development, and legislative awareness via our chapter listserv.

At present, there are more than 150 individual and 65 institutional members in the areas of county and municipal law libraries, law firms, law school libraries, and state agencies and courts. VALL's website at <http://www.law.richmond.edu/vall> provides additional information on the organization, its history and member libraries.

If you have questions or would like additional information about becoming a member of the Virginia Association of Law Libraries, please contact a member of the Recruitment Committee. Current members are Jeanne Ullian (email: jtu@hnlaw.com), Tisha Zelter (email: tzelner@ncsc.dni.us), and Leanne Battle (email: leanne.battle@lexisnexis.com).

How can you become a member of VALL? Simply visit VALL's web site at <http://www.law.richmond.edu/vall>, complete the membership form, and submit it. Your dues of \$15.00 can be mailed in separately. You'll be glad you did! **VI**

Yes, Virginia, There Is a State Plan for Our Federal Depository Libraries

by Walter Newsome and Janet Justis

“Depository libraries shall make Government publications available for the free use of the general public...” 44 US Code § 1991

It is difficult to believe that it has been more than twenty years since Depository Library Council first advanced the concept of state plans. State plans began with a Resolution passed by Council in April 1981. The idea was that state plans for the Federal Depository Library Program (FDLP) could provide a cost-effective means of enabling depository libraries to share the responsibilities for the development of collections and provision of services.

By the early 1980's, the law establishing Regional depositories had been in effect for nearly 20 years, and some serious collection management and space issues had developed. This was the pre-electronic era, and the Government Printing Office (GPO) was distributing vast amounts of paper and microfiche products. As a result, regional collections were outgrowing their facilities or literally bursting at the seams. Since Regionals are required to keep copies of all items distributed by GPO, coordination at the state level was seen as one possibility for alleviating this problem of lack of physical space for collections.

But times changed, and although the era of an ever-growing abundance of physical print sources has given way to an age of electronic information, GPO through the FDLP has continued to emphasize

It is more essential than ever that depository libraries work together to redefine program relationships and to develop a support network....

that the concept of state plans is not past. It is more essential than ever that depository libraries work together to redefine program relationships and to develop a support network that places initial reliance on state and regional resources.

The transition to the electronic Federal Depository Library Program has caused a major re-examination of the roles and responsibilities of GPO and the regional and selective depositories. Users' expectations of instant gratification and service 24/7 put stresses upon traditional library services. The trend towards integrated government informa-

tion services and collections continues to grow, reflecting a desire to provide central service points or “one-stop shopping,” so to speak. It also reflects the difficult reality organizations face when they must consider downsizing and consolidation of staff and departments for financial and other reasons.

On August 17, 2001 the Superintendent of Documents wrote a letter to the directors of depository libraries requesting that they support revisions of state plans to reflect new issues facing libraries in the 21st century. The belated development of a State Plan for Virginia began in late fall 2001 when Walter Newsome, as FDLP Regional Librarian for Virginia, issued a call via the govdoc-va listserv for volunteers to begin the process of drafting a state plan. Nine individuals volunteered to join the effort. These included:

Alan Zoellner, Swem Library,
College of William and Mary
Ann Martin, Chesapeake Public
Library
Barbie Selby, Morris Law Library,
University of Virginia
Bruce Obenhaus, Newman Library,
Virginia Tech University
Janet Holly, Preston Library,
Virginia Military Institute
Janet Justis, Perry Library, Old
Dominion University
Keith Weimer, Boatwright Library,
University of Richmond



Top left, Ann Martin, of Chesapeake Public Library, and Peggy Burgess, recently retired from Norfolk Public, enjoyed the State Plan meeting at UVA Law School.

Above, John Barden of the University of Richmond Law Library and Keith Weimer of UR's Boatwright Library talk over Virginia's plan.

Left, Keith Weimer and Janet Justis of ODU were members of the committee which drafted the Virginia State Plan.

Mary Clark, Library of Virginia
Terry Long, Virginia State Law
Library

This group of volunteers represented a cross-section of all types of FDLP libraries in Virginia, including public, academic, law and special libraries, an ideal committee ensuring diverse representation.

The committee's organizational meeting was cancelled because of a winter snowstorm covering most of the state; however, the committee seized the opportunity to do most of the initial research and drafting by email. The committee's virtual approach highlighted some of the issues facing depository libraries as we attempt to serve our users 24/7 without meeting face-to-face. One

of the committee's first steps was to review other state plans to see how our colleagues are responding to the challenges. Some sample plans are available at: <http://www.libofmich.lib.mi.us/services/plans.html>.

The committee met in mid-March to discuss drafts of various sections previously exchanged electronically among members. Two important concepts grew out of this meeting. First, the idea of building the plan around government information formats was not ideally suited for addressing our concerns. Second, the committee reached early consensus that our state plan would be one of "guidelines" rather than "legislation." That is, we would use our plan to

encourage participating libraries to follow "best practices" rather than as an enforcement tool requiring individual libraries to "sign-on" and then be subject to additional rules.

Using the traditional terms in place for decades to describe and categorize library services, the committee was able to very efficiently build a draft plan using objectives and strategies exchanged previously among members. These traditional responsibilities and concerns represent core sections of the document. These are **Services; Collections; Bibliographic Control** and **Library Cooperation**. Some things about libraries have changed drastically in recent years; others have not.

Eight goals were defined as follows:

- To maintain equity of access to government information for all citizens of Virginia.
- To provide efficient and effective service to all users of government information across the Commonwealth of Virginia.
- To ensure public access to federal information of continuing value across the Commonwealth. (historically valuable resources)
- To ensure access to electronic government information and products for all citizens of the Commonwealth.
- To ensure the continuing effectiveness of the Federal Depository Library Program in Virginia.
- To provide citizens of the Commonwealth the capability to identify and retrieve federal information in any format. (print indexes, online catalogs, web guides and web links)
- To ensure quality and consistency of access to federal government information across Virginia by fostering cooperation among Virginia's federal depository libraries.
- To improve consistency of bibliographic control, collection maintenance and service among all federal depository libraries in Virginia.

The goals and core sections of the state plan deal with traditional and futuristic concerns of libraries. Whether we are dealing with a print document from the 1800's or a PDF version of an annual report, depositories face two main issues. How do we provide access (physical or virtual), and how do we provide the best customer service?

The plan also addresses issues of staff training, particularly regarding the use of technology, to ensure successful delivery of information in a virtual world. However, even in a high tech environment, staff also need to remain familiar with more

traditional tools such as specialty print indexes, pathfinders, and guides to help researchers locate and use valuable historic publications which may never be available in digital format. In other words, how do we embrace the challenges of the future without losing the skills to access the treasures of our past?

Not surprisingly, many discussions were held regarding the challenges of bibliographic control and access in a virtual environment. When we begin to add thousands of electronic-only records and links to our catalogs, new cataloging skills, workflows, and technologies are needed, as well as a commitment to ongoing maintenance of web links. For many of us with large virtual collections, link maintenance is a labor intensive and ever expanding job.

While most depository libraries have diligently tried to do retrospective cataloging of older federal documents, thousands of publications are still unavailable in online catalogs. Print indexes and guides must be consulted to help users locate the information they are seeking. The plan encourages depositories to continue efforts to catalog historic publications and to add their holdings to OCLC whenever possible to assist in inter-library loan and the exchange of documents within the state. Realistically, for large depositories, funding for these types of projects is always a concern.

