

## STAFF

### Coeditors

Cy Dillon  
Ferrum College  
P.O. Box 1000  
Ferrum, Virginia 24088  
(540) 365-4428  
cdillon@ferrum.edu

C. A. Gardner  
723 Lucas Creek Road  
Newport News, Virginia 23602  
(757) 988-1030  
cgardner@hampton.gov

### Editorial Board

Lydia C. Williams  
Longwood University Library  
Farmville, Virginia 23909  
(434) 395-2432  
lwilliam@longwood.lwc.edu

### Ed Lener

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

### Karen Dillon

Manager, Library Services  
Carilion Health System  
P.O. Box 13367  
Roanoke, Virginia 24033  
(540) 981-7258  
(540) 981-8666 (fax)  
kdillon@carilion.com

### Douglas Perry

Director  
Hampton Public Library  
4207 Victoria Blvd.  
Hampton, Virginia 23669  
(757) 727-1153 (extension 104)  
(757) 727-1151 (fax)  
dperry@hampton.gov

### Editor, Virginia Books

Sara B. Bearss  
Senior Editor, Dictionary of  
Virginia Biography  
The Library of Virginia  
800 E. Broad Street  
Richmond, VA 23219-8000  
SBearss@lva.lib.va.us

On the cover: Congressman  
Rick Boucher

# Virginia Libraries

April/May/June, 2004, Vol. 50, No. 2

## COLUMNS

- |                                |    |                    |
|--------------------------------|----|--------------------|
| C. A. Gardner<br>and Cy Dillon | 2  | Openers            |
| Edwin S. Clay III              | 4  | President's Column |
| Sara B. Bearss, Ed.            | 28 | Virginia Reviews   |

## FEATURES

- |                                      |    |  |
|--------------------------------------|----|--|
| Cy Dillon                            | 5  | A Congressman Who "Gets It": Rick Boucher Wins VLA Intellectual Freedom Award  |
|                                      | 6  | Jeffery Beam: A Life in Poetry   |
| Shannon Jones and<br>Jean P. Shipman | 11 | Health Information Referral Project: Librarians and Physicians Collaborate to Empower Patients with Quality Health Information |
| Michelle L. Young                    | 17 | Project Success at Virginia Tech: Librarians Can Help Students in Jeopardy Succeed in Academia                                 |
| Pat Wagner                           | 20 | Mastering the Organizational Map   |
| Tony Krug                            | 23 | The Evolution of a Library Concept: The ACA Central Library  |

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

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

The Virginia Library Association (VLA) holds the copyright on all articles published in *Virginia Libraries* whether the articles appear in print or electronic format. Material may be reproduced for informational, educational, or recreational purposes provided the source of the material is cited. The print version of *Virginia Libraries* is designed by Lamp-Post Publicity in Meherrin, Virginia. The electronic version of *Virginia Libraries* is created by Virginia Tech's Digital Library and Archives and is available at <http://scholar.lib.vt.edu/ejournals/VALib> or as a link from the Virginia Library Association web site at <http://www.vla.org>. *Virginia Libraries* is indexed in *Library Literature*, a database produced by the H.W. Wilson Company.

Items for publication and editorial inquiries should be addressed to the editor. Inquiries regarding membership, subscriptions, advertising, or claims should be directed to VLA, P.O. Box 8277, Norfolk, VA 23503-0277. All personnel happenings and announcements should be sent to the *VLA Newsletter*, Audrey M. Kelly, 2320 Park Avenue, Richmond, VA 23220, [audreykelly@comcast.net](mailto:audreykelly@comcast.net), 804-359-1925. *Virginia Libraries* is available by subscription at \$25 per year.

The guidelines for submissions to *Virginia Libraries* are found on page 5.

## OPENERS

# The Challenge of New Media

by C. A. Gardner and Cy Dillon

*Tomorrow to fresh woods, and pastures new.*

*John Milton, 1637*

**W**e have always loved libraries as treasure houses of books, and would be the last to suggest that electronic media will obviate the need for a clean, well-organized place to find and read the real thing. Nevertheless, libraries can benefit from making new forms of expression and information available to patrons, and those of us responsible for libraries need the flexibility and foresight to turn the challenge of new media into another means of service. In this way we respond to the needs of our communities and lead those communities at once.

In an era of required Standards of Learning and concern over the impact of television and film on young minds, alternative means of achieving higher literacy have become ever more important. The natural challenges involved in developing a populace that reads regularly include an entertainment industry that seems to actively erode the patience and self-reliance necessary to the good reader. The printed word must compete with the quick-moving story sequences, rapid images, and flashy sound and visual effects of television, film, and videogames, all of which provide instant gratification and little, if any, reliance on the imagination.

Libraries have always had a strong role to play in overcoming

such challenges to hold the attention of the reluctant reader. Traditional programs such as summer reading clubs have continued to address this need. New beginning reader collections help early readers by identifying materials specifically geared toward different reading levels and skills. Ongoing literacy activities such as Motherhead®, children's book discussion groups, and

---

**...alternative means of  
achieving higher literacy  
have become ever  
more important.**

---

traditional story-time programs can build stronger elementary school readers. But what about young adult readers?

Some librarians have stepped up to the plate with a collection that appeals directly to a young adult audience already inundated with flashy images. Comic books, once spurned as a deterrent to serious reading, have begun to gain respect in recent years for their increasing artistic and literary achievements. The graphic novel, a longer form, often deals with serious issues and extended themes much as a literary novel would do. Just as with early readers, the correlation of pictures and text helps encourage the reluctant teen reader to engage with text in order to plumb the depths of the story.

There are many resources avail-

able for constructing such a collection. Librarians at the beginning of the process might wish to consult guidelines such as those of East Greenbush Community Library (<http://www.eastgreenbushlibrary.org/teen/yagn.htm>) or Francisca Goldsmith's "YA Talk" article (<http://archive.ala.org/booklist/v94/youth/my1/55yatalk.html>). For an active discussion of Graphic Novels in Libraries, try the listserv GNLIB (<http://www.angelfire.com/comics/gnlib/>). Many recommendations by age range and genre are also available, such as "Comic Books for Young Adults" (<http://ublib.buffalo.edu/lml/comics/pages/recommended.html>), Steve Raiteri's "Recommended Graphic Novels for Public Libraries" (<http://my.voyager.net/~sraiteri/graphicnovels.htm>), and Librarian Robin Brenner's "No Flying, No Tights" (<http://www.noflyingnotights.com/>).

Graphic novels also provide another benefit for libraries, of course—the high circulation count of such collections may help offset the loss of circulation in other areas. Likewise, the popular nature of this genre can draw new or less frequent users back to the library.

Unlike our younger patrons, adults may need a gentle push toward the acceptance of two of the potentially most beneficial new resources libraries offer. Electronic books and online periodicals can augment any collection where the library has Internet access, but they often remain hidden from library users.

At Ferrum College we now say that we have more full text elec-

tronic books than volumes on the shelves, but our users have been slow to discover them on their own. A summer spent migrating to a new public access catalog with all our electronic titles cataloged and linked directly from the catalog entry will bring these riches to light and guide users to around 100,000 brand new e-books. While reading from a monitor may deter readers of a certain age, try observing a teenager at a public library terminal. You will see an endurance fully capable of putting in enough screen time to read whole books. Also, most of us who work with research realize that books are most often used in part when a student is preparing a paper or presentation. Electronic books lend themselves

to easy searching and focusing on key passages.

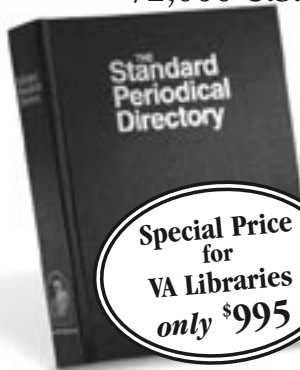
Another access challenge lies in the wonderfully diverse and dauntingly complex world of 'zines, or online periodicals. Some libraries catalog these materials as well, linking from the record just as in the case of e-books, but this requires great chunks of staff time that smaller libraries cannot always afford. If you are familiar with titles such as *Atlantic Unbound* (<http://www.theatlantic.com/unbound/poetry/>), and the *Cortland Review* (<http://www.cortlandreview.com/>), you understand the potential of Internet publication when it comes to the arts. But even more modestly funded efforts such as the Appalachian College Asso-

ciation's *Nantahala Review* (<http://nantahalareview.org/>) take advantage of audio and video clips as well as striking graphics and innovative presentation.

Those of us who cannot afford to catalog these resources have to rely on links pages or portals to guide readers into the rich new country. On one level that is frustrating to people who care so much about order and control, but it is good to know that new media and new challenges will continue to confront libraries and those of us who work in them. If you have thoughts or suggestions about this topic, let us hear from you. Librarians are great at sharing resources, and ideas are our greatest resource. **VL**

## The Ultimate Source for Print Media!

72,000 U.S. and Canadian Magazines, Newsletters, Journals, Newspapers, and more!



Special Price  
for  
VA Libraries  
only \$995

"We had *Ulrich's* and *Standard Periodical Directory*... but *Standard Periodical Directory* was the one I grabbed first. It is easy to use and informative. As Head of Reference, I chose *Standard Periodical Directory* for my library. I think of it as an essential tool!"

—William Stein, Reference Librarian,  
Washington County (Virginia) Public Library



\$595

\$795

\$795

Get to know our whole family of directories for catalogs, newsletters and magazines.

The most complete and accurate directory set in the industry!

Call Michael Bedziner at **800-955-0231**, ext.213 or email [custserv@oxbridge.com](mailto:custserv@oxbridge.com) to order. Order by June 15, 2004 to receive a 10% discount off of these special prices – **PLUS** your library gets a FREE MONTH of Keyword Search Service (Librarians Only).

**Oxbridge® Communications, Inc.** • 186 Fifth Ave., New York, NY 10010

## mediafinder®

Oxbridge Communications, Inc.



Call for  
Pricing

**MediaFinder®** – direct access to the most comprehensive database for print media with links to the publisher/periodical websites and email addresses.

Try a **Free demo of MediaFinder®** at [www.mediafinder.com](http://www.mediafinder.com)

**Now Available...Site Licensing!**

Get as many computers as you need hooked up to MediaFinder® – *Call For Details*

## PRESIDENT'S COLUMN

## VLA Foundation Slated for Next Year

by Edwin S. Clay III

According to Thomas J. Hennen, Jr., author of the well-known Hennen's American Public Libraries Ratings (HALPR) index, libraries have an enduring business plan. "What we [libraries] have is a bargain with history, as well as a brilliantly simple historical bargain," Hennen wrote in *American Libraries* in March 2003. "Librarians promise to share knowledge and seek wisdom. We keep that promise by delivering print, non-print, and electronic materials at bargain prices. In return society has rewarded us for 100 years."

While this is an elegant business plan, we in the information profession know that our traditional public funding sources—state and local governments—are experiencing hard financial times. For more than a decade, some local library systems have experimented successfully with foundations to explore other untapped funding sources. VLA's leadership believes it is time for our organization to do the same.

Spearheaded by former VLA Treasurer Andrew Morton, the Virginia Library Association Foundation, Inc. is well on the way to becoming a reality. The VLA Executive Committee's hope is that it will be in place by 2005, when our organization celebrates its 100<sup>th</sup> anniversary.

VLA Foundation will be a 501(c)3 charitable public foundation separate from the Virginia Library Association, Inc. Twelve VLA leaders have agreed to serve on the Founding

Board of Trustees. They include Janis Augustine, Salem Public Library; Carolyn Barkley, Virginia Beach Public Library; Iza Cieszynski, Newport News Public Library; Cy Dillon, Stanley Library, Ferrum College; Morel Fry, Perry Library, Old Dominion University; Ruth Kifer, Johnson Center Library, George Mason University; Mary Mayer-Hennelly, Tidewater Community

---

**One hundred years later  
we are creating a new  
entity that ensures our  
profession has a business  
plan that does endure!**

---

College; Andy Morton, Boatwright Memorial Library, University of Richmond; Susan Paddock, Virginia Beach Public Library; Steve Preston, Bedford Public Library System; Terry Sumey of Stuart's Draft, Virginia; and myself. Also, the Foundation has its first Honorary Board Trustee—Rita Mae Brown!


The Foundation organizers have drafted bylaws, an investment policy statement, and a board manual. In the next few months, founding board members will be finalizing policies and procedures and determining how to staff the organization.

As outlined in the VLA Foundation Board Manual, the Foundation's mission is to support the role of the

Virginia Library Association, Inc. and Virginia libraries as essential institutions in a democratic society. Funds raised will be used to support our scholarship program, as well as VLA's activities on behalf of libraries throughout the Commonwealth.

