On the cover: Attendees at the 2010 VLA Annual Conference photographed by Pierre Courtois.

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 editors or editorial board.

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The guidelines for submissions to Virginia Libraries are found on page 6.
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In February 2011, VLA Executive Director Linda Hahne has been cleaning out files, moving box after box of material, and making sure that Lisa Varga, our new executive director, has her questions answered as she assumes the many responsibilities that go along with the title.

Linda, who had been a leading member of VLA's Paraprofessional Forum while she was business manager of the Norfolk Public Library, accepted the role of treasurer (with pay) for the association in January 1997. This unusual turn of events was the result of a financial crisis diagnosed by President John Stewart, President-Elect Liz Chabot, and the other officers in late 1996. They realized that VLA needed someone with highly developed business skills and absolute personal integrity to guide the organization's finances at a time when there was less than twenty thousand dollars in the treasury and the possibility of discovering more unpaid bills. Linda's energy level was also a good match for the situation. During her years working full-time for Norfolk Public Library, she raised two sons and finished degrees at Tidewater Community College and St. Joseph's College, and still had time to be active in VLA.

Because the officers were pleased with the first few months of Linda's work and because she was in the process of retiring from Norfolk Public, where she had worked since 1965, Linda was asked to take on the role of executive director in the spring of 1997. While she continued to do consulting work for NPL through 1998, Linda turned most of her energy toward making VLA solvent, and realized that having a successful annual conference was the key to financial health. The 1997 conference in Northern Virginia was a profitable one for VLA, but it also had one of Hahne's most anxious moments when a fire alarm interrupted the meeting and threatened to completely disrupt the schedule. In future years there would be other fire alarms, a fire marshal visit, and the memorable day at the Homestead when the nametag holders didn't arrive until hours after registration. Through all this, Linda held things together, and made both the VLA Annual Conference and the VLA Paraprofessional Forum Conference events that satisfied association members and helped build VLA's cash reserves. She rates the Williamsburg Marriott as her favorite conference venue, but also enjoyed the Homestead and Koger Center.

Linda lists the 2003 VLA Annual Conference, when she received the
George Mason Award, as her most memorable VLA event, but the people and relationships over the years are the thing she will miss most in her retirement. She will not miss the stress of preparing for conferences, even though she sees making these meetings financially successful as her most satisfying accomplishment with VLA. It is worth mentioning that Linda’s tenure also saw difficult budget years for libraries that reduced our membership and made financing VLA legislative advocacy and VLA scholarships very difficult at times. In fact, we lost the scholarship corporate sponsors over the years as the library marketplace became more difficult for all participants, but the scholarships continue and so does an active advocacy program with a first-rate legislative liaison.

Lisa R. Varga has been named VLA’s new executive director. Lisa has an MLS from Rutgers University, and she worked for Thompson & Thompson (now Thompson CompuMark), a division of Thompson Gale, before relocating to Fredericksburg in 2001. In Virginia, Lisa has worked as children’s librarian at the Central Rappahannock Regional Library’s Salem Church Branch, and became head of human resources and staff training for the CRRL in 2005. An active presenter at the VLA Annual Conference, Lisa is now facilitating statewide training in technology in libraries in partnership with the Library of Virginia. We are fortunate to have Lisa to continue a tradition of sound and stable leadership for the association, and we can only wish that her first annual conference has no fire alarm and a keynote speaker who arrives on time.

When asked how she feels about the challenge ahead, Lisa says, “I am thrilled to be part of such a wonderful organization, and look forward to providing VLA members with the same level of outstanding customer service they are used to receiving from Linda Hahne.”

A
President's Column
by Matt Todd

It is with considerable enthusiasm and some trepidation that I address myself to my first column as your president of the Virginia Library Association. In the short time that I hold this office, I hope to use these columns to keep you informed about the health and direction of our association, to meditate upon some issues of concern to the commonwealth’s library community, and hopefully to open a dialogue about the future and direction of the profession and how VLA can lead us into that future.

In December, the VLA Executive Committee met in Williamsburg and agreed on several initiatives and goals to guide the work of the association in the upcoming year. I share some of the top issues below:

Finances
In these parlous economic times, finances are on everyone’s mind. The association is committed to prudent fiscal management and proactive financial planning to ensure the solvency and stability of the organization. We continue to rely on the institutional memberships of Virginia’s public libraries to fund our legislative activities. We also welcome support from Friends of the Library organizations, encourage membership renewals and especially new members (invite a friend to join VLA!), and of course hope for strong conference attendance to support the ongoing work and financial health of the association.

Advocacy
Some of the most important work VLA does is to provide leadership in legislative and advocacy activities in the commonwealth, to speak to our elected officials and tell our story. We need to continue to remind our elected representatives that we speak for more than 4 million Virginians who hold library cards and over 470,000 students studying and conducting research in Virginia’s colleges and universities. Be sure to check the VLA website (www.vla.org) for updates on legislative activities and advocacy opportunities and the Legislative Action Center for news of interest to the library community. Contact the appropriate elected officials to make your voice heard.

Communications
Do you have an email address? Does VLA know what it is? A key priority this year will be rationalizing and streamlining association communications with members. The Executive Committee is mindful that as well as maintaining our commitment to providing library services to the citizens of the commonwealth, we must also be responsible citizens and caretakers of natural resources. VLA is committed to “going green” as much as possible and reducing waste wherever practicable. Also taking into account the ever-rising costs of printing and postage, this means VLA will rely even more heavily on electronic communication—including our webpage and email. While *Virginia Libraries* will continue to be produced in print (as well as online!), all other association news, announcements, and publications will transition to electronic formats only. As information professionals, we should all have the aptitude and, indeed, the eagerness to follow the wider cultural transition to more sustainable and cost-effective communication. Visit the VLA webpage for more information (and let us know your email address, if you have not already).

Conferences
The VLA Annual Conference and the VLA Paraprofessional Conference are the highlight of the year for many of us (or the twin highlights for those of us who attend them both). The association is committed to promoting conference attendance as vital professional development, career development, personal renewal,
networking, and continuing education. We will continue to assess the structure, content, and logistics of our conferences to promote professional growth and meet the continuing education and lifelong learning needs of our members. If we did not see you at Portsmouth in 2010, we hope to see you there in 2011—for what we project will be the Best Conference Ever.

Membership

The Virginia Library Association relies on its membership to continue doing the good work we are given to do. In lean economic times, it is not surprising that our membership has declined somewhat in the last year. If you have renewed your membership—thank you! Please also encourage a friend or colleague to join—you don’t have to be an MLS-holding librarian to be a member—you don’t even have to be a Virginian! Members benefit from increased professional visibility; idea-sharing; opportunities to meet and collaborate with librarians and library staff throughout the commonwealth and across the spectrum of different kinds and sizes of libraries; support for the needs of libraries and their users; and, of course, sitting down to a copy of Virginia Libraries and poring over such scintillating columns as this one!

Feedback

Even if you did not think this column was scintillating, I would like to hear from you. Our membership is our greatest resource, and I am eager to hear your ideas for the future of our association and profession. Visit www.vla.org to find out how to contact us, or feel free to email me at mtodd@nvcc.edu. I look forward to hearing from you, and to walking with you into an exciting year ahead for the commonwealth’s libraries.

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.

2. Please submit manuscripts via email as attachments in Microsoft Word, rich text, or plain text format. Articles should be double-spaced with any bibliographic notes occurring at the end of the article. Please avoid using the automatic note creation function provided by some word processing programs.

3. Articles in Virginia Libraries conform to the latest edition of the Chicago Manual of Style and Webster’s Third New International Dictionary, Unabridged. Accepted articles are subject to editing for style and clarity. Authors will be consulted on points of fact.

4. All articles submitted for consideration are reviewed by the editors and may be refereed by the editorial board. Articles that are not selected for publication will be returned within three months.

5. VLA holds the copyright on all articles published in Virginia Libraries. Contributors of articles receive one copy of the issue in which their work appears.

6. Illustrations are encouraged and should be submitted whenever appropriate to accompany a manuscript. Hard copy illustrations will be returned if requested in advance. Digital images should have a resolution of at least 300 dpi. Authors are responsible for securing legal permission to publish photographs and other illustrations.

7. Each contributor should provide a brief sketch of professional accomplishments of no more than fifty words that includes current title, affiliation, and email address. Unless specified otherwise, this information will be shared with readers of Virginia Libraries. Physical addresses should also be provided for the mailing of contributor’s copy.

8. Articles should generally fall within the range of 750–3,000 words. Please query the editors before submitting any work of greater length.

9. Email manuscripts and queries to Cy Dillon, cdillon@hsc.edu, and Lyn C. A. Gardner, cgardner@hampton.gov. Please be sure to copy both editors.

10. Virginia Libraries is published quarterly. The deadlines for submission are: November 1 for Number 1, January/February/March; February 1 for Number 2, April/May/June; May 1 for Number 3, July/August/September; and August 1 for Number 4, October/November/December.
Attracting Donors to Your Academic Library

by Michael Lorenzen

Introduction

Academic libraries are no longer funded at the same levels as they have been in the past. Bad economic conditions have rattled public higher education funding for years. Limited revenue means choices must be made by higher education administrators about funding for academic and support units, including campus libraries. Because of this, academic libraries have increasingly sought private funding. This funding augmentation has been either out of necessity or by mandate. Costs for libraries have increased at the same time that funding for them has decreased. One proven method of acquiring private funding is to solicit funding from private individuals in hopes of acquiring donations. With effort and a good strategy, academic libraries can attract donors and use their contributions to make up shortfalls in the library budget.

The Positive Approach

While there is a lot to consider when thinking about asking donors for money, one thing to remember during the process is to stay positive. It is important to highlight the library in a beneficial manner when approaching potential donors. No matter how badly a library budget has been cut, do not mention this. Donors want their names to be associated with success. Discussions about staff layoffs, reduced hours, and cancelled periodical subscriptions will not usually work. If the library is struggling, do not draw attention to this fact. Most potential donors do not want a recognition plaque on the wall of a library that appears to be failing.

A better way to approach potential donors is to show how important and central the library is to the success of the academic institution. Show how crucial library database subscriptions are to students. Provide examples of faculty research that was completed with the assistance of library resources and staff. Be quick to list the campus events that were held in the library building. Clearly show potential donors how their contributions will aid in the continued success of the library and the entire institution. That is an approach that appeals to prospects and makes them seriously consider providing a gift. As Susan K. Martin noted, “As in so many areas, success breeds success.” Donors to a library give because it makes them feel good, they believe the library is important, and they believe a library is strong.

Getting the Donors in the Door

Finding potential donors can be hard work, and academic libraries have a major problem regarding fund-raising. Quite simply, they have no built-in constituency. Although all alumni may have used the library at some point, no one ever graduated from the library. Further, many academic institutions of higher education have carefully laid out procedures for who may approach a donor with the potential to benefit degree-granting areas on campus. These facts mean that the library needs to be creative in reaching out to potential donors.

It is important for any library

As assistant dean for public services at Western Washington University Libraries, Michael Lorenzen develops, manages, and assesses library public service points, including instruction and research services (on-site and virtual reference service points and library instruction program), circulation (the media desk, reserves, and stacks management), and two branch libraries (the Huxley Map Library and the Music Library). His book about academic library fund-raising, Academic Library Development Officers in Fund Raising: How They Perceive Their Work, ISBN 3639193733, is available now from Amazon.com. Lorenzen writes a blog about information literacy (http://www.information-literacy.net/) and can be reached at Michael.Lorenzen@wwu.edu.
to work with the central development office on campus. This will allow the library to get lists of potential donors whom the staff may approach. It will also allow the library to network with those doing development for the institution and to get leads on reluctant prospects who expressed an interest in the library. Maybe the person will not give to the college of education but would be delighted to endow a position at the library. It will also cut down on political problems if someone else’s hot prospect donates to the library instead.

In addition to alumni, many individuals who are not affiliated with the academic institution are often willing to give significant sums of money to the library. The central development office on campus also has lists of these prospects. Another successful approach to prospect research is to talk with your current donors. Whom do they know that might be interested in learning more about the library? Current donors are often connected with individuals with similar interests who may be likely to make good potential future donors.

After prospects have been identified, it is important to get them into the library. For this reason, the library should hold frequent events such as lectures, films, book signings, and exhibits. These occasions serve to educate potential donors about library needs and also help the library check out a potential prospect. And, based on the responses of event attendees, appropriate donor cultivation can then proceed. Many events also draw visitors who were never targeted for donor cultivation but who may be interested in supporting the library financially. Public relations efforts by library staff attending these events can help to educate the community at large about the importance of the library as well.

Holding events also allows a library to reach out to potential donors who have been claimed by other units on campus. The library may not be allowed to approach a wealthy graduate who looks inclined to make a big gift. However, if that potential donor walks into the library for an event and then decides to give to the library, the library can accept the donation without any political complications.

Another successful technique relates to persistence. If you keep coming back to a current or likely donor, the odds increase that the prospect will give money. Potential donors offended by this approach were probably not likely to have donated in the first place. This method might be time-consuming, but it also creates the potential for good results. Further, those who give a small gift even once are more likely to be big or repeat donors than those who have never given to the library. Small gifts can lead to bigger gifts over time.

**Keeping Donors Happy**

Once a donor has given to the library, it is helpful to make sure the donor is satisfied with having done it. One of the best ways is for the library to promptly acknowledge any gift, no matter how small. Thank-you letters should go out within days of the donation. In addition, larger donations should be acknowledged by a call from the library director with a personal thank you. Beyond these recognitions, all donors should receive yearly updates from the library director that explain how the contributions that year helped to make the campus a better place. Repeat high-level donors rate special attention such as having the library director take them out for lunch or dinner at least once a year.

Donors who make significant contributions should also be acknowledged in other ways. Major contributors should get significantly more and more visible recognitions as the contributions increase. Simple ways to do this include putting donor names in the library newsletter and on the library website. Higher-level donors should also have nameplates on bookshelves, tables, chairs, and rooms. The highest-level donors may even have collections or a building named for them. Do not be afraid to be creative with donor recognitions. How does the donor want to be acknowledged? Visible recognitions also help to bring in new potential donors who see the recognitions and are motivated to donate for that reason.

