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

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

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

On the cover: Sandra G. Treadway, Librarian of Virginia. See page 7.
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Openers: Throwing It All Away

by Cy Dillon

Librarians are, more often than not, acquisitive by nature. We are not like those compulsive hoarders who fill their apartments floor to ceiling with old newspapers, though we might consider it if we could arrange them in title and date order. When it comes to our collections—books, journals, rare items, DVDs—size really does matter, and that sets up the classic conflict between those collections and the space we have to contain them. Like most college librarians who do not have the option of a new building, I have recently been thinking quite a bit about space.

Constant observation, extensive reading, and a couple of Council of Independent Colleges workshops have helped me and our staff realize that the spaces that really matter in our library are those where students and faculty connect with our resources and services. This change in attitude has led to a variety of space reallocations, and further disruption has occurred as digital videodiscs have almost completely replaced videotapes and laptop computers have supplanted cassette recorders.

First we closed our separate audiovisual department and moved the most frequently circulated items to locked storage at the circulation desk. Then we, like many other undergraduate libraries, used the coverage of JSTOR to dictate a thorough weeding of our bound periodical collection last summer. This opened up sufficient space to locate both a writing center and a mathematics center on the main floor. These new services feature help from English and math faculty, and have proven to be very popular with students. The teachers who staff the centers feel that their time is more productive than the usual office hours because they are constantly working with individuals or groups. Since our staff had gone through a good bit of physical as well as psychological stress to cancel titles, offer them to faculty and other libraries, and finally move them book truck by book truck, we were relieved to see the value of the space our efforts made available.

Use figures for the centers have been outstanding, and soon the college’s computer services department asked if we had room to relocate the computer help desk in our building. This was an exciting prospect, especially since we were just working out the details for creating an academic help desk on our ground floor. The former audiovisual equipment rooms, just around the corner from that projected help desk, were a perfect location for the computer specialists, so we had to face an even tougher job than weeding thousands of volumes of bound journals—cleaning out thirty years’ accumulation of hardware and software.

We began by converting the projection room for our auditorium into storage for over two thousand VHS tapes that are still used occasionally. Moving them from their prime real estate on the main floor gave us space for a rapidly growing DVD collection that had become too large for its storage closet. While all this was going on, I dove into the area our staff often called the “AV museum.” Try for a moment to imagine how many slide collections, filmstrips, sound filmstrips, films, film loops, transparencies, and audiotapes a college could accumulate since the 1950s. Then think of the Rube Goldberg contraptions required to project or play them, and add in thirty years of dust. Did I forget to mention the half-dozen television-video player combinations carefully labeled “VHS not working?” You can imagine how dirty I got and how large the discard and recycle piles became....
changes will probably become shorter. DVDs will be archaic in short order, and bulky computers will give way to ever smaller devices. The new document camera I like so much, in due course, look as outmoded as the old classroom record player I uncovered in a dusty corner yesterday. Let’s just hope printing goes out of fashion soon, and copiers quickly become a relic of the past.

Looking forward to having more student services under our roof, I hope all this has taught me to be able to give up the old ways when they are no longer needed. That would make me a better librarian and a better person—just don’t expect me to discard all those years of the New York Times Index simply because there is a free version on the Times website!

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

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

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

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

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

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

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

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

10. *Virginia Libraries* is published quarterly. The deadlines for submission are: December 15 for Number 1, January/February/March; March 15 for Number 2, April/May/June; June 15 for Number 3, July/August/September; and September 15 for Number 4, October/November/December.
President’s Column

by Pat Howe

It was early September and there we were, seven of us sitting atop a hillside retreat under a pergola sipping lemonade and enjoying the tranquility, the sunshine, and the gentle breezes. Hummingbirds flitted from flower to feeder and back again while butterflies fluttered about. In the hazy distance you could just see the outline of the Blue Ridge Mountains. Then the sound of a gavel striking a picnic table brought us back to reality. This wasn’t Charlottesville, the usual meeting place of the VLA Executive Committee, but the Staunton home of Past President Ruth Arnold, where we were preparing for the last official council meeting of 2007.

As I reflect on that meeting just over a month ago, it’s hard to believe that a year has come and gone. Soon the annual conference at the Homestead and the passing of the gavel to incoming president Donna Cote will be a memory. As I begin to review this past year, the following statement I wrote in my first column comes to mind.

“So, what’s on the horizon for the association in 2007? We must work to maintain a viable presence in the commonwealth and focus resources on VLA’s primary mission by advocating the support of library causes and funding, providing continuing education opportunities, promoting membership, and enhancing visibility through expansion of our chapter’s relationship with ALA divisions.”

Let’s see how we did this year.

Advocating the Support of Library Causes and Funding

The 2006–07 Legislative Committee, led by Jerry McKenna, worked diligently with the General Assembly this spring. Although full funding was the top priority for VLA, Internet filtering became the overshadowing issue. Through the efforts of our legislative liaison and Virginia librarians, the final version of the filtering bill was less restrictive. Already moving full steam ahead, the 2007–08 Legislative Committee, chaired by Bette Dillehay, finalized the 2008 legislative agenda. The priorities are state funding for Find It Virginia, full funding for library collections, and funding for the preservation of state electronic records. The committee produced an informational DVD that will be previewed at the conference; copies can be shared with legislators (I hope that all VLA members will advocate for VLA’s agenda with their legislators). VLA also accepted a proposal from VPLDA to initiate a Virginia Public Library Institutional Membership in which membership fees would be allocated to support VLA’s legislative liaison.

VLA was a sponsor for ALA’s Legislative Day this year. VLA coordinators Lucinda Munger and Jessica Schwab led a state delegation made up of VLA and VEMA members to Washington, D.C. The delegation visited both senators’ offices and all the congressional representatives’ offices as advocates for libraries, discussing issues that affect their libraries and patrons. Since ALA’s Annual Conference was held in Washington this year, VLA sent representatives to the federal advo-

cacy, media training, and telecom policy preconference workshops. VLA is one of fifteen state chapters participating in ALA’s Capwiz program, which links to all state and federal legislators and provides an effective way to disseminate information about legislative issues. It can be found on VLA’s website under Legislative Action Center.

Promoting Membership and Relationships with ALA

Although VLA’s redesigned website had a “sneak preview” at the 2006 conference, it was introduced to the council at the first meeting in February. Each council member was invited to register on the VLA blog to ensure more interactive communication with the association. Thanks to Steve Helm, VLA’s webmaster, the blog keeps members up-to-date and the list-serves assist council units in communicating with members. We’ll continuously work toward more electronic communications. The ad hoc Membership Committee continued lively discussions from 2006 and will submit recommendations for 2008.
This year VLA had a presence at the ALA Conference assisting the District of Columbia Library Association with local arrangements and sharing a booth with DCLA and the Maryland Library Association. Staffing a booth at ALA provides the opportunity to meet interesting people from all sections of the country, including award-winning authors. ALA Councilor Susan Paddock continues to keep us abreast of ALA events, concerns, and issues. VLA’s own Jim Rettig is now ALA’s president-elect and will serve ALA as president in 2008–09.