The committee published the draft for comment as an Internet document, but more importantly, decided an open comment forum for FDLP libraries' staff would be offered in May. The public meeting was held on May 18th at the UVA Law School. Although revisions suggested by those attending were minimal, a number of the provisions of the plan were re-written to clarify intent and refine concepts.

Depository Inspector Walter Zoller also attended the open fo-

rum to offer clarification of GPO guidelines and to respond to questions from the group. Mr. Zoller praised the group for its work and mentioned that our state plan is one of the first to actually encourage libraries to adopt electronic competencies for staff in depository libraries. These e-competencies for all staff assisting users with government information are based on the draft principles of the Government Information Technology Committee (GITCO) of the Government Documents Roundtable (GODORT) of the American Library Association (ALA). The draft principles for e-competencies cover three tiers of skills needed for providing access and service to users in the future. They may be viewed at: <http://sunsite.berkeley.edu/GODORT/gitco/ecomps.html>.

Attendees agreed to accept the draft as revised as the official FDLP State Plan for Virginia. The final version of the Plan was implemented effective July 1, 2002. Full text of the State Plan for FDLP Libraries in Virginia is available at http://www.lib.virginia.edu/govdocs/depos/stateplan/VA_StatePlan.pdf.

While depository libraries in Virginia have always cooperated closely by exchanging publications via inter-library loan, conducting training and workshops across the state for personnel from various types of libraries, referring reference questions, and networking with colleagues at national and state conferences, the state plan articulates and solidifies our commitment to continue to work together to meet the challenges of the future. Perhaps it is because we are so connected to our nation's history in Virginia that we continue to learn from our past to meet the challenges of the future, trying never to sacrifice one for the other. Virtually or face-to-face, depository libraries seek to serve the citizens of the Commonwealth by keeping them informed. ■

The University of Virginia Library's Experiment with Benchmarking

by Lynda S. White

Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization to those of others that exhibit functional "best practices." The goal is to provide an external standard for measuring the quality and cost of internal processes, and to help identify where there may be opportunities for improvement. Benchmarking should be an ongoing process that analyzes data collected over time. It is a learning process that helps institutions discover how they can best improve the services, direct or indirect, they offer to their customers.

For the 1998/2000 biennium, the University of Virginia Library chose as one of its goals to institute benchmarking as a tool for the analysis of internal processes and to establish "benchmarks" against which we could measure those processes.

Choosing the Project

The benchmarking pilot project had been chosen collaboratively by our managers after review and discussion of the results of several user surveys conducted in the spring of 1998. The library had just completed its triennial comprehensive student survey of library services, as well as two SERVQUAL surveys, one in the main library and one in the fine arts library. Both the

service ratings and the comments from respondents pointed to our reshelving process as an area needing improvement.

For various reasons, patrons sometimes had difficulty finding books in the stacks. There was some indication that they failed

**We looked specifically
at how long it took for a
book to reach its shelf ...
and at how accurately
it was shelved.**

to notice the online catalog note explaining that the book they wanted was checked out. In addition, our online catalog indicates that the book is on the shelf the moment it is checked in. Because of this, books listed as available in the catalog might not yet be on the shelf. Often patrons simply do not understand how the call number system works.¹ It was also true that books left unshelved by other patrons were not picked up and reshelved in a timely manner. Others languished in sorting areas or on parked trucks. Some books, of course, were lost or misshelved. In order to eliminate some of these causes, shelving was chosen as a pilot for learning the benchmarking

process. For our project, we looked specifically at how long it took for a book to reach its shelf after it had been discharged at any library at the University and at how accurately it was shelved.

Team Members

Team members were chosen by Management Information Services² staff partially by considering staff members who had similar experience on a previous process-improvement team. We also looked at having representation from several departments and service units. Two team members were from Management Information Services to provide statistical skills and to provide continuity for future benchmarking projects. Additional team members were drawn from the Cataloging Department, the Science/Engineering Library, Social Sciences Services, and the stacks staff of the main and music libraries for a total of seven team members. It is crucial to have on the team staff who work in the area to be studied.

The Charge

This first benchmarking team was created in January 1999. The team had two challenges: create a benchmarking process for the library and carry out a short-term benchmarking project as a pilot.

The charge read in part:³ “The project this Team is charged to undertake is benchmarking the shelving/reshelving process in all University Library service units. The project should include these processes:

- map and measure the current process in each library
- determine benchmarking partners with best practices for the shelving process
- communicate with those partners about their process
- compare their practices with the University Library’s process
- recommend improvements in current practices based on the best practices of our benchmarking partners.”

The Learning Curve

Benchmarking is a process improvement tool that has been used by the business community for over a decade, but it has only recently migrated to the non-business academic community. This made it difficult to find both information about the process as it relates to libraries and information about other benchmarking projects on the shelving process specifically.

We began our task by identifying books, articles, and Internet resources on benchmarking in business, libraries, and the military. There was some literature on benchmarking specifically relating to libraries, but details on how to carry out the process were generally lacking. In addition, we could not determine that there was any training available locally through the University or any of its schools and departments, or through the Association of Research Libraries. There were, in essence, no resources other than our own research and reading for learning the process.

A query regarding benchmarking made to the LARGE_PSD (Public Services Directors) listserv brought a response from Sally Kalin, Penn-

sylvania State University Associate Dean of University Libraries. She graciously consented to spend some time on the phone explaining the process and also to send a packet of information on the benchmarking projects she had participated in at Penn State. Her enthusiasm for the process was contagious. Our team spent several weeks reading books and articles on benchmarking. Fortunately, after this short time, our readings became repetitive.

The basic benchmarking process is straightforward:

We learned quickly that businesses are not as willing to share information about how they operate as libraries are.

1. Determine what to benchmark.
2. Form a benchmarking team.
3. Identify benchmarking partners.
4. Collect, analyze, and compare benchmarking information from your own institution and from your partners.
5. Take action; implement the new plan.⁴

We had already accomplished steps 1 and 2 by deciding the topic, having the team in place, and learning the process. But we had some difficulty getting to steps 3 and 4. Just what are the critical factors for successful reshelving? What points need to be measured and compared? How does one find other libraries with best practices that would be willing to be benchmarking partners?

Collecting Data

As we had only a semester to complete the project, we under-

took parts 3 and 4 of the process simultaneously. We needed to learn more about our own shelving process in each library in the system. Since there were minimal data available on our shelving process, we began to flowchart the process in the eleven libraries at UVa and in the Government Documents department. We also began to work on a survey instrument that would help us gather data about the process as practiced at the University of Virginia Library. We tested this questionnaire by interviewing a few stacks supervisors. The outcome of the test was messy at best. It was necessary to revise the questionnaire several times in order to garner more usable answers (see Appendix 2). We learned how each location shelved its books and journals as well as some of the factors that contributed to the shelving process, such as training, number and level of employees, pay rates, LEO (on campus) delivery, new book routines, pick-up routines, sorting areas, etc. We discovered that many of our libraries already shelved excellently—by the end of each day.