An example of this could be to talk with a donor and see how he or she wants to be recognized. Is recognition desired? A few donors prefer anonymity. However, if the donor wants recognition, find out which type is most appealing to the individual. The donor might be happy with acknowledgment on the library website or might instead prefer to have his or her name appear on a recognition plate. Work with the donor to match the gift with an appropriate acknowledgement.

Beyond recognition, donors like to feel connected to the library. They want to be involved in the life of the library and feel that they personally are part of the family. Create boards and committees that meet on a regular basis to provide advice or help with different aspects of library life. Library boards of all kinds (friends, advisory, foundation, etc.) can be used to find new donors and keep current donors actively engaged with the library. As one researcher reported, “Our strongest continual large donors are those that have been here and understand us, and many of them have become board members.”

This appears to be a very successful practice in soliciting donations. Academic libraries can also use volunteer boards as a form of donor cultivation that will get prospective or current donors to start or continue giving.

There are many examples of these sorts of donor boards in...
higher education. Many academic libraries place donors (or potential donors) on boards and committees relating to activities such as exhibits, speakers, or fund-raising. These boards are usually advisory, and they rarely address personnel or policy issues. However, they give board members an opportunity to engage in the life of the library and become more connected in the process.

Make Fund-Raising a Priority

Finding, cultivating, and keeping library donors is hard work. Usually the library director is either the primary fund-raiser or the supervisor of those who raise funds. No matter what skills a library director has in development work, academic librarians usually identify their director as the primary fund-raiser. Potential donors want to talk with the library director. When they are thanked, they want the thank you to come from the library director. Fund-raising work has to be a priority for a library director if the library efforts are to be successful.

Many academic library directors have no training in fund-raising. In addition, many do not have any desire to work with donors. For both reasons, a library director may be tempted to delegate the responsibility to other library staff or even to a liaison in the central development office on campus. This is a mistake. The library director bears primary responsibility for the financial well-being of the library and is the person whom the donors want to talk with on a regular basis. The library director must find time for fund-raising activities.

Despite this, it is not inappropriate for a library director to seek help. In addition to working with the central campus development office, the library director can designate staff to assist with fund-raising in the library. Many large academic libraries have multiple individuals devoted full-time to fund-raising work. The most commonly seen employee of this type is a library development officer. This person does much of the research and preparation needed to ready the library director to be successful in cultivating and retaining donors. Most library development officers do not have library backgrounds, but are instead trained in fund-raising work.

The whole library staff can also help with finding donors. After all, it is library staff who normally make first contact with many patrons who may later become donors. With some training, library staff can be made aware of what to do when a patron seems interested in contributing to the library. The library director and library development officer can act as team captains in gearing up a library staff to respond to potential donors. Fund-raising is not taught in library schools, and some library staff may be unwilling to help with it. Despite this, getting library staff engaged in the development process may pay big dividends for the library.

A good example of this is the many special collections librarians who help with fund-raising. Archival and special collections usually hold unique or valuable collections that are attractive to donors. For example, a donor may not want to endow the regular library collection relating to history, but that same donor may be thrilled to create an endowment that funds a local history collection that features ancestors who were prominent in the area. As special collections librarians often are the first library staff to interact with these potential donors, it is a good idea to get them on the fund-raising team as soon as possible.

Conclusion

Getting donors interested in giving to an academic library can be an important strategy during difficult financial times. Generous alumni and community members can help make up budget shortfalls. It takes a considerable amount of planning and perseverance to attract, cultivate, and retain donors. Working with the central development office on campus can help, as can holding events. Recognizing donors and getting them engaged in the life of the library can help to make sure that the donors are interested in donating again in the future. Fund-raising is the responsibility of the library director; and, if the director does not put effort into it, failure is likely to result. However, dedicating some staff full-time to development activities as well as getting regular library staff involved can help make the library director a more successful fund-raiser. With hard work, an academic library can make use of donors to survive bad economic times.

Notes

An American Future: Library Service Opportunities for Immigrant Youth

by Patricia Bangs

For Soha, a young immigrant from Pakistan, a recent stint as an intern at the Lorton Library in Fairfax County was one of her first experiences in a U.S. workplace. Not only did she learn about the work of information professionals in public libraries, she also developed basic job skills. “I learned how to handle patrons, how to be friendly even when you aren’t feeling happy, how to handle children,” she wrote in a post-internship evaluation. For Nana, who emigrated from Ghana to the U.S when she was ten, a summer internship in library administration and at the Access Services branch, which provides library services for individuals with disabilities, was transforming. “I haven’t felt this way about working,” she said. Her only other experience had been helping her sister at an assisted living facility. “I might work in a library one day.”

Actually, of the fifty-seven immigrant youth who have completed ten-week internships in branches and administrative offices of the Fairfax County Public Library (FCPL) since 2008, seven have been hired in entry-level positions thanks to a unique partnership with Liberty’s Promise, a local nonprofit organization that works to support young immigrants as they become participants in American society.

The project, An American Future: Library Service Opportunities for Immigrant Youth, is funded with a three-year grant from the Institute of Museum and Library Services (IMLS). The project both assists young immigrants in gaining job experience in the U.S. workplace and is helping the Fairfax County Public Library develop its diverse workforce to meet the needs of this northern Virginia community. An American Future evolved from an informal partnership between Liberty’s Promise, which attempts to introduce young immigrants to the American workplace through its Opportunities Plus program, and FCPL. In 2006, Liberty’s Promise approached the library about creating internships for its clients in library branches. FCPL accepted the offer, and over the next two years, Liberty’s Promise placed nine youth from eight different countries in various FCPL branches and our Access Services branch. The organization’s Opportunities Plus program provided the interns with a small weekly stipend for travel and other costs. The partnership was so successful—close to half of the interns were offered continuing positions at the library, and two actually joined the library staff—that FCPL decided to apply for a grant through the IMLS Laura Bush 21st Century Librarian Program to expand the project.

The Institute of Museum and Library Services had launched the Laura Bush 21st Century Librarian Program in 2003 as a way to develop information professionals to manage the growing information needs of the nation, meet the information needs of the underserved, and build the skills necessary to further develop the information and digital literacy of their communities. In 2008, IMLS awarded a $265,258 grant to FCPL to introduce young immigrants to the public library as a possible career path.

Patricia Bangs has been a communications specialist and staff writer with the Marketing and Communications Office of the Fairfax County Public Library for more than a decade. For more information about An American Future: Library Service Opportunities for Immigrant Youth, contact Erin Chernisky, volunteer coordinator, Fairfax County Public Library, at erin.chernisky@fairfaxcounty.gov, or Allison Bouley, program officer, Liberty’s Promise, at abouley@libertyspromise.org.
career path and as a resource in their community. When the grant ends in 2011, ninety immigrant youth from more than twenty countries will have participated in the program.

“We are so excited about these library internships,” says Allison Bouley, a Liberty’s Promise program officer. “We are offering these young immigrants exposure to a career that they never may have considered. Their parents see doctors and lawyers as successful American careers, but we let them learn that there are professional people in other occupations, as well.”

For FCPL, the IMLS grant is allowing the library system to educate promising immigrant youth about the opportunity for careers and fulfillment in public libraries. But it is also introducing the public library and its wealth of services to immigrant communities that may be unaware of what FCPL has to offer.

The project’s responsibilities are divided between two people—a staff member at Liberty’s Promise, who is responsible for recruiting the interns, and the volunteer coordinator at FCPL, who recruits locations and supervisors for the ten-week internships. While some library staff may be slightly reluctant to take on high school and college-age youth with no work experience, within weeks after the interns begin they are converted, explains Erin Chernisky, FCPL’s volunteer coordinator. “It has been a wonderful experience for the library,” she says.

The Liberty’s Promise interns must complete a rigorous selection process to be awarded an internship at FCPL. To qualify, they must meet five basic criteria: be fifteen to twenty-one years of age; meet low-income guidelines; be an immigrant or the child of two immigrant parents; have moderate to high English skills; and be legally eligible to work in the U.S.

If they meet the basic qualifications, they are further contacted to discuss other issues, such as transportation and whether they will have enough time for the ten-week internship.

Liberty’s Promise recruits the interns by sending emails about the program to ESL classes in the schools, guidance counselors, and social workers. The organization’s staff attends meetings of community organizations in neighborhoods with immigrant populations. Occasionally, Liberty’s Promise gets referrals from special education teachers or gang prevention staff. Many young immigrants learn about the internships through word-of-mouth from siblings, other relatives, or past interns.

Once selected, the interns attend either a full-day job skills/resume workshop or get one-on-one help from a job skills expert. “Many don’t feel they have any skills,” says Allison Bouley. “But then we ask them, ‘How many languages do you speak?’ and ‘Do you babysit a younger sibling?’ That’s taking responsibility for a child.” Liberty’s Promise staff also discuss job expectations. They emphasize the need for good communication, stressing that the interns need to feel comfortable asking questions. They may need reminders on simple workplace etiquette, such as having the work phone number available if they will be late.

Once the interns have completed the work skills, resume, and interview training, FCPL takes over arranging interviews for the potential interns with various branches and the library’s administrative offices. Over the course of the project, library staff has initially rejected only one candidate for the internship due to English proficiency. A year later, he reapplied and was accepted. During the course of the internship, Liberty’s Promise staff keeps in regular contact with the interns and has an on-site visit with both the intern and supervisor together.

“I want to ask the interns if

“I might work in a library one day,” says Nana, a young immigrant from Ghana, who interned in the library’s Access Services branch and library administration for ten weeks during the summer of 2010.

“It was my first experience working with American people,” says Taejoon. He assisted the library’s Internet Services and Human Resources departments, as well as the Fairfax Library Foundation, during the summer of 2010.
they are getting as much out of the internship as they want,” says Bouley. “It also helps the interns to hear from supervisors what they are good at and what they need to improve on.”

During the ten-week internships, the young immigrants perform a variety of tasks.

At the Patrick Henry Library, an intern began by learning how to shelve new adult and children’s material. She assisted by signing up kids for the Summer Reading Program. In a time of staff layoffs and cutbacks in programs, the intern was able to maintain a popular Game On afternoon program for teens by setting up equipment such as projectors and computer games. Without her help, the program would have been dropped. But not only the library benefited. “I saw her become more self-sufficient and confident,” says Helen Ignatenko, the assistant branch manager and her supervisor. “She became aware of what the library has. She was trying to complete her high school diploma by taking online courses, and by the end of the summer, I saw her checking out more and more books.”

At the Sherwood Regional Library, which has hosted five interns, the interns perform mostly circulation tasks, such as checking in books from the book drop, pulling reserved books, and looking for missing books based on catalog reports, as well as shelving, sorting, filing, and other tasks. “One of my biggest concerns was that each intern learn to take initiative; once they were trained in several different tasks, they were able to identify what needed to be done without having to ask me what else to do,” says Jacqueline Butler, page manager at the branch and an enthusiastic supervisor for the interns.

At the Reston Regional Library, where three young immigrants have completed their internships, branch manager Andrew Pendergrass describes the interns as “a timely godsend.” Branch staff oriented them to each of the library’s departments. They learned backroom tasks and shadowed circulation and information staff. The branch has a large children’s area and the interns straightened and merchandised the material. “They had a presence in the library,” says Pendergrass. “They could answer the public’s questions—such as ‘Where is the librarian?’ or ‘Where are the board books?’”

Measuring the success of the three-year project is an important part of the IMLS grant. The project staff is working with the Department of Social Work at George Mason University in Fairfax to develop and fine-tune evaluation tools.

Prior to beginning an internship, each intern is asked to fill out an entrance survey about libraries. Among the questions are: (1) Have you ever visited a Fairfax County Public Library before? (2) If yes, how often do you visit the library? (3) Do you have a library card? (4) Does the library charge a fee to check out books? (5) Does the library charge a fee to check out videos and DVDs? (6) Briefly describe what you think the library does. (7) Briefly describe the kinds of work you think library staff perform. (8) Have you ever talked with your friends or family about the library? (9) If so, what did you tell them? Each intern fills out and answers the same questions in an exit survey after the internship ends.

At the end of the internship, both interns and supervisors also fill out evaluations. Interns are asked to comment on their favorite part of the internship, new things learned, and how the internship will help them in the future. Supervisors are asked how the internship helped the intern understand the workplace environment, what situations were challenging, what was rewarding in hosting an intern, and what could be done to improve future internships.

It is clear from the comments on these evaluations that these young immigrants are learning not just about the public library, but also about their community as a whole. They are discovering that today’s libraries are about more than just lending books; they also provide an access point to a wide variety of services—everything from English classes to workshops on webpage design.

One intern, Ingrid, who emigrated from Argentina to the U.S. in 2009, was impressed with the work needed to keep the library organized. “I always thought that it was so easy to shelve books,” she wrote. “But now I know that each person who works there [the library] has an important role. We need one another to keep the library very organized.”

For Taejoon, a young immigrant from Korea, it was working with library staff that impressed him most. “I didn’t have any professional work experience,” he explained. “It was my first time working with American people.”

As a result of An American Future: Library Service Opportunities for Immigrant Youth, young people new to the United States not only learn about a career option they may never have considered, but also about the library itself. The project is helping FCPL to expand its reach in the immigrant communities it serves and hopefully attract a more diverse workforce.

It is definitely a win-win partnership.
Keeping Vision and Focus in Challenging Times

Virginia Library Association 2010 Annual Conference
Portsmouth, Virginia • October 21–22, 2010

THURSDAY, OCTOBER 21

10:00–11:30 a.m.

Opening General Session

The Opening General Session of the 2010 Virginia Library Association Annual Conference was held in the Holley Ballroom of the Renaissance Portsmouth Hotel at 10:00 a.m. on Thursday, October 21. VLA President John Moorman began the meeting by introducing Bernard D. Griffin Sr., Portsmouth’s mayor, who formally welcomed us to the city. Griffin’s warmth and good humor were well received by the attendees, and struck an appropriate first note for a very successful and enjoyable annual conference.