Continuing Education Opportunities

The Leadership Development Forum, whose main objectives are to develop training programs for “emerging leaders,” disseminate information about professional development, and increase awareness of leadership roles within VLA, became an official unit of the association.

The VLA Paraprofessional Forum once again convened a successful conference, “Exploring New Worlds of Library Service.” The conference “blasted off” with speaker Richard Brown of NASA.

Approximately 350 people from Virginia, Maryland, and New York attended. The VlapF also hosted a mini-conference with Elizabeth Hensley, chair of the Leadership Development Forum, presenting “Speak Up: The Power of Public Speaking.”

VLA units continued to offer programs and workshops throughout the state, including “Library 2.0: Delivering the Promise,” “Medical and Public Libraries: Working Together for People,” genealogy workshops, and “Library Catalogs on the Brink: Is Extinction or Greatness Their Fate?”

This year’s joint VLA-VALL Conference, “Reflect, Retool, Recharge,” offered a number of appealing sessions.

Returning to the topic of our meeting in Staunton, we were treated to a delightful dinner after we adjourned. This day reinforced the collegial atmosphere of working and being involved with members of VLA. As president this year, I had the opportunity to interact with many dedicated people who are committed to libraries and expend much energy and effort for VLA. Being at the helm of VLA has been quite a learning experience in how an association works. In summary, VLA accomplished its agenda this year, and its success is due to the involvement and enthusiasm of its members. And so I’d like to thank the association for allowing me to be its president. Special thanks go to the members of the Executive Committee, the VLA Council, and the committee and unit members for all their hard work and diligence, and to Linda Hahne, who provides continuity, efficiency and astuteness. I would also like to thank the 2007 VLA-VALL Conference Committee members and cochairs Lisa Broughman and Libby Blanton. Donna, I hope your year is just as rewarding.
An Interview with Sandra G. Treadway, Librarian of Virginia

by Cy Dillon

VL Do you think that your history as a scholar and author gives you an advantage in managing the Library of Virginia, with its variety of roles and constituencies?

SGT The research that I have done over the years in the Library of Virginia’s collections, as well as the collections of many other academic, public, and special libraries, has certainly helped me understand how libraries work (or ought to work) from the user’s perspective. Someone seeking information isn’t interested in knowing about the department that is responsible for cataloging or processing the items sought, or how the library’s staff is organized, but rather wants to find the needed materials in the quickest and most efficient way possible. My experiences, good and bad, in using other libraries and their catalogs, finding aids, and databases have made me acutely aware that sometimes what makes perfect sense to a professional librarian seems impossibly obscure to a patron. Finding new ways to make it easier for researchers to navigate the vast holdings of a library such as the Library of Virginia to find what they need is something I am passionate about. My scholarly background is a tremendous help as I work with LVA staff and managers to improve services to the research community.

As a scholar and author, I have always felt that it is important to write not just for a small group of other historians, but for the wider public that cares about history. Thus, I am excited about and look forward to strengthening LVA programs that reach out to wider audiences—our lunchtime book talks and signings, our work with teachers, our exhibitions, and our print and online publications. I know how exciting Virginia history and literature are, and I want to share that excitement with as many people as possible.

VL Does LVA’s complex mission enhance its potential to develop more resource leveraging among sectors such as public libraries, public schools, and academic institutions? If so, how do you see yourself cultivating this cooperation?

SGT The Library of Virginia is the only library in the state with a truly statewide mission that encompasses all types of libraries. We have an especially close and important relationship with the commonwealth’s public libraries as we administer the state’s aid program for public libraries, but we have longstanding ties to school libraries and to college and university libraries as well. These different types of libraries operate within different nexuses, with their own needs and concerns; often, they have little contact or interaction with each other. I am excited about and look forward to strengthening LVA programs that reach out to wider audiences....

particularly the historians and genealogists who are among our most frequent users.
other beyond their participation in the Virginia Library Association Annual Conference. The Library of Virginia is in a position to be the connector for the various library communities in the state. I see our role as fostering communication, cooperation, and understanding among all of Virginia’s libraries so that together we can find ways to work more closely and maximize our scarce resources. I’m not yet certain how we can best leverage our resources among the different types of libraries, but I am committed to exploring the possibilities.

**VL** Are there services you wish to add or categories of users you hope to accommodate with more focused services?

**SGT** It is really a stretch in these fiscally challenged times to think about adding new services to our already complex mission, when the hope is to hold on to what we already have. Still, one does need always to be looking ahead. LVA’s traditional services are changing and evolving (just as all libraries’ services are), and so, too, are our customers’ needs. My goal, at least for the immediate future, is to better align our existing resources (both human and fiscal) to meet the demands of the work that we do and the people whom we serve. Technology is giving us new ways to provide traditional library and archival services, but technology is costly. No matter how streamlined we become internally, we will have to find new resources in order to stay current. Here I’m thinking, among other things, of being able to cover the rising cost of maintaining electronic subscriptions to journals and databases and the huge expense of processing and preserving the state’s permanent electronic records. These are vastly more expensive than buying print materials or processing paper records—and explaining that effectively both to funding authorities and library users is one of the most important things on my plate.

**VL** If the library experiences the best possible combination of events over the next few years, how do you see LVA changing during your tenure?

**SGT** In a perfect world, the Library of Virginia would have adequate public funding to fulfill all aspects of its mission, particularly in areas such as collection development and technology, and we would not have to keep articulating the case for these resources year after year. We could devote the time we spend juggling our limited resources to becoming the very best state library in the nation and to making our services and collections better known to Virginians who live outside the greater Richmond area. Ideally, over the next few years, the library can also be a catalyst for obtaining substantial funding for public libraries by achieving full funding of the state aid formula and significant support for the statewide database program known as Find It Virginia. With these things accomplished, LVA would be poised to work more closely with public libraries and local historical societies and museums, as well as other types of libraries, to address their needs and concerns; thus, we’d be able to help raise the level of library service across the commonwealth.

**VL** Virginia is facing another round of budget challenges. Is the current situation any different than past feast-famine cycles?

**SGT** I think what is different about this latest budget shortfall is how quickly it appeared. In the past, the lean years were more spread out, with greater stability in between. State agencies such as ours had time to recover, which is not the case now. The library has not fully regained its footing since the serious reductions of 2001 and 2002, and neither have the state’s public libraries. We have much less flexibility when facing new budget cuts, since we already have applied all internal cost-saving and efficiency measures; and we have no control over costs in areas such as technology, since in the information arena, technology is a necessity, not a luxury.