The VLA Foundation will make a difference for Virginia's libraries! In addition to its fund-raising function, it will promote libraries as vital community and information resource centers that provide services relevant to the changing needs of our residents. It will also nurture leadership and professional growth so the people of Virginia will be served by well-qualified library and information services staff from diverse backgrounds. Last, the Foundation will help ensure that Virginians have the broadest possible access to the information resources and material that they need.

In 1905, Virginia's libraries came together to form an association that could promote the interests of our institution. One hundred years later we are creating a new entity that ensures our profession has a business plan that does endure!

For information on how to contribute to the Foundation, see upcoming issues of the *VLA Newsletter* or contact VLA's Executive Director Linda Hahn at P.O. Box 8277, Norfolk, VA 22503-0277; phone (757) 583-0041; email lhahn@coastalnet.com. You can also email me at Edwin.Clay@fairfaxcounty.gov or call (703) 324-3100. 

# A Congressman Who "Gets It": Rick Boucher Wins VLA Intellectual Freedom Award

by Cy Dillon

**T**he *Atlanta Journal-Constitution* has said that Rick Boucher has "made an art of using technology to attack Appalachian poverty," and that "technology lobbyists praise him as a rare politician who 'gets it.'" The Intellectual Freedom Committee of the Virginia Library Association has said that Boucher "has a fine record of service to the interests of all types of libraries, both public and academic, in the cause of intellectual freedom."

Cited for his efforts to restore the copyright law concept of Fair Use rights, particularly in regard to the 1998 Digital Millennium Copyright Act, Boucher has also won the admiration of the library community for one of only a few members of Congress to vote against the adop-



tion of the Patriot Act and its intrusive provisions in regard to privacy of library use and confidentiality of library and bookstore records. In this same vein he has recently sponsored the proposed Freedom to Read Protection Act, which is

supported by the American Library Association and the American Booksellers Association, to reestablish library and reader privacy standards which were swept aside by the Patriot Act in 2001.

Accepting the award on April 12 at the Annual Meeting of the Southwest Information Network Group (SWING), Congressman Boucher reiterated his support for readers' privacy, the concept of fair use, and the right of libraries to offer unfiltered internet access. His \$1,000 prize was donated to the Boucher Fellowship program at Emory & Henry College. This financial aid effort helps support women in law school, and was created to honor Boucher's mother, the first woman to head a law firm west of Roanoke in Virginia. ■

## Guidelines for Submissions to *Virginia Libraries*

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

# Jeffery Beam: A Life in Poetry

**J**effery Beam is the author of nine books of poems including *The Fountain*, *Visions of Dame Kind*, and *An Elizabethan Bestiary: Retold*. His two-volume enhanced CD collection *What We Have Lost: New & Selected Poems* came out in late 2001, and songs by composer Lee Hoiby based on poems from Beam's "Life of the Bee" premiered at the Weill Recital Hall in Carnegie Hall on April 18, 2002. Beam is poetry editor of *Oyster Boy Review* (<http://www.levee67.com>).

**VL** I have heard you say that being a librarian, at least in your own life, goes hand-in-hand with being a poet. Would you elaborate on this idea, and describe your job in the Botany Library?

**JB** I have worked in the Academic Affairs Library System since I graduated in 1975 from undergraduate school. I didn't want or feel the need to get a graduate degree, as I believed that becoming an academic was the last thing I wanted to do for the health of my poetry, and my spiritual life. And yet I wanted to be involved in an academic community. I've worked my way up from one of the lowest jobs in the library to the glass ceiling here for non-degreed librarians. My official state title is Library Technical Assistant II, but we formally call me the Assistant to the Biology Librarian in the Botany Section.

Presently the Biology Library is split into two sections (Botany and Zoology) reflecting an old structure of two separate academic units. I've been in this position since 1983, and in the library since 1975.



PHOTO BY REUBEN COX

Before this job I worked variously as a binding assistant, an Acquisitions Order Unit assistant, a gifts assistant, and an International and State Documents and general business reference assistant. Here my job allows for a lot of variety. With only two full-time people in the office, I manage all the circulation activity, the payroll and supervision of student and graduate assistants, technical services, facility

management, and some bit of collection development—just about everything except for the overall management of the two units and the majority of collection development. My boss considers me an equal, and we four full-time people in the two units make most policy decisions as a group.

This sounds particularly unpoetic doesn't it? But I love serving others, I love finding the answers

to questions and solving problems, I love being in a small library where there is variety and scope. I had no background in biology when I came, except for the horticulture I had learned from my grandmother and that I had taught myself.

When I was growing up I used to make my playmates play “library” and I have collected books since I was four or five! It’s good to have books around me—and to have the resources of a major reference library at my fingertips. It’s good to absorb the energy and enthusiasms of the students. All this has imbued my work with a sense of service, with evolutionary ease in terms of subject and style, and with making important connections in the academic world. My books *Visions of Dame Kind* and *An Elizabethan Bestiary: Retold* might never have been written without my working with biological and horticultural materials. My children’s work might never have happened except for the library asking me to develop an annual Friends of the Library children’s program.

A tenth grade English teacher told me if I wanted to be a poet I should dig ditches for a living. I haven’t done that, but I do feel I have found a comfortable place of everyday work and high pursuits. No doubt, I would be deeply satisfied to be a stay-at-home writer. My natural inclination is one of scholarly quests and writing. I do fantasize writing full-time, but until that happens, being a librarian at UNC is a perfect way to make a living.

**VL You have been commissioned to write the libretto for an opera based on the Persephone-Demeter myth. Can you tell us how that project is progressing?**

**JB** Slowly, slowly. Having a job has always made it difficult to focus on big projects. I have never tackled something so large, so utterly narrative in scope, and so different in style. One of the great gifts

of poetry is it allows for working in small spaces and fragments of time. My nature, too, as I implied before, is somewhat scholarly. My curiosity compels me to know everything I can about Eleusis, the Mysteries, the myth itself, and as much of the scholarship and other connections as possible. Some people may think of this as a delay mechanism. It really isn’t. It’s the way I’ve always worked. I’m having great fun! I now have a little mini-library on these subjects. I think about it all the time. I’m now studying Gnosticism through the ages for I feel there is a direct association between the Mysteries and Gnosticism. I want

---



---

**When I was  
growing up I used to  
make my playmates  
play “library...”**

---



---

to *be* Demeter and Persephone and Hades and am learning to be them as I study and write. This project fits in with a lifetime of interest in mystery religions, the occult, myth, esoteric Christianity, the natural world (especially the plant world), music, and literature. The process has always been more important to me than the product, which has probably been one reason my work is not better known.

The commissioner, Shauna Holiman, who also commissioned the Lee Hoiby settings to my “Life of the Bee” poems, has agreed that if we are to make a lasting contribution in opera that we should be ready to take fifteen years if that’s what it takes. I may fail, but I’ve never let that stop me before. This is not to say that I wouldn’t benefit from some time away to work on the project. Unfortunately, my position as an hourly employee doesn’t allow for sabbaticals— one

regret from not being a professor.

Shauna has written the “book” or outline for the opera. My goal is to write maybe ten lyrics. Then the plan is to commission a composer. At that point the composer and I, one assumes, would work together. I’ve written four pieces and some parts of another. We’re both happy with them: “Kore in the Meadows,” “Demeter’s Sorrow,” “Demeter to Hecate,” “Fragment Toward the Revelation of the Greater Mystery,” and “Hades in Love” (the draft title).

Rather than getting distracted by the many versions and resulting interpretations of the myth we are trying to stay close in fact to the “Homeric Hymn.” I’m struggling with how to retain a sense of narrative and order, and yet play, in at least some minor way, with a more avant-garde approach. This has me stymied at the moment. I’d like to look at avant-garde theater—for example Cocteau wrote a small operetta based on the myth—and look at, say, something like Gertrude Stein’s “Four Saints in Three Acts.” Louise Glick’s work intrigues me, and seems to have a meaning for me within this context. As does H.D.’s. I’m looking for simpatico influences that will not overwhelm, but rather inform me.

**VL Have you done research in Greece for the project?**

**JB** No, but I spent most of November in Sicily tracking down Demeter/Persephone temples, sanctuaries, and museum pieces. Did you know the field, Lago di Pergusa, where Persephone was abducted was in Sicily, not Greece? It’s still quite lovely, except now a racetrack surrounds the lake. The day we were there it was like Woodstock—motorcyclists were racing! How appropriate that when I visited, the Lago was taken over by Hell’s Angels, and that Hades’ chariot visits there almost daily. I did have two very important “meetings” with Demeter and Persephone and became much





those who have personality and emotions know what it means to escape from these things.”

There’s nothing inherently wrong with people writing down their emotional states and histories in verse, but I do distinguish between verse and the art, or craft, of poetry. Another important critic, Richard Blackmur, observed that the art of poetry is “amply distinguished from the manufacture of verse by the animating presence in the poetry of a fresh idiom: language so twisted and posed in a form that it not only expresses the matter at hand but adds to the stock of available reality.” I think a poet must consciously consider his or her responsibility to the language, and to the craft—not just for the sake of art, but also for the sake of keeping language vital, and demonstrating to others the power of speech. It’s obvious to me that one of the reasons we are in the current international political mess we are in is because our society in general has lost the capacity to think for itself, and is not critical enough, nor precise enough, in its assessment of what our rulers and the media say. Our educational system, including libraries, is perhaps failing at that. In some ways the crush of popular culture (not to say that popular culture doesn’t have its place) is overwhelming our capacity to inform.

***VL* I would like to hear about the history of your children’s songs and your work in taking contemporary poetry to children.**

***JB*** I mentioned earlier that the University of North Carolina Friends of the Library approached me twelve years ago about developing a children’s program. In actuality, for a few years before, graduate students in Carolina’s School of Information and Library Science had been reading a single story to a group of children during the holiday season. One year the students pulled out at the last minute and I

was called as a hopeful quick solution to the crisis.

I, of course, can’t do anything halfway. I asked a friend, Kristen Olson, who at the time was the children’s book buyer for the campus bookstore, if she would join me. She and I have one of those friendships in which we become six-year-old playmates when we are together. She was a natural. The first year we developed what has become the standard—a 45-minute program of songs, poems, and stories all “acted-out” very amateurishly as if we were in someone’s living room. The props are always minimal, although the UNC Zoology Librarian, David Romito, makes us wonderful masks.

I didn’t have any children’s work of my own at the beginning, but thought, “Why not?” I wrote my first lullaby that year. Since then I always write a new piece (eight lullabies and three poems so far). I have found it challenging and expansive to my role as a poet. I am very hopeful that I can publish these lullabies as illustrated children’s books, with audio CDs and printed song sheets notated for guitar and piano. I love the idea of a child turning the page while I read and sing along; and parents playing, singing, and reading along with their children.

But back to “Winter Stories.” During the years I’ve worn out a couple of partners. Maggie Hite who now works with the World Library Partnership was my partner for a few years. We’ve had some musical and storytelling guests. The last three years I have had the same three partners—Terry Rollins, a fantastic professional storyteller, and two wonderful musicians, Kate Barnhart and Jill Shires. This is the team! We work beautifully together and it’s been fun to be able to add musical instruments to my lullabies.

All of this connects, of course—my obsessions with myth, religion, and poetry, the evolution of music

in my work, the children’s work, theater, and oral literature. Not to mention the importance to me of the printed poem, book, and CD as a visual testimony to an aesthetic richness. We haven’t covered that—but this is very important for the whole picture. The “print” form should be a happy marriage of visual and verbal language, a tactile example of learning by doing, affirming the elegance of poetic process. My intent, then (and this could be said of my performances too) is to bring the beholder completely into the experience—and through the “object”—poem and book, photography and book, drawing and book, poem and song, poem and voice—to the center of artistic vision where the human and the marvelous meet.

I am so grateful how easily these components have revealed themselves to me throughout my 30-plus years as a poet.