President Moorman then made some announcements about conference logistics and recognized Elizabeth Speigle, Conference Committee chair, who introduced the members of the committee. Speigle received a gift from the president and a round of applause from the VLA members.

Next, James Sanderson, chair of the VLA Intellectual Freedom Committee, presented the 2010 VLA/ProQuest Intellectual Freedom Award, along with $500 from ProQuest, to the Thomas Jefferson Center for the Protection of Free Expression. The center was recognized specifically for its Speaking Freely program of opinion papers and its sponsorship of the Charlottesville Community Chalkboard and Podium. Jefferson Center Associate Director Joshua Wheeler accepted the award and expressed his appreciation for libraries’ commitment to free expression in their communities.

At this point in the session, John Moorman informed the group that Professor Scott Nelson, the keynote speaker, had been called away on a family emergency. Rather than extend the meeting, Moorman suggested that we use the unexpected free time to take advantage of the vendors’ exhibits and to enjoy the company of our colleagues.

—Cy Dillon, Hampden-Sydney College
1:15–2:00 p.m.

Transparency in Government: National, State, and Local

Presenters: Alan Gerhardt, Staff Attorney, Virginia Freedom of Information Advisory Council, and Timothy L. Coggins, University of Richmond School of Law

Tim Coggins began the program, discussed the handouts for the attendees, and introduced Alan Gerhardt, who spoke for most of the rest of the session. Gerhardt began by explaining the need for the Freedom of Information Act and discussed its role in keeping our citizenry informed. He also discussed the role of Virginia’s Freedom of Information Advisory Council, a group of citizens interested in open government supported by a staff in Richmond who answer questions from officials, lawmakers, citizens, and the press and often help avoid bad legislation and unnecessary lawsuits. VFOIAC’s website (http://foiacouncil.dls.virginia.gov/) has resources that can help everyone from students studying government to the most experienced attorneys understand what public records are and how to access them. The council has helped governments in the state improve from a 16 percent to a 50 percent rate of compliance with our Freedom of Information Act.

Gerhardt gave the group a quick overview of how to make a FOIA request, adding that records were considered public unless they were in categories specifically exempted from the law. Government agencies generally have five days to respond to requests, with the possibility of getting an additional seven days in some cases. Requesters can be charged for the documents in many cases. Court records, Gerhardt explained, are now covered by a separate law, and are not under the more general FOIA.

Coggins then explained that the Reporters’ Committee for Freedom of the Press now has an online letter generator to help citizens compose many types of requests for government information. This resource is found at http://www.rcfp.org/foialetter/index.php.

The presenters then discussed some of the interesting situations FOIAC has dealt with in its fairly brief history, including examples of requests and responses that were apparently intended to annoy the other party rather than to request or provide appropriate information. They made it clear that the council doesn’t take sides when citizens and agencies disagree, it just tries to provide a clear interpretation of FOIA.

—Cy Dillon, Hampden-Sydney College
World-Class Service: A Vision for Virginia Libraries for the Twenty-First Century

Presenter: Anne Hughes, Glen Carbon Centennial Library

Director Anne Hughes guided attendees through the journey of Glen Carbon Centennial Library (www.glencarbonlibrary.org, Glen Carbon, Illinois) in achieving the title Best Small Library in America 2010, awarded by Library Journal and the Bill & Melinda Gates Foundation. Hughes opened the presentation with the guiding question, “What does it mean to be a world-class library?” The vision is simple, but getting there is complicated. A few of the key features include warm, welcoming, well-informed staff; an inviting environment; well-stocked shelves; friendly activities; and access to worldwide information.

Hughes provided a brief history of Glen Carbon and its library, which began in 1975 as a reading center staffed by volunteers serving a small town founded in 1892 under coal company ownership. After moving to a hundred-year-old former schoolhouse in 1976, the library finally relocated to a new, 14,000-square-foot building in 2004. The new library is located at the entrance to historic Miner Park and features a mining theme with exposed wood rafters and mining lamp fixtures.

In 2008, the library’s application for Best Small Library in America focused on the new building, and the library won honorable mention. But staff were determined to do better. They realized that what the judges were really looking for were exemplary services and programs that could be replicated by other libraries. (View Library Journal’s guidelines at http://www.libraryjournal.com/article/CA606273.html.) The library has four full-time and twelve part-time staff. All were committed to achieving this goal for their community.

The library’s technology needed a lot of work, but through grants, Glen Carbon was able to increase public computer holdings by 30%. A partnership with Southern Illinois University allowed them to record a senior memoir project with videography equipment and provide CDs for the seniors’ families. Videography equipment also allowed them to launch a 24/7 storyline featuring local and state officials reading their favorite stories. Online book clubs and school book lists, along with many computer classes, helped to round out their technology offerings.

To improve customer service—always a top priority—staff participated in the Disney Institute Keys to Excellence program, which teaches that when staff are happy, guests are happy. Gotcha Awards from staff to staff reward service and provide “little wows.” Letters of praise are read at staff meetings to recognize employees before their peers. Staff created the library’s motto, “More than you expect!” To counteract some negative library stereotypes, the staff look up and greet all patrons when they arrive, using names whenever possible. Putting the patron’s needs first, staff will transfer authority to whomever can handle an issue best, rather than worrying about who’s in charge. The library also emphasizes changing “nos” to “yeses.” Any time staff have to say no to a patron, it’s recorded, and the library tries to change what it can to make the patron happy. A few examples include purchasing specific titles, adding Sunday hours, and providing a soda machine.

Since the thrust of the entire application was to redefine, update, and improve the library’s role in the community, staff decided to update the mission statement. The old statement no longer fit and seemed too wordy and boring. The new statement tells the community and the world “what we want you to know about us.” It asserts, “Glen Carbon Centennial Library is nationally recognized for anticipating and meeting the needs of the community with innovative programs, strong community partnerships, and a staff committed to excellence and personal service.” Everyone at the Glen Carbon Centennial Library is invested in the new statement.

To improve the library’s role as a community center, staff created and drove ideas for community programs, talking to the community and getting them involved. Community cooperation allowed the library to reach outside its normal boundaries with some programs, such as donating gently used books to the police station for children who have to wait there, and augmenting literacy initiatives at the juvenile detention center. With art programs in schools being slashed, the library created Bring in the Arts kiosks that provide interactive touch screens to teach and provide storytelling, theatre, arts and crafts, music, and dance. The kiosks are loaned to libraries, preschools, daycares, and schools throughout the state, allowing many to learn about the arts. The library also built a Miniature Library for children to play with near the fire station.

A sample of library programs offered includes No Tears Children’s Books (free books for crying children whose parents can’t check out materials); Read Dating (like speed dating, except with books); Dewey and Dot’s Wrap N Roll; author programs; Sit Together and Read with Dogs; the Home School Book Club; ArtEast (a community-wide art event); S.I.C.K. Bags (when a parent calls with a sick child at home, the library puts together materials and runs them out to the parent’s car); book club kits; Adopt-a-Platoon; the adult summer
reading program; CPR and first aid classes; Princess Day with the EHS Theatre Department; and many more. The library also welcomes programs to draw in the community, featuring everything from guitar performances, yoga, handwriting analysis, and resume-writing classes, to a visit by a psychic. Community partnerships with other libraries and the business and legislative communities allow such services as an e-audiobook lending platform and the Chamber Leadership Speaker Series.

By striving to be the Best Small Library in America, the Glen Carbon Centennial Library has achieved its true goal in becoming ever more integral and responsive to the community it serves. Library usage has increased, particularly with new users. Housebound delivery went up 22 percent to individual homes and centers; the library’s door count increased 33 percent; and Sunday visits have increased a whopping 192 percent. Serving a population of up to 25,000, this small library has surpassed all expectations and created new ones for a level of service it is more than happy to provide.

—Lyn C. A. Gardner, Hampton Public Library

VLACRL Poster Sessions
(Sponsored by VLACRL)

1. Literature, Community, and Cooperation: The Big Read at Regent University

Presenters: Leanne Hillery and Harold Henkel, Regent University

Leanne Hillery and Harold Henkel from Regent University showcased the experience of Regent University Library in planning and implementing a festival of Tolstoy and Russian culture as part of the National Endowment for the Arts “Big Read” initiative, which is designed to promote literary-themed programs within a community. Planning began in September 2007 for the grant application and program development. In April 2008, they received a $5,000 Big Read matching grant ($5,000 came from Regent University Library’s budget). They partnered with eleven community organizations, which included other schools, churches, libraries, and family services in the area. The month-long program ran from January to February 2009 and included a film festival, a traditional Russian dinner, essay and video contests, lectures featuring a Tolstoy scholar, twenty-eight book discussions, showings of Russian films, and a lunch symposium. The success of the Big Read generated enthusiasm on campus with large participation and brought together a diverse group of people, including military officers, high school and homeschool students, college students, Russian immigrants, prison inmates, and reading groups across the United States and in South Africa and Bermuda.

2. The Art of Discovery: Federated Search Engines in the Sciences and Technology

Presenter: Nedelina Tchangalova, University of Maryland–College Park

Nedelina Tchangalova, from the University of Maryland at College Park, presented federated search engines for the sciences and technology. She illustrated search engines such as Science.gov, a gateway to government science information provided by U.S. government science agencies; Scitopia.org, a federated vertical search portal created through the collaboration of twenty-one leading science and technology societies; Scirus.com, a free web search engine developed especially for scientists, researchers, and students; and AuseSearch, a meta-search facility on all open-access repositories in Australian and New Zealand universities. Most search engines are free.

Her pros for using federated search engines included “one-stop shopping,” good background information, and web resources that may not be evident. Her cons were that it is not effective for all types of questions and queries; it may produce imprecise search results; responses could be slow due to large amounts of information; language may present problems; and common authors may present search problems. Her conclusion about federated searching was that if it meets your needs, use it, but it is not a solution for an exhaustive or even moderate search. Using federated search engines expands search opportunities with available alternatives other than science and technology databases.

3. Planning Serendipitous Liaison Outreach

Presenters: John Glover and Bettina Peacemaker, Virginia Commonwealth University

John Glover and Bettina Peacemaker, from Virginia Commonwealth University, described how library liaisons utilize mobile technology and campus-wide Wi-Fi to reach out to students and faculty in coffee shops, during reference transactions, and on the street. Reference librarians at VCU were given the option of receiving iPads or iPods to reach out to students and faculty throughout the campus. Because of their portability, librarians can carry the iPad or iPod where students and faculty can encounter the friendly face of a librarian at a coffee shop, another building, or anywhere on campus to ask a reference question, look at a LibGuide, schedule a meeting, or locate an event. Each librarian has Web 2.0 accounts such as Twitter,
Coffee in the vendors’ exhibits always draws a distinguished crowd.

Below, our vendors appreciate the opportunity to speak directly to librarians.
Facebook, and Outlook with email and calendar. This is “roving reference” redefined, and has proved quite popular.

4. Getting Personal: Reaching Out to Adult Learners through a Course Management System (CMS)

Presenter: Lizah Ismail, Marywood University

Lizah Ismail explained that Marywood University has an influx of adult learners in its master of social work program. Many of the adult learners had a limited learning curve with the use of technology. A “personal librarian” service using CMS was initiated to reach out to this unique user group. A survey was used to determine if library help via CMS was favored among adult learners. Findings from a survey in the fall of 2008 showed that 53 percent of the students in the program were over twenty-five years old, and that a majority liked CMS for service, but most still preferred email for library assistance over CMS.

—Pat Howe, Longwood University

2:15–3:00 p.m.

The “Reluctant” Librarian: Serving Genealogists

Presenters: Laura Wickstead, Roanoke Public Libraries, and Gregg Grunow, Newport News Public Library System

Admitting the obvious, Laura Wickstead began by recognizing that librarians sometimes dread working with people who are researching their family history, but she added that with patience for people who are slow to get to the point and by “knowing fifteen percent more than the genealogists,” most of us can provide good service to these customers.

Wickstead suggested some strategies for handling common problems such as searching variant spellings of names, using significant events and dates to identify individuals, taking advantage of resources like the census, having researchers start with themselves and work backward, using a research log to avoid repetition, getting citations for all sources, using the resources of the Library of Virginia and other online records, and using commercial resources when they are available.

Gregg Grunow discussed some free resources he uses, including Cindy’s List (http://www.cyndislist.com/) and the USGenWeb Project (http://usgenweb.org/). He cautioned us that the second site relied on volunteers, and some volunteers are better than others. There is also a WorldGenWeb Project (http://www.worldgenweb.org/) that helps with international families, but often has links that don’t function.

Family Search (https://www.familysearch.org/), a free resource from the Church of Jesus Christ of Latter Day Saints, is very help-
This year’s ProQuest Intellectual Freedom Award went to Charlottesville’s Thomas Jefferson Center for the Protection of Free Expression.

Below, Nan Carmack ponders a question during her concurrent session.

Implementing E-Readers in an Academic Library: Collection Development, Access Services, and Technical Services Perspectives
(Sponsored by VLACRL)

Presenters: Tatiana Pashkova-Balkenhol, Virginia Kinman, and Pat Howe, Longwood University

With e-books expanding by leaps and bounds, Longwood University’s Greenwood Library explored the discrepancy between the low-use statistics of the e-books already in their collection and the increasing success and popularity of e-books in the consumer market. With a pilot program that considered the experiences of other university libraries, Longwood librarians decided to have initial collection development driven by patrons, with student and faculty participants allowed to request the purchase of specific e-books up to a twenty-dollar limit per person. The titles were then reviewed by librarians and usually ordered. Circulation occurred via pre-loaded titles on e-readers that could hold over a hundred titles.

Once approved, it took seven months to get the pilot program running. Starting in spring, the library purchased samples of the Nook, Kindle, and Sony Reader. A committee composed of acquisitions, cataloging, and other staff tested procedures and drafted policies. By summer, the committee was ready to survey and test the project with staff. The pilot program for patrons debuted that fall.