**VL** Does limited state spending threaten the very successful Find It Virginia program?

**SGT** It certainly does! All state support for Find It Virginia was lost in the budget reductions of 2002. The program has been kept alive only by redirecting federal funds that come to Virginia through the Library Services and Technology Act (LSTA). Virginia’s libraries would like to put those invaluable federal dollars toward other library needs, but for now this money is keeping the Find It Virginia program afloat. But the federal funds are not sufficient to cover the ever-increasing costs associated with the databases contained in Find It Virginia. Last year, we were heartbroken to have to cancel the subscription to the SIRS database, which school and community college libraries found particularly useful. Other reductions in the contents of Find It Virginia will occur in future years without some level of state support. The cost avoidance on this program is huge, as the price for
individual library subscriptions is much higher than what we are able to negotiate in order to offer the program statewide; but the price does rise steadily. We are at the vendor’s mercy to a large extent, so the program’s future is a great concern, and something we will have to work hard to ensure.

VL The Library of Virginia has proven to be one of the premier special event facilities in Richmond. What past events have been the most meaningful to you?

SGT I am so grateful that when the library building was planned in the mid-1990s, policymakers had the foresight to include a lecture hall and several conference rooms, as well as the grand lobby, on the main floor—all of which are ideal for public gatherings of all kinds. The library’s signature event, held in the lobby (which is specially decorated for the occasion), is our annual Literary Awards Celebration, which gets bigger and better every year; it’s one of my favorites. We’ve also done some small conferences at the library, bringing historians together with history teachers and library and museum professionals; all of these have been extremely successful. But I also love the smaller lunchtime book talks and signings that we hold, linking Virginia authors and their books with book-loving audiences. I also am proud that we have space that other state agencies can use for meetings and training—and a wonderful lecture hall that is just perfect for activities such as a governor’s press conference. Getting people into the building to enjoy a special event and then having them discover who we are and what we can do for them is a terrific thrill for me.

VL Are there any upcoming events you want to bring to our readers’ attention?

SGT In addition to our annual Literary Awards Celebration held every year in October, look for our annual Virginia Women in History poster and awards event in March. For more information about this wonderful program, visit our website: http://www.lva.lib.va.us/whatwedo/k12/vw2007. A copy of the 2008 poster will be sent to all Virginia schools and public libraries in late January.

VL I know you completed your MLS relatively recently. Since you were already responsible for the day-to-day operation of LVA, you must have had a unique perspective as a student. Is the experience valuable in your new role?

SGT Well, I wouldn’t be honest if I didn’t admit that working all day in a demanding job and going to school at night, even if through the computer, was a challenge. I have a great deal of empathy now for anyone who goes back to school while juggling other responsibilities. The experience was most definitely valuable, and I certainly learned a lot, particularly with regard to the theoretical underpinning of the library and information science profession. My background and years of work in a library did give me a unique perspective—but what I think I enjoyed most about getting the master’s was the opportunity to see firsthand what young men and women joining the profession today are learning, how they see the library field, and what they want to accomplish. There are differences among the generations, and I understand and appreciate those differences much better for having been “back in school” in the last few years.

VL Finally, do you expect to remain active in VLA in view of the increased demands on your time?

SGT Well, considering how tough it was to find time to reflect on and reply to these questions, I am acutely aware of and realistic about the time constraints that I face. But the Virginia Library Association is an important organization that has its finger on the pulse of library issues. It offers a place (several, actually—Virginia Libraries, the VLA newsletter, and the annual conference) for all library professionals to come together to share ideas, forge partnerships, and network with each other. I already have the VLA conference dates for 2008 and 2009 on my calendar; short of something unforeseen happening, I plan to be there!
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Historical Overview

In summer 2005, the University Libraries at Virginia Tech launched a new library system that integrated cataloging, acquisitions, serials control, and circulation functions in one system for the first time in the library’s history. The implementation of Millennium from Innovative Interfaces Inc. gave staff at the University Libraries an opportunity to provide input into the design of the public interface. With this input, new features were designed and offered to enhance the user experience. The system was acquired following a lengthy research and information gathering process, which culminated in the issue of a Request for Proposals (RFP) in summer 2004. This article will describe how the implementation of a new integrated library system at Virginia Tech has empowered patrons.

Virginia Tech is ranked fifty-sixth in the nation for university research and development spending according to the latest report from the National Science Foundation. During the 2006–07 academic year, the on-campus student enrollment was just over 26,000 students, over 80 percent of whom are undergraduates. In addition, there were about 2,000 off-campus students enrolled, mostly in the National Capitol Region graduate programs around northern Virginia.

The library includes Newman Library, which is the main campus library in Blacksburg, as well as two on-campus branches: the Art & Architecture Library and the Veterinary Medicine Library.

Procurement

In August 2004, the University Libraries issued an RFP for a new integrated library system. Six vendors responded. After careful evaluation, the procurement committee entered into negotiations with two vendors. In February 2005, the Millennium system from Innovative Interfaces Inc. (III) was purchased. This system was chosen for the robustness and integration of the core modules and for the ease of implementation. Given the relatively small staff size and the abbreviated implementation schedule, the ease of both migration and system maintenance was...

... a new library system... gave staff at the University Libraries an opportunity to provide input into the design of the public interface.

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Leslie O’Brien (lobrien@vt.edu) joined the faculty of Virginia Tech University Libraries as a cataloger in 1991. Since July 1995, she has been director of technical services at Virginia Tech.
a key factor in the system selection. The University Libraries chose III’s Oracle platform and purchased the software-only installation. We purchased two SunFire servers in order to have a complete copy of the production database for testing and training. The training server also serves as a backup database in case of server failure. As of October 2006, the production server held 1.4 million bibliographic records, 2 million item records, 35,000 order records, 1 million authority records, 75,000 holdings records, and 58,000 patron records.

Implementation
In February 2005, the Implementation Steering Committee and several teams were formed to bring up the core modules—Acquisitions, Cataloging, Serials, Circulation, and Catalog (OPAC)—in an accelerated, six-month schedule. Innovative Interfaces Inc. was concerned about our abbreviated schedule, but was extremely supportive in helping us through this daunting process.

The WebOPAC Team was charged to implement an “out of the box” online catalog geared toward the undergraduate population at Virginia Tech. The team consisted of seven to nine people at any given time. Members of the team represented various departments of the library, including staff from Instruction & Reference, Cataloging, Library Systems, and Outreach. This combination of talent and skill would prove to be the foundation for a successful, streamlined project showing a good balance of technical, management, instructional, and other public services skills.