***VL* How might Virginia Libraries’ readers promote poetry in their libraries and communities?**

***JB*** Post poetry on your walls! Invite poets in to speak to your community. If you can publish somehow, even just broadsides, or poems in your publications, do so! It’s significant that you do this interview series. Feature displays on poetry—especially beautifully produced works of poetry. Don’t forget that poetry is an oral physical art, and add spoken word CDs to your collection. Read lots of poetry yourselves. The more you read it the more you realize that life is a poem and that poetry is everywhere around you. Find ways to relate poetry to other subjects in your displays and publications—politics, environmental issues, religion, history, cooking! Share those realizations with your office mate and your produce vendor, your mother and your doctor. I’m always giving poetry to everyone with whom I come into contact! ***VL***

# Health Information Referral Project

## Librarians and Physicians Collaborate to Empower Patients with Quality Health Information

*by Shannon Jones and Jean P. Shipman*

### Introduction

Physicians often prescribe medications for health conditions. But what if they also want to prescribe quality health information? The American College of Physicians Foundation (ACPF) and the National Library of Medicine (NLM) have partnered to develop a project to allow physicians to do just that. The "Health Information Referral Project" (HIRP) provides physicians with the tools and resources needed to provide their patients with prescriptions for health information from MedlinePlus. Physicians use a prescription pad to write down a diagnosis. The prescription directs the patient to MedlinePlus, which is accessible via the patient's home computer or at a local public or consumer library.

There are several advantages for physicians who use MedlinePlus as a patient education tool. Physicians who direct their patients to MedlinePlus have several assurances. First, the information contained on MedlinePlus is reliable, up-to-date, accurate, and freely available. Second, the patient will not be bombarded with advertisements from vendors selling a product. Third, MedlinePlus does not advocate a product other than quality health information. Fourth, registration is not required to use MedlinePlus.

### Background Information

In 2003, ACPF and NLM launched pilot projects in Iowa and Georgia to enable physicians to provide their patients with health information from MedlinePlus. Five hundred and seventeen ACP members chose to participate. Different levels of

---

**...librarians brainstormed about what they could do to help physicians learn about the project and to encourage participation in it.**

---

evaluation were undertaken, which included physician and patient surveys, web hits, and focus groups.

In preparation for a national launch of the project in April 2004, more information was needed for some areas of the project, such as more feedback on how physicians use project materials; what patients do with the information prescription; and how public, consumer, and health sciences librarians can be involved. In addition, it was important to test changes made to promotional materials based on feedback from the 2003 project.

### Virginia Pilot Project

One goal of the Virginia pilot was to explore roles librarians and libraries can offer to the project. To start the discussion of what these roles could be, NLM approached the Virginia academic health science library directors who helped to coordinate a December 2003 planning meeting in Charlottesville. At this meeting, librarians brainstormed about what they could do to help physicians learn about the project and to encourage participation in it. Many suggestions were presented, including:

1. Assist in promoting the project to local physicians;
2. Orient physicians and public librarians to MedlinePlus;
3. Provide Internet-accessible public workstations for patients without such access at home; and
4. Assist in the development, testing, and implementation of materials to support libraries with their participation when the HIRP is launched nationally.

---

*Shannon D. Jones is Special Projects Librarian at Tompkins-McCaw Library for the Health Sciences, Virginia Commonwealth University Libraries. She may be reached at [sdjones@vcu.edu](mailto:sdjones@vcu.edu).*

*Jean P. Shipman is Director and Associate University Librarian at the Virginia Commonwealth University Libraries. She may be reached at [jshipma@vcu.edu](mailto:jshipma@vcu.edu).*

Librarians also realized the importance of promoting the project to fellow librarians in the state and keeping these librarians informed as the project progressed. In January 2004, NLM sent a letter to state public librarians announcing the project and requesting that they provide feedback as they work with participating physicians. A communications vehicle was developed to facilitate communication between ACPF, NLM, and the participating Virginia librarians. Staff at the Claude Moore Health Sciences Library, University of Virginia, established a listserv to facilitate communication amongst interested librarians in Virginia. In addition, Karen Dillon, president of the Virginia Council of Health Sciences Librarians (VaCoHSL), wrote an article that appeared in the February 2004 issue of the *VLA Newsletter* and created a webpage about the project on the VaCoHSL website (<http://www.cbil.vcu.edu/mac/vacohsl/informationprescription.htm>).

Virginia was divided into several regional areas. Resource librarians and other key librarians were asked to develop proposals specifying how they would further support the pilot project in their area. Although the proposals differ in detail, each partner was expected to complete several standard tasks. These libraries included:

- The Tompkins-McCaw Library for the Health Sciences (TML), a component of the VCU Libraries, Virginia Commonwealth University, Richmond
- The Claude Moore Health Sciences Library (CMHSL) at the University of Virginia, Charlottesville
- The Edward E. Brickell Medical Sciences Library (EEBMSL) at Eastern Virginia Medical School, Norfolk
- The Jacob D. Zylman Health Sciences Library, Inova Health System, Fairfax

- The Carilion Roanoke Memorial Hospital Library, Carilion Health System, Roanoke

### The VCU Experience

This article details the experiences of health sciences librarians at the Tompkins-McCaw Library for the Health Sciences (TML) in particular. TML supports the research, education, and patient care efforts of the VCU Medical Center, which includes the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, and Pharmacy as well as the office of the Vice President

---



---

## Our recruitment efforts have resulted in getting a total of 47 Richmond-area physicians to participate.

---



---

of Health Sciences and the VCU Health System (VCUHS). In addition, TML participates in a variety of activities with the Richmond community. TML was asked to develop a plan detailing what tasks it would contribute to the project in the greater Richmond metro area. Librarians at TML identified several activities to promote and recruit participation in the project.

From the beginning, physicians were encouraged to participate and a core group of these participants was recruited to provide feedback to the NLM and ACPF regarding how they use the prescription pads in practice, their impressions of MedlinePlus, and how the project could be enhanced. Our recruitment efforts have resulted in getting a total of 47 Richmond-area physicians to participate in the project. A variety of methods were used to promote and recruit participants for the project. The following discussion details the methodologies used.

### Recruitment

TML's philosophy when interacting with VCU faculty is to promote the library's services at events attended by VCU faculty, staff, and students. The first objective was to identify upcoming local conferences where we could promote the HIRP. We attended the following professional conferences:

- 5<sup>th</sup> Annual Clinical Skills Workshop for Preceptors, which was held on February 28, 2004. Each year the School of Medicine's Foundation of Clinical Medicine division hosts a clinical skills workshop for its 300 community preceptors. FCM community preceptors are family physicians, general internists, or general pediatricians who have students in their offices during the students' first two years of medical school to support practice-based learning. This conference is designed for physicians who teach medical students.
- 12<sup>th</sup> Annual Women in Science and Medicine conference held at the Richmond Marriott on March 5, 2004. The Women in Science and Medicine conference is hosted by the VCU Office of Continuing Medical Education (OCME). The OCME manages programs for physicians and other health care professionals throughout Virginia. This conference program is designed to promote professional development through enhancement of leadership skills for community practitioners, academic physicians, dentists and scientists, administrators, other health care professionals, and community leaders.

The HIRP was also promoted at the following meetings:

- Foundation of Clinical Medicine (FCM) staff meeting (to identify potential participants from its cadre of community preceptors. In addition, an announcement

was placed on the preceptors' webpage to solicit participants.)

- VCU Internal Medicine Department meeting
- Regional Advisory Council (RAC), National Network of Libraries of Medicine Southeastern/Atlantic Region
- VCUHS Management Group Meeting
- VCU Libraries Advisory Committees

### **MedlinePlus Training**

Our second objective was to provide MedlinePlus training to public librarians in the greater Richmond metro area and group classes and/or one-on-one consultations for physicians affiliated with VCU. This project allowed TML librarians to offer MedlinePlus training sessions in a variety of venues on and off campus. The first hurdle we faced as we began to promote the project to Richmond-area physicians was simply making physicians aware of MedlinePlus's existence. The average physician is more familiar with NLM's MEDLINE, which is accessible over the Internet through the PubMed interface (<http://www.pubmed.gov>). MEDLINE differs from MedlinePlus in that it is the premier database for researchers, physicians, or clinicians searching for bibliographic citations from biomedical journals. MedlinePlus, on the other hand, is NLM's consumer-friendly Internet source of current health information. Both resources are freely available over the Internet.

Time is always critical in a clinical environment and as a result, physicians often do not have enough time to spend with patients. Physicians often rely on office staff to assist with patient education tasks. This includes putting patients in contact with the most appropriate consumer-friendly resources written in lay terminology. The advantage of the HIRP is that

patients receive directions to the best resource as opposed to simply using a search engine, which can retrieve thousands of results from potentially questionable sources. Many patients no longer rely on their physicians to provide health information due to the explosion of information on the Internet. The Internet in some ways can impede the examination process because physicians often have to spend appointment time explaining or convincing a patient why information obtained from the Internet may be outdated, inappropriate, or inaccurate. Use of the information

---



---

**The advantage of the  
HIRP is that patients  
receive directions to  
the best resource as  
opposed to simply using  
a search engine....**

---



---

prescription pad has the potential to improve this process by allowing the physician to guide the patient's search for health information by referring the patient to the most appropriate resource. Conversations with physicians show that this concept of patient education is well appreciated.

Nurses throughout the health system assist physicians with patient education on a daily basis, so it was vital that we make them aware of the project. The VCU Medical Center is comprised of an 820-bed hospital, outpatient clinics, a 600-physician-faculty group practice, and the VCU health sciences schools of Allied Health Professions, Dentistry, Medicine, Nursing, and Pharmacy. With such an expansive network, we decided that the train-the-trainer method could work best in this environ-

ment, as staffing limitations in the clinics and units might prevent some nurses from attending the training.

We worked with the VCUHS staff educator to identify nurse managers who could attend an hour-long training session and then be responsible for sharing the information with their colleagues. Just as with the physicians, we had to explain the difference between MedlinePlus and MEDLINE. Overall, the training sessions with the nurses were well received, as the nurses expressed that they would use MedlinePlus as a tool when educating patients on health conditions. The outcome of our training with the nurses is that we will soon explore implementing an information prescription project with VCUHS nurses.

A major component of this project was ensuring that public librarians in the greater Richmond metro area were aware of the project and were equipped with the appropriate resources to respond to HIRP health information requests. Richmond-area library systems were identified based on the patient population served by the VCUHS. Current health system data show that the VCUHS primary service area typically includes residents from Richmond City, Henrico County, Chesterfield County, Hanover County, Petersburg City, Hopewell City and Colonial Heights City. The population in this area is about 900,000. In addition to these localities, the hospital also has a secondary service area that includes most of central Virginia—east to Tidewater, south to the North Carolina border, west through Goochland and Powhatan counties, and north to Fredericksburg and over to the Northern Neck.

Based on the VCUHS patient geographic demographics, we offered MedlinePlus training to librarians from the counties of Henrico and Chesterfield; the cit-

ies of Richmond, Petersburg, and Williamsburg; and the Pamunkey Regional Library, which serves the counties of Hanover, Goochland, King and Queen, and King William. To date we have trained 53 public librarians and support staff since the Virginia pilot began in January 2004. Staffing issues and timing prevented us from providing training to all library systems in our target area during the three-month pilot.

Each session consisted of a one-hour in-depth session highlighting the key features of MedlinePlus. Public librarians were also encouraged to subscribe to the Healthinforxproject listserv (<https://list.mail.virginia.edu/mailman/listinfo/healthinforxproject>), which is a discussion list where public and health science librarians throughout the state can exchange information about the project. This listserv is not limited to participating librarians. All librarians interested in learning more about the project are encouraged to subscribe to the listserv. The training sessions were well received and the attendees expressed the potential usefulness of MedlinePlus. Class attendees were given the opportunity to provide feedback to NLM by way of an evaluation form. Survey results indicate the public librarians see the HIRP as very useful. In addition, respondents identified the role they will play in the project as that of facilitator. They also offered feedback on what promotional materials would work best in a customized toolkit to assist libraries participating in the project.

Health sciences librarians often seek opportunities to integrate instruction into the medical curriculum. The HIRP opened a number of teaching opportunities for TML librarians to do just that. As a direct result of the project, faculty from the School of Medicine requested a one-hour MedlinePlus presentation for students enrolled in a fourth-year medical elective

course. We will also offer several open workshops for VCU students, faculty, and staff who are interested in learning about MedlinePlus.

Educating patients has become more complex because of the accessibility of health information on the Internet. Finding up-to-date, accurate health information on the Internet can be challenging for the average citizen. At VCU, we have the unique opportunity to assist patients as they endeavor to learn more about their health through our Community Health Education Center or CHEC (<http://www.vcuhealth.org/chec/>). The

---

**A librarian toolkit  
is being created to  
assist librarians who  
may be asked by users  
to “fill my information  
prescription, please.”**

---

CHEC provides resources that are appropriate for educating patients on a variety of health topics in a self-learning environment. This center serves as a focal point for providing information, assistance, and access to health information to patients and consumers.