Best Practices

Another component of the project was to identify those institutions that exhibited best practices for shelving. The literature on the shelving process was as sparse as the literature on benchmarking in libraries. Unlike the business world, there was no place to go to determine which library had best practices in shelving; there were no Malcolm Baldrige Award winners among libraries. It should be noted that we also considered comparing our process to similar processes in the business world, such as stocking grocery shelves or shoe stores, or refiling videos at a video rental store. We learned quickly that businesses are not as willing to share information about how they operate

as libraries are. On the contrary, the library culture assumes the sharing of information.

Rather than rely on a sparse literature, we began querying two electronic listservs (LARGE_PSD and CollDev) as an alternative way to establish which institutions had best practices for shelving. We initially asked whether those on the listserv would be willing to participate in a brief survey. The 19 institutions that responded were sent a short survey (Appendix 3) devised to ferret out best practices at institutions similar to the University of Virginia Library. Thirteen institutions responded over the next two months, revealing much interesting data about shelving standards, staff sizes, and other resources.

The data from three institutions suggested that their operations constituted best practices for library shelving. Two of these institutions were chosen because of their reports of a remarkable 4- or 5-hour turnaround time, 94%+ accuracy rates, and previously completed shelving studies. Cost was also a factor in the choices. Although the business literature insists that cost should not be a factor in choosing a site to visit, we were fortunate to have a best practices site within a three-hour drive of Charlottesville.

Consultant

Communicating the process to staff and stakeholders is a key element of benchmarking. Our contact at Penn State assisted us in finding a benchmarking consultant, Gloriana St. Clair, director of the libraries at Carnegie Mellon University, who could help us with this. She graciously consented, on very short notice, to present basic benchmarking information to the entire library staff. She also assisted the team in revising the local-practices questionnaire and in deciding which institutions exhibiting best practices it would be best to visit. She sug-

EDWARD F. KELLER II



Main Library sorting area at end of spring semester: May 2000.

gested that the team was moving toward its objective at a good pace in spite of our reservations about lack of training in the benchmarking process—and that we needed to “just get on with it.”

Site Visits

We began planning for site visits to the University of Arizona in Tucson and to Virginia Polytechnic Institute and State University in Blacksburg. The site visits were essential for understanding how the best practices really worked. There is no substitute for walking through a process and having an opportunity to ask questions along the way. In addition, the host libraries were asked to fill out the same survey that had been completed by our own stacks staff. This allowed us to identify procedures that were alike and different, and thus point to how our process could be improved. We were also fortunate to be very graciously received by staff of both institutions. Often institutions that have been identified as having best practices are inundated with requests for benchmarking data and site visits. Over time, these institutions become less co-

LYNDA S. WHITE

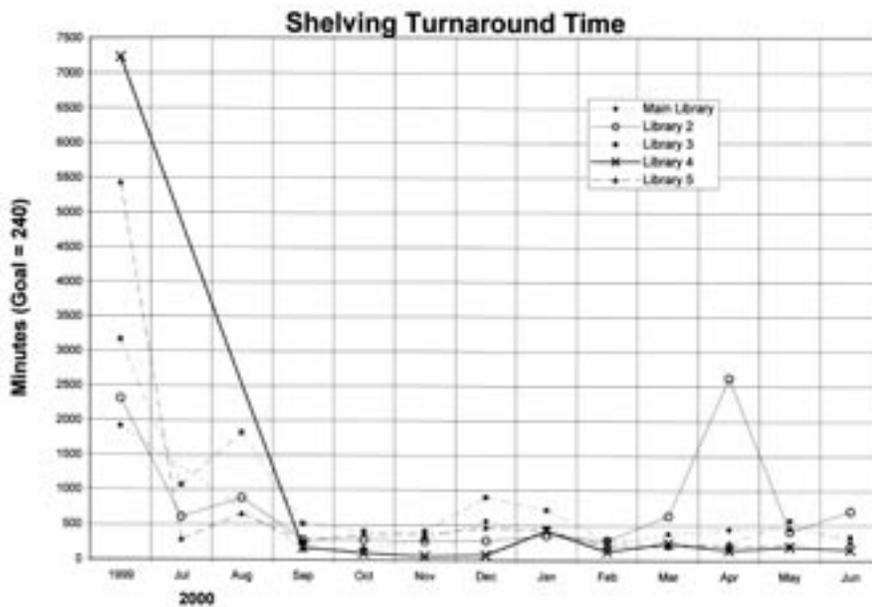


Main Library sorting area at end of spring semester: May 2001.

operative since the benchmarking process requires work on their part as well. We felt privileged that our partners were so willing to help us.

Measurements

While two team members and our AUL for User Services conducted the out-of-state site visit, the other five team members measured several things for which we had no data: how much we shelved (number of books and journals), what our turnaround time was (from return desk to shelf), how accurately we shelved, and what the turnaround time was for pick-ups.⁵ Our MIS programmer developed the protocol and ran reports against our Sirsi database, with which the studies were done. For example, for one measurement we produced a list of call numbers of books checked in on a particular day for each of our larger libraries. These were libraries where we were not sure how long it took to shelve the books: the main library, science/engineering, the undergraduate library, fine arts, and government documents. The lists were checked each day until all (or nearly all) the books were found in the right place. Notations



Improvement from the initial measurement through the end of the first full fiscal year of the new program was significant.

were made about when the book was found and whether it was in the correct place. We found that turnaround time ranged from 1.3 to over 5 days. Some items were not found shelved during the study. For this study, team members carried out the measurement in libraries other than their home libraries in order to avoid influencing the results.

By the time we finished these projects and the internal questionnaire, we had enough information about our own process to compare ourselves to other institutions that shelved more quickly and accurately than we did. From the surveys of other libraries and from the site visits, we had information on exactly how libraries with best practices performed reshelving and with what resources.

Communication with Staff

Communication is a critical part of the benchmarking process if the rest of the staff is going to accept

the concept of benchmarking and the idea that a process they have been performing for years can be done better. It is otherwise difficult to counter the “we’ve always done it that way” objection to changing processes. At various points during the project, the team apprised staff and stakeholders of progress by:

- making direct contact with other library stacks supervisors both to gather information and to let them know about the process and how the project was progressing.
- inviting our consultant to present information on benchmarking to the entire staff.
- sending an interim report midway through the project to our staff e-mail list.
- posting the final report on the staff Web site.
- creating a working group of all shelving supervisors to exchange ideas, solve problems, and train new shelvees and shelving supervisors.

It is important not to underestimate this part of benchmarking. It is a part that we could have done much better.