The WebOPAC Team’s main objective was to create an interface that was both attractive and user-friendly. For example, III’s “My Millennium” option offers many patron empowerment features that were not available in our previous system. Renamed “My Library Record,” this feature allows our clientele to renew materials online, check their records, save their searches, and set up search alerts. In addition to My Library Record, the new interface offered the ability to export searches to email, printers, and bibliographic citation software.

Design
The WebOPAC Team forged ahead into unfamiliar territory. Although several members were experienced in web design, creating the new catalog interface would be complicated. To tackle the challenge, the team first researched library literature. They reviewed current practices at peer institutions of the State Council of Higher Education for Virginia (SCHEV), the top thirty research institutions, III sites (of all sizes and types), and III beta-testing sites. Based on this research, we created goals that focused on functionality and appearance. As William Horton said in 1990 regarding effective OPAC screens, “Research suggests that the interface is a crucial point in the success and satisfaction of the patron.”

This critical issue guided the decision-making process.

Usability studies were conducted among various populations. Jakob Nielson asserts that “the best results come from testing no more than five users and running as many small tests as you can afford.” Our groups were small and included librarians, staff, and students. A trend seen in our studies and noted similarly in research findings by Novotny was the “impact of Internet search engines on user strategies and expectations.” Our users expected Google-like features, instantaneous results, and a “pretty” interface.

Once the WebOPAC Team processed the results from the user studies, we created a comprehensive list of concrete goals and a timeline. Then we began reviewing the III documentation, a natural step in understanding the task at hand. The team not only had to deal with design issues; there were also complex technical and data issues to address. For example, we established new location code hierarchies and status codes for displaying item availability. A new concept for us was “scoped” collections, which enable the user to search across a subset of the entire collection. The team worked closely with catalogers within the Technical Services Department to resolve issues that were problematic for both public and technical services. Spreadsheets and grading rubrics kept track of our research data and would eventually show the course implementation would take and track what had been done and what needed completion. Once we had a clear direction, the WebOPAC Team created the interface (Figure 1).

The team agreed on several key points. We wanted a corporate look and feel that was consistent with the library’s website; we wanted to incorporate Syndetic Solutions’ book jackets and informational content; and we continued to seek input from our users through focus groups and observational data. We decided to retain the catalog’s name, Addison (named after the first student to enroll at Virginia Tech).
Training

Communication is always important during an implementation project. Library faculty and staff not directly involved can feel disenfranchised. Doering notes, “Your staff members are your greatest allies. If they feel they are a part of the process, they will want to help.”7 The Implementation Steering Committee kept library staff informed through weekly email announcements, a website, and publicly posted meeting agendas and minutes. Thorough in-house documentation was also maintained by each team for several uses (disseminating information, reviewing decisions made by all teams, and more). The goal was to create buy-in and get everyone in the library involved with the implementation.

Training was initially conducted by Innovative Interfaces Inc. using a “train the trainer” model. Trainers from III led small sessions that were attended by all Implementation Steering Committee members and key departmental staff. Attendees then trained the rest of the library staff according to departmental needs. All of the III training on the core modules was done at the library by an experienced trainer. Some of the modules were taught as WebX sessions with a combination of online and audio technology.

The WebOPAC Team offered several training sessions to the library and university: OPAC Basic Searching, OPAC Advanced Searching, My Library Record, and Library Reserves. Using the guidelines listed by Rudasill, DuBois, and Searing, the team implemented the instructional approach of small group training sessions, one-on-one assistance, print handouts, and access to the III documentation.7

Linking

The WebBridge module from III provides libraries with the technology to implement OpenURL resolution and link from within the catalog to related resources. Immediately after bringing up the new OPAC, we turned our attention to implementing WebBridge. In September 2006, the WebBridge Team began meeting to read the documentation, explore the listserv archives, and study other libraries’ implementations of the product. We discussed how we could best use WebBridge to create opportunities for users to discover resources and thus have a good research experience.

We were already using Serials Solutions’ Article Linker (now called 360 Link) as our OpenURL resolution service, and we agreed that creating links from the catalog that we did not already have would be the first project. A future investigation of WebBridge’s OpenURL capability is anticipated.

We decided to enhance the patron experience with the catalog by offering links to resources related to the bibliographic record. We used Library of Congress call numbers as the basis for this relationship between items in the catalog and other resources in most cases. With WebBridge, we direct a patron who may be new to a subject and suggest additional subject-appropriate library resources.

The team decided to ask subject specialists for lists of resources to link to within their call number ranges. In order to collect this information, we held multiple focus group sessions that also gave us the opportunity to involve more of the library in the implementation of the product. During these sessions, we explained the WebBridge product, showed examples of selected lists of resources, and gathered feedback on what other librarians thought.

These focus groups resulted in lists of resources judged to be the best of what our library has to offer....
of the resources offered that would display for all call number ranges. These were our core resources for this project—databases that would apply for most subjects.

One of the issues addressed in WebBridge Team meetings and in the focus group sessions was whether we should link to well-known, freely available resources, such as Google. There was much discussion on all sides of the debate. We offered a compromise, linking to Google Advanced Search with the understanding that that link would be reevaluated at a future date.

There was consensus that the name for the interface would not mean anything to our patrons. Therefore, we labeled the button “Additional Resources” (Figure 2) to encourage users to explore the suggested resources.

The design of the window that opens when the user clicks on the Additional Resources button was a topic of lengthy discussion in team meetings and was raised in the focus groups (Figure 3). We wanted to maintain the same corporate look of the catalog. By using the same look, a banner at the top and bottom of the window, it was easy to include the links the user might expect to see.

In the 2007 spring semester, the WebBridge Team conducted observational studies. The research clearly showed that students were able to find and identify the button as a useful resource access point.

There was a great deal of discussion about the language used on the Additional Resources window. The team debated what users would understand and how to categorize resources in the most intuitive way. These questions were also raised during the focus group sessions. Some of the participants in the study initially assumed that clicking on the Additional Resources button would take them directly to a resource, not the list of resources. However, they indicated that having the list to choose from was more desirable and useful.

For some resources, the linking syntax allows us to pass a search for the user on as part of the hyperlink. Instead of being taken to a search interface for a resource, the user is taken to a page of results. We found this useful for deciding which resources to offer. Based on the research done on this product, the users’ preference was that searches be automatically passed through to the database of choice and that their results sets be moderate in size. When a resource did not deliver in this manner, the user was disappointed. The team is still working on resource offerings based on the study’s findings. The biggest issue is how vendors’ products function in conjunction with WebBridge.