One of the first questions to answer concerned collection development. Who would select the content—librarians or users? Patron-driven selections would be pushed by e-book vendors and add a lot of complexity, but Longwood librarians wanted to be sure patrons had what they desired to read for the best possible interaction with the e-readers. As for the nature of the collection, should it be more recreational or scholarly? Should selections be considered in terms of how they’d fit into the academic environment, or would the pilot mostly concern how patrons reacted to the new format? Longwood chose the latter.

Next, the e-reader committee needed to determine which of the three sample e-readers to use in the project. Staff tested the Nook, Kindle, and Sony Reader,
Pat Howe’s session drew a large audience.

downloading both native and non-native PDF files on all three. The results looked very different. Looking at the e-books and digital publications already in the collection, staff found that very few of their existing e-books could be loaded. They tried loading some articles before deciding to focus primarily on recreational use. The test also resulted in the decision to go ahead with only the Kindle and Nook for the pilot program.

With permission from the dean for $2,000 to purchase content, if each patron were allotted $20 for selections, this would allow a hundred people to participate. The patron selections would go to acquisitions staff for ordering. Greenwood Library purchased eleven additional Nooks and eleven more Kindles. The total cost for the pilot project was about $6,500, including e-readers, cases, and other accessories.

The records were suppressed while the library completed preparations. Circulation notices would need to be attached to titles and authors. Likewise, all the separate parts must be accounted for and individual e-readers identified. Catalogers created separate records for and numbered each Kindle and Nook, capturing the titles available on each device. A single bib for all the interface cables, another for the power adapters, a third for the guides, etc., allowed items to be grouped by type and attached to the relevant bib. Each object, whether case or cord, had its own barcode, thus allowing all essential supplies to be tracked.

During the summer, acquisitions staff obtained free e-books from each vendor to start the collection. The fall pilot project involved purchasing more titles as the test got underway. Amazon proved easy to use; the account could be attached to the reader by serial number. Furthermore, once purchased, Kindle titles could be downloaded on up to six Kindles at once; and, if needed, a title could be wiped from a particular Kindle and placed on another instead. However, Barnes & Noble only allowed titles to be loaded on the Nook by attaching the credit card to the reader. Though the information was encrypted on each reader, Longwood had to temporarily suspend the use of Nooks while working through this issue. Another problem involved the twenty-dollar spending limit, monitored via Excel. Those who tried to spend a few dollars over the limit had to go back and try again.

Other issues involved access services, circulation policies, and storage. The pilot was limited to students, faculty, and staff; the loan period lasted seven days, though two weeks was also discussed. To obtain an e-reader, patrons had to request one; they couldn’t just pick one up off the shelf. The materials could not be renewed, as all had holds. Fines were set at a dollar a day to match the fines for laptops.
Items could not be returned via bookdrop; indeed, patrons were required to return e-readers and accessories directly into the hands of staff rather than leaving them at the desk.

Other usability questions concerned the request form, guidelines, and instructions. The e-reader Leap Guide included a special FAQ and a link to the request form. After a few questions from colleagues, the request link on the website gained greater prominence with a big, bright “Request” button. The request form was actually the most revised item and received the best feedback. Usability testing with student assistants also helped to improve the overall experience; whenever students didn’t follow instructions, the instructions themselves were streamlined and improved. A survey card in the back of the e-reader case requested more input, including reactions to the length of check-out. Marketing was handled very softly, due to limited devices and funds; however, students were recruited via Facebook, the library’s blog, Twitter, and other social media.

In general, the biggest lesson learned was to test, test, test! Be sure to include stuff from all areas on the planning committee and get buy-in at all levels of the library. To implement a similar project, you’ll need to be very flexible and expect glitches. (Some of the e-readers got fried.) In an ideal world, all formats would be interoperable, and one could download any e-book content to any device; however, we’re not there yet. Some of the policies during the pilot project might not be sustainable on a larger scale, but the e-reader committee wanted to find out how they’d work in case the program moves forward.

The many questions from the audience revealed more about the choices made in developing the program. Longwood decided not to go with the Sony Reader because it would have required the extra, intermediate step of downloading a title to a specific PC; also, the Sony Reader had very limited popular selections, mostly offering classic titles, Project Gutenberg, Google Books, and the like. Likewise, in considering devices, staff wanted to focus on the standard e-reader and not let the jazz of the iPad skew the experience. With a more connected device, there might have been more web use and YouTube viewing than reading. One of the benefits of the Kindle was the ease of downloading to any device quickly. Staff were able to deregister the “Purchase Books” feature on the Kindle so that only staff could actually place orders. Staff could also easily wipe the whole content of a particular Kindle and, based on the patron, download whatever was requested; any title could go out to six devices at the same time, an infinite number of times. The presenters also offered a word to the wise: don’t change the credit card linked to the Barnes &
Noble Nook, or you’ll lose access to all your e-books. There was no way around the credit card link; staff found that they couldn’t use gift cards to solve the problem. However, the Kindle did have the drawback of its content being proprietary, whereas the Sony Reader and Nook could handle content from any source. Further, the library’s Kindle e-books could only be read on library Kindles, not downloaded to a patron’s Kindle; likewise, patrons could not donate their own Kindle e-books.

Keep an eye on Longwood University’s Greenwood Library to see where they go next with this exciting project.

—Lyn C. A. Gardner, Hampton Public Library

Understanding the Graduate Student Research Process: From Concept to Product
(Sponsored by VLACRL)

Presenters: Rebecca Pappert and Keith Weimer, University of Virginia Libraries

Graduate students are a growing population; many will be faculty one day. Among academic library users, they are perhaps the most highly engaged group when it comes to research; however, they have been the subject of relatively few research studies. Pappert and Weimer outlined for an eager audience the results of a study that seeks to shed light on the research behaviors and needs of graduate students at the University of Virginia.

While questions ranged from catalog use to the influence of library instruction, this presentation focused on resource use. Students were asked how and where they start their research. Books and journal articles are starting resources for almost every participant; dissertations, primary sources, and data sets were mentioned by a third of questioned students. Indeed, 37 percent of students start searching by using a published bibliography, followed by 34 percent who search the library’s databases. Bibliographies feature as important sources throughout the research process, which explains why the most popular search type is a known item search.

Other interesting results emerged. For example, many stu-
dents are unaware of key resources in their fields: economics students are not using the EconLit database, education grads don’t all use ERIC, etc. These same students, however, seem satisfied using other sources. Advisors feature prominently in the research process for all students, who are far more likely to explore their topics with their advisors than with librarians. Responses showed that many would only ask a librarian for help if their advisor suggested they do so. Despite this reluctance, the study overwhelmingly confirmed the importance of library resources, with overall use of the catalog at some time during the research process at 85 percent, and databases at 86 percent. Subject guides turned out to be far less crucial; almost 70 percent of students used them rarely or not at all.

The study has already yielded ideas for change at UVA. For example, a plan is in place to create a work space exclusively for graduate students. Researchers hope to create additional opportunities for conversation by hosting a happy hour or creating a library liaison to graduate cohorts. Sixty-one more interviews need to be transcribed and analyzed, with the hope that results will lead to additional ideas for better integration of library services into the students’ research process. Look for full publication of this study in the coming year.

—Maryke Barber, Wyndham Robertson Library, Hollins University

4:00–4:45 p.m.

Privacy and Your Patrons

Presenter: Zeke Crater, University of Virginia

Zeke Crater, the information technology manager for the University of Virginia Library, offered both practical tips and ethical implications to consider on the issue of patron privacy. He opened the session by asserting the importance of electronic privacy and directing participants to “The Eternal Value of Privacy” by Bruce Schneier of Wired, www.schneier.com/essay-114.html. Privacy is the ability of the individual to seclude personal information and control it, just as you’d want to control who can go through your wallet or watch you shower. To those who say, “I have nothing to hide,” Crater asks, “Would you like an annual IRS audit?”

The ALA Code of Ethics asserts that privacy is important to libraries in Principle III, “We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted” (http://www.ala.org/ala/issuesadvocacy/proethics/codofethics/codeethics.cfm). In totalitarian regimes, privacy means life or death for entire families. Crater urged us to remember that with six degrees of separation, our patrons could be connected to freedom fighters whose lives and families could depend on our ability to protect their information. White-hat hacker and computer security researcher Moxie Marlinspike (http://www.thoughtcrime.org/) warns that “I don’t just have to trust what Google is doing with my data now. I have to trust they will ever do with it.”

What can libraries do to protect their patrons? Crater urged attendees to develop a written privacy policy and follow it. He recommends that we purge all personal, identifiable information from circulation and ILL records thirty days after the item is returned. Likewise, public computer logs of history and tracking information should be automatically purged after each logoff, while the network information provided to proxy servers, firewalls, routers, and the like containing personal, identifiable patron information should be purged after thirty days, or a set time decided upon by the library. Privacy technology on public computers is important, as is patron education. To better serve our patrons, we must get the word out about what privacy means, why it’s important, and how to protect it—so that they will have the option to protect themselves both inside and outside the library.

After experiencing National Security Letters and warrantless fishing by law enforcement, and witnessing cell phone companies surrendering mass customer records without protest, we should be ever more vigilant about ensuring that libraries remain places that people can trust.

Online privacy applies to more than computers these days. Applications on mobile phones are surreptitiously getting information about you and sending it to the app makers or advertisers without your knowledge. Meanwhile, your Internet Service Provider, search engines, and websites visited are all keeping track of you, what you’re doing, where you’re going, and where you’ve been. Facebook, which boasts a membership of about half of all Internet users, constantly changes its privacy settings in sneaky ways so that if one is not extraordinarily careful and vigilant, it’s next to impossible to keep information private. Google Analytics keeps useful statistics about websites; Google is giving the program away because it helps them broaden their portfolio of information about every human on earth. Other programs, devices, and sites offer rich information about the exact geographic location of specific people, such as foursquare. com, which allows you to meet up with friends but also gives details about your movements and how long you were at the bar. Cookies can be first- and third-party, such as Amazon’s book recommendations; most sites that ask you to
log in do so not for your sake, but theirs. Flash cookies are almost impossible to delete; these Local Shared Objects (LSO), associated with Adobe Flash Player and other flash players, can give information about your computer, operating system, web browser, and history to the websites that employ them. Electronic Frontier Foundation's Panopticlick experiment (http://panopticlick.eff.org/) can uniquely identify 95 percent of computers without even using cookies.

As Zeke Crater reminds us, “What happens on the Internet stays on the Internet.” Patron privacy education should include the following points: minimize the amount of personal information shared; don’t rely on privacy policies and seals to protect you; know the privacy controls of social media and use them regularly (beware of “enhancements”); always sign out and log off; don’t expect your email to remain private (the information could end up anywhere); be sure to update and protect computers regularly; password your mobile phone and devices; consider disabling the GPS on your mobile phone (911 still works, but this prevents thieves and stalkers from stealing your GPS information); and passcode your automobile GPS, which stores all the places you’ve been. There are so many ways and places for private information to be stolen or made public that patron privacy education is more important than ever. To get the information out, hold classes, pass out brochures, put up posters, make videos, and place links on public computer desktops. With the younger, born-wired generation, the first and most important step is to convey why privacy is important in the first place. One example of a computer-lab poster jokes, “Please sign out! We’ve already gotten all the money we can from your account.” Unfortunately, the threat is all too real.

—Lyn C. A. Gardner

**Virginia Library Leadership Academy: The Participants Speak**

**Presenter:** Elizabeth Hensley, Culpeper County Library

This session was an introduction to the Virginia Library Leadership Academy and its first leadership development training program that was launched in April 2010. The academy is sponsored by the Leadership Development Forum of VLA, and planning for the program began in May 2007. The goal was to develop a program that would have a long-term impact in that the participants would use what they had learned to benefit others in the workplace and to help professionals across the board. The program would provide an opportunity for participants to develop themselves as leaders, prepare a project to benefit Virginia libraries, and network with peers and mentors throughout the process.

This session featured five academy participants who shared what the program has meant to them and how they have benefited professionally from this experience. Participants said the program has enhanced their leadership capabilities by helping them to better understand the importance of communicating and networking with their staff. They also learned that there is value in providing staff with opportunities that allow them to achieve success in the workplace. Listening to staff, recognizing accomplishments and great ideas, and teaching staff to become proactive in the workplace were some of the practical ideas the participants said they plan to incorporate into their style of leadership. One participant spoke of learning that there is a difference between leadership skills and management skills, and this program trains one to become a better leader who helps staff members excel in the workplace. Each participant expressed appreciation for the opportunity to participate in this program.

Someone asked what the academy was like. In reply, one participant said that it was a well-organized, two-day program with leaders from across the state acting as mentors and teachers. Dr. Robert Burgin of the North Carolina Central University’s School of Library and Information Science served as director of the program. Mentors worked with the partici-
pants as they developed and implemented special projects to benefit their library systems. Projects included developing a customer service survey, the creation of a library consortium for the sharing of resources, and presenting at the VLA Annual Conference.

Elizabeth Hensley, who chaired the group that developed this first Virginia Library Leadership Academy, affirmed that this had been a successful venture and that a second academy will be offered in the near future.

—Lydia Williams, Greenwood Library, Longwood University

President John Moorman and President-Elect Matt Todd share a quiet moment before one of the general sessions.

Below, hands-on workshops are always popular with VLA members.

Kathy Perry reported that there has been no cut to the VIVA budget this year, although the state contribution has remained static for the past four years. Additional funds have primarily come from County Public Library; Shaunna Hunter, Hampden-Sydney College; Shannon Jones, Virginia Commonwealth University; Erin White, Virginia Commonwealth University; and Kathy Perry, VIVA

4:00–6:00 p.m.

VIVA User Group Meeting and Panel on Social Media

Presenters: John Ulmschneider, Virginia Commonwealth University; Brett Mason, Loudoun County Public Library; Shaunna Hunter, Hampden-Sydney College; Shannon Jones, Virginia Commonwealth University; Erin White, Virginia Commonwealth University; and Kathy Perry, VIVA
increases in contributions from the public institutions, and it is estimated that 2011 will be the first year when the state’s contributions will make up less than 50 percent of the budget. VIVA continues to operate with a lean structure and remains very effective in creating value for participating institutions.