Report

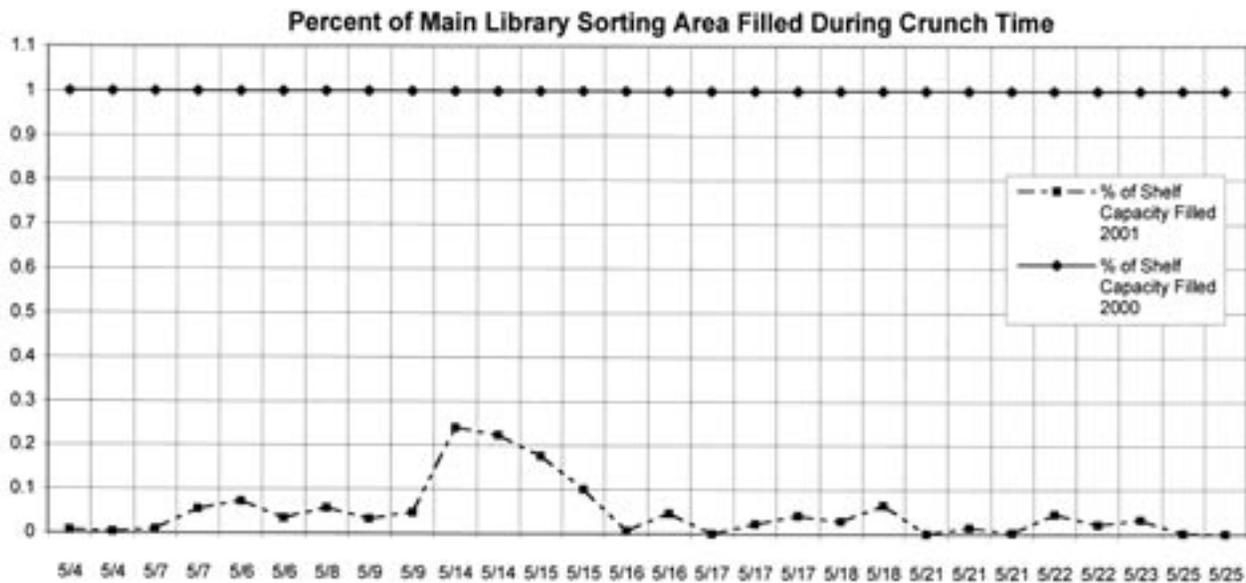
Using and comparing data from the questionnaire, the best practices email survey, the site visit reports, and our own local measurements, the team was able to develop recommendations for changes in the shelving process at the University of Virginia. A report on the project, with recommendations for action, was submitted to the Library’s Administrative Council for approval by early June 1999. It is currently available at <http://www.lib.virginia.edu/mis/benchmarking>.

Outcomes

The last critical step of benchmarking entails using the data collected to make changes in the chosen process. Lack of follow-through will lead to skepticism on the part of the staff about the benchmarking process. It will also have wasted a considerable amount of time and effort.

In the business literature, the reader is often admonished to adopt, not adapt, the best practices process of another business. Once we decided which model we wanted to emulate, however, we found that we could not exactly duplicate the process in all of our libraries simply because of the configuration of physical space that we could not alter. We also decided that it was not necessary to implement the full process in the smaller libraries. These libraries had neither the need nor the resources (staff and funding) to change their processes; they simply did not shelve very many books and typically did so as the books were turned in.

The cornerstone of the new process was to reduce the number



Once the new shelving program began, only the main library retained its sorting area. At the end of school the spring before the program was put in place, the sorting area was packed, as it usually is at that time of year. At the end of spring semester after the program was started, the picture was very different.

of times the book is touched after it is returned. All but one of our libraries could institute two-touch shelving. The book is “touched” when it is checked in and placed, in order, on a book truck at the desk; it is “touched” again when it is placed on the shelf. There is no batching or waiting until a book truck is filled. Once we learned to do two-touch shelving, most of our sorting areas were turned into much needed regular shelving. We also venture that simply paying attention to shelving helped change the perception of its importance and thus how well it is done. It is now recognized as an integral part of delivering materials to users, of customer service, and as such it needs to be done quickly and accurately. The critical point is to ensure that users are accurately directed to materials by the online catalog.

The new process was implemented in five shelving units over two years. While sample measurements were taken periodically in

All but one of our libraries could institute two-touch shelving.

the smaller libraries, these five largest libraries were provided funding to hire additional shelvers and to measure both the turnaround time and accuracy of each book truck. The average turnaround time for each truck was reduced to about four to eight hours—except, of course, at the end of each semester. This regular assessment is part of the new process, so much so that shelving speed and accuracy became one of the metrics for the Library’s Balanced Scorecard—a management and assessment technique designed to provide a view of an organization from four perspectives: user, internal processes, financial, and future/learning potential.⁶

During these two years it became apparent that the original assessment method takes a considerable amount of time and effort. With the state-wide budget cuts, it became imperative to reduce the cost of this program while still providing the improved service to our users. One way to do this is to sample turnaround time and accuracy weekly rather than try to assess, and record data for, each book truck. In addition, we lowered our turnaround time goal from 4 hours to 24 hours—still an improvement over the time we measured during our benchmarking study.

Benchmarking can be a powerful tool for assessing and changing methods and procedures. Learning how our colleagues elsewhere manage similar processes is in itself a fascinating process.

Appendix 1: Charge to the Benchmarking Team

January 22, 1999

Thank you all for agreeing to serve on the University Library's first Benchmarking Team. The purpose of this Team is to fulfill goal 6f of the library's priorities for 1998-2000: Develop and implement performance standards and benchmarks for selected library services.

Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization to those of others that exhibit functional "best practices." The goal is to provide an external standard for measuring the quality and cost of internal processes, and to help identify where there may be opportunities for improvement. Benchmarking should be integrated into operations throughout the organization and should be an ongoing process that analyzes data collected over time. The Library's priorities indicate that it is time to embark on this learning process in order to discover how we can best improve the services, direct or indirect, that we offer to our patrons.

To accomplish this the Team is charged with learning the benchmarking process and applying it to a specific project. The intent is that the members of this Team become the Library's core staff with knowledge of benchmarking. After learning the process, the Team members should be able to:

- assist other groups with their benchmarking projects
- assist in developing benchmarking expertise among other staff members, for example, by participating in a training program.

Each May the membership of the Team will be reviewed. Those who want to remain on the Team will be joined by new members so that

the Benchmarking Team can be a constantly renewed central group of experts in the process. New projects will be determined at the same time that membership is reviewed.

The project this Team is charged to undertake is benchmarking the shelving/reshelving process in all University Library service units. The project should include these processes:

- map and measure the current process in each library
- determine benchmarking partners with best practices for the shelving process
- communicate with those partners about their process
- compare their practices with the University Library's process
- recommend improvements in current practices based on the best practices of our benchmarking partners.

Additional staff from stacks operations should be invited to join the Team during this initial benchmarking process. Recommendations should be ready by May 15, 1999.

Appendix 2: Internal Shelving Questionnaire

1. If you have a flowchart of your shelving process, please attach a copy.
2. How many times is a book handled from the time it is returned to your library until it is shelved? How many additional times is it handled if it is returned to a different library?
3. How much time does it take for an item to get from the return desk in your library to the shelf?
4. Do you have standards for shelving quantity and quality? If so, what are they? How were they measured? For example:
 - number of books shelved per hour
 - percentage of errors/accuracy rate

5. How often are book return drops cleared?

- exterior?
- at desk?

6. How often are tables, photocopiers, carrels, shelves, etc. cleared of books left by patrons? What is the process for reshelving the items collected?

7. What additional steps, if any, are involved in processing new books for shelving?

8. Describe each step of your book sorting process, from check-in to final sorting onto trucks before shelving, and who performs it.

9. If you have set due dates, how do you handle the massive returns at those dates?

10. Are there areas in which it is difficult to shelve? How do you manage shelving in those areas?

11. Are the stacks shelf-read?

12. Who normally does the shelving? [See chart below.*]

13. Do shelvers have a fixed work schedule?

14. How is shelving assigned and supervised?

15. What other tasks do shelvers perform in the stacks besides shelving?

16. Do shelvers have work assignments outside of the stacks?

17. Describe the process of training shelvers and who does the training.

Appendix 3: Questionnaire for Respondents to Listserv Query

- Do you have standards for reshelving already in place? In particular, standards for books shelved per hour, percent shelved without error, turnaround time from check-in to shelf.
- Have you done a shelving study of any kind? If so, what was the focus?
- How many branch libraries are on your campus?
- How many of these branches fall into the 75,000-300,000 volume range?