### Handheld and Text-Based Online Catalog

Another new addition to our catalog offerings is Innovative’s AirPac. AirPac provides access to the library catalog for handheld devices such as cellular phones and personal digital assistants. It is also the library’s text-based version of the online catalog.

AirPac went live in September 2006 under the name Addison-Mobile. The AddisonMobile icon appears in the bottom logo of the catalog’s home page for users to access the handheld version (Figure 4).
With AddisonMobile, we provide our users with the ability to search Addison from more electronic devices. This enhances the user’s search experience by allowing access to the catalog from the device that is most convenient at the point of need.

The AddisonMobile Team is currently testing devices and working on the interfaces to facilitate searching. The product can serve pages in several ways, and the team is studying how pages are rendered on a variety of devices. AddisonMobile is readily available to our users, but has not yet been widely publicized because research is ongoing.

Final Thoughts and Conclusions
We found usability studies and feedback to be critical components of the OPAC implementation process. We achieved success by using the data in an advisory capacity, getting to know our user groups, and asking questions. Focus group feedback was an important part of the implementation process. Continual user assessments and research will be conducted in order to keep up with user needs. Utilizing support from user groups, conferences, and other networking and training opportunities, we plan to continually learn about how to offer our clientele more freedom and successful interactions with the library and its collections.

The University Libraries’ staff and user population were in need of a progressive and cutting-edge library system. The trend in today’s libraries, both with clientele and employees, is to empower users and create potential for independent research and discovery.

The trend in today’s libraries … is to empower users and create potential for independent research and discovery.

Notes
The HBCU Library Alliance: Developing Leadership

by Carolyn Hart, Lillian Lewis, Elizabeth McClennen, V. Tessa Perry, Iyanna Sims, and Adrienne Webber

The Leadership Institute has made a significant impact on my role as library director. The institute provided quality presentations and materials that have proven to be valuable resources. I have revisited the package of information from the institute on several occasions and used the information to help me during daily operations. The most inspiring part of the program was the networking experience that allowed me to meet many accomplished library professionals. Their insight and knowledge is invaluable, and it was a pleasure to learn from them. The institute left me feeling motivated, sharpened my leadership skills, and gave me greater confidence to lead.

—Tasha Youmans, library director, Bethune-Cookman College, Daytona Beach, Florida

The HBCU (Historically Black College and University) Library Alliance (HBCULA) is a consortium that supports the collaboration of institutions dedicated to providing an array of resources designed to strengthen these libraries and their constituents. The purpose of the HBCULA is to ensure excellence in HBCU libraries through the development, coordination, and promotion of member programs and activities.

Plans for the organization first emerged as early as 2001 during discussions held by the Southeastern Library Network (SOLINET) Board of Directors and HBCU library deans. In 2002, a steering committee was formed, a website unveiled, and support from SOLINET and the Council of Libraries and Information Resources (CLIR) confirmed. Library deans and directors from more than one hundred HBCUs met later that year to draft the HBCULA’s mission and vision statements. In 2003, bylaws were adopted, thereby officially forming the HBCULA.

In 2003–04, a planning project that was conducted by the HBCULA and SOLINET and funded by the Andrew W. Mellon Foundation identified several obstacles to the effective integration of many HBCU libraries into their campus programs for teaching and learning. These factors include fiscal constraints, rapidly changing technology, an aging workforce, ineffective assessment tools, and lack of training. To address these and other issues, the planning project concluded that the HBCULA should begin by developing greater leadership within the HBCU library community. The partners clearly realized that to overcome obstacles and transform HBCU libraries into effective partners in the teaching and learning process, cultivating strong leadership must be a priority.

The Leadership Program (LP) comes at a critical moment in the history of HBCU libraries. With the coming retirement of many deans and directors in librarianship, the founding members of the HBCULA recognized that unless there will be a cadre of trained leaders, armed with the knowledge and skills needed to deal with the constant change and complexity of the

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Adrienne Webber serves as assistant director of access services for Xavier University.
library and information profession, there will be a shortage of potential library directors, which would be devastating to HBCU institutions.

To develop leadership, the HBCULA and SOLINET were awarded Mellon Foundation grant funds to develop a multi-part LP centered by a two-part Leadership Institute (LI) for teams from selected HBCU libraries. The goals of the LI were to further equip HBCU librarians to articulate and advance a vision for the library as a valued partner in teaching and learning; manage change that will transform the library into a “learning commons”; build partnerships with faculty and administrators and within the broader HBCU community; and create a culture of leadership within the library staff.

The five components of the LP include a Pilot Institute (PI), a two-part LI, site visits, scholarships for daylong workshops, and an exchange program for associate level HBCU librarians. Mentors from the pilot guided participants with assignments at both parts of the LI. They also made site visits to participating libraries. Scholarships were provided for focused, daylong training sessions for staff from HBCU libraries participating in the LP, supporting skill development in specific ancillary topics (budgeting, fundraising, coaching and mentoring, communications, etc.). Finally, the exchange program provided an opportunity for HBCU librarians to work with librarians at non-HBCU academic libraries.

The Pilot Institute

The HBCULA LP is the single most comprehensive effort to train its librarians as managers and leaders. The Pilot Institute was held on June 11–15, 2005, at the Evergreen Marriott Conference Resort in Stone Mountain, Georgia. The primary purpose was to test the components of the planned LI and, more specifically, to test the tools, methodology, and case studies of leadership; assess institutional environmental scan and strategic plans; assess leadership styles; and develop mentoring and coaching skills. Thus, the overarching goal was to design a blueprint for developing mentors within the HBCU library community. Since developing leaders is a key function of the HBCULA, mentorship was essential throughout the Pilot Institute.

The PI organizers paired “seasoned” librarians with emerging leaders, thereby building a network of leaders trained to jointly address issues of relevance to HBCU libraries and their constituents. The intent was to achieve the goals and objectives of the LI in a supportive and nurturing environment. The eighteen participants in the program were comprised of nine mentors (a director or dean) and nine potential leaders from the following HBCU libraries: Alabama State University, Bowie State University, Florida A&M University, Kentucky State University, North Carolina A&T State University, Robert W. Woodruff Library of the Atlanta University Center, Southern University at Baton Rouge, Tennessee State University, and Virginia State University. The instructors—Dr. Karyn Trader-Leigh of KTA Global Partners; consultant Marsha Hughes-Rease; and Cleve Clark, executive vice president of Comprehensive Integrated Solutions—combined team-based instruction with...
lecture-mentorship techniques in an intensive five-day workshop.

Two critical components of leadership development emerged from this approach. First, it created opportunities for librarians to engage in experiences that prompted critical self-reflection designed to deepen their understanding of leadership and management. Second, it provided a forum for librarians to develop the skills, knowledge, and confidence necessary to mentor and share best practices with other colleagues. The agenda focused on competencies for twenty-first century leadership, the strategically focused organization, vision-driven leadership, and managing change in a knowledge-driven world.