News included cancellations for this year, including five OVID nursing journals; negotiations with Wiley/Blackwell have been reopened. A successful RFP resulted in awarding of the PsychINFO contract to APA. The loss of Dissertation Abstracts from FirstSearch led to a new contract with ProQuest for Dissertations and Theses Full Text. Both new products are showing good take-up by VIVA members, and overall search and download numbers for all VIVA databases are up significantly. Finally, the Resource Sharing committee is doing a survey of directors and practitioners, focusing on priorities and infrastructure. ILL use is down slightly, which may be because of the increased availability of electronic full text; it also may result from a slowdown in services due to staff reductions.

Vendor announcements included new interfaces from Bowker, ProQuest, IEEE, and Mergent, and slight changes to the EBSCO interface; Mergent has also added new content, and Oxford University Press will add the Quarterly Journal of Economics and the Journal of American History, among other titles, to its offerings in 2011. OCLC announced that VIVA has upgraded to WorldCat’s unlimited service, which means that members can now use WorldCat Local “quick start” for free, or add the full local service for a fee. Many vendors are adding mobile apps for their databases: check the VIVA website for a list. To close, vendors reiterated their commitment to keeping price increases low to help libraries cope with economic difficulties.

The panel included four librarians who are working with social media applications. At Loudoun County Public Library, Brett Mason has created Loudounpedia to replace the vertical file with an online space where staff and community members can both contribute to and use a shared database of information about their area. Since September 2008, 1,600 pages have been created. Shaunna Hunter from Hampden-Sydney College reported on her implementation of Facebook and Twitter as communication tools to inform users about library events, systems maintenance, hours’ changes, new materials and tools, and more. Hampden-Sydney also uses Meebo as a free chat client. Shannon Jones and Erin White from the VCU Libraries outlined their strategy for coordinating social media use for two libraries on separate campuses. For example, one Flickr account is used as a shared repository for images from special collections to events, but each library has its own YouTube channel for tutorials. A group of public service staff from both libraries work on planning, staff training, and assessment.

The panel was followed by a lively Q & A in which panelists shared their suggestions for making the most of social media at your library. It is important both to listen and respond: testimonials found on Twitter and other sites are useful feedback and a potential tool for change. Transparency matters, as does a prompt reply. To keep the workload manageable, collaborate among staff. This will also help keep your postings fresh and varied. And don’t worry if you don’t post every day: users don’t necessarily expect to hear from you that often.

—Maryke Barber, Wyndham Robertson Library, Hollins University
FRIDAY, OCTOBER 22

8:00–8:45 a.m.

Envisioning Cooperative Cataloging

Presenter: Carole Myles, OCLC

Carole Myles described the current state of cooperative cataloging through OCLC. Currently, 74.73 percent of WorldCat records are created by member libraries, with 6.19 percent from the Library of Congress and another 1.81 from vendors and publishers. The additional 17.27 percent of new records are contributed by national libraries, whom OCLC is really courting; they’re proud to have recently added the Bibliothèque nationale de France. With international expansion, more than 54 percent of WorldCat records are now in languages other than English.

The Expert Community were invited to edit master records in WorldCat a little over a year ago, with master records opened to a small group of testers, including just about everything but PCC records. Taking part in the test were 1,700 institutions who replaced 109,000 records. They did this so well, and OCLC is so confident that these were good changes, that OCLC has decided to leave the community open. Now anyone with a full cataloging subscription can make changes. This shared maintenance of resources has increased efficiency, promoting work on a national rather than simply a local level. In general about 1,100 institutions around the country are regularly making changes, enriching the database, adding subject headings, and editing records. Often this amounts to 18,000 to 28,000 records a month.

OCLC’s de-duplication software is up and running. The project started last January with the first record in WorldCat and has been working steadily through the database. OCLC figured it would take most of 2010 to get through a million-plus records. However, this part of the project is finished, with five million records de-duped. Now, records are de-duped every night, with the software running continuously.

Since 1995, the Program for Cooperative Cataloging (PCC) has taken an active role as a joint venture between the Library of Congress and some of the other national libraries. Four key components are NACO (Name Authorities), SACO (Subject authorities), BIBCO (monographic bibliographic records), and CONSER (continuing resources). The PCC creates and cooperatively maintains records in the database. However, not as much PCC work is being done in Virginia, which has no BIBCO or CONSER institutions and only a handful of SACO libraries. PCC programs are a serious time commitment. The programs are centralized at the Library of Congress, where libraries can sign on to contribute.

Vendors and publishers are using NextGen Cataloging to upstream enriched metadata into WorldCat so that records are available to libraries much earlier. The publishers work with Onyx, a different data format scheme. Crosswalk translates the publisher-provided information into something OCLC can work with; then OCLC enhances the record by doing data mining to make the bib more robust. The record is then pushed back to the publisher, who then has a better record as well.

RDA is designed to be the new standard for cooperative cataloging. However, OCLC will not force anyone to use it; libraries will still be able to catalog as they have been doing if they so desire. RDA (Resource Description and Access), which is intended to replace AACR2, is based on the FRBR conceptual model to better reflect the digital environment. If the Library of Congress doesn’t fully embrace RDA, it may not go anywhere. However, RDA does have the potential to better reflect items that are not books, such as multimedia and websites. FRBR (Functional Requirements for Bibliographic Records) attempts to provide better collocation by organizing entities into works (Harry Potter and the Goblet of Fire), expressions (the audiobook version), manifestations (the BBC edition), and items (the actual copy in hand). The committee studying RDA includes ALA, the Australian Committee on Cataloging, the British Library, the National Library of Canada, the Library of Congress, and more. There has been a global effort to develop RDA so as to better implement the much-hailed FRBR relationships. The testing and evaluation period ends March 31, 2011. More information about OCLC’s RDA policies may be found at http://www.oclc.org/us/en/nda/policy.htm, while information about the Library of Congress’s role in the test, and the timeline, is gathered at http://www.loc.gov/bibliographic-future/nda/. During the test, participating libraries used Connexion to create records that had special coding to distinguish them from AACR2 records. To view a side-by-side comparison and explanation of RDA versus AACR2, visit http://www.rda-jsc.org/docs/BCLAPresentation.ppt.

—Lyn C. A. Gardner

Emerging Technologies, Multi-media Creation, and Teaching: The Library as Bridge-Builder

(Sponsored by VLACRL)

Presenter: Leland Deeds and Ann Knox, Union PSCE

Deeds and Knox related their journey when their university’s faculty were presented with the expectation that all would learn to teach in the school’s distance education
program. This presented a host of problems, ranging from limited resources, to the resistance of some technophobic faculty, to the lack of a media-tools course for students. Sensing an opportunity, the library responded with the creation of a multimedia lab and an increased focus on staff support for the media-related needs of students and faculty.

The lab is stocked with inexpensive, straightforward tools of interest to most: flatbed scanners, webcams, digital cameras, camcorders, and voice recorders. The IT coordinator, whose office is directly next to the lab, provides one-on-one, project-specific training on request. The focus is on providing users with simple tools and techniques they can take to develop further on their own. In addition to one-on-one support, new instruction sessions have been developed around free software such as PBworks, WordPress, VoiceThread, Photo Babble, and more. Finally, a 23-Things-style training program was created using Ning to bring library staff up to speed in the use of 2.0-style tech tools.

Deeds and Knox reported that working with faculty has led to joint brainstorming and conversations about curriculum. Student feedback has also been positive. There are some caveats: first, offering new services is time-consuming and can become its own problem when staff are overwhelmed with requests. Second, not all programs are scalable. Workshops on 2.0 tools were well received, but it will be difficult to offer additional sessions at the school’s satellite campuses. A blended class on teaching the Bible using technology was a great success: it was taught in the library’s lab, and librarians featured prominently in course design and several class sessions. But other methods will have to be found to encourage the remaining faculty to use some
of these same methods on their own. This is not easy: faculty need to learn, but they also need to feel as if they are in control.

Despite challenges, responses to the library’s increased offerings have been uniformly good. The library has seen a high rate of return users and has developed new services in instruction and other areas. Most important, the library is now considered a “player” in the school’s technology sphere.

— Maryke Barber, Wyndham Robertson Library, Hollins University

9:00–10:30 a.m.

**Second General Session**

The Second General Session of the 2010 VLA Annual Conference convened at 9:00 a.m. on Friday, October 22, in the Ballroom of the Portsmouth Renaissance Hotel. VLA President John Moorman called the meeting to order, and Secretary Connie Gilman presented the minutes, which were approved as distributed.

Moorman then summed up the state of the association at the end of his term. He noted that the VLA Manual had been recently updated, and that the VLA Foundation had disbanded and the funds it raised were used to create an endowment for professional development. During 2010 a new VLA logo has been created and adopted, and the webpages have been upgraded as the association searches for a way to replace the VLA Newsletter with online organizational news. This past year the VLA Legislative Committee kept the membership informed and produced an agenda by June. VLA also joined forces with the Virginia Educational Media Association to advocate for legislative funding for Find It Virginia. In 2010, VLA began the transition to a new executive director, Lisa Varga, who replaces Linda Hahne in March 2011. The unrushed transition keeps VLA stable and organized because Varga has had months to observe, adjust, and prepare to carry on the remarkable level of service Hahne gave the association. The year ends with over $200,000 in VLA’s investments and a budget for 2011 prepared and approved. There are 924 VLA members, 431 attendees for the annual conference, and 105 vendors with exhibits here. So, in a difficult economy, our association has remained strong and active and has excellent prospects for remaining that way.

After these remarks, Moorman presented retiring Executive Director Linda Hahne with a presidential citation commending her service to VLA—and, based on the vigorous and sustained applause, the members present clearly agreed with his praise.

Next on the agenda was the announcement of the 2010 VLA Scholarships made by Sandra Shell, chair of the Scholarship Commit-
She explained that the selections this year were very competitive, with twenty applicants vying for three scholarships. The 2010 VLA Professional Development Endowment Scholarship went to Susan Metallo of Earlysville. Metallo has been a summer intern at the Northside Branch of the Jefferson-Madison Regional Library and a VLA member since 2009. Metallo is in the MLS program at the University of Kentucky. The VLA Para-professional Clara Stanley Scholarship went to Kathryn Boone from Norfolk. Boone works in the Perry Library at Old Dominion University and is also a part-time staff member at Tidewater Community College. An active VLA member since 2007, Boone is earning her MLIS from Florida State University. The 2010 VLA Scholarship was won by Cara Griggs. A resident of Richmond, Griggs works at the Library of Virginia and is pursuing her MSLIS from Drexel University. She has worked in the archival field since 1996 and has been active in VLA since 2009.

Connie Gilman, filling in for Caryl Gray, then took the podium to announce the winners of this year’s VLA Awards. Winners included Dr. Joseph Zapotoczny, who won the Trustee Award; the Friends of the Poquoson Public Library, who claimed the Friends of the Library Award; and Donna Cote, director of the Central Rappahannock Regional Library, who was awarded an Honorary Life Membership in VLA. Cote is a past VLA president and has held many other positions of responsibility within the association.

At this point, John Moorman recognized Robin Benke and Connie Gilman, who have completed their terms on the VLA Executive Committee this year. Matt Todd then introduced the keynote speaker for this session, author and radio personality Wanda Urbanska, who moved to Carroll County from Los Angeles in 1986 and started a cherry orchard in search of a simpler life. Urbanska, who blogs for ALA on the subject of simple living, sees some good coming from the economic recession as Americans, who she says are quick to adapt to change, increase their savings and look for housing that is “small, green, and paid for.” She also pointed out that Mother Earth News is currently the fastest growing popular magazine and that the local foods movement has the potential to improve the quality and reduce the environmental impact of the food we eat. Urbanska sees environmental stewardship, thoughtful consumption, community involvement, and financial responsibility as characteristics of the kind of simple living that she advocates.

Our speaker then explained what she thought libraries could do to become “greener.” She urged us to look at things like power use by computers and other technology, saving paper as much as possible, recycling materials, purchasing with durability in mind, support-
ing the local economy, eliminating single-use items, switching to green cleaning supplies and methods, and scheduling programming that emphasizes responsible use of resources. Urbanska then discussed some changes she has made in her own life to promote simple living, including resolving to “reuse, repurpose, and reflect” in her daily routine. She mentioned saving energy by turning off heat and air conditioning when the weather was not extreme, repurposing textiles, practicing water saving, having sit-down meals at home, composting kitchen waste, and involving children in household work as steps that seemed worthwhile. The talk ended with a few questions from VLA members that led to a discussion of the value of making repairs rather than discarding more expensive items.

After presenting Urbanska with a model ship to commemorate her visit to Portsmouth, John Moorman passed the VLA gavel to incoming president Matt Todd, who thanked Moorman for his leadership and recognized Lisa Varga as next year’s Conference Committee chair. Then Todd called on Elizabeth Hensley, Leadership Forum chair, who spoke about the 2010 Leadership Academy in Charlottesville and recognized the mentors and participants from that event. President Todd then adjourned the meeting.

—Cy Dillon, Hampden-Sydney College
11:30 a.m.-12:15 p.m.

**A Day in the Life of a Library Director**

Presenters: Moderator: John A. Moorman, Williamsburg Regional Library. Panelists: Izabela M. Cieszynski, Newport News Public Library System; Cy Dillon, Hampden-Sydney College; and Jane McQuade, Northumberland Public Library

Moderator John Moorman, director of Williamsburg Regional Library, described this session as “all you ever wanted to know and probably some things you didn’t.” Introducing the three panelists, who hail from a variety of library types and sizes, Moorman asked a series of questions to uncover the truth about life in the hot seat. This lively discussion provided an eye-opening glimpse of the challenges of a role too often taken for granted.

Moorman opened with the question, “What is the biggest misconception about your daily work schedule?” For Iza Cieszynski, director of the Newport News Public Library System, this would be the idea that it’s a nine-to-five job. In fact, it’s almost a twenty-four-hour job. If she’s not at the office, she’s on call for everything from emergencies in the building and personnel predicaments to helping community agencies when something goes wrong. Directors have no control over their schedules and need to be very flexible. As a result, they also need flexible staff.