Physicians who write information prescriptions may refer their patients without Internet access at home to CHEC or direct them to a local public library. CHEC also acts as a distribution center for disseminating promotional material to patients and physicians. The CHEC Librarian encourages patients and family members who enter the facility with an information prescription to provide feedback via the ACPF online survey. In addition to this, the CHEC collects comments from users.

## Promotion

TML librarians have also participated in a number of activities to promote the information prescription project within the local community. The VCU Libraries use a “What’s New” service to announce upcoming programs and events that may interest VCU students, staff, and faculty. Our first promotional activity was to post a description of the HIRP on the VCU Libraries’ homepage as a “What’s New” item ([http://www.library.vcu.edu/whatsnew/news\\_result.cfm?ID=510](http://www.library.vcu.edu/whatsnew/news_result.cfm?ID=510)).

Librarians at TML also sit on a number of committees throughout the University. Our participation on these committees allows us to promote the Libraries’ programs and services at events targeted towards individuals we would not reach otherwise. One such activity was the Black History Month Health Expo sponsored by the VCUHS in conjunction with the VCU Institute of Women’s Health (IWH). The expo highlighted diseases and conditions that are more prevalent among African Americans. The health expo was targeted towards VCUHS employees and patients. The benefits of participating in this event were twofold, as we were able to promote the HIRP to patients and hospital staff.

Not only does the information prescription pad resemble the prescription pad physicians use to prescribe medications, the information prescriptions are also disseminated in the same manner. This similarity introduced the idea that some patients might take their information prescriptions to a pharmacy to fill. With that concept in mind, the CHEC Librarian met with the VCUHS pharmacists to make them aware of the project. In the event that patients take information prescriptions to the VCUHS pharmacy, they will be referred to CHEC.

We have also used several communications media to announce

our participation in the project. For instance, an article updating the Mid-Atlantic Chapter (MAC) of the Medical Library Association membership about Virginia librarians' participation in the pilot project will appear in the March/April 2004 issue of *MAC Messages*. *MAC Messages* is the official newsletter of MAC, whose membership spans the District of Columbia, Maryland, North Carolina, Virginia, and West Virginia. In addition, librarians from TML, CMHSL, and EEBMSL will present a poster titled "Health Information Prescriptions—Librarians and Physicians Collaborate to Empower Patients via Quality Health Information" at the upcoming joint meeting of the Group on Business Affairs, Group on Institutional Planning, and Group on Information Resources, American Association of Medical Colleges (AAMC), in Salt Lake City, Utah in May 2004. This poster will highlight the roles each of the participating libraries played in the project.

Each month, VCUHS promotes the artwork, collections, and services of local artists and VCU affiliates. We will use this opportunity to promote a patient education-themed four-panel poster display featuring the Community Health Education Center, MedlinePlus, *HIRP*, and Tompkins-McCaw Library in July 2004.

### **The Road Ahead**

Throughout the pilot, Virginia librarians and core physicians will be providing periodic feedback to ACPF and NLM via teleconference calls, dinner meetings, surveys, and informal means. This feedback will help to shape the tools developed for physicians and librarians for the national project. A librarian toolkit is being created to assist librarians who may be asked by users to "fill my information prescription, please." It is important that librarians be informed of the project to

#### **American College of Physicians, <http://www.acponline.org/>**

The American College of Physicians (ACP) is the nation's largest medical specialty society. Its mission is to enhance the quality and effectiveness of health care by fostering excellence and professionalism in the practice of medicine. ACP membership includes about 115,000 physicians and students in general internal medicine and related subspecialties, including cardiology, gastroenterology, nephrology, endocrinology, hematology, rheumatology, neurology, pulmonary disease, oncology, infectious diseases, allergy and immunology, and geriatrics.

#### **National Library of Medicine (NLM), <http://www.nlm.nih.gov/>**

The National Library of Medicine, on the campus of the National Institutes of Health in Bethesda, Maryland, is the world's largest medical library. The Library collects materials in all areas of biomedicine and health care, as well as works on biomedical aspects of technology, the humanities, and the physical, life, and social sciences. The collections stand at more than seven million items—books, journals, technical reports, manuscripts, microfilms, photographs, and images.

#### **MedlinePlus, <http://www.medline plus. gov/>**

MedlinePlus is a comprehensive, free, and easy-to-use consumer-level website developed by the National Library of Medicine. With information on over 650 health topics, MedlinePlus is the premier resource for finding reliable health information in English and Spanish. The site also provides links to organizations, directories, drug information, an encyclopedia, a dictionary, clinical trials, current health news, and interactive health tutorials.

#### **National Network of Libraries of Medicine, <http://nnlm.gov/>**

The mission of the National Network of Libraries of Medicine (NN/LM) is to advance the progress of medicine and improve the public health by providing all U.S. health professionals equal access to biomedical information and by improving the public's access to information to enable them to make informed decisions about their health. The program is coordinated by the NLM and carried out through a nationwide network of health science libraries and information centers. NN/LM consists of eight Regional Medical Libraries (major institutions under contract with the National Library of Medicine), more than 140 Resource Libraries (primarily at medical schools), and some 4,700 Primary Access Libraries (primarily at hospitals). Public libraries are eligible for participation in the NN/LM. Interested public library systems should call the Regional Medical Libraries' toll-free number, 1-800-338-7657, for more information.

assist users. Information prescriptions will soon be coming our way! Please prepare by reviewing the MedlinePlus website and by contacting one of the Virginia regional library coordinators to arrange group training for your library.

- Charlottesville area—Linda Watson, law6z@virginia.edu
- Richmond area—Jean Shipman, jpshipma@vcu.edu
- Norfolk area—Judith Robinson, robinsjg@evms.edu
- Northern Virginia area—Elizabeth McTigue, elizabeth.mctigue@inova.com
- Roanoke area—Karen Dillon, kdillon@carillon.com

### Resources

American College of Physicians Foundation. "Information Rx Project: A Joint Project of the ACP Foundation and the National Library of Medicine." 2003. <[http://foundation.acponline.org/healthcom/info\\_rx.htm](http://foundation.acponline.org/healthcom/info_rx.htm)> (20 April 2004).

National Library of Medicine and American College of Physicians Foundation. "Health Information Rx Pilot." December 17, 2003. <<http://www.cbil.vcu.edu/mac/vacohsl/acpupdatedec2003.ppt>> (20 April 2004).

Provides an update on the Georgia/Iowa ACP Pilot Project.

American College of Physicians. "MedlinePlus Project: Premium Information for Patients." *ACP Observer*, December 2003. <<http://www.acponline.org/journals/news/dec03/MedlinePlus.htm>> (20 April 2004).

Dillon, Karen. "NLM/ACPF 'Health Information Referral' project launched in Virginia." *VLA Newsletter*, Vol. 28, No. 1, February 2004. <<http://www.vla.org/>> (20 April 2004). **VI**

# SWING

*Southwest Information Network Group*

The purpose of SWING is to encourage the development and improvement of all types of library services and to promote the efficient use of finances, personnel, materials and properties by enabling governing authorities, having library responsibilities, to join together in a nonprofit library consortium.

### SWING Benefits:

- Collective buying power for library materials
- Newsletters
- Library legislative lobby
- Continuing Education opportunities
- Scholarship opportunities

*New for 2004!*  
All libraries may now join SWING  
for a flat rate of \$150 annually!

SWING's service area primarily encompasses southwestern Virginia and northeastern Tennessee, but all libraries are welcome.



For Membership Information contact:  
Pat Hatfield, SWING Treasurer  
Smyth-Bland Regional Library  
118 South Sheffey Street  
Marion, VA 24354  
Phone - 276.783.2323  
Email - path@sbri.org

# Project Success at Virginia Tech: Librarians Can Help Students in Jeopardy Succeed in Academia

by Michelle L. Young

**A**s librarians, we strive to help students become successful in their research endeavors. I have taken my responsibility a bit further and now help students in academic jeopardy find strength and ultimate success in the academy while overcoming what seems to be overwhelming difficulty. Since the spring semester of 2002, I have been actively involved in Project Success at Virginia Tech. This article provides a brief glimpse of the program and my current role in it as a mentor and teacher.

Started in 1993, Project Success (PS) is not considered a class and is not part of the Virginia Tech general curriculum. It is a non-credit, goal-setting, self-assessment seminar. It was created for students on academic probation with an overall Q.C.A. of 2.0 or less. This seminar has a flexible, student-driven agenda and covers many areas of interest throughout the semester. Typical topics discussed are motivation, test-taking skills, study tips, time management, reading assessment, learning styles, and career services on campus. This fourteen-week seminar has several requirements for completion. Successful attendees receive a letter from the Center for Academic Enrichment and Excellence (CAEE) that is often used during academic probationary reviews.

Each PS group has a facilitator and is team-taught with a co-

facilitator or peer-facilitator. Facilitators include all different types of faculty, staff, and students from across campus. Peer-facilitators are students who have successfully completed PS and now want to give something back by taking on a new role helping students who are in a position that they know

---

**This setting is a unique learning community, clearly demonstrating the importance of collaboration between faculty, staff, and students.**

---

all too well. This setting is a unique learning community, clearly demonstrating the importance of collaboration between faculty, staff, and students.

## The Program

Students interested in the program send in an online application to CAEE. Students eligible for the program sign contracts agreeing to a set of requirements for the letter of completion at the end of the semester.

Students are required to attend each session, with no more than two absences. Students are encouraged to use a planner received at the beginning of the semester to plot out study time, classes, general personal activities, homework, and tests. They are expected to use their time wisely; the PS meeting is just another obligation in their week, not a time to do other activities as they see fit.

Setting goals is a crucial piece of PS. Each week, students and facilitators discuss academic and non-academic goals. These goals need to be specific, including what, when, and how the goals will be accomplished. Accountability is held in high regard for everyone. Usually, when someone has not accomplished his or her goals, other members of the group pursue answers from that person as to why the goals were not accomplished, and often offer suggestions on how to be more successful next time. These goal-setting exercises often lead to positive goal-oriented behaviors in the future for these students.

---

*Michelle L. Young is a College Librarian at Virginia Tech. She also serves as a board member for the Virginia Chapter of the Special Libraries Association, where she oversees the website and listserv. She can be reached at [myoung@vt.edu](mailto:myoung@vt.edu).*

Reflective journaling at the end of each meeting is required and provides a vital outlet for students and facilitators. Additionally, it generates insight into the true nature and dynamic of the group for the facilitator. Prompted journal entries ask the students to think about a question related to the topic of the day. We do read these entries after the meeting in order to determine if the students' needs are being met and how they are doing overall. Students are made aware of our process at the beginning of the semester and understand that journals are not confidential. Themes among students can be easily identified through this process; thus, journaling becomes a valuable tool to be used while planning for future meetings. We are able to troubleshoot future needs, current concerns, and overall issues for each student.

PS participants are additionally required to visit each of their professors at least one time during the semester. Students are encouraged to create relationships with their professors from the beginning. The belief is that if they seek guidance from day one, they have the potential to be more successful in class, and their professors will be more likely to go above and beyond their perceived obligation to help the students succeed if there are problems. Information about visits with professors is recorded on a handout that includes a statement of what value the student found in each visit. This record is submitted to CAEE at the end of the semester with the journals.

At the beginning of the semester, students are prompted to create a list of topics of interest to be covered, which they rank in order of importance. My co/peer-facilitator and I then create activities and handouts pertinent to each area of interest for the weekly meetings. Some topics are handled using guest speakers or on-campus field

trips. Due to the nature of PS (it is not a class), a lecture-style setting is neither useful nor desired. PS participants truly need to be contributing and active partners with the other students and facilitators. Active learning helps get them talking and contributes to the group's cohesiveness.

### **My Experiences**

Although CAEE offers training and materials for facilitators, there are

---



---

**We found out quickly  
that the big challenge  
would be to get them  
to talk.**

---



---

no guarantees of success. Success is really a relative measure. To my mind, if I can help one student succeed at the university, I am successful. Each group takes on a different personality, and thus a new challenge presents itself each semester.

Spring 2002 was the first semester I took on this challenge. I was assigned a peer-facilitator and had a group of fifteen students. By the end of the semester, six students would successfully complete Project Success.

We would quickly see what we would be faced with while facilitating this group. We used a biography handout as a tool for students to introduce themselves. The semester went rather smoothly until a snag with the peer-facilitator caused a great deal of tension (unknown to our group). We experienced a communication problem that at the time seemed unsolvable. Finding common ground, we finished the semester together and were very happy we did. This experience helped each of us grow. My peer-facilitator later came to me for

research assistance, and we keep in touch today.

That first semester was a learning experience for all concerned. This is the case each time I participate in Project Success. Not only do the students learn from me, I learn from them. This is part of the beauty of participating in such a program.