As expected, the evaluative results of the PI validated the need for a comprehensive program and bolstered the morale and enthusiasm of participating members. The PI was successful in showcasing models for best practices, as well as building knowledge-sharing and problem-solving networks. Further, these best practices and networks also serve to strengthen interorganizational relationships, coalitions, services, programs, and policies, thereby further advancing the objectives of the HBCULA.

The Leadership Institute (Part One)
The HBCULA LI was a great experience for every participating librarian. The casual environment and wooded resort set the tone and provided a tranquil setting for five intense days of learning and training. The desired outcomes were presented by instructors who developed, delivered, and executed a dynamic institute with energy that empowered the participants to explore outside-the-box thinking and move towards achievement of more productive objectives.

In 2005–06, forty-five librarians from twenty-four HBCUs were selected to receive the two-part training. The participating HBCUs included Alabama A&M University, Albany State University, Alcorn State University, Allen University, Arkansas Baptist College, Bennett College, Bethune-Cookman College, Claflin University, Fayetteville State University, Fisk University, H. Councill Trenholm State, Hampton University, Howard University, Lawson State Community College, Lewis College of Business, North Carolina A&T State University, Oakwood College, Saint Philip's College, Savannah State University, Shaw University, South Carolina State University, Texas Southern University, University of the Virgin Islands, and Xavier University of Louisiana; and, in 2007–08, teams of two from Hinds Community College Utica Campus, Jackson State University, Johnson C. Smith University, Mississippi Valley State University, Morehouse School of Medicine, Saint Augustine's College, Southern University New Orleans, Tougaloo College, Tuskegee University, and Wiley College.

At the sessions, library directors were congratulated for having selected an excellent group of junior colleagues to prepare for leadership roles. These colleagues learned that effective management skills are critical to the success of the library and were provided with essential information to invoke the power of strategic thinking and planning, assess the environment, define institutional identity, identify stakeholders, and develop plans of action in activities that simulated strategy planning. Leadership for change management, including performance management, was an important theme of the sessions. Participants were challenged to identify their own strengths and weaknesses and how to best manage these qualities in the day-to-day leadership operations. For example, the Myers-Briggs Type Indicator (MBTI) personality assessment was applied to help them develop awareness of their emotional intelligence and how it affects leadership and communication styles.

In a real-world approach to library management, interactions were centered on the HBCU institutions’ actual strategic plans, missions, and goals. The institute provoked the dynamics for critical thinking and actions and provided a platform without limitations or constraints, encouraging intellectual exchange among all participants. The institute stimulated all to go back to their respective institutions and make a difference by implementing strategically focused plans based on skills developed during the institute.

The Leadership Institute (Part Two)
In April 2006 and 2008, librarians reconvened on the campus of Morehouse College in Atlanta, Georgia, to demonstrate the techniques learned during Part One.

Part Two had a two-fold objective: to develop communication skills among attendees and demonstrate their application of skills learned during Part One. Recognizing that successful communication is essential to a successful organization, participants spent the first day addressing various types of communication competencies, both individual and organizational. Throughout the day, attendees performed exercises to
improve their listening skills and to learn nondefensive communication techniques. In addition, they spent time reinforcing the ability to understand how their MBTI assessments impact their communication patterns. During days two and three, participants gave topical presentations in teams; all developed their projects in consultation with their assigned mentors. Teams worked together to apply skills and techniques developed during Part One. In support of those lessons throughout the year, mentors had conducted site visits, scheduled conference calls, and in many cases met with university officials and other members of library staff to assist in guiding mentees through their projects. Observers of the presentations provided critiques, giving each presenter another opportunity to receive constructive feedback. The subjects included developing an information literacy pilot project, creating sound archives, and disaster planning in the aftermath of Hurricane Katrina. Mentors and attendees took much away from their peers’ presentations and also from their partnerships.

The ASERL and HBCU Library Exchange Program

John Donne’s seventeenth-century meditation, “No man is an island, entire of itself; every man is a piece of the continent,” is still ever so relevant four centuries later. Its philosophical application can be seen in the interactions among libraries of all types. Libraries have allied to address shared concerns and issues and forge new knowledge in the information sciences. Libraries form consortiums to alleviate the budgetary strain of providing quality electronic information, share advice on enhancing information literacy by implementing strong programs, and collaborate on modifying services in response to a rapidly changing technological environment. Another component of the LP is the collaborative relationship developed between the HBCULA and the Association of Southeastern Research Libraries (ASERL) librarians.

During the summer of 2006, five associate-level librarians from HBCU libraries—Fayetteville State University, North Carolina; Fisk University, Tennessee; Florida A&M University; North Carolina A&T State University; and the University of the Virgin Islands—were chosen to participate in a two-week exchange program. The HBCU librarians had various strategic areas of interest that included library collection budgets, technology, institutional repositories, information literacy, and the effects of merging campus IT with the library. To address these interests, the librarians partnered with an ASERL library with relevant expertise in those areas. The ASERL institutions—including the College of William and Mary; the University of Kentucky; the University of Louisville; the University of Tennessee, Knoxville; and Wake Forest University—made provisions for the HBCU librarians to meet and have intensive discussions with the appropriate personnel. For example, the HBCU librarian interested in library technology spent extensive time with an ASERL web services librarian, exchanging ideas on providing dynamic online services for library patrons.

The products of these interactions were developed into formal presentations. The goals of the program were exceedingly well met, as indicated by presentations by the exchange participants during the second HBCULA Membership Meeting. HBCU librarians not only gained practical knowledge in their fields of interest, but have also either applied or developed strategic implementation plans utilizing the lessons learned. Participating institutions have agreed to continue dialogue to identify opportunities for future collaboration. For example, soon thereafter, exchange partners collaborated on a subsequent archival photograph identification project. Such immediate teamwork is evidence of the program’s success in fostering collaborative relationships between HBCU and ASERL libraries in keeping with the tradition of libraries working with each other to provide superior information services.

Lessons Learned and Future Opportunities

Having been in the field of librarianship for eighteen years, I am grateful for the opportunities, mentoring, and inspiration I have received from various groups and individuals throughout my library career. Participating in the HBCU Library Alliance’s Pilot Leadership Institute has definitely had a positive impact on my tenure as director of libraries at Kentucky State University. The institute was a wonderful development opportunity to network and engage with other individuals in the profession and gather valuable insights and information that I feel gave me the confidence needed to handle this new leadership position. The HBCU Library Alliance Leadership Institute is a fabulous opportunity for HBCU librarians to strengthen their leadership abilities, share and gain knowledge, and explore new ways of thinking about the library profession.