Jane McQuade, director of the small Northumberland Public Library, seconded this description; her job is definitely around the clock. However, one of the major misconceptions she faces is best expressed by the question, “Are you a volunteer?” The perception is that she’ll be instantly available to help with computer problems, speak at programs, or meet with patrons at their convenience. For the director of a small library who must wear a wide variety of hats, it’s a daunting task to have to say no to a public who believe “It must be great to read books all day.”

Cy Dillon, director of Bortz Library at Hampden-Sydney College, finds that the most common misconception concerns the time schedule for academic librarians. People think it must be great to have summers free to read, write, and travel. In fact, summers are essential for cleaning library storage rooms, going through gift books, planning, and completing academic writing that requires concentration and isolation. Travel is only done for things like the ALA Annual Conference. The pace of the library may slow down during the summer due to fewer patrons and shorter hours; it is nice not to worry about substituting for sick staff on the weekends. However, if not for working summers, the rest of the year would not go as well.

Moorman then asked the panel, “What’s the hardest part of the job? Was it what you expected?” McQuade responded that the hardest part is wearing so many hats. It’s great to work in a small library; she gets to do everything. But that’s both good and bad; she really does do everything. She used to work in a bigger library with lots of colleagues, a group of librarians with experience that allowed them to bounce ideas off one another and share advice. In her present setting, there’s a lack of stimulation in terms of exchanging ideas. However, she very deliberately set out to be the director of a small library. She loves it. It’s harder than she thought, but also much more rewarding. You really do become part of the community.

Dillon answered that the hardest thing he’s had to face is saying no. Librarians are supposed to build “the house of yes.” That’s where he likes to live. The worst
part is having to say “You’re fired.” Other “nos” include not having the money to be open twenty-four hours a day and having to balance resources against the needs of the community and the library’s mission. But when you have to say no, or find you must fire someone in order to maintain the kind of staff you need, make sure to do it properly or it may come back to haunt you. In a position of leadership, one must come to terms with difficult decisions.

For Cieszynski, whose library system is a department of the City of Newport News, her hardest job is to get a picture of where the library fits into the structure of local and state government. This is training one doesn’t get in library school, only in the school of hard knocks. As acting assistant city manager for eight months, Cieszynski got a much better understanding of the library’s role within the city structure. This helps her see why it’s sometimes important to give in even when she’d rather not and realize the value of giving up a library priority in order to support another overriding priority for the city. At the same time, it’s extremely important to make the local government aware of the priorities of the library system and ensure that the library’s needs are heard.

Next, Moorman asked, “How do you look at issues before making a decision?” Dillon responded that with the variety of viewpoints involved, he tries not to get stuck in his own. He works hard to see the situation from the point of view of users, staff, the institution (including all its various parts), and the mission of education. Users and faculty must always be considered, but the perspective may vary based on the case at hand; and when considering whether a decision furthers the mission of the library or not, it can be difficult to take another’s perspective.

Cieszynski’s first step is to be sure she’s looking at the right issue. A different underlying cause could actually be the problem. Ultimately, however, she considers how the issue will impact the library’s ability to provide services to the community—including whether a service could be provided in a different way. She must find out how the issue fits into the strategic plan and city priorities and determine what does the least harm. She has assembled a management team so that those most directly involved have input.

McQuade herself poses a series of questions: Can we afford it? Will it benefit the library and/or community? Are there enough staff and volunteers to do it? She has a very small amount of staff time to work with; a lot of staff are community volunteers, who also serve the fire department and other groups. It’s important not to duplicate a service that someone else is providing; likewise, always consider “Whose ox will it gore?”

For his fourth question, Moorman asked, “On an ‘average’ day, how do you spend your time?” Cieszynski responded that her day actually starts the previous night. Before bed, she checks her email, reporting to the assistant city manager, who writes at eleven o’clock asking for information. First thing the next morning, she checks her email again for surprises, problems, or alerts. Has the director of another agency emailed? Cieszynski keeps a pad by the bed—even while dreaming, she often comes up with ideas. She also emails herself with ideas and reminders. Once in the office, she checks her calendar for meetings; she doesn’t control her own calendar, and may have gotten scheduled for meetings based on the needs of the city manager and the time of year (budget meetings, board meetings, work with committees preparing reports, participation in the Task Force on Aging or the Partnership for Youth, meetings of the city leadership team, etc.). Not only is she a direct participant in lots of intragovernmental committees, she goes out to the library branches on flyby visits and conducts surveys and studies of how well the branches are serving their communities. There is no typical day.

McQuade agrees—she doesn’t
think there’s ever a “typical” day. Instead, it’s like appearing on Jeopardy! without being able to choose the topics. Sometimes she just has to close the door, do Bibliostat, or prepare for a board meeting. As an independent, nonprofit library, Northumberland Public Library is not connected to the county government except insofar as the government provides a monetary grant. However, the county doesn’t say how to spend the money; it’s up to McQuade and the board. McQuade may not get involved in other county agencies, but is a member of other boards, such as that of the public radio station. She has fewer government meetings but regularly performs community service. She sets aside evenings to respond to issues, work in the homework center, instruct volunteers and staff, catalog, select materials, or even look into problems with the septic system—taking on many “other duties” and performing many library operations solo.

For Dillon, there is also no typical day, but there are typical things that happen, such as emails, phone messages, and fires that have to be put out. He does have the luxury of usually waiting until morning. However, he frequently receives calls to “Come look at this!” If you don’t go witness the carpet coming up, or the elevator with repairs in progress but no warning sign, staff feel you’re not supporting them properly. Then there are the would-be donors who know the library would really benefit from Grandpa’s encrusted basement collection… .

Then there are the would-be donors who know the library would really benefit from Grandpa’s encrusted basement collection… .

and writing?” Dillon laughed and said, “Have your kids grow up.” He actually does most of his reading at home, whether conducting research or reviewing books. Professional reading plays a large role even when he’s traveling or on vacation. It’s a learning process all the time. He goes to work early, feeling fortunate that the community hasn’t woken up yet. (As library director at Ferrum College, he had to get there earlier, before the fires started.) This is how he keeps up with RSS feeds, email alerts, and the scholarly community. He saves items such as articles about open-access publishing in his research file to look at later. He almost never closes his door, so for those rare occasions when he needs to do so, he advises that it’s best to be firm in making it clear that the door really is closed. He finds it helps to cultivate a special look that warns those bold enough to interrupt, “You will never outlive the regret that’s going to come from knocking on my door.” If he has the luxury, he will do research during work hours; however, this requires a few minutes every day to separate oneself from the nuts and bolts. Some days he can’t. But by cultivating the proper mindset, problems can be solved at dinner or in the garden; let your mind continue working, and ideas or the right sentence will come.

The audience posed some questions as Moorman concluded his interview. “What qualities do you seek in direct reports?” Cieszynski responded that she requires staff to have thoroughly researched an issue before they come to her, especially with anything involving technology. She wants them to tell her all about it, support their positions, and come in with a solid proposal, not just an idea. They must be able to tell her what difference it will make for the library. McQuade added that it’s important to discover the talents of staff members and play to those. Dillon asserted that it’s a leader’s honesty he prizes the most; this can help with decisions. Leaders also need to believe in the mission of the library and have enough talent to get the job in the first place.

A follow-up question inquired, “What four or five characteristics or qualities should an aspiring library director have?” Dillon answered promptly that one should be on time and learn to be extroverted even if one is not. McQuade felt that curiosity trumped all other qualities, while Cieszynski elaborated on Dillon’s previous statement that potential leaders must be honest—in dealings with staff, officials, and the community—in order to build trust and buy flexibility. Dillon added that one has to be willing to go into the lines and fight for the good of the library as a whole, such as meeting with faculty to decide which journals to
cut in order to keep the most publications. You have to let them shoot at you—and if they come up with better reasons, listen. Cieszynski mentioned the importance of diplomacy and urged the audience not to be afraid to try something that might not work. Moorman praised the ability to admit one’s mistakes and said that one must be willing to work with staff and let them make their own mistakes—they learn and the institution grows.

In response to a final question concerning how to prepare for a career in library leadership, Izabela Cieszynski told the audience not to just look at library school. Take public administration classes as well. One needs to understand budgeting, statistical analysis, and outcome-based measures and develop more business-oriented talents. Jane McQuade suggested that listeners seek out the kinds of experiences they wish to grow into, working internships or befriending a director and spending a week shadowing her. If possible, find a situation that will grant direct experience—and find a mentor. Cy Dillon reminded attendees to participate in professional organizations and do some research.

With the audience still eager to ask questions, the session broke up due to lack of time. Clearly, this fascinating topic aroused enthusiasm and curiosity in many potential leaders.

—Lyn C. A. Gardner, Hampton Public Library

Analyzing Students’ Bibliographies: Do Students Practice What We Preach? (Sponsored by VLACRL)

Presenter: Eric Ackerman, Radford University

Eric Ackerman reported on an assessment of the information literacy requirement in Radford’s CORE curriculum. The library at Radford is not solely responsible for teaching information literacy; librarians hoped to use the study to improve their instruction program and also to submit the results to the faculty. The assessment used bibliographies from one hundred research papers written by sophomores. Required elements included APA format citations, summary and evaluation of the source, and a brief explanation of how the source was found.

Questions in the assessment related to student success in developing a search strategy, determining the appropriateness and authority of their sources, and correctly formatting citations. The scoring rubric used a binary scale: an entry either proved sufficient, or it did not. Results were decidedly mixed, with the best results in relevance: 95 percent of bibliography entries were relevant to the author’s topic. But only 37 percent of entries were shown as originating from a named library database, and a mere 30 percent of students provided assessment of their source’s credibility.
Some results, Ackerman reminded us, may be due to the difficulties of rubrics. An assignment turns out to be ambiguous for students, who don’t always have the same definition of “scholarly” as do librarians. Additional difficulties are posed by differences among those scoring the bibliographies, which was demonstrated when Ackerman invited the audience to practice coding a sample bibliography.

The library has gained information about current instruction efforts, as well as a baseline for future assessments. The study has also had significant impact on Radford faculty, who were grateful for the information and appalled at their students’ performance. Results showed clearly that a single library instruction session is insufficient for teaching students proper citation, summary, and evaluation skills; unless faculty share the responsibility by teaching and reinforcing these skills in the classroom, students will continue to fail. There is also a clear need to be consistent and explicit in creating assignments.

Changes are being made. As a result of the study, formal APA instruction has been added to the core curriculum. The topic of source evaluation/credibility will now be included in the critical thinking component of the curriculum (not just in information literacy). Finally, all have agreed that it is useful for the library to continue analyzing student bibliographies. This clear and concise session with a discussion in which almost all present had something to say; it was evident that the researchers had chosen a topic which is of strong interest to many in the academic library community.

—Maryke Barber, Wyndham Robertson Library, Hollins University

If You Build It Will They Come: Designing and Implementing a Digital Media Lab
(Sponsored by VLACRL)

Presenter: Danielle Whren Johnson, College of Notre Dame and Loyola University Maryland

Digital media, including video and graphic design, is becoming an increasing part of higher education curricula. To support this growing trend, the Loyola Notre Dame Library in Baltimore created a digital media lab. Johnson’s presentation included information about the design and implementation of the lab, including services, equipment, and software, as well as staffing, implementation, and promotion issues.

For over thirty years, the Loyola Notre Dame Library collected physical media that the faculty wanted to use in creative ways, including mixing and matching rather than just plug and play. About four years ago, the library was being renovated, and this allowed them to create space in the building for a digital media lab on the lower level.

In the planning stage for the lab, they knew equipment would be expensive and were able to obtain a grant of $100,000 from the Knapp Foundation. Loyola/Notre Dame offered a minor in digital media arts, so the library staff took suggestions from these students with regards to equipment with capabilities for audio and video editing and standard software. The lab started out with five Macs and ten PCs. All computers had the following installed: Adobe Illustrator, Flash, Photoshop, InDesign and Dreamweaver, Blender 3D animation, and other free and open-source graphic design software. QuarkXPress was installed only on the PCs. Video software such as AVS Video tools and audio software such as Logic Studio, GarageBand, iMovie 09, Final Cut, and Audacity were installed.

Peripheral equipment included large-scale photo printing capability, cassette and LP players to convert these formats to MP3 files, drawing tablets, scanners for digitizing slides and filmstrips, high-quality video cameras, flip video camcorders, and digital cameras. The digital media lab sold photo paper, mini-DVDs, tapes, and blank CDs and DVDs.

The lab is open eighty-one hours per week only when staffed. Student assistants cover the desk nights and weekends. Circulation staff have keys to allow students into the lab if asked. The lab maintains sign-in sheets with patron type and software used. Computer use is specific to the installed software. Each computer has expansive storage space, and student files are left on the computers. Each computer is wiped clean of files at the end of each semester.

For training purposes, the staff created guides and tutorials on LibGuide, a public wiki space with step-by-step directions on using the software. A reference shelf of instructional books is located in the lab.

To promote the digital media lab, the Loyola Notre Dame Library placed a link on the library’s website; created a blog; informed key people on campus about the lab; ran a contest in which students could create a video or poster about the lab; partnered with faculty to hold classes in the lab, which created a lot of traffic; and distributed surveys about the lab in classes.

Usage statistics are maintained by sign-in sheets for patron types and software. Usage has been about fifty-fifty for individuals and group collaborations.

The Loyola Notre Dame Library wants to continue to support the curriculum and to stay up-to-date with software and equipment, but the question of how to fund
upgrades remains. Loyola University’s IT department has provided funding for upgrading the software.

Johnson then took questions about printing charges and student agreement forms regarding the use of the lab and equipment and circulation and fines.

—Pat Howe, Longwood University

Friday, 2:15–3:00 p.m.

Disaster Awaits! Will Your Library Be Ready?