- How many volumes are in your main library?
- How many items were returned from circulation to your main library last year (1997/98)?
- How many new books were added to your main library collection last year?
- How many items were picked up around the library (from the floor, photocopiers, tables, etc.) and re-shelved last year?
- What is the frequency of these pick-ups (daily, each shift, etc)?
- How many searches for missing materials were requested by patrons at your main library?
- How many FTE stacks employees work in your main library?
- How many FTE student shelvers work in your main library?
- How do you manage massive returns at the end of a term or academic year?
- Would you be willing to host a site visit by a small team from the University of Virginia? (I can provide some details of what we have in mind if you would like, but this would basically be an opportunity to share information face-to-face.)

Selected Bibliography

A few newer items are added to our original bibliography below. There are now many more publications on both benchmarking and shelving, and there are many more indexed that date from the time UVa was conducting its project. A search of Library Literature for both "benchmarking" and "shelving" will yield a more abundant harvest. The Spendolini volume was the one we relied upon most for the process.

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Students			
Staff			
Temps			

* This chart was part of Appendix 2, question 12 above.

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Footnotes

¹ We have since discovered that this is true about 50% of the time. Books for which we receive search requests are found 50.4% of the time in the correct place on the shelf within 24 hours of the request.

² Management Information Services conducts assessments (surveys, focus groups, etc.) and gathers data for Library management to assist them in making decisions on programs and resources.

³ See Appendix 1 for entire charge.

⁴ The number of steps varies considerably in the literature, depending on how finely they are broken down.

⁵ Pick-ups are books that are "picked up" and reshelfed by staff after patrons have used them in the library and left them lying on tables, chairs, shelves, photocopiers, sorting areas, reshelfing areas, the floor, etc.

⁶ For more information on our Balanced Scorecard project see <http://www.lib.virginia.edu/bsc/metrics.html>. 

*"When
I was
4 years
old,*

*I did not have
any books.*

*So, mom told me that I
could take books out of the
Public Library and bring
them back.*

*When I took out books it
helped me with my reading.*

*If I did not have a library,
I would not know how
to read. Books made
me smart."*

*Alexis Johnson, age 8,
Philadelphia*

LIBRARIES
change
LIVES.

Use your library.

American Library Association

Virginia Reviews

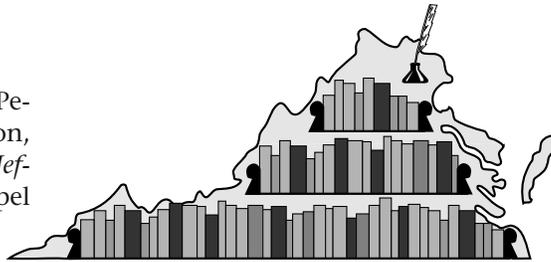
Reviews prepared by staff members of the Library of Virginia
Julie A. Campbell, Editor



William L. Beiswanger, Peter J. Hatch, Lucia Stanton, Susan R. Stein. *Thomas Jefferson's Monticello*. Chapel Hill: University of North Carolina Press, 2002. xxi + 218 pp. \$45.00 (hardcover).

The dust jacket to this magnificent book would have especially interested Thomas Jefferson, for it is an aerial view of his house and the surrounding lawns, gardens, and fields—a view that he never enjoyed in his lifetime. There are a few other aerial views among the 225 color photographs, but, on the whole, it is thoroughly grounded. The book's authors, each a member of the Thomas Jefferson Foundation's talented scholarly staff, are experts in their respective fields, and for their essays they also draw on what is now decades of comprehensive research under the foundation's aegis about life at Monticello.

The book is also literally grounded by its emphasis on Monticello as an agricultural community. The gardens gave (and still give) pleasure with flowering annuals and perennials, fragrant herbs, and trees of all sorts. Jefferson was also the master of a plantation where slave laborers produced tobacco, corn, and other crops. This approach avoids the risk that the photographs of the interiors of Monticello and the beautiful objects with which Jeffer-



**Monticello is also
Thomas Jefferson's
very personal creation,
and the book reveals
the man....**

MONTICELLO REVIEW

son decorated his house (described effectively by Stein) would mislead readers into thinking of it as a static, antiseptic monument.

Indeed, there is a two-page spread by painter G. B. McIntosh illustrating typical activities in the house—with Jefferson, his family, their visitors, and the numerous slaves collectively making the place bustle. And yet, Monticello is also Thomas Jefferson's very personal creation, and the book reveals the man through his design for the house, the objects he collected for it, and the experimental gardens that surround it.

The book is worthy of its subject. The essays are substantial

works of scholarship, which the book's designer, Gibson Design Associates, incorporated smoothly into the illustration-heavy format of a coffee-table book. Short illustrated chapters on subjects such as Jefferson's family, the slaves' gardens, wine at Monticello, and so on, separate the essays and add to the book's appeal.

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



Ellen McCallister Clark, *Martha Washington: A Brief Biography*. Mount Vernon: Mount Vernon Ladies' Association, 2002. 61 pp. \$9.95 (softcover).

Helen Bryan, *Martha Washington: First Lady of Liberty*. New York: John Wiley & Sons, 2002. xiii + 417 pp. \$30.00 (hardcover).

The first First Lady of the United States, Martha Dandridge Custis Washington, is receiving a great deal of well-deserved attention these days, what with two new biographies already here and one reportedly on the way from historian Patricia Brady.

For *Martha Washington: A Brief Biography*, a succinct and slender paperback, Ellen MacAllister Clark expanded and revised her introduction to Joseph E. Fields' "*Worthy Partner*": *The Papers of Martha*

Washington (1994). The result is a thorough, straightforward account of Washington's life, enhanced by a small but choice selection of illustrations. Forty-seven pages of text are bolstered with seventy-three endnotes and a bibliography. The book is published by the keepers of Washington's home, the Mount Vernon Ladies' Association, and distributed by the University of Virginia Press. This new arrangement will bring a variety of scholarship about the Washingtons to interested readers.

In the second book, *Martha Washington: First Lady of Liberty*, author Helen Bryan covers the same ground at considerably more length. Bryan is a London barrister who was born in Virginia. Her biography is comprehensive and detailed. The supporting cast is fascinating and important to history: George Washington, Abigail and John Adams, Virginians named Bassett and Fairfax, the extended Custis and Washington families (including Martha's children, grandchildren, and a wide circle of other kinfolk), and the enslaved African Americans.

One intriguing figure is identified as a half-sister to Martha, a woman named Ann Dandridge Costin, who reportedly was the child of Martha's father and an enslaved woman of black and Indian heritage. Other people on the fringe appear from time to time, such as George Washington's rumored illegitimate children, black and white, and women with whom he supposedly had extramarital liaisons.

Any biography should certainly discuss such issues, but here one limitation of Bryan's book emerges: the paucity of documentation. For example, four substantial paragraphs about Ann Dandridge in Chapter 14 are not bolstered by a single endnote. Only ten notes, in fact, accompany the entire ten-page chapter. The text also contains a great deal of speculation

about things that Martha may have done or said. Unless backed up by substantial sources, this approach treads on thin historical ice.