—Sheila A. Stuckey, director of libraries, Kentucky State University
Bringing together librarians from the HBCU community to develop leadership skills is one way to make use of previously untapped opportunities. Occasionally, the challenges and successes faced in HBCUs are different than those seen in “majority” institutions—not better or worse, just different. The leadership institute allowed individuals who shared intrinsic commonalities by virtue of being part of the HBCU environment to grow and learn together. The mentoring component, whether through formal relationships or by simply sharing a meeting space and meals, provided an opportunity for directors and their associate-level librarians to reach out to their colleagues on current issues in their home environments, as well as offering food for thought for future endeavors.

As a result of the HBCU LP, participants were exposed to many leadership development techniques and gained better understanding of effective leadership skills. The future for participating HBCU librarians, libraries, and institutions is brighter for taking part in this historic undertaking.

A testament to the success and impact of the LP is in the number of associate-level librarians who have since become library directors. Three of the four leadership participants are now serving as directors within the HBCU community. This trend is precisely the outcome the LP was established to accomplish: to better equip current directors for success and prepare associate-level librarians for leadership within the HBCU community.

Three of the four leadership participants are now serving as directors within the HBCU community.

The leadership institute has greatly impacted my role as library director. Prior to attending the institute, I felt ill-prepared to lead within any organization. The institute gave me resources, confidence, and camaraderie. Since the institute, I have relied heavily on the leadership website, printed materials, and resources. I also gained an additional amount of confidence in handling complex problems. As the printed manuals often gave me a blueprint for staff, fundraising, and other library challenges, the ability to pick up the phone and call a seasoned director has proved most beneficial. This camaraderie of peers and seasoned directors has opened my sphere of contacts beyond any one state. Since the institute, I have nurtured professional relationships with noted and transformational library leaders.

—Janet Walsh, director of library services, American Baptist College, Nashville, Tennessee

In just three years, the HBCULA has sponsored two LIs, a librarian mentorship program, an HBCU and ASERL librarian exchange program, SOLINET workshop scholarships for HBCULA members, and two membership meetings. These activities build the capacities that will help HBCU librarians become leaders while preserving, providing access to, and disseminating information relevant to the history and mission of Historically Black Colleges and Universities.
Piano Concerts at Danville Public Library

by T. Wayne Romano

Assisting the Danville Public Library in its continuing mission to expose its community to a myriad of cultural experiences, the Friends of the Danville Public Library donated a gleaming ebony Hailun baby grand piano. A diverse group of 217 citizens flooded the facility’s “Gallery on Second” auditorium for a refreshing evening of piano music. The program was hosted by Nancy Jiranik, president of the DPL Friends.

The audience heard compositions from an array of musical genres, including classical selections such as Handel’s aria “Ah! Spietato” from the opera Amadigi, W. A. Mozart’s Piano Sonata No. 8 in A Minor, Karl Böhm’s “Still wie die Nacht,” and George Gershwin’s “Summertime.” A variety of traditional and popular tunes were performed as well. However, the most memorable performance of the evening was a rendition of Franz Schubert’s “Der Erlkönig,” set to the poem of Johann Wolfgang von Goethe. Otis D. Alexander and Brett Maguire blended voice and piano to tell the story. Alexander also shared some background on the piece. In Germany and Austria, almost every schoolchild learns Goethe’s poem; it’s one of the great pieces of German poetry, marrying emotion with traditional folklore. The Elf King, who personifies death, is associated with figures from various mythologies. This symbolic figure does not cause death, but seduces the innocent through gifts of joy and the promise of pleasure without pain. Alexander sang the complete story in German, and Maguire demonstrated his piano skills, convincing the audience that they actually heard horses galloping through the wild.

After the recital, Alexander explained, “Having the piano in the library is not distracting at all. To be sure, the library is the nucleus of information, regardless

Dr. C. Edouard Ward, a graduate in pipe organ from the University of Vienna and a resident of New Jersey, performs on the Hailun at DPL.

T. Wayne Romano is children’s information specialist at Danville Public Library.
of format. The piano will allow musicians passing through the city to share their talents and skills with the patrons. This evening, we demonstrated how it can assist with storytelling.”

To encourage community networking, facility use, and ongoing cultural experiences for library patrons, at least three musical performances will occur each year. The concerts will also help to build up the Friends of the Danville Public Library.

Here are the names and credentials of the noted and gifted artists from the community who volunteered to insure the success of the first musical gala.

• Otis D. Alexander holds a graduate library degree and studied voice performance pedagogy at Oberlin Conservatory of Music Studies.

• Brett Maguire, who recently returned from the German Inter-national Organ Competition, holds a master's from Oberlin Conservatory of Music in organ and historical performance and serves as the Mount Vernon United Methodist Church organist/choir director.

• Clarissa Knight, who earned a bachelor's in piano from Stratford College and a master's from the University of Virginia, is both organist at the High Street Baptist Church and the Pittsylvania County Schools Superintendent.

• Sherry Gott, who earned both her bachelor's and master's from Virginia Polytechnic Institute & State University, is a professor in liberal arts at Danville Community College and soloist in the Church of the Epiphany Choir. In addition, she sings with the Danville Area Choral Arts Society.

• Alexander Mitchell, who has studied organ in both the United States and Europe, is Church of the Epiphany organist/choir director and a member of the Danville Area Choral Arts Society.

• Delois Davis, a retired educator who is the organist/choir director at Calvary Baptist Church, earned a Bachelor of Music Education degree in piano from Virginia State University and is a member of the Danville Area Choral Arts Society.

• Raul West, an educator who is soloist at the Church of the Epiphany, is also a member of the Danville Area Choral Arts Society.
Virginia Reviews

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


The last full-length narrative histories of Virginia were Virginius Dabney’s *Virginia, the New Dominion* (1971) and Louis D. Rubin’s *Virginia: A Bicentennial History* (1977 and 1984), the latter written for the American Association for State and Local History’s States and the Nation Series. The quadricentennial commemoration of 1607 inspired two new attempts at capturing the broad expanse of Virginia history in a single, focused volume.

*Old Dominion, New Commonwealth: A History of Virginia, 1607–2007* is the product of a scholarly team. Anthony S. Parent Jr. of Wake Forest University tackled prehistory and the seventeenth century. John G. Kolp, retired from the United States Naval Academy, wrote the eighteenth-century chapters. William G. Shade, retired from Lehigh University, described the early national period to the Civil War. Ronald L. Heinemann, retired from Hampden-Sydney College, completed the story from the late nineteenth century through the present and edited the volume. The thrust of the densely packed narrative is political; therefore, the story focuses on the political entity of Virginia and its (usually white male) leaders in Jamestown, Williamsburg, and, ultimately, Richmond. The chapters on the twentieth and twenty-first centuries recount each and every gubernatorial and United States Senate election. There are numerous black-and-white illustrations, drawn mostly from the collections of the Library of Virginia. Each of the sixteen chapters closes with an alphabetical list of sources consulted. An appendix of population figures and a two-page general bibliography conclude the volume.