Fall 2002 came along, and I decided to facilitate another section of PS. My peer-facilitator was getting ready to graduate and could no longer participate. This time, I was assigned a co-facilitator, Christina McIntyre, a Virginia Tech faculty member. Although I collaborated with faculty in the role of College Librarian, this setting was quite foreign and I was nervous. However, Christina proved to be a great partner in the classroom; and in time, she would become my friend.

This section of PS was quite small. Out of ten students, three would successfully complete the program. We found out quickly that the big challenge would be to get them to talk. These students were very quiet and would only speak when spoken to, adding nothing more than necessary. We attempted to use active learning exercises, to no avail. These students were interested in their success and the program, but not in active participation. They seemed to want to rely on a lecture-type forum. It was difficult to avoid taking this personally; it distressed us both. My co-facilitator and I were concerned that perhaps our partnership was not working for the group. Using the reflective journals as a tool for solving our problem, we realized that this was a personality issue and not a teaching issue. The students were happy and doing better in their classes. They liked PS, and we were making a difference after all.

In the spring of 2003, Christina and I took on another section together; we're still beaming with satisfaction and joy over this semes-

ter's group. Incorporating similar strategies and implementing others, we found great success with our students.

This group started with fourteen students; ten of them successfully completed the program. They were very motivated and devoted to the PS program. Several students in this group have been asked to become peer-facilitators in the future (as long as their grades are up to par). This upbeat group has much to offer others on campus.

The routine in spring 2003 incorporated all the components of other semesters. A few changes included more guidance on journal topics, more activities that involved group participation and sharing, and more accountability through goal-setting and attendance demands. Several students met with each of us outside our weekly group to discuss issues (including some unrelated to PS). They were eager and kept us on task.

The fall 2003 semester has been the most rewarding and successful thus far. The group contained all males, a female peer-facilitator, and my co-facilitator and I. Initially, we were concerned about the interaction between males and females, but in the end, the overall dynamic and experience were fantastic.

This group had the same issues as in semesters past, but they were ready and willing to take responsibility for their actions. This lively pool of undergraduates took charge of the meeting and actively pur-

sued solutions for each other. They were a cohesive unit.

The only true problem this semester was with the peer-facilitator. She seemed to still need support as a participator in the program rather than a leader. Throughout the semester, her interactions were impulsive and immature. The intent was there, but the overall situation was not ideal. Fortunately, the students in the group dealt with it well, and their progress did not suffer.

---



---

**The more we interact  
with the university  
community, the more  
respect as professionals  
we will earn....**

---



---

I plan to continue working with Christina McIntyre. We feel we have a great relationship and are getting better at helping students each semester. The dynamic has become a superior and leading force for our students.

**Thoughts, Reflections,  
and the Future**

To date, I have participated in four semesters of PS. Each was a very different experience. The dynamics of each group varied greatly, and although my motivation and goals

have remained the same, my technique has improved with each semester. I have learned not to lecture, but to discuss issues. I can offer the tools, but the PS group as a whole is the key to learning and success.

Team teaching always presents challenges. Peer- and co-facilitator relationships have crucial differences that necessitate special skills and techniques to develop a cooperative and positive union. Communication and compromise are the keys to these important relationships.

Librarians have much to offer beyond the confines of our traditional responsibilities. We are essential members of the academy and thus need to branch out into other areas affecting the educational needs of students. The more we interact with the university community, the more respect as professionals we will earn, the more impact on student's lives we will make, and the better librarians and teachers we will be.

To date, two Virginia Tech College Librarians facilitate a section of Project Success each semester. With luck, more librarians will find the time and join us, and librarians at other institutions will seek out similar opportunities. The realization of our potential impact as educators in this unique venue has made it a vital activity in my career. I have no plans to discontinue facilitating in Project Success. I foresee this as an activity that I will enjoy and participate in well into the future. **VI**

# Mastering the Organizational Map

*by Pat Wagner*

**T**he heart of a library is the relationship between the people who serve (the staff) and those who are served (library users). The obvious manifestations of these services are the specialties we learned in library or technical school: cataloging, reference, children's services, information technology, circulation, outreach, literacy, technical services, etc. These hands-on activities are what most of us consider our "real" work: the tangible examples of what we are educated or trained to do. They are where we interact with external customers. They are also usually where we discover our zone of mastery, whether we are meticulous original monograph catalogers or personable and efficient circulation clerks.

But it might surprise you to know that these frontline activities, performed by degreed professionals and paraprofessionals, are only one-third of what is necessary to run a successful library or any other enterprise. Failure to understand the importance of the other two sets of skills prevents most libraries from achieving their full potential.

The Organizational Map groups skills into three sets: task, management, and leadership skills. All three skill sets are very different, but equally important. This way of understanding the workplace has existed at least since the 1920s, and serves as common knowledge among most properly trained managers and leaders. However, with the exception of MBA and public policy programs, most graduate schools tend to neglect this information. The myth is that if you

know how to practice law, medicine, architecture, or librarianship, you will naturally learn, through some magical osmosis, how to coordinate projects, supervise people, and build a compelling future. This attitude permeates libraries and affects support staff as well. As a result, many libraries don't manage resources or people very well, and

---

**...many libraries don't  
manage resources or  
people very well, and  
get left behind....**

---

get left behind as culture, society, technology, customers, and competitors change.

Here is a simple outline of the map. As you read through it, think about what you like to do best and where your skills lie. Many people who work in libraries wear all three hats. However, few of us are equally proficient at all three skill sets.

## **Task or Frontline Skills**

Task skills include those service areas mentioned above—these are what most of us are trained or educated to do. Those with the task mentality focus on what is right in front of them. They are detail-oriented, enjoying the concrete nature of their work, whether it be answering reference questions or shelving books, working with a teen reading club or teaching library users how to search the

Internet. Most of the frontline employee's work has a beginning, middle, and end, even if there is a steady stream of library users to help or books to process. The task-oriented person will focus on the present moment and may have a "fix-it" mentality, preferring to solve problems quickly and move on to the next challenge.

However, the task mentality is not without its dark side. Task-oriented people may tend to think that they are the only ones who really contribute to the library's success, and may even harbor benign contempt for managers and directors. The task-oriented person is quick to put a Band-Aid™ on problems that might actually need a more thoughtful approach. Such an employee might also suffer from perfectionism, which translates into an unrealistic expenditure of time and money on activities that sap the resources of the library, because of a failure or refusal to see the big picture. And because such people prize their autonomy,

---

*Pat Wagner and her husband Leif Smith own Pattern Research, a 29-year-old research and training business in Denver, Colorado. Pat has worked with libraries for 25 years as a consultant and presenter, specializing in management and leadership issues. She is a LAMA/ALA regional institute trainer and conducts programs for libraries and state and national library organizations. She may be reached at Pattern Research, P.O. Box 9100, Denver, CO 80209-0100; phone (303) 778-0880; fax (303) 722-2680; email pat@pattern.com; www.pattern.com.*

they may respond to requests to change their work style with, "I am a degreed professional. (Or, "I have worked here ten years.") How dare you tell me what to do!"

The gift, and curse, of the frontline or task-oriented person is the ability to react quickly.

### **Management Skills**

Management has received a bad rap during the last twenty years, mainly because too few managers and supervisors receive adequate training to do their jobs well. Competent task-mentality employees who are promoted to the management circle with no training or aptitude may struggle for years to achieve the same sense of surety they had in the front lines.

Managers include all those who supervise more than one person. A manager has twin charges.

The manager should be, first and foremost, a good communicator, and possess interpersonal skills that elicit the best from other people. Good managers understand the dynamics of human relationships, including concepts such as positive reinforcement. They are able to coax those autonomous task-types into a successful team because people like and respect them. Good managers love helping people develop and creating new ways for people to accomplish their workplace and career goals.

Second, but just as important, managers should understand the importance of structure and systems. They need to create stability and consistency by designing ways to lower the cost of doing business and connect different tasks and departments seamlessly. They must find ways to balance serving the library user and satisfying the needs of the frontline employee.

Those in the management skill set find ways to perfect the ability to juggle many ambiguous factors.

Manager-types solve complex problems involving personalities and multiple variables; a high tolerance for shades of gray can keep them at their often-thankless work. Successful managers must be able to translate the vision of the leader into something the task-oriented person can understand and execute.

But managers also have their blind sides. Some are great at creating complex plans but not very good at executing them; this endless list-making is the management version of perfectionism. Others become bureaucrats; they fall in love with their policies and systems, so

---



---

## **Leaders are the change agents, keeping the library relevant to the library users' changing needs.**

---



---

that the rules become more important than the mission of the library or the people it serves.

By far the most common sin is that of micromanagement. The micromanager is typically a competent task-mentality person who is promoted without proper training on how to manage people. Such managers think that their job is to get everyone else to do the work exactly as they themselves would. Micromanagers quickly find that ordering people around does not work very well, so they either do (or redo) the work of others, or inappropriately focus on minor details. The manager who has not augmented task skills with managerial skills may still fail to focus on the big picture and thus neglect overall planning duties. Two characteristics of micromanagers are constantly complaining about

employees and working overtime to do the work their supposedly incompetent staff won't do.

The gift, or curse, of the manager is the ability to maintain the status quo, balancing resources and people.

### **Leadership Skills**

Leadership is about risk and the future. It is the ability to influence people and create compelling futures that excite others. In this model, the difference between planning as a manager versus planning as a leader is about two years out. The leader is not as concerned with the details of the task or the balancing act of the manager. Leaders are the visionaries who invest in relationships with other economic and political decision-makers so that the library has a viable future.

Leaders have the highest tolerance for ambiguity, but can be as impatient as any frontline personality. Leadership inspires and represents the principles of the library at the most abstract level. Leaders are the change agents, keeping the library relevant to the library users' changing needs.

Even leadership has its flaws. The most common is that of the loose cannon, who does not seek input from the managers, who provide information on the costs of change, or the frontline professionals and support staff, who provide a reality check on how change impacts customers in the short term. More rare and serious is the elitist, who does not understand that leadership is neither more nor less important than the other skill sets.

The gift, and curse, of the leader is the ability to anticipate change.

### **The Organizational Map**

Whatever the formal hierarchy that distributes these skills, all are necessary for success. If everyone

understands the map, each person can better appreciate and exploit, in the best sense of the word, the contributions and insights of the other points of view.

The overarching message of the organizational map for libraries is that the skills of management and leadership are not the same as the status given these titles in the workplace. I know of few libraries that adequately train all of their staff in these skills. I know fewer that promote people based on real management aptitude, rather than relying on credentials, degrees, or seniority to decide who gets ahead.

Fortunately, there are resources inside and outside the library community to help develop missing skill sets. The books in the bibliography are some of my personal favorites about developing management and leadership skills. Please share these ideas with everyone on your staff. This is a map that can lead you to a better future for your library and the people it serves.

## Bibliography

Buckingham, Marcus and Curt Coffman. *First, Break All the Rules: What the World's Greatest Managers Do Differently*. New York: Simon and Schuster, 2001.

A 25-year study of thousands of managers that explains what the best managers do right. An instant classic.

Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreements without Giving In*. 2d ed., rev. and enl. New York: Houghton Mifflin, 1992.

The first in a groundbreaking

series of books on negotiating, including how to get beyond individual positions in a conflict.

Gall, John. *The Systems Bible: The Beginner's Guide to Systems Large and Small, Being the Third Edition of Systemantics*. Walker, Minn.: General Systemantics Press, 2002.

An underground (and very funny) classic about why almost all systems fail. Great for error-proofing decisions.

Gastil, John. *Democracy in Small Groups: Participation, Decision Making & Communication*. St. Paul, Minn.: New Society, 1993.

Great practical advice on how committees and collaborative decision-making groups can reach better decisions.

Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. 25th ed. New York: Paulist Press, 2002.

One of the most influential management books of the twentieth century.

Gross, Ronald and Michael J. Gelb. *Socrates' Way: Seven Master Keys to Using Your Mind to the Utmost*. New York: Putnam, 2002.

How to improve your ability to reason.

Hill, Linda Annette. *Becoming a Manager: How New Managers Master the Challenges of Leadership*. 2d ed. Boston: Harvard Business School, 2003.

What happens when you leave the "task" role and begin to learn management and leadership thinking.

Janis, Irving Lester. *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*. 2d ed. Boston: Houghton Mifflin, 1983.

The seminal book for understanding the power of "false consensus" in decision-making.

Kremer, Chuck and Ron Rizzuto. *Managing by the Numbers: A Commonsense Guide to Understanding and Using Your Company's Financials*. New York: Perseus Publishing, 2000.