Another limitation emerges when the author discusses the late eighteenth century and slips into idioms and customs of the late twentieth century. References to "dysfunctional" families and George Washington's "reckless good-old-boy courage" and Elvis-Presley-like charisma brought this reader to a screeching halt. The eye also stumbles over repetitions, such as frequent mentions of the reported drunkenness and unreliability of Mount Vernon's overseers,

A double standard existed regarding interracial relations....

BUCKLEY REVIEW

and over a whopper of a misspelling—"Hemming," instead of the correct "Hemings" when referring to Sally Hemings, Thomas Jefferson's slave and probable mistress.

Keeping these things in mind, the reader will find Bryan's book readable and informative and will learn a great deal about Martha Washington and her times. Those seeking a thorough historical analysis, however, should await Patricia Brady's forthcoming biography.

—reviewed by Julie A. Campbell



Thomas E. Buckley, S. J. *The Great Catastrophe of My Life: Divorce in the Old Dominion*. Chapel Hill: University of North Carolina Press, 2002. xi + 346 pp. \$59.95 (hardcover), \$19.95 (softcover).

Before 1851, Virginians seeking divorces had to petition the General Assembly. Despite compelling testi-

mony supporting their requests, petitioners were often refused by a legislature reluctant to dissolve the marriage bond. Thomas Buckley's *The Great Catastrophe of My Life: Divorce in the Old Dominion* examines these petitions and legislative divorce in Virginia. Divided into three sections, the work discusses the framework in which the petitions were made, presents the reasons divorces were requested, and provides a case study of a particular divorce.

In the first section, Buckley places divorce in a political and religious context. A conservative legislature viewed marriage as the linchpin of a stable, republican, religious society and therefore did not want to grant divorces without strong reason. Petitioners provided that strong reason with plenty of testimony, evidence, affidavits, and depositions, but still found their petitions denied and divorces not granted. Families and localities, however, often recognized *de facto* divorces when the state legislature refused to grant *de jure* ones. Husbands and wives who failed to receive a legislative petition on grounds of adultery, desertion, or abuse might remarry without social stigma within their communities.

The second section examines the broad reasons for divorce. Interracial sexual relations, adultery, physical abuse, desertion, or a combination of these were the usual grounds. A double standard existed regarding interracial relations, with men benefiting if they could prove their wives had illicit relations with non-white males. Adultery and desertion were sometimes successful reasons, provided the petitioner had made no attempt to reconcile with his or her spouse. Women had a more difficult time getting a divorce unless they could prove severe physical abuse; doing so improved their chances for divorce but did not guarantee it. Buckley reiterates that localities and fami-

lies at times recognized divorces even if the legislature did not.

The last section of Buckley's work is a case study of the marriage and divorce of Sally McDowell and Francis Thomas, whom McDowell married despite her parents' reservations. Soon afterwards, James McDowell, Sally's father, became governor of Virginia, and Thomas became governor of Maryland. The private difficulties between the Thomases became public and resulted in a physical confrontation between the two governors. The marriage ended in a sensational divorce and trial. Thomas ruined his reputation with attacks upon his wife, and McDowell's family rallied to support her. Overcoming the social stigma of divorce, she later met and married John Miller, a Presbyterian minister. Supported by his fellow clergymen, Miller overcame dismissal from his Philadelphia congregation to continue his career. The Millers had a successful marriage, strengthened by their hardships while courting.

The Great Catastrophe of My Life is an insightful look into legislative divorce in the Old Dominion. Buckley deftly draws upon the divorce petitions in the Library of Virginia, the journals of the state assembly, and private sources to create an informative, interesting work.

—reviewed by Trenton Hizer, Senior Finding Aids Archivist



John Alexander Williams, *Appalachia: A History*. Chapel Hill: University of North Carolina Press, 2002. xviii + 473 pp. \$49.95 (hardcover), \$19.95 (softcover).

A professor of history at Appalachian State University in Boone, North Carolina, Williams has researched and published other works on Appalachia. In this informative and readable history, he emphasizes that Appalachia is not so much a region defined by

boundaries as a “zone of interaction” between people and the land that accommodates the fluidity of the region's history. In his introduction, Williams quickly reviews the concept of Appalachia as a “territory of images,” a “distinctive and important regional variant of American culture,” and a mental construct.

The focus of the book is the regional core of 164 counties in six states—Georgia, North Carolina, Tennessee, Kentucky, Virginia, and West Virginia. Williams traces the

Appalachia is not so much a region defined by boundaries as a “zone of interaction” between people and the land....

WILLIAMS REVIEW

history of Appalachia from the days of contact between native peoples and European explorers to the turn of the twenty-first century.

The Appalachian Studies Association and other scholarly groups study Appalachian culture not only to document the folk culture, but also to chart the changes in the region as its economy and population changed. Extensive footnotes, a bibliography, and a hefty index to nearly 400 pages of text make this a substantial piece of scholarship that features the human history of the residents of Appalachia, in Virginia and its neighboring states.

—reviewed by Barbara Batson, Exhibitions Coordinator



Clarita S. Anderson, *American Coverlets and Their Weavers: Coverlets from the Collection of Foster and Muriel McCarl*. Athens: Ohio Uni-

versity Press in association with Colonial Williamsburg Foundation, 2002. xiv + 247 pp. \$39.95 (hardcover).

American Coverlets and Their Weavers is a useful book for several reasons. First, it is a catalog of one of the premier private collections of American coverlets, that of the McCarls, which began almost by accident in 1959. Second, the book provides a handy biographical dictionary of over 700 coverlet weavers. For the latter reason, the book will be a necessary acquisition for collectors and collections of reference sources on textile and decorative arts.

Woven coverlets and patchwork quilts are two types of household objects that can give us a sense of the color of pre-twentieth century American life. Too often, our images of the past come to us through faded black-and-white or sepia photographs. This book provides clear, color photographs of the full-size coverlets. In addition, there is an excellent detail of each coverlet, which illustrates its pattern, color, weaving technique, or some other feature.

The book is written with both the textile connoisseur and the general reader in mind. The essays will enlighten readers at both levels. Descriptive essays with historical documentation accompany each coverlet. The documentation immediately distinguishes this book from similar works devoted to American quilts. Several observations can be made as a result. For one, almost exclusively men made coverlets; there is only one documented woman weaver. For another, coverlets were made commercially, whereas quilts were typically homemade and not intended for sale. Third, as the author notes, the production of coverlets radically declined following the American Civil War.

The coverlets are presented by state of origin, although this or-

ganization is not explained in the introductory materials nor is it obvious in the table of contents. The geographical range covers the Middle Atlantic States, with most examples from Pennsylvania, Ohio, and New York, and only one documented Virginia/West Virginia example. A geographical index to accompany the biographical dictionary of weavers would have been helpful. Nonetheless, this book is highly recommended for browsing collections, as well as for textile reference and research collections.

—reviewed by Tom H. Ray, *Cataloging Coordinator*



Susan H. Godson, *Serving Proudly: A History of Women in the U.S. Navy*. Annapolis, Maryland: Naval Institute Press, 2002. xvi + 453 pp. \$38.95 (hardcover).