Presenter: P. J. Grier, National Network of Libraries of Medicine/Southeastern Atlantic Region

P. J. Grier taught attendees how to plan for, navigate, and ultimately survive a disaster. The core of his presentation covered how to fill in a risk assessment score sheet, the value of immediate response, a service continuity strategy, how to protect highly valued materials, the course to follow to obtain outside help, and how to use the Service Continuity Tool. Attendees learned to evaluate whether natural disasters such as earthquakes, tornadoes, hurricanes, or floods may be either less likely in their library’s geographical area, or a potentially greater danger, than a HAZMAT incident, terrorism, arson, or vandalism.

Highlighting information readily available on the web to assess the risks in one’s geographical area, Grier shared maps of seismological activity for earthquake-prone areas, grids of previous tornado seasons, and historic paths of hurricanes. He pointed out that a library disaster may occur due to nature’s forces, because of unintentional or intentional circumstances, or due to a public health emergency, such as a pandemic.

Partnering with other libraries by establishing a “mutual aid agreement” may be one way a library can provide services even when disaster strikes. Grier stressed the importance of establishing a well-thought-out action plan that provides interlibrary lending, virtual reference services, webpage communication and updates, and proxy assistance. Access to core services, such as a library’s catalog, databases, or streaming content, may require building in ample back-up on a server or housing core services on a remote server.

Peppered throughout Grier’s presentation were numerous engaging personal stories and useful insights. He encouraged attendees to consider their own communication skills and their library’s communication channels. He closed his presentation with a quote from Benjamin Franklin: “By failing to prepare, we are preparing to fail.”

—Heather Groves Hamman, Mercer Library, George Mason University’s Prince William Campus

3:15–4:00 p.m.

50 Free Tools

Presenters: Wendy Allen and Nathan Flinchum, Roanoke Public Libraries

Wendy Allen and Nathan Flinchum walked participants through a host of useful websites, complete with handouts. The presentation began with a short, animated film Allen and Flinchum created using the program Xtranormal (xtranormal.com), which creates robot avatars, voices, and animation for a script you provide.

Allen and Flinchum offered brief demonstrations of as many tools as they could cover within the session. The handout offered more, and also grouped the sites into useful categories. Tools that assist in keeping up with current events include FeedMyInbox (feedmyinbox.com), Google Reader (reader.google.com), Google Alerts (alerts.google.com), Instapaper (instapaper.com), Twitter Search (twitter.com/search), and Twapperkeeper (twapperkeeper.com). Recommended online marketing tools include CoTweet (cotweet.com), HootSuite (hootsuite.com), Seesmic (seesmic.com), Ping.fm (ping.fm), Tweetdeck (tweetdeck.com), Bit.ly (bit.ly), Ow.ly (Ow.ly), ShareThis (sharetthis.com), and SocialRSS (www.facebook.com/apps/application.php?id=23798139265). Google Alerts functions like a clipping service, providing updates any time a subject of particular interest is mentioned. FeedMyInbox takes RSS feeds and turns them into emails, while Seesmic can see and post to both Twitter and Facebook at the same time. Likewise, Ping.fm sends posts to many social media at once. Other tools that aid with collaboration include Doodle (doodle.com), Google Docs (docs.google.com), Google Groups (groups.google.com), Google Sites (sites.google.com), and Zoho (zoho.com).

The presenters selected several “creative and fun” tools, among them Animoto (animoto.com), Aviary (Aviary.com), BigHugeLabs (BigHugeLabs.com), Bitstrips (bitstrips.com), Vimeo (Vimeo.com), and, of course, Xtranormal (xtranormal.com). There are also a lot of conferencing tools available these days. The presenters particularly pointed out dimdim (dimdim.com), Google Voice (voice.google.com), Prezi (prezi.com), Skype (skype.com), and Vyew (vyew.com). From this group, Animoto takes pictures and videos, puts them together, and makes a movie with music you select—a little like Windows Movie Maker, but more seamless and less work. Aviary is a music creator that allows one to combine audio and images, play with effects on pictures, and even put anyone you choose on a motivational poster. You can also make calendars, comic strips, and the like. Vimeo is a bit like YouTube,
only with a much cleaner interface, embedded on the page itself. There may be buffering issues, as it allows unlimited amounts of high-definition video. Google Voice not only provides a local phone number for free, it can also transcribe voice mail messages and send them to you via email.

Everyone likes free clip art, and Allen and Flinchum offered four good sources for stock images that can be used for library marketing purposes. These include Creative Commons (creativecommons.org), Flickr Commons (flickr.com/commons), morgueFile (morguefile.com), and Stock.xchng (www.sxc.hu). In terms of stock images, Flickr Commons includes images from museums with no known copyright restrictions. MorgueFile offers stock from more current photographers who donate images for exposure. Stock.xchng offers free images at the top of the page.

With e-books and digital publications increasingly popular, the following sites are worthy of note: Calibre (caliber-ebook.com), Issuu (issuu.com), NetGalley (netgalley.com), and Zinepal (zinepal.com). Caliber changes the format of e-books so that they work with every reader. With Issuu, you can upload a PDF and turn it into a magazine. NetGalley essentially provides prepub e-books for the librarian—an advanced reader's copy in digital format. Other sites like HarperTeen, university presses, and Harlequin offer both collection development librarians and reviewers free access to e-books for a limited time.

There are organizational tools (Dropbox.com, Evernote.com, livebinders.com, 1link.in, simplenote-app.com); sites that aid with public computer management (Microsoft Steady State and TechSoup, www.techsoup.org); and general utilities (libraryelf.com, pdfescape.com, RSSinclude.com, downforeveryoneorjustme.com, embedit.in, whatismyip.com). Evernote runs OCR on a picture, allowing one to scan handwriting or a typescript. To create a single link that opens up multiple tabs for a full list of links, try 1link, which is also handy for mass URL-shortening. LiveBinder is nice for school librarians. Microsoft Steady State is a good, free alternative if you need DeepFreeze but don't have the money. TechSoup likewise provides a solution if you have public computers but can't afford Microsoft Office; they charge $20 a license to public libraries as an administrative fee, basically donating the software. LibraryElf, now called simply Elf, can track your library cards and email you for holds, upcoming due-dates, and the like; in addition, it can even provide readalikes from Amazon. PDFescape is an online PDF editor and form-filler. RSSinclude allows one to update all desired pages on just one page. Downforeveryoneorjustme is a good tool when you can't reach a URL, offering the chance to discover if the problem is on your end or that of the website.

The popularity of mobile apps has spawned sites such as Ancestry TreeToGo (landing.ancestry.com/iphone), Gale AccessMyLibrary (gale.cengage.com/apps), RedLaser (redlaser.com), and even WorldCat (worldcat.org/mobile). Finally, a variety of miscellaneous organizational and archival tools include Wayback Machine (web.archive.org), Standing Cloud (standing-cloud.com), and the Wikipedia “List of SMS Gateways” (en.wikipedia.org/wiki/List_of_SMS_gateways). Standing Cloud is good if you like content management systems. It provides a sandbox in which you can load and test programs on their site instead of yours.

Other suggested sources for useful tools include MindMeister (mindmeister.com/2529908/social-media-web-sites), the Librarian in Black list of 147 tools from January 2010 (librarianinblack.net/librarianinblack/2010/01/tech.html), and Tammy's Technology Tips (tammyworcester.com; for kids; click on “Internet Resources”).

—Lyn C. A. Gardner, Hampton Public Library
Virginia Reviews


Leland, a professor at Virginia Military Institute in Lexington, has collected a set of his essays on the natural and human history of Rockbridge County and the surrounding area. His effort will please most readers who already appreciate the interesting character of the place, as well as those who are curious about one of Virginia's most interesting geographic regions. Leland combines research with personal experience and careful description of many engaging scenes in a manner that makes the science easy to digest.

In the first essay, the author serves notice that he understands the tradition of American nature writing— influenced so much by Thoreau—that often uses analogies between the natural world and human conduct to make moral points. Leland's analogy here is a stream that runs hidden in a limestone cavern with the secrets that human lives often conceal. Fortunately, the author's description of the setting and the science that explains it whets a reader's appetite for more natural history, which is found in abundance in the succeeding essays. Leland combines research with personal experience and careful description of many engaging scenes in a manner that makes the science easy to digest.

In fact, the book is well worth reading, especially for those of us who have had the pleasure of being in some of the unique places Leland lovingly describes. It will also entice many readers to visit those places for the first time.

—Cy Dillon, Hampden-Sydney College

Occasionally...his prose becomes as exuberant as the fraternity members he compares to mating insects.

LELAND REVIEW


In The Tinsley Family of Totomoi, Hanover County, Virginia, 1755–1920, Maria Wornom Rippe traces the history of the Tinsley family over the course of four generations. Beginning with the first Tinsley who settled in James City County in 1638, she follows the family through the colonial period, the Revolution, the Civil War, and into the early twentieth century. In relating the family history, Rippe also illuminates the larger context of rural landowners through Virginia's first two and a half centuries.

Rippe begins with Thomas Tinsley, an indentured servant who emigrated from England in 1638. While family lore claims Tinsley keeps figures of speech under a tight rein, but occasionally, such as in the first two pages of the essay “Sexual Swarms,” his prose becomes as exuberant as the fraternity members he compares to mating insects. This, for better or worse, is also in the tradition of Thoreau, whose use of humor has been the subject of many literary studies.

In fact, the book is well worth reading, especially for those of us who have had the pleasure of being in some of the unique places Leland lovingly describes. It will also entice many readers to visit those places for the first time.

—Cy Dillon, Hampden-Sydney College
ownership of Hanover County property on Totopotomoy Creek as early as 1650, Rippe questions the accuracy of that claim and discusses the difficulty in verifying seventeenth- and eighteenth-century land holdings. In a chapter entitled “Missing Connections,” Rippe disavows the family tradition and provides full disclosure of the problems in the family genealogy. Through thorough and well-researched scholarship, Rippe is able to confirm the family’s ownership by 1747 of the land later known as Totomoi.

After discussing the early genealogy, Rippe tells the family’s story, beginning with Thomas Tinsley’s operation of a well-known tavern in HanoverTown during the time of the Revolution. Living and working in the same community as Patrick Henry, the Tinsleys were likewise deeply involved in revolutionary activities. Rippe describes the service of various Tinsleys in county militias, the Continental Army, and Virginia’s General Assembly.

The middle portion of the book discusses slavery at Totomoi and the farm’s survival during and after the Civil War. Rippe does not shy away from the brutal details of slavery as she reveals the tragedy and distress it caused for both slave and owner. She effectively juxtaposes census records with family wills and diaries to tell the stories of specific individuals, both slave and free, grounding them in the context of time and place.

The final section traces the life and work of James Garland Tinsley. After working with explosives as a soldier during the Civil War, he returned to Totomoi and used his expertise to develop and manufacture fertilizers. Targeting a Southern market, Tinsley named his fertilizer products after Confederate heroes and soon had a thriving business. In 1889, he cofounded Richmond Chemical Works, which later became the Virginia-Carolina Chemical Company. Rippe chronicles the growth of the corporation and the antitrust suit that was brought against the company in 1906.

Rippe is adept at weaving the family narrative into the larger story of the Revolution, Civil War, and growth of the young nation. She makes skillful use of a large body of primary source documents such as military commissions, account books, family personal papers, census and church records, journals, land and tax records, state papers, and extensive genealogical and secondary source publications. Full bibliographic documentation of her sources and annotative endnotes lend an authoritative feel to the book, while the thorough index further enhances its usefulness.

Beautifully produced by the Dietz Press, The Tinsley Family of Totomoi, Hanover County, Virginia, 1755–1920 is illustrated with period maps; family portraits; reproductions of deeds, diaries, and account books; and photographs of homes and family artifacts. Rippe’s work combines thorough genealogical research with lively local history and will serve collections devoted to either discipline. —Lynda Wright, assistant professor and head of technical services, McGraw-Page Library


If during the Civil War 54% of the Confederate Army enlisted in 1861, what motivated 46% to enlist after 1861? Kenneth Noe exposes one of the common assumptions in research on Civil War soldiers—namely, that the late arrivals shared similar motives for enlisting as those in 1861 and also shared the same experience (xii, 12). In contrast to the initial roster of volunteers, 15% would begin entering the army in spring 1862 as conscripts; 9% would enter tardily as substitutes (healthy men who were not already eligible to be drafted and could be paid to “substitute” for newly drafted men) (112); and 22.5% would enlist after 1861 to fight for the Confederacy (2). To test assumptions and to understand the full range of experience of Confederate soldiers, Noe engages in a study of what he terms “reluctant rebels,” those who enlisted in the Confederate army after 1861. These are the soldiers who did not enlist when war fever gripped the South after war was initially declared. Noe concludes that “reluctant” enlistees chose not to join at the outset of war mostly for personal reasons (209). Yet, as a group, their reasons to enlist later do share common pressures such as conscription, money, and local concerns for families, property, and neighborhoods (209).

Noe prepares the reader with a survey of historians’ perspectives on Civil War research and then takes the reader on his own tour of discovery through the correspondence of 320 soldiers who enlisted after 1861. An informative introduction enables new researchers to understand the context and complexity of his undertaking and allows experienced researchers to compare his study with previous ones. His methodology demonstrates the difficulties of extracting specific themes from wartime correspondence from a twenty-first-century vantage point. To support his research and help guide readers through his work, he includes an appendix with four tables, a list of notes arranged by chapter, a Works Cited section, and an index.

Noe divides his study into three parts. In Part One, entitled “When Our Rights Were Threatened,” his two chapters study the ideological assumptions that these soldiers enlisted out of a sense of duty to
defend honor and country and/or to protect slavery. Part Two, entitled “Fighting for the Property We Gained by Honest Toil,” evaluates the assumption that enlisting was primarily to defend one’s home. That, says Noe, often serves as a counterpoint to ideological reasons for enlisting (10). The three chapters in this section focus on Women, Hatred, and Pay, respectively. Part Three, entitled “We Are a Band of Brothers and Native to the Soil,” examines assumptions about the sustaining elements of religion, comrades, weariness, and the battle itself that kept these later enlistees in the army.