If you have to make budget decisions, read this book.

Magretta, Joan and Nan Stone. *What Management Is: How It Works and Why It's Everyone's Business*. New York: Free Press, 2002.

A recent classic on understanding management and leadership-level thinking.

Pryor, Karen. *Don't Shoot the Dog: The New Art of Teaching and Training*. Rev. ed. New York: Bantam, 1999.

The best book we know on understanding and practicing positive reinforcement.

Satir, Virginia. *The New Peoplemaking*. 2d ed., rev. and enl. Palo Alto, Calif.: Science and Behavior Books, 1988.

The seminal book on how groups of individuals interact in healthy and unhealthy ways.

Seligman, Martin E. P. *Learned Optimism: How to Change Your Mind and Your Life*. Riverside, N.J.: Pocket Books, 2002.

All of Seligman's books explain the differences between negative and positive thinking. **VI**

# The Evolution of a Library Concept: The ACA Central Library

by Tony Krug

*"Founded by Benjamin Franklin and friends in 1731, the [Library Company of Philadelphia] enrolled members for a fee of 40 shillings.... Volumes were purchased with the annual contributions of shareholders, building a more comprehensive library than any individual could afford." (Library of Congress, American Memory, <http://lcweb2.loc.gov/ammem/today/nov14.html>)*

**T**he Appalachian College Association Central Library carries forward Benjamin Franklin's idea into the technological age for independent institutions of higher education in the central Appalachian region. In 2003, the ACA Central Library reported a total of \$40.5 million in benefits. Each of the 34 colleges in counties designated as Appalachian by the Appalachian Regional Commission (<http://www.arc.gov/index.do?nodeId=27> and <http://www.arc.gov/images/regionmap.gif>) in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia, received more than \$1 million in benefits in return for dues of \$12.18 per FTE (Full Time Equivalent Student). This represents a return on investment averaging approximately \$75 per dues dollar invested. In addition, group purchasing, distributed according to individual campus needs beyond the core/universal collections and services provided for all, brought returns in excess of \$10 per dollar expended. The impact of the ACA Central Li-

brary varies from campus to campus, with campuses as small as 500 students to as large as 3,500 students representing over a dozen diverse denominations and philosophical commitments in their founding. Total FTE for the 34 colleges in 2003 was 37,000.

---

**The results ... have often been described as "huge," "phenomenal," and "monumental" ....**

---

The results of roughly \$85 million in benefits through the short seven-year history of the Central Library and its predecessor organization have often been described as "huge," "phenomenal," and "monumental"—followed by the inevitable question, "How did it happen?" On days when Catholic librarians are worried about Southern Baptist librarians, and (comparatively) wealthier libraries worry about how their sparsely funded neighbor library might tap their resources, the question becomes all the more stark. Yet, in spite of substantial diversity in funds and philosophies, coupled with a huge geographic spread of hundreds of miles between many institutions, the ACA Central Library works with a close-knit cooperation that is startling to many. A brief historical overview of the development

of the ACA Central Library should provide insights to portions of the concept that may be replicable and beneficial for other groups of cooperating libraries.

The Appalachian College Association (ACA) formally came into existence in 1990. It developed from a collaboration of Appalachian colleges working together with a higher education extension program, primarily for faculty development, of the University of Kentucky for more than 10 years—with predecessor efforts to help mountain colleges that go back decades before that. Faculty development in the mid-1990s turned to technology. However, faculty trained in ACA technology programs returned to technology impoverished campuses. Institutions that could not afford to support their faculties' desire for instructional technology resources were in danger of losing their ability to compete in a marketplace where technology quickly became important. While funding for technology was a problem, the greater question was leadership on small campuses with a minimum

---

*Dr. Tony Krug is Director of the ACA Central Library. Prior positions include Dean of Library Services, Carson-Newman College; Director of Information Services, Bethany (WV) College; Director of Libraries, Maryville College—St. Louis; Associate Dean of Instruction—Learning Resources, Wabash Valley College; Executive Director, Olney (IL) Carnegie Public Library.*

of staffing. At this point technology expansion in libraries was beginning to be recognized by administrators, and they took note of librarians' ability to collaborate with and support every discipline on campus.

With this background, the seminal ACA project for libraries was perfectly timed. JSTOR (<http://www.jstor.org>) initially was established through the efforts of the Andrew W. Mellon Foundation. The Mellon Foundation also was a leading contributor to the faculty development efforts of the ACA. In 1997 Mellon awarded generous funding to the ACA to provide JSTOR to those ACA libraries that might find it useful, estimated to be possibly 22 of the 34 colleges. Previously ACA activities generally were available to any member, so the more restricted allotment introduced a quality of competition through the process. Campuses were required to have open and sufficient access to the Internet in the library to learn to use JSTOR, and at least one other place on campus where faculty and students could use JSTOR. (Some campuses did not have Internet at all; others had Internet only in a computer lab.) Further, libraries must have one other major Internet-based library resource (generally one of the major abstracting and indexing services) so that JSTOR would not be an anomaly. Finally, each library was expected to work with faculty to get advance commitments to work JSTOR into meaningful class activities, generally asking that JSTOR be incorporated in course syllabi and that faculty members provide letters of support attesting to the importance of JSTOR in their classes.

A librarian from each campus selected to receive JSTOR would participate in training at JSTOR offices in New York, with local meetings for all ACA librarians funded to occur twice annually for two

years and annually for four years after that to follow up and expand on the training in New York. So, librarians would receive professional development necessary for them to work effectively with library technology to, in turn, support and extend technology to faculty and students.

Demand spurred the three cycles of implementation projected to require three years for installation to be collapsed into 18 months, at which point JSTOR had been installed in 24 colleges with grant support, while an additional trio of colleges obtained JSTOR without grant support. Within the next 12 months, with the addition of three more ACA colleges using JSTOR, that part of the funding was closed at 30 JSTOR participants. The remaining four colleges were apprehensive about their share of the costs for the new implementation of NC LIVE and felt they could not also commit to supporting the ongoing costs of JSTOR.

The rapid success of the JSTOR project encouraged the ACA to consider expanding library collaboration further. Discussions of expansion prospects in the large meetings held in the fall of 1997 and spring of 1998 were not fruitful. In May, 1998, Tom Watson, University Librarian for the University of the South, met to discuss the challenge with Tony Krug, Dean of Library Services at Carson-Newman College, who was coordinating implementation of the JSTOR project. Watson and Krug submitted to Alice Brown (Chief Executive Officer of the ACA) the concept of convening a smaller group of library directors as having greater potential for planning than working in the larger group of predominantly reference librarians who attended the JSTOR meetings. Library directors representing libraries from each state were nominated by Watson and Krug to Brown to serve on a steering committee, with

nominations taking into consideration the professional activity of the nominees, along with careful balancing of the size of libraries represented and gender. Dr. Brown endorsed the concept, requesting the addition of one other librarian who had taken a leadership role in ACA activities, and the ACA Librarians' Steering Committee met in July, 1998, at the Meadowview Conference Center in Kingsport, Tennessee.

A list of nearly 40 areas of possible collaboration revealed the success of the steering committee, and generated two suggestions from Alice Brown: a) the use of a distinctive name around which the librarians could coalesce should be considered, and b) a "laundry list" of nearly 40 suggestions desperately needed organization into five or six categories. By the next JSTOR meeting in the fall the acronym ALICE (Appalachian Library Information Cooperative) was in use. (The "E" would go through subsequent iterations as "Exchange" and "Endeavors.") The points for collaboration had been refined into five categories: Borrowing, Reference, Outreach, Workshops, and Needs. Thus, the acronym for the work areas of the ALICE group was BROWN. The importance of Alice Brown's work to nurture our fledgling efforts was recognized by all, and Alice accepted the acronyms with good humor.

Several of the ALICE Steering Committee's points for collaboration were incorporated in the development of the ACA's Teaching and Technology: Stage II grant. Funds were provided for each campus to host a series of meetings to acquaint faculty with new library technology over a three-year period, and funds were made available for librarians to advance and maintain their technical expertise by attending professional meetings and similar pursuits. Cy Dillon, Library Director at Ferrum College,

requested a couple of cranks of the "acronym machine" and the Faculty Enrichment in Library Technology (FELT) and Library Experiences with Technology and Training (LETT) grant programs came into being in 1999. Also in 1999 collaborative purchasing began as the group began to build out from the JSTOR base, as those installations concluded and the prospects for extending library benefits well beyond JSTOR crystallized. The first annual benefits report, published at the end of 1999, showed a total benefit of \$230,247, with benefits for individual colleges ranging from \$1,200 to \$12,000.

The ACA met and exceeded the goals of the six-year JSTOR grant, awarded in 1997, by the end of 1999, except for the ongoing annual meetings and coordination, which by then had branched into new areas of endeavor as well. Further, the accomplishments of the grant had been carried out with typical Appalachian thriftiness that left a balance after all the planned activities were completed. In recognition of the careful conservation of fiscal resources and the expanded horizons developed by the group, the Mellon Foundation graciously allowed the remaining money to be retained and considered a quasi-endowment to support the activities of the new ALICE Steering Committee, the expanded annual meeting schedule to including meetings for library technical services and library administration (as the JSTOR meetings were recognized to be meetings of library public services staff), and for ongoing administration. These funds also could be used to "float" group purchasing efforts with centralized billing, between the time the vendor required payment from the ACA and the time required for payments to come to the ACA from the colleges.

In addition to the beginning of annual meetings for library technical services and library administra-

tion in 2000, an interlibrary loan agreement (with an accompanying workshop series on OCLC custom holdings and the use of Ariel), the Library Instruction Toolbox, the Digital Library of Appalachia, and Preservation Assistance Grants began, along with a greatly expanded consortium purchasing program. The Library Instruction Toolbox grant created a website to which handouts, PowerPoint files, and other library instruction aids could be uploaded from one library for modification and use by librarians at other libraries, thus greatly conserving preparation time, especially for JSTOR or the growing number of consortium purchases held by several campuses. The Digital Library of Appalachia, led ably by Kathy Parker, was funded for a pilot group of six libraries to explore the issues concerning digitization of special collections materials in order to facilitate the shared use of items reflecting our common Appalachian heritage. Paralleling this enhanced access was encouragement and assistance for libraries to advance or begin preservation programs in their archives and special collections areas using the, then new, Preservation Assistance Grant program of the National Endowment for the Humanities. With a vastly expanded consortium purchasing program, total benefits for 2000 increased more than tenfold over 1999, to \$2,371,162.

The early closure of the JSTOR grant and the rapidly unfolding successes of the activities launched by the ALICE Steering Committee in 1999 and early 2000 suggested the ACA was in a strong position to request a follow-up grant for funding library activities. Funding agencies cannot be expected to provide an ongoing pattern of support, however. Therefore a new proposal would have to incorporate a sustainability plan and be as comprehensive as possible. A comprehensive proposal would lay

out all known needs for funding so they could be considered at this point, assuming no future funding might be available. Also, a comprehensive approach should broaden the base for sustainability support. As discussion ranged among the ALICE librarians and through the program officers and reviewers for the Mellon Foundation, an association superlibrary to support campus libraries from the outside, like the flying buttresses of the superstructure of a cathedral support the interior architecture of those buildings, began to take shape.

Specifically, the development of a core collection of electronic books, serials, media, and reference works along with central library services would underscore that the ACA was operating a library in its own right as a single entity serving 37,000 students. In this way, the motif of a state library distributing books through local public libraries, or of a university system purchasing for branch libraries and campuses across the state would be adopted—although the ACA is smaller overall and crossed state lines. Also, the central library approach would provide a library to parallel and interact with the development of association-wide faculty discipline groups of all science faculty, religion faculty, foreign language faculty, etc.

Ideally, the collections and services provided for all should allow a reduction of duplicative spending from one campus library to another, allowing those funds to be re-directed toward distinctive needs of each campus library, and to offset some of the cost of sustaining the association library. The proposal to Mellon would request funding to establish collections and services to be sustained by dues from member libraries, and the Benjamin Franklin-like subscription library concept was born in a new institutionally based, technological version. Grants from

the Andrew W. Mellon Foundation in December 2001 and March 2002 built the funding base against which dues could be levied as a match. The ACA Central Library officially launched July 1, 2002, with full-time staff coming on board August 1, 2002.

On advice of legal counsel, the ALICE name was dropped in favor of ACA Central Library to note the new, subscription library model. There is some debate as whether ALICE, or the ACA, should have been or should be called a consortium under technical and legal definitions. A shift in nomenclature from "ALICE" to the "ACA Central Library" would emphasize the shift in operation and organization.