Women have been called everything—yeomanettes, lady sailors, petticoat pets, lady hell cats, skirt Marines, and worse. “I never did like this ‘ette’ business,” bellowed Secretary of the Navy Josephus Daniels, who ordered the admission of women to the service in 1917. “If a woman does the job, she ought to have the name of the job.” “These women,” Rear Admiral Samuel McGowan agreed, “are as much a part of the Navy as the men who have enlisted.”

In *Serving Proudly*, Susan H. Godson, a resident of Williamsburg, has taken on a daunting task—to write a history of women’s naval service in the United States. Women commonly sailed on whaling, merchant, and pirate ships, and volunteered as nurses in national conflicts, beginning with the American Revolution. The first documented navy nurses, Mary Allen and Mary Marshall, were wives of crewmen on Stephen Decatur’s frigate *United States*.

Nearly 35,000 American women served overseas during World War I: 21,000 enlisted in the U.S. Army

and Navy Nurse Corps; 13,000 joined the Navy Active Reserves and the Marine Corps to perform clerical work; and more than 200 were deployed to Europe with the Army Signal Corps as telephone operators. Some 1,071 women enlisted in the Naval Reserve were from Virginia. They treated patients, took dictation, fried doughnuts, drove ambulances, and operated switchboards. All, except members of the Navy Nurse Corps, were discharged from active duty immediately after the war ended.

**“I never did like this
‘ette’ business,” bellowed
Secretary of the Navy
Josephus Daniels....**

GODSON REVIEW

Serving Proudly tells the story of these path-breaking women through World War II and Korea to Vietnam and the Persian Gulf. The book was commissioned by the Naval Historical Center, which has previously published several titles on women in the service. Godson works chronologically, devoting sections of each of the book’s eleven chapters to the WAVES (Women Accepted for Volunteer Emergency Service) and the Navy Nurse Corps.

An extensive bibliography, footnotes, an index, and sixty illustrations round out the volume. An epilogue briefly addresses the Tailhook scandal and the status of women at the Naval Academy, but coverage of events since 1990 is slight, given the scarcity of available documentary sources. The scholarly text would have benefited by including more of the words of the women themselves from letters, diaries, and interviews. Instead we hear men’s opinions of women’s

naval service—reflecting the ongoing fight of female sailors for equal opportunities. *Serving Proudly* provides a wealth of useful reference material and would be helpful to those interested in the history of women, nursing, and the navy.

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



Alexander S. Leidholdt, *Editor for Justice: The Life of Louis I. Jaffé*. Baton Rouge: Louisiana State University Press, 2002. xv + 507 pp. \$49.95 (hardcover).

In his previous book, *Standing Before the Shouting Mob: Lenoir Chambers and Virginia’s Massive Resistance to Public-School Integration*, Alexander Leidholdt wrote about the Norfolk *Virginian-Pilot* editor who received a Pulitzer Prize in 1960 for his five-year editorial campaign opposing Virginia’s massive resistance to school integration. Leidholdt’s new book, *Editor for Justice*, focuses on Chambers’ predecessor, Louis I. Jaffé, who won a Pulitzer Prize in 1929 for his anti-lynching editorial campaign. By drawing on Jaffé’s own experiences with injustice and prejudice as a Jew, Leidholdt instills personal meaning into Jaffé’s crusade while providing a complex portrait of one of the South’s leading liberal and Jewish journalists.

The book begins with the chilling tale of the brutal lynching of Raymond Bird, a Wytheville farmhand and father of three, accused of raping two young white women and fondling their twelve year-old sister. This and other acts of Virginia mob justice motivated Jaffé to spawn a series of dynamic editorial barrages criticizing the Wytheville citizenry, targeting the advocacy of newly elected governor Harry Byrd Sr. and other Virginia lawmakers, and culminating in the passage of Virginia’s anti-lynching bill on March 14, 1928. For his efforts,

Jaffé was awarded the Pulitzer Prize the next year. Until his death in 1950, he continued to utilize his editorial position to lobby successfully for civil rights and civil liberties in Virginia and the Southeast.

Leidholdt's focus rests not only on Jaffé's professional and political actions but also on the influence of his often-painful personal life on his public career. The book contains depictions of the anti-Semitism he and his Lithuanian-American parents faced in turn-of-the-century Michigan and Durham, North Carolina, and of injustices he suffered as a soldier during World War I.

The author also includes a detailed discussion of his taxing and strained first marriage to Margaret Davis. The erratic behavior of Margaret, a diagnosed schizophrenic, caused lasting effects, evidenced not only by their divorce but also in the estrangement of their son from his father. Leidholdt's exploration of these character-shaping events help to humanize Jaffé while also providing an ethical background for the actions and words of an otherwise over-ambitious editor.

This historical narrative benefits tremendously from meticulous research into a number of primary and secondary sources. Leidholdt draws extensively from interviews, newspapers, and personal papers, such as the Harry F. Byrd Sr. Papers at the Library of Virginia and the Louis I. Jaffé Papers at the University of Virginia. As a result, *Editor for Justice* instantly becomes an important contribution to the historiography of Virginia's Jewish and civil-rights history.

—reviewed by Alex Lorch, *Private Papers Archivist*



David E. Johnson, *Douglas Southall Freeman*. Gretna, Louisiana: Pelican Publishing Company, 2002. 476 pp. \$27.50 (hardcover).

Douglas Southall Freeman

(1886–1953) was one of the most famous and influential Virginians of the first half of the twentieth century. Editor of the *Richmond News Leader* from 1915 to 1949, he held a Ph.D. in history and wrote multi-volume, Pulitzer prize-winning biographies of Robert E. Lee and George Washington. He composed thousands of editorials, gave hundreds of speeches, spoke twice a day on a Richmond radio station, and taught journalism at Columbia University. Freeman also wrote and kept thousands of letters and a diary

In the opinion of many readers, even though the South lost the Civil War, Freeman's books won the history of the Civil War for the South.

JOHNSON REVIEW

that record his professional life and provide valuable insights into his family life. This first biography of the journalist and historian exploits the rich written record to explain how he achieved success.

Author Johnson of Midlothian, Virginia, is a senior counsel to the attorney general of Virginia. He wrote this book with the approval and cooperation of Freeman's family, interviewing friends and relatives and reading just about everything the scholar wrote. To complete the project, he temporarily joined the faculty of the University of Richmond, Freeman's alma mater.

To get a sense of this many-faceted man, Johnson even tried to replicate his subject's famous schedule, whereby Freeman arose at 4:30 A.M. (at the latest) and made effective use of every working hour,

to the point of scheduling each day's work down to the minute. Freeman gained national renown as a journalist and an international reputation as a biographer and historian. His four-volume biography of Lee and his three-volume companion set, *Lee's Lieutenants*, mark a high point in the writing of Civil War military history.

Based on thorough, rigorous scholarship, the books captured and held the field for decades. They presented with maximum force a strong pro-Confederate interpretation of the war. In the opinion of many readers, even though the South lost the Civil War, Freeman's books won the history of the Civil War for the South.

The importance of his distinguished editorial career fades into the past with time, but his influence on the way the Civil War is remembered has already survived him by nearly fifty years. First a historian and second a journalist, Freeman not only would have understood, he probably would have wanted it that way.

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

Civil War Bookshelf

 Carol Kettenburg Dubbs, *Defend This Old Town: Williamsburg During the Civil War*. Baton Rouge: Louisiana State University Press, 2002. xiii + 406 pp. \$49.95 (hardcover).