While broad historical generalizations remain faceless, Noe personalizes the accounts with the authors’ names and allows the reader to wrestle with the complexity of individual human behavior and motivation combined with recognizable actions in the face of extreme duress. The reader meets Alabama sergeant John Crittenden, who fusses about a lazy messmate (156); Private G. H. Burns, who urges his wife not to live with her parents, “for they would insult him in his children’s presence” (84); and Georgian private William Ross Stilwell, who writes about the carnage on a battlefield: “God deliver me from ever seeing another battlefield” (199). Then there’s North Carolina private William P. Cline, who, tired of the fighting, deserted, only to return a month later. He faced forty days’ imprisonment, was released, and then, after rejoining his unit, died in a later engagement (182). Noe’s sampling serves to create a situation in which the reader can more easily empathize with the motivations and actions of the men in question. The reluctant rebels evade clear historical categorization by what they did write, what they did not write, and what they wrote at one time that differed from what they wrote at another time. The personal dimension Noe offers in his study is also a sobering reminder to any who see the Civil War as a “glorious pageant.” “We would do well to remember,” Noe writes, “that for them [the reluctant rebels], it was instead a devastating horror ripe with pain, fear, loss, and loneliness, soaked in mud and the blood of kin and neighbors” (211). Noe’s study also reminds contemporary readers who have perused accounts of other wars that the distance in years between conflicts does not lessen the horror of war and its effects on those men, women, and children who experience it.

Noe writes Reluctant Rebels as an academic study that will be more appealing for historians than for recreational readers. The structure of his study and the conscientious approach to his research offer an excellent model for undergraduate and graduate students as well as for independent researchers. On the other hand, general readers may be drawn to the personal accounts of wartime experience during the Civil War.

—Andrew Pearson, director of the library, Bridgewater College


When discussing how slavery led to bloody conflict, the average American history book will usually stick to two things: John Brown’s raid at Harper’s Ferry to steal weapons for a slave uprising (and then his subsequent hanging) and the Civil War. A few will include Bloody Kansas, in which Brown was also a player. But while politicians and newspaper editors were discussing whether or not to extend slavery into new states, hammering out famous compromises, and debating whether or not fugitive slaves who escaped to Northern states should be returned to the South—all events that get the standard history-book play—Harrold has dug deeper to tell the stories of when politics, religion, and beliefs in human rights and dignity turned bloody in the American border states.

While there had been slave owners in the North and abolitionist societies in the South, the border states between North and South—not just in the East but also the Midwest—could be particularly cruel places to live when the flames of the slavery issue were fanned. The potential for bloody clashes both where slavery was allowed—Virginia, Maryland, Kentucky, and Missouri—and where it was outlawed—Pennsylvania, Ohio, Indiana, and Illinois—simmered for nearly as long as America had been an independent republic, but in the early decades it was generally only blacks who were the targets of violence, including the Western territories before they became states. For whites, the battles were primarily confined to words. Upper Southerners saw the Lower Northerners as the aggressors—political invaders, and sometimes physical ones, who were coming into slave-holding territory to aid slave escapes. Southerners moving into the Lower North were considered rabble-rousers, often by their mere presence if not their actions. In some cases, they were disparaged
as a group, called lazy and shiftless, and prevented from staying in the South because they couldn't compete with slave labor.

Nor were the battle lines distinctly drawn between North and South; coming from one region or the other didn't guarantee a belief system. Harrold recounts the story of a Pennsylvania slave named John Davis who became free under state law in 1780, but whose master held onto him by force before Davis was freed by abolitionists; Virginia editors accused abolitionists of "seducing" away Davis and other slaves. After the Fugitive Slave Law passed in 1850, a group of Ohio bigwigs expressed solidarity with their Kentucky slave-holding neighbors by saying that this marked a new era in cooperation between the states, and—with an unknown irony at the time—declared that the law struck a blow against those who tried to break apart the Union.

But two events stirred the pot of bloodshed more than any others before the firing on Fort Sumter: Nat Turner's 1831 uprising in Virginia, during which several slave-owning white families were killed, and the Fugitive Slave Law. In the South, the slave laws became stricter, and more tightly enforced after Turner's hanging; farther north than Pennsylvania, much of the abolitionist resistance was peaceful. But in the border states, which politically allied with the North and denounced both sides' "extremism" and any talk of secession, the neighbor-on-neighbor conflicts at last exploded into war. Kansas, with its roving armed "militias" that did everything from twisting elections to burning towns, was by far the worst, but it was hardly isolated. Vigilantes on both sides organized and attacked their opposition. Resistance to slave-catchers, kidnappers, and slave-owners bringing slaves through abolitionist territory turned violent. Slaves were freed at gunpoint, often resulting in mob fights afterward. Courthouses and other public buildings were torched. Calls for blacks to arm themselves increased. Masters in the border states and deeper into the South alike called for federal intervention, which was rarely forthcoming, or perceived as too lacking; this apparent lack would be remembered a few years later, when the Southern states voted to secede.

Harrold has accomplished multiple tasks with his book. First, he has put names and motives to generalities found in many textbooks. Famous men like Henry Clay still play their parts here, but others, like Pennsylvania slave John Davis, are salvaged from a nearly forgotten limbo. There is humanity built into this history. Second, Harrold draws numerous examples from every sort of primary source of how many shades of gray the slavery debate had in America's geographical middle ground. Or at least in the early years, for eventually those who tried finding a middle ground and compromising, on the local as well as federal levels, were shouted down by both sides.

Which leads to Harrold's third accomplishment. The firing on Fort Sumter and Lincoln's call for troops did not rise out of sterile ground. Harrold's scholarship implies throughout that the Civil War was never not about slavery: that arguments about states' rights and free commerce from the South always tied back to the slave economy; that arguments about secession, from both North and South, were plentiful and often came back to either defending the slave economy's rights, or arguing that a free United States could not tolerate slaves in its borders. Harrold almost portrays a sense of historical inevitability—the inevitability of a Civil War, a nationwide bloodbath that got underway decades before at the grassroots level. He also concludes at one point that the war itself could have gone very differently, in the South's favor, if border residents siding with the North hadn't managed to gain the upper hand—often driving many of their proslavery neighbors south—in the years leading up to 1861.

Border War is a must-have for anyone seeking to understand the small-scale underlying fights that snowballed into the Civil War; to better know the local faces, both white and black, who fought each other while politicians argued in Washington and state capitols; and to learn how concession, compromise, and standing firm all contributed when moderate voices were choked off. Textbooks and many leading historical works leave gaps by portraying the sweeping movements, but Harrold fills in the details without which a true and thorough understanding of the slavery issue and the Civil War is impossible.

—Danny Adams, evening services librarian assistant, Ferrum College


"The Negro is... by nature subservient and believes himself inferior to the white man; he is most susceptible to the influence of crowd psychology; he cannot control himself in the fear of danger... He has not the initiative and resourcefulness... He is inferior to the white man." Mein Kampf was published in Germany on July 18, 1925, but these words come not from European Fascists. They
come from the United States Army on October 30, 1925, barely three months later, in its official report on the use of African American soldiers during the First World War.

Chad L. Williams (Hamilton College) presents a scathing account of the maltreatment of African American soldiers before, during, and after World War I that compels even the most cynical, disillusioned reader. Starting in 1914, he depicts African American life during the buildup of war fever. He follows the lives and stories of several soldiers in the U.S. Army’s eight segregated infantry regiments (365th–372nd). He also follows perhaps the most outspoken supporter and critic of the war, W. E. B. Du Bois.

Williams retells one documented story after the next, anecdote after anecdote, fact after fact: African American troops in training harassed while taking leave on Southern military bases or thrown in jail and beaten under dubious circumstances; race riots before the U.S. had even entered the war. Williams shows how the U.S. military under Woodrow Wilson attempted to implement Jim Crow laws in dealing with African American soldiers, who were denied basic amenities on base, including running water, toilets, and even uniforms. Southerners wanted African Americans on Northern bases for fear of interracial relations with white women. Military officials were afraid to issue guns during training.

During the war, most African American troops were used as dock laborers and stevedores. They became the custodians of the army. Two of the regiments saw combat under French command. The French viewed them as civilized counterparts to their Algerian cousins, and thus reacted with less trepidation than white American officers. Very few African Americans passed through the prejudiced training camps back in the U.S., and most of the select few were removed from service in an equally racist battlefront. And once again, fearmongers in the U.S. Army used the specter of interracial relations to assert control. Eight of the eleven soldiers court-martialed and hung were African American, all of them accused of raping white French women.

Finally, Williams covers the period of postwar America in which African American soldiers returned home to a country not so ready to accept them and their empowerment. The army dismantled their eight infantry regiments almost immediately after the war, sending them home quickly and quietly. The soldiers received very few welcomes back in the states. In fact, over sixty-five African American veterans were lynched between 1919 and 1920 (yes, American soldiers killed by Americans). The bitterness and irony was not lost on a single one of these soldiers. It’s no surprise that African Americans created and mobilized several political and social activist groups after the war. Perhaps even the Harlem Renaissance was inspired by the empowerment and dignity that African American soldiers felt after the war (despite the contrary efforts of a largely racist society and military).

But Williams does not tell a one-sided story. He includes stories of African American soldiers going AWOL (often unable to cope with racism in the barracks) and reacting against racism and violence with racism and violence of their own. He acknowledges times when African American soldiers may have been guilty of the crimes they committed. He does not sugarcoat the contradictions of American “equality” any more than he does the words and actions of men like W. E. B. Du Bois and Marcus Garvey.

*Torchbearers of Democracy* is not a story with heroes and villains, only victims. And Williams tells the story with the exquisite skill of a scholarly storyteller. He blends academic research with easy narrative prose to illuminate a previously dark chapter in American history, spotlighting this important struggle for true equality and democracy.

—Joseph Yamine, English, Ferrum College


Hagy, a native Virginian who is now an award-winning professor of writing at the University of Wyoming, returns to short fiction in her sixth book, giving readers the opportunity to enjoy a master’s mature but restless exploration of the techniques and possibilities of her craft. While reading and rereading the eight stories this reviewer was often left with that feeling between surprise and shame that we experience when we see just a bit more of a scene than the participants intended for us to observe—a kitchen door left open too long, a pistol half-hidden in a car. These accidental intimacies, which may wear a reader out in a novel, work particularly well in stories like Hagy’s where the characters are easy for us to inhabit, at once outside our daily experience...
but well within the range of our sympathetic imagination.

Even with the common thread of intense characters in harsh settings and at difficult junctures in their experience, the stories in **Ghosts of Wyoming** represent a broad range of form, tone, and narrative voice. They leave a reader inclined, after finishing and thinking over a story’s outcome, to return to the pivotal scene to be sure no hints at the author’s intent were missed among the conversations and settings. Hagy told me in an email exchange last fall that this book was “an experiment” for her, and the variety of approaches to narration and plot in this collection justify that characterization. On the other hand, the stories all succeed so well in communicating the experience of life in Wyoming that they are obviously carefully planned and under the author’s control. As in her novel **Snow, Ashes**, setting, plot, and characters complement one another perfectly. Every word or gesture is an organic part of the whole effect; nothing is out of place or would mean the same thing in another setting. This integration is a product of Hagy’s maturity as a writer, and makes the short fiction here even more impressive than that in her first three collections.

The experimental nature of Hagy’s writing in **Ghosts of Wyoming** is noticeable from the start, as is the fact that it is not a collection of what are commonly called ghost stories. The first piece, “Border,” for instance, is an example of a story that was written to be a bit disorienting to the reader with its unusual protagonist who isn’t the narrator but whose point of view controls what the reader is told. Having us experience the events through the eyes of a young thief—and, we finally learn, murderer—and yet leading the reader to identify with him and hope he finds a way to keep the dog he has stolen is no simple feat. Rereading the last scene of “Border,” I realized that Hagy had gotten me to see events from a perspective close to opposite my usual vantage point as a mildly benign authority figure, and I had to admire her skill.

“Brief Lives of the Trainmen” gives us, as its plot is revealed in fits and starts, a series of portraits of working people from a more strenuous and dangerous age of work in America. The dense and fragmented exposition, meant for readers to follow through the character sketches like old tracks through sand, ends in a slapstick scene worthy of **Blazing Saddles**. “How Bitter the Weather” has a ghost, but that is the least of the problems of Melanie, the reporter who looks for a missing acquaintance, the mysterious Armand, knowing all along that he will most likely be a suicide. Melanie explains her situation by saying, “You aren’t supposed to strive in Wyoming. You take what’s available.” She and her circle of friends in Laramie are studies in the effects of taking the available to its logical extreme.

Then the book’s tone shifts dramatically to a tongue-in-cheek ghost story, “Superstitions of the Indians,” which makes fun of grad schools and their students, librarians and archives, the reverence with which the current age treats Native American mythology, and even Frisbee golf. This piece really is a departure for Hagy, coming across like a satyr play after Greek tragedy, but it is easy to enjoy and there is nothing mean-spirited in the humor.

With “Oil and Gas,” the next story in the collection, Hagy returns to having the working people of Wyoming—welders, men working in the extraction industries, nurses, federal regulators, and ranchers—describe their lives in their own conversations and unvoiced thoughts. Their matter-of-fact acceptance of the difficulties of their lives has an undeniable appeal, and sets the stage for the striking maturity of young Livia, the central character in “The Little Saint of Hoodoo Mountain,” which is the most perfectly realized story in the book, though perhaps the most conventional in narration and plot. Livia’s ability to deal with the unavoidable weaknesses of the people around her is not enough to protect her from the tragedies they set in motion. It is a gripping piece of short fiction that leaves the reader no easy way out.

“Lost Boys” lets us observe another set of Wyoming citizens as they arrive at the same cliff face for a variety of reasons and with a variety of outcomes. Then, in the final entry, Hagy turns to the nineteenth-century history of Wyoming in “The Sin Eaters,” a story with a would-be missionary encountering the worst in human nature and violence, and finally having to accept what is possible and what is not in a place unlike anything he had encountered elsewhere. The theme of people discovering what they can accomplish and what is not available to them runs clearly through **Ghosts of Wyoming**, and touches all the times, individuals, and places Hagy depicts with her spare but polished prose. As noted earlier, as enjoyable as they are on first reading, these stories are worth reading more than once.

—Cy Dillon, Hampden-Sydney College