The 2000 year-end benefit total of \$2.3 million grew nearly 50% to almost \$3.4 million in 2001 on the strength of ever-expanding consortium purchasing. The success of the ACA Central Library is readily seen in another tenfold jump in total benefits for 2002 to \$35.4 million. The operational changes to support such a dramatic expansion in activity parallel the reflected benefits.

The ALICE Steering Committee already was experiencing difficulty superintending all ALICE activities. With the advent of the Central Library, the Steering Committee determined that some standing operational committees would be needed to provide adequate input and supervision of Central Library activities. Experience from challenges faced by the Library Instruction Toolbox team emphasized the need for communication and accountability with the Steering Committee. The Chair for the Digital Library of Appalachia project was added to the Steering Committee, first in an ad hoc, then ex-officio capacity. Continuing to add committee chairs to the Steering Committee would compromise the effectiveness of small group interaction for planning, though. So, the new committees would be

chaired by Steering Committee members. The Steering Committee would reduce their meetings from three-four annually to two, with one or two committee meetings annually—ideally spaced between Steering Committee meetings. The Steering Committee would transition to become a Council that would commission and populate the committees, then review their activities for accountability measures. Although Council seats for state representation were elected by the constituency represented, committee seats would be selected from an open nomination process by the respective committee chairs (in conference with the Director of the Central Library) and recommended to Council for confirmation. In this way, new talent and necessary expertise could be more readily drawn into participation.

Activities of the Central Library were allocated to three new committees with fairly descriptive titles: Collection Development & Resource Sharing, Professional Development, and User Services & Education. In discussion of the mission of the User Services & Education Committee, Council members noted the need for assessment and benchmarking activities in relation to but extending beyond the scope of User Services and Education. The Assessment & Administrative Issues Committee was born of that discussion.

The Assessment & Administrative Issues Committee oversees collecting benchmarking statistics and developing assessment strategies for information literacy and other administrative concerns for the Central Library and as a model for campus libraries.

Collection Development & Resource Sharing Committee tasks include supervising interlibrary loan and reciprocal borrowing agreements, implementing Ariel services (provided for each library with the grant), selecting materials for electronic books (10,000 titles

funded by the grant), and reviews of group purchasing items.

The Professional Development Committee continues the oversight of annual meetings and Professional Development Opportunities (a successor to the LETT grant program providing funding for professional travel and development activities). An especially satisfying component of Central Library funding is support for an annual fellowship award for a degreed librarian to do advanced study or research, and for an annual librarianship grant to send support staff to library school (the Alice F. Emerson Awards). The Committee is developing a mentoring program and provides workshops as needs are identified. Databases for ACA faculty and for ACA campus library staff are maintained, along with over a dozen listservs that fall within this Committee's purview.

User Services and Education Committee activities start with maintaining the Library Instruction Toolbox. Grant funds have enabled this Committee to develop proxy servers for users remote to their campuses to have access to database subscriptions. An electronic reserves system (Docutek's ERes) is another grant-funded activity, which has provided a new platform for the Library Instruction Toolbox and to develop a consolidated web links project. And, a digital reference package (VRLPlus, also by Docutek) launched with grant funds is another item with which this committee works, as well as ongoing information literacy projects. Recently this committee has begun investigating the prospects for establishing library school internships in campus libraries.

In 2003, the Digital Library of Appalachia completed its pilot project and transitioned to become a fifth standing committee, overseeing the further development of the DLA and preservation activities in archives, special col-

lections, and museums. Recently this resource has been enhanced by the digitalization of nearly 3,000 music field recordings from Warren Wilson College, and the process of digitalizing the vast music archives of Ferrum's Blue Ridge Institute is slated to begin in the fall of 2004. Funding for a new shared catalog, an Innovative Interfaces system for twelve institutions, in mid-2003 necessitated the institution of a Shared Catalog committee. In late 2003 the energetic leadership of Berea's Anne Chase brought funding for a work restructuring project (New TiLTS), and its steering committee, to make a seventh committee, ad hoc, for the life of the project—through 2005.

Currently the Central Library committee structure includes 75 seats. Even so, demand for the opportunity to serve exceeds the seats available. So, no one is allowed to hold more than one seat at a time on standing committees, except for Council members who also chair standing committees, and the ad hoc New TiLTS Steering Committee. In addition, most of the committees have grown subcommittees or task forces. The Emerson Award Review Panel includes library directors from outside the ACA to assist with evaluating Emerson Award applications. Council added an external reviewer from a list provided by the Mellon Foundation to ensure the Central Library is appropriately connected to outside thought and practice. Two ACA campus presidents have joined Council, as has a representative of the ACA Advisory Council.

New projects currently on the "drawing board" for 2004 are launching electronic journal management systems for the ACA and campus libraries and developing "electronic stacks" for purchased digital content—text, audio, and video. Work on implementing a link resolver system has moved into the Shared Catalog as a better

strategy to address that challenge. Always there seem to be new vendors for resources and services. Each year the thought is that surely there can't be more—yet, in 2003 the Central Library participated in more than 100 contracts, and even so, dozens of new offers failed to meet acceptable participation thresholds.

Indeed, one of the most exciting dimensions of the Central Library is that library budgets in the ACA have grown, as administrators see every dollar invested returns many dollars of benefit. One campus president commented recently that if the ACA can give him \$15 for

---



---

**...administrators see  
every dollar invested  
returns many dollars  
of benefit.**

---



---


every dollar he invests, he needs to find more dollars for the ACA. It is evident that many campuses have done just that for the Central Library program. And, the dollars are solid. One library director recently reported that, during a discussion of the library's participation in campus-wide budgetary retrenchment, note was taken that every dollar retrenched from the library's budget takes \$50 of benefit away from faculty and students. The discussion moved to other targets, passing by the library.

Too much attention can be given to dollar counts, however. The people connections come through in a couple of statements. During a committee meeting discussing a professional development application, one member marveled to reflect that she knew more today about the professional style of a librarian two states away than she knew about her own staff 10

years ago—when she had not even heard of the college where the librarian under discussion worked. The ACA had helped her grow both in the depth and breadth of professional perspectives. On a lighter note, another librarian noted with a laugh that being involved with the ACA Central Library had personally cost her \$10,000 the day before. The explanation—she had applied for and received appointment to a higher paying position (by \$10,000!), but turned it down when it registered with her that she would be moving away from the ACA if she accepted. It dawned on her, "Where else could I get to do what I can, and get the support I have, than in the ACA?" The key to the success of the ACA Central Library lies in these people—the ones who make it work.

New development aspirations for the ACA Central Library include further expansion of the Shared Catalog beyond the first group of 11 campus libraries to encompass up to 14 more libraries that are contemplating a move to the shared system. ACA libraries continue to seek funding to add more JSTOR collections. Major funding initiatives to endow the Digital Library of Appalachia and to build endowment for the Emerson Awards are starting up.

Always there is more to be said about so many aspects of the ACA Central Library and its history. Benjamin Franklin's idea of a subscription library in 1731 seems to be thriving quite well for the libraries of the Appalachian College Association more than 270 years later. Truly good ideas have a timeless quality, as our experience has shown.

For more information about the ACA Central Library, please see <http://alice.acaweb.org>. The Digital Library of Appalachia is found at <http://www.aca-dla.org>. Specific inquiries may be sent to Tony Krug, [tonykrug@acaweb.org](mailto:tonykrug@acaweb.org). 

# Virginia Reviews

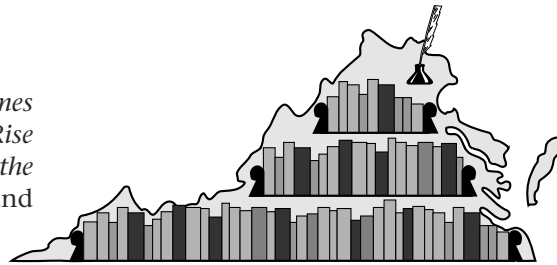
Reviews prepared by staff members of the Library of Virginia  
Sara B. Bearss, Editor



Martin D. Gallivan. *James River Chiefdoms: The Rise of Social Inequality in the Chesapeake*. Lincoln and London: University of Nebraska Press, 2003. xvii + 295 pp. \$55.00 (hardcover).

Marvin D. Gallivan, an associate professor of anthropology at the College of William and Mary, studied the anthropological and archaeological record to reassess Powhatan and Monacan Indian cultures of the area that is now central Virginia during the centuries before European colonization. His findings indicate that both had been undergoing a long period of slow change, gradually losing some of the characteristics of a hunter-gatherer society; developing economic, social, and political societies based on a more sedentary lifestyle; and exhibiting social stratification and political and economic relationships with neighboring populations that were sometimes hostile or violent. Villages had their own local rulers, over whom regional rulers exercised some governance, and throughout the region there were shared customs, beliefs, living patterns, and family structures.

Anthropological and archaeological studies of the Native American populations of pre-contact Virginia have been transforming our understanding of the society the English encountered at the beginning of the seventeenth century. Those societies were, themselves, still being transformed. The man whom the English dubbed an emperor (apply-



Warren M. Billings. *A Little Parliament: The Virginia General Assembly in the Seventeenth Century*. Richmond: The Library of Virginia, in cooperation with the Jamestown 2007/ Jamestown-Yorktown Foundation, 2004. xxi + 284 pp. \$30.00 (hardcover).

Just how did a group of men with little or no legal expertise and virtually no experience in parliamentary procedure manage to establish a legislative body that evolved into the Virginia General Assembly? In this engaging and highly informative volume, Warren M. Billings, Distinguished Professor of History at the University of New Orleans, presents the false starts, personality conflicts, and significant successes of the General Assembly from its establishment in 1619 to 1700. His lifelong interest in how things work led eventually to the basic question, "How did the General Assembly work throughout the seventeenth century?" Billings provides an excellent answer to this question that should be of interest to any student of Virginia history.

In his foreword, Billings reviews the murky beginnings of the General Assembly and points out that few members were trained in law or had held any office. How did these men develop habits of governance to direct the growing common-

---

**...he may have tried  
to use the presence of  
invading Englishmen as  
a means of increasing  
the security of his  
leadership position.**

---

GALLIVAN REVIEW

---

ing an English term to a ruler who held sway over local kings, another English term) and who is known to history as Powhatan may have been one of the early regional leaders on a large scale. As such, he may have perceived and tried to use the presence of invading Englishmen as a means of increasing the security of his leadership position.

This scientific study is particularly well suited to libraries that collect in Native American history and culture.

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

---

*Sara B. Bearss is senior editor of the Dictionary of Virginia Biography, published by the Library of Virginia.*

wealth? The history of the General Assembly in the seventeenth century is a history of the "re-creation and adaptation of English law in a Virginia setting" and "a reflection of the assemblymen's transit from novices to sophisticated lawmakers who had a firm awareness of power and the uses to which it might be put." Billings details the early years of the General Assembly as the brainchild of the Virginia Company of London, desperate to change its Virginia money pit into a profitable enterprise. He divides the book into three sections. "Patterns of Growth" focuses on the development of the General Assembly, Sir William Berkeley's relations with the assembly (which became a bicameral body during his long tenure as governor), and the Crown's imposition of restrictions on the privileges of the General Assembly following Bacon's Rebellion. "Membership" explores the men who were the governors, the councilors, the burgesses, and the clerks and Speakers, and ends with a useful chapter on the books available to Virginia's legislators. "Assemblymen at Work" offers analysis of the workings of the assembly. Billings's discussion of the Council of State, the upper house, as the colony's highest court also defines what courts were responsible for which cases and how colonial Virginians understood and applied the law. His chapter on the "Art and Mystery of Legislation" offers a clear, concise explanation of the workings of the assembly, from its being in session to its enactment of laws.

Warren Billings has produced a readable and enjoyable history. *A Little Parliament* demonstrates his deep familiarity with the ins and outs of Virginia colonial history and reflects his editing of the papers of Sir William Berkeley and of a later seventeenth-century royal governor, Francis Howard, baron

Howard of Effingham. *A Little Parliament* is a timely addition to any Virginia history bookshelf as the commonwealth approaches the 400th anniversary of its founding.

—reviewed by Barbara C. Batson,  
*Exhibitions Coordinator*



Matthew C. Ward. *Breaking the Backcountry: The Seven Years' War in Virginia and Pennsylvania, 1754-1765*. Pittsburgh: University of Pittsburgh Press, 2003. xiii + 329 pp. \$34.95 (hardcover).