On March 24, 1862, General Robert E. Lee received the startling news that more than twenty steamers were disembarking Union troops at Old Point Comfort. Soon it was evident that those 35,000 soldiers were but the advance guard of General George McClellan's massive Army of the Potomac. The Union general was determined to pilot his army up the peninsula to Richmond and bring the full weight of his twelve divisions to gain the

city's capture. Directly in his path lay the picturesque colonial capital of Virginia, Williamsburg.

Carol Dubbs's gracefully written, comprehensively researched history examines Williamsburg's experiences from the secession crisis to the folding of the flags at Appomattox. She focuses in particular on McClellan's Peninsula Campaign and the townspeople, black and white, Unionist and secessionist, who struggled with the trauma of warfare as the town was overrun by both armies.

The richness of the book derives from the interesting, and sometimes remarkable, persons with whom the author populates her story. Sifting through letters and diaries and other family papers, as well as military records, newspaper accounts, memoirs, articles, and histories, Dubbs has knitted together a narrative that resonates with their voices, creating a convincing portrait of wartime Williamsburg.

One of the book's most fascinating accounts has to do with the controversial Bowden family. Intense political partisans and uncompromising Unionists, Lemuel Bowden and his younger brother Henry were frequently at odds with their neighbors in Williamsburg, a situation that became more volatile as war came. When McClellan took possession of the town, Lemuel was appointed mayor, earning the epithet of traitor. Henry then had to seek refuge in some woods nearby. When McClellan's army retreated, the Bowdens fled with them.

In 1863, Lemuel was elected to the U.S. Senate from the Restored Government at Wheeling, Virginia, and his son was elected the government's attorney general. After the war, African Americans elected Henry to represent Norfolk in the 1867–1868 Constitutional Convention, and his son was later elected to the House of Representatives. By any measure, this family saga constitutes one of the more

unusual stories to come out of wartime Virginia and reminds us of the complexities that lie just beneath the convenient historical stereotypes.

Defend This Old Town is the only full-length treatment of Williamsburg during the war years. The volume will please those who enjoy military history and readers who delight in a well-made book.

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

 Paul Christopher Anderson, *Blood Image: Turner Ashby in the Civil War and the Southern Mind*. Baton Rouge: Louisiana State University Press, 2002. xxii + 258 pp. \$34.95 (hardcover).

John Reuben Thompson, a native Richmonder and antebellum editor of the *Southern Literary Messenger*, eulogized Confederate cavalry commander Turner Ashby as a “hero fit for song and story.” After his death in battle, souvenir hunters gathered relics—a lock of his beard, bones from his dead horse—by which to remember the newly made martyr, and a posthumous photograph taken at Port Republic became a haunting, disturbing icon of Confederate sacrifice. In *Blood Image*, Paul Christopher Anderson explores the legends that grew up around Ashby in life and in death and examines what they meant in Southern and, more generally, in American culture.

Born in Fauquier County on October 23, 1828, Ashby operated a mercantile business before the Civil War. He farmed a small plot of fifty acres and owned ten slaves. In 1853 he helped quell a riot by Irish laborers at Markham Station, an early preparation for the vigilantism he employed to great effect during the Civil War. In the wake of John Brown's raid on Harpers Ferry, Ashby formally organized a company of local cavalymen called the Mountain Rangers, which became

part of the 7th Regiment Virginia Cavalry in July 1861. His brilliant participation in Stonewall Jackson's Shenandoah Valley campaign won him promotion to brigadier general in May 1862. The charismatic Ashby was killed the next month, on June 6, 1862, in action near Harrisonburg.

Blood Image is not a traditional, chronologically organized biography. Instead, the complex narrative outlines Ashby's life through four topical chapters that examine Ashby as a superior horseman; Ashby as defender of hearth and family; Ashby as the epitome of knightly chivalry, romance, and the natural man; and Ashby as a partisan Confederate warrior. The author demonstrates that Ashby's fame was not the result of postwar, Lost Cause mythmaking. Instead, he became a legend during his lifetime because he embodied ideals valued generally in Victorian America and specifically in the Confederate South.

Anderson consulted an impressive number of primary and secondary sources in his research, many of which were not available to Ashby's previous five biographers. *Blood Image* is published in Louisiana State University Press's series, *Conflicting Worlds: New Dimensions of the American Civil War*, edited by T. Michael Parrish.

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

 Robert K. Krick, *The Smoothbore Volley That Doomed the Confederacy: The Death of Stonewall Jackson and Other Chapters on the Army of Northern Virginia*. Baton Rouge: Louisiana State University Press, 2002. x + 274 pp. \$34.95 (hardcover).

With the exception of James I. “Bud” Robertson, Jr., Robert K. Krick is arguably the best known living historian of both Robert E. Lee's famed Army of Northern Vir-

ginia and the immortal Stonewall Jackson. The author of fourteen previous books on the Civil War, he demonstrates his broad grasp of both topics in his latest offering.

Krick covers a lot of turf in this collection of ten essays, seven of which have been published previously. He devotes two essays apiece to Lee's primary lieutenants: Stonewall Jackson and James Longstreet. Two lesser-known Confederate generals, Maxcy Gregg and Robert E. Rodes, and one cowardly cavalrman, Richard Welby Carter, are also the focus of individual chapters. Krick transports the reader to the Shenandoah Valley campaign of 1864 in another essay to examine the troubles between the cantankerous Jubal Early and the cavalrmen who fought under him. The two remaining essays are devoted to book reviews and how to find and use Confederate records.

Well-written, researched and footnoted, *The Smoothbore Volley That Doomed the Confederacy* should be a natural addition to any library trying to establish or maintain a substantial Civil War section. Although only the chapters on Rodes,

Carter, and Longstreet's 1863 Knoxville campaign are appearing in print for the first time, each of the seven other essays has been revised and expanded for this volume.

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

Virginia Bookends

✍ If you think the computer has replaced the printed finding aid as the primary means for locating archival materials, the second edition of *A Guide to Church Records in the Library of Virginia* might make you think again (Gerald P. Gaidmore, comp., Richmond: Library of Virginia, 2002. x + 188 pp. \$20.00 softcover). A revision of the 1981 edition compiled by Jewell T. Clark and Elizabeth Terry Long, the guide provides more than just a listing of church records acquired by the library in the last twenty years. In addition to detailed descriptions of the records, it provides brief histories of each denomination found in Virginia, as well as individual parishes and congregations.

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

✍ Louisiana State University Press has become a haven for Virginia poets. It turns out handsome editions of verse that should find their way into as many Virginia libraries as possible. Stephen Cushman, professor of English at the University of Virginia, is the author of *Cussing Lesson* (2002. 52 pp.). Claudia Emerson publishes *Pinion: An Elegy* (2002. 55 pp.); she is an assistant professor of English at Mary Washington College. Julia Johnson, an assistant professor of English at Hollins University, is a Henry Hoyns Fellow at the University of Virginia. Her collection is *Naming the Afternoon: Poems* (2002. 56 pp.) All of the books are \$22.95 hardcover, \$15.95 softcover.

The trio writes about everything from the Civil War (Cushman's "Skirmish at Rio Hill") to New Orleans (Johnson's "Revisiting Saint Louis Cemetery") to life in a Southern family (Emerson's "Curing Time"). Readers of poetry should be grateful to these gifted writers for their work and to LSU Press for making them available.

—reviewed by Julie A. Campbell