In contemporary colonial studies the term "backcountry" de-

---



---

## Thousands were killed, captured, or forced to retreat east....

### WARD REVIEW

---



---

scribes a geographical area where the economic, cultural, social, and political structures of organized society remain much in evidence, although in a greatly reduced state when compared to the more developed communities on the eastern seaboard. On the backcountry's western periphery, society's grip is loosened by the sheer distance from the centers of commerce and political power and by the tug of the frontier, that mysterious barrier where scattered outposts of European civilization confront the wilderness. Matthew C. Ward's book focuses on the immense struggle in the eighteenth-century Virginia and Pennsylvania backcountry that pitted those two colonies and Great Britain against France and its Indian allies and examines how the conflict transformed both the region's inhabitants and the complex political and economic ties

between the colonies and Great Britain.

The Seven Years' War has been treated in various studies including, most notably, Lawrence Henry Gipson's fifteen-volume work, but the focus has always been on the conquest of Canada, the regular military campaigns, and the overseas struggle between England and France. Recent scholarship has continued to undervalue the importance of the war's effect on the backcountry, even though, as Ward points out, the 20,000-square-mile region suffered devastation of such magnitude that it begs comparison with the Revolutionary War and even, in some aspects, the American Civil War. Thousands were killed, captured, or forced to retreat east to the safety of larger settlements before steps were taken to secure the area, and even then much suffering ensued before military control alleviated the effects of Indian raids and French predations.

The fuse that ignited the war was trade. But the conflict between competing French and English traders in the Ohio Country merely reflected the global rivalry between the two countries. Great Britain's initial effort to counter France's ambitions in the region ended with Major General Edward Braddock's defeat near Fort Duquesne. Early efforts by the Crown to involve the colonies in their own defense produced similar results. Colonists were reluctant to spend money on protecting the sparsely settled areas from attack, and provincial soldiers were not well organized, equipped, or trained.

Eventually, control of the interior was wrested from the French, and the Indian tribes were subdued, but Ward asserts that the fallout from a decade of fighting produced changes in colonial life, some of which played a role in the coming of the American Revolution. He argues that the conflict ex-

panded the scope of local government as leaders grappled in earnest with the task of protecting frontier settlements. This maturing effect on provincial institutions also altered political relations with Great Britain, and colonial assemblies began to experience the pleasurable pangs of their own empowerment. In the backcountry, the press of war stressed weak societal arrangements and replaced them with ethnic and social divisions that local leaders were not adept at controlling. The ferocity of the fighting poisoned relations between white settlers and Native Americans, leaving a legacy of hostility and suspicion.

The author brings together the disparate elements of the story in an engaging fashion. Readers will enjoy and profit from this much-needed appraisal of the Seven Year's War's effects on the backcountry communities of Virginia and Pennsylvania.

—reviewed by Donald W. Gunter,  
Assistant Editor, Dictionary of Virginia Biography



Kenneth S. Greenberg, ed. *Nat Turner: A Slave Rebellion in History and Memory*. Oxford and New York: Oxford University Press, 2003. xix + 289 pp. \$35.00 (hardcover).

Kenneth S. Greenberg has collected essays examining the most controversial slave insurrection in the history of the United States. Nat Turner's uprising never matched the scope and complexity of the rebellions of Gabriel (1800) or Denmark Vesey (1822), yet it remains the best-known of the three because it is the only one in which the insurgents spilled blood. The volume is divided into four sections designed to explore the man and the insurrection he led.

The first section, "The Search for Nat Turner," attempts to discover Turner himself. Little is known of him outside of *The Confessions of*

*Nat Turner*, published by Thomas R. Gray shortly after the insurrection in 1831. Greenberg provides the first essay, which examines the *Confessions* and other contemporary documents to try to sketch a more complete portrait of Turner. David F. Allmendinger Jr. analyzes the *Confessions* for its strengths and weaknesses as the legitimate voice of both Turner and Gray. The second section, "Stories of the

---



---

**...the storm necessitated  
the use of fixed bayonets  
and clubbed muskets,  
a rare event in  
Civil War history.**

TAYLOR REVIEW

---



---

Rebellion," offers two accounts of the uprising, one written by the prominent slave historian Herbert Aptheker and the other by Thomas C. Parramore, an expert on Southampton County history.

The third and largest section, "Communities and Contexts," contains six essays that place Turner's insurrection in the context of the county, state, and nation, the larger African American community, and the hemispheric neighborhood. The essays consider Turner in the context of African American opposition to slavery, particularly in relation to Gabriel, Denmark Vesey, and David Walker. Also discussed is the support Turner had in his own community, particularly from African American women. Turner's rebellion is placed in historical context within the sectional crisis that thirty years later tore the United States apart.

Finally, the volume explores "Memory," specifically William Styron's novel, also titled *The Con-*

*fessions of Nat Turner*, published in 1968. Charles Joyner's essay "Styron's Choice" and Kenneth Greenberg's interviews with Styron and Alvin F. Poussaint comment on the controversy arising from Styron's retelling of the insurrection, especially his underlying motivation for Turner's actions. Greenberg concludes the volume with a brief essay on unsuccessful efforts to bring the story of Nat Turner to the big screen. Indeed, Greenberg completed this book in conjunction with a documentary that he had helped produce for PBS. For anyone who has studied slavery in general and Nat Turner's insurrection, this will be an important volume.

—reviewed by Trenton E. Hizer,  
Private Papers Archivist



Paul Taylor. *He Hath Loosed the Fateful Lightning: The Battle of Ox Hill (Chantilly), September 1, 1862*. Shippensburg, Pa.: White Mane Books, 2003. x + 179 pp. \$24.95 (hardcover).

This is the third work published since 2002 on the Battle of Ox Hill (Chantilly), an engagement described by R. E. Lee's chief artilleryman, E. Porter Alexander, as "a useless affair." Following the Second Battle of Manassas, Thomas J. "Stonewall" Jackson's failed attempt to flank Union general John A. Pope's fleeing army and destroy it culminated at the Battle of Ox Hill, which lasted about three hours and is notable mostly for being a bloody little battle fought during a horrific thunderstorm that resulted in the death of two prominent Union generals, Philip Kearny and Isaac Ingalls Stevens. In addition, the storm necessitated the use of fixed bayonets and clubbed muskets, a rare event in Civil War history. Illustrated with maps, drawings, and photographs, *He Hath Loosed the Fateful Lightning* details the battle that many historians consider a rearguard action and

explains its place in “prompt[ing] significant change to the strategic plans of both camps.” The Confederates failed to destroy Pope’s army, and the Union troops made good their escape back to Washington, which was thus saved from possible Confederate takeover. An epilogue describes the battlefield today, and appendices present the order of battle and brief biographies of Kearny and Stevens.

—reviewed by *Emily J. Salmon*,  
Copy Editor



Francis Augustín O’Reilly. *The Fredericksburg Campaign: Winter War on the Rappahannock*. Baton Rouge: Louisiana State University Press, 2003. xv + 630 pp. \$39.95 (hardcover).

A number of writers have taken for their subject the fight at Fredericksburg, but the battle remains a neglected stepchild when compared to other major Civil War campaigns. A somewhat static engagement, Fredericksburg lacks the complexity of the Seven Day’s Battles or the dramatic sweep of Chancellorsville. The dominant image of the encounter is that of huddled ranks of Union soldiers bridging the Rappahannock and driving headlong and en masse toward the base of Marye’s Heights, where the Confederates occupied the high ground. Here they piled up in windrows, caught in the murderous fire from Robert E. Lee’s artillery. Still, it was the awful grandeur of this spectacle that inspired one of the most memorable utterances of the entire war. Moved by the human capacity for courage and self-sacrifice, Lee is reported to have remarked to Lieutenant General James Longstreet, “It is well that war is so terrible, or we would grow too fond of it.” How such sacrifice came to be is one of the compelling stories of the campaign.

Frustrated by Major General

George B. McClellan’s inactivity, the Lincoln administration relieved him on November 7, 1862, and offered command of the Army of the Potomac to Major General Ambrose E. Burnside. Unsure of his ability to lead the army, Burnside initially demurred, but finally yielded to the War Department’s emissary and the urging of his own staff. He had no doubt as to what his impatient superiors expected of him. The

---

**“It is well that war  
is so terrible, or  
we would grow  
too fond of it.”**

O’REILLY REVIEW

---

order that promoted Burnside also demanded that he immediately report the position of his troops and give details of what, exactly, he intended to do with them.

The target, as always, was Richmond, and within several days Burnside was en route to the Confederate capital. Heavy rains slowed the army’s approach, and taking advantage of Burnside’s bad luck, Lee shifted his troops to Fredericksburg to block the Union advance. Leading Civil War historians have applauded the skill with which Francis Augustín O’Reilly relates the story of what happened after battle was joined on December 13. Combining primary and secondary sources with diaries, letters, memoirs, and other personal papers combed from various repositories, he has crafted a narrative that incorporates the insights and experiences of participants at every level. The result is a personal, sometimes poignant, voice that intrudes on the action while the author moves divisions and brigades about and lends a gritty realism to the account.

Hoping to salvage something from the price his troops had paid, Burnside planned to renew the attack the next day, only to find that his staff did not support his decision. On the evening of December 15, his army withdrew. He accepted complete responsibility for the debacle even though, as O’Reilly points out, blame could have easily been shared by his superiors and by fellow officers and subordinates who attempted to undermine him.

Hailed as the definitive account of the Battle of Fredericksburg, O’Reilly’s book covers the battleground figuratively and literally. Readers of military history will appreciate not only the compelling manner in which he treats the subject but also the careful portraits of the flawed commanders who led or sent troops into battle.

—reviewed by *Donald W. Gunter*,  
Assistant Editor, Dictionary of Virginia Biography



Emmert F. Bittinger, ed. *Unionists and the Civil War Experience in the Shenandoah Valley*. Volume 1: *Mt. Crawford and Cross Keys, Rockingham County, Virginia*. Dayton, Va.: Penobscot Press for the Valley Brethren–Mennonite Heritage Center and the Valley Research Associates, 2003. xii + 741 pp. \$49.95 (hardcover).

This large volume documents the experiences of some Unionists and antiwar residents of two communities in southern Rockingham County, Virginia, during the Civil War. Mostly Mennonites or members of the Church of the Brethren, they refused to fight for either side during the war but adhered to their Unionism. Because they lost property as the armies fought up and down the Shenandoah Valley, they filed claims under an 1871 act of Congress, seeking compensation for property lost by reason of loyalty to the United States during

the war. Full documentation for thirty-seven claims survives in the National Archives and Records Administration's files of the Southern Claims Commission.

The papers contain rich detail about the lives and experiences of the residents of the two communities. That documentation consists of answers to prescribed questions that most or all claimants were asked, affidavits, and other testimony, as well as supplemental records that claimants submitted with their claims. Although in their details the records may be most valuable for readers and researchers interested in the communities and the families involved, the contents of the documents reveal much about the experience of noncombatants during the Civil War.

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



Moore, Hullahen Williams. *Shenandoah: Views of Our National Park*. Charlottesville and London: University of Virginia Press, 2003. 89 pp. \$55.00 (hardcover); \$22.95 (softcover).

Photographer Hullahen Williams Moore has captured the inner beau-

ty of Shenandoah National Park in fifty-one duotone prints expertly reproduced in this handsomely designed book. Moore, whose work is featured in a traveling show mounted by the Virginia Museum of Fine Arts, provides finely composed vistas of mountains, streams,

---



---

**Even so prosaic a feature  
as the knotty surface of a  
cabin board becomes an  
object of interest....**

WILLIAMS REVIEW

---



---

and other landscapes, but he truly excels at closely observing the rich details in everyday nature, giving us new ways to look at flowers, leaves, boulders, and waterfalls. Even so prosaic a feature as the knotty surface of a cabin board becomes an object of interest under Moore's discerning eye. Manmade features, such as a cemetery stone and ruined chimney, also become part of his composition book, dissolving into the natural landscape of the park. The richly textured

black-and-white duotones convey tremendous depth and detail as well as Moore's respect and admiration for his subject.

The book also features two essays that reflect Moore's perspective on the Shenandoah. The author's opening ode, "Mountain Days," is a personal recollection of visiting and photographing Shenandoah National Park for more than twenty years. Written in the present tense, the essay conveys the wonder and beauty of the park in immediate and vivid language. The concluding essay, "Creation of a Park," deftly sketches the story of the founding and development of Shenandoah and the need for its continued preservation. These essays provide personal and historical context for Moore's fine photographic art. An appendix gives technical information on each image, including location, date, type of film, camera lens, and exposure. *Shenandoah* is a beautifully crafted book that combines a passion for nature, a mastery of craft, and a strong artistic vision.

—reviewed by Gregg D. Kimball,  
Director, Publications and Educational Services 