Peter Wallenstein’s *Cradle of America: Four Centuries of Virginia History* was also a team effort, researched and written with the assistance of a University Honors undergraduate class at Virginia Tech. Wallenstein deliberately begins his narrative in Blacksburg, in the western part of the state, and tries to remind his readers that Virginia history does not end at Richmond and the fall line. The author is most interested in politics, law, and education and tells his story through vignettes, case studies, and snapshots. Though this approach has the virtue of introducing many fascinating and significant individuals—the Indian captive Mary Draper Ingles, the Federalist congressman Charles Fenton Mercer, former slaves who spoke with interviewers from the Works Progress Administration, the Carter Family musicians, Lucy Randolph Mason of the CIO, the civil rights leader Alice Jackson Stuart—it does make for a sometimes choppy, jerky storyline. Coverage is skewed toward the nineteenth and twentieth centuries; the author dispatches the seventeenth century in about forty pages and fights the American Revolution in fifteen. Sidebars reproducing primary source documents—the Virginia Declaration of Rights, the Ordinance of Secession, the Virginia Act to Preserve...
Racial Integrity, the ruling in Loving v. Virginia—supplement and provide counterpoints to the narrative, as do the extended captions to the black-and-white illustrations, which are drawn mostly from the Virginia Historical Society's collections. Appendices list the state governors (but not the Company-period or royal ones), the United States senators from Virginia (but not the members of the House of Representatives), the judges of Virginia's highest court of appeals, the state's popular and electoral votes in presidential elections, and population figures from 1790 to 2000. The volume concludes with an extended list of further reading.

Virginia libraries will need to acquire both Cradle of America and Old Dominion, New Commonwealth for their reference bookshelves. Because of the complementary nature of these two scholarly narrative histories, sometimes one, sometimes the other will provide the needed answers for Virginia history questions.
—reviewed by Sara B. Bearss, senior editor, Dictionary of Virginia Biography


The beautifully illustrated Virginia Indian Heritage Trail is a must-have reference guide for any library. Too long obscured, stereotyped, or unheard in the ethnocentric annals of Virginia history, the voices of each tribe evoke eloquently their sense of identity, complex history, sophisticated traditions, invaluable contributions, current tribal relationships, active roles in today's society, and future goals, which include federal recognition and education of the public. In Virginia, for about 15,000 years Indians have held, and still hold, a reverence for their environment, animals, and plants. Vignettes concerning historical figures, such as Amoroleck, Bearskin, Opechananough, and Pocahontas, enliven the pages with other little-known and known gems. One section provides a concise two-page guide for each of Virginia's recognized tribes, including contact information and website addresses. The third treat in this publication is a series of guides to various tribal and interpretive sites, museums, suggested readings, and planned events such as festivals and powwows for 2007. The fourth segment provides a list of valuable pointers for those writing and thinking about Virginia Indians that both clears up common misunderstandings and gives examples of correct descriptions and terminology about Virginia Indian cultures or figures. This is an informative, balanced, and enjoyable book for all audiences and would be an asset to any library collection.

—reviewed by Katharine E. Harbury, editorial research fellow, Dictionary of Virginia Biography

Peter C. Mancall, ed. The Atlantic World and Virginia, 1550–1624. Chapel Hill: University of North Carolina at Chapel Hill for the Omo-

...the voices of each tribe evoke eloquently their sense of identity....

WOOD REVIEW


In March 2004, about sixty scholars addressed more than six hundred other scholars, teachers, and curious citizens at a marathon four-day conference in Williamsburg devoted to understanding the international context in which Englishmen colonized Jamestown in 1607. The eighteen essays in this volume and the introduction by the editor offer rich reading and many insights and represent reasonably well the wide variety of perspectives of the people who made presentations at the conference and the deductions that they and the audience reached. The concluding essay, by Stuart B. Schwarz of Yale University, was the final presentation at the conference, and it neatly summed up the proceedings of the conference as well as the substance of this collection of scholarly monographs.

For centuries, historians of Virginia have examined the fragmentary surviving written and archaeological evidence to try to understand what went on in Virginia when the English colonized it. Placing those events in context meant paying attention to English motivations, economics, culture, and politics. Researchers are now placing those events in a much wider context, in which English colonization was a comparatively small event. Conference participants described the English as relatively minor and late entrants into European settlement of the Americas. England paled in importance to Spain and Portugal. Long before Britannia ruled the waves, the Atlantic Ocean was an Iberian Sea on the edge of an even more important Islamic world with its center in the Mediterranean and North Africa. Christians, Muslims, Euro-
end the rebellion. British caution, arrogance, and incompetence combined with American luck, perseverance, and timely French aid to result in the final American victory. Had any one of a number of actors made an alternative choice, the Revolution could have ended differently. The American cause often seemed to hang on by the merest of strings, and victory indeed was miraculous.

Nor was George Washington the inevitable man of the hour that he appears to have been in hindsight.

The American cause often seemed to hang on by the merest of strings, and victory indeed was miraculous.

FERLING REVIEW

He was the most experienced of any colonial military man, and he was a prominent figure from Virginia, the largest of the thirteen colonies. Appointing Washington commander in chief of the Continental army was logical, yet his performance in the field at times almost led to his recall. Washington’s determination, his ability to learn from his mistakes, his adherence to the cause of independence as more important than his reputation, the loyalty of his junior officers, and the mistakes of his rivals ensured that Washington emerged as the one indispensable figure in the war.

Ferling’s book is at times a breathless read, and it deals primarily with the military aspects of the Revolution. Even politics and diplomacy enter into the story only as they affect this aspect of the conflict. For anyone interested in a detailed overview of the American Revolution, Almost a Miracle meets that standard.

—reviewed by Trenton E. Hizer, senior finding aids archivist


Sandwiched between Confederate general Jubal A. Early’s raid on Washington, D.C., in the summer of 1864 (undertaken in part to draw Union forces away from Robert E. Lee’s Army of Northern Virginia) and his humiliating defeat at the hands of Union general Philip Sheridan that autumn were several engagements in July by the Southern commander that culminated in the Second Battle of Kernstown, the last major triumph in the Valley by Confederate arms. Historians have neglected these operations, which have been overshadowed by Kernstown and the subsequent raid by Rebel cavalry into Pennsylvania and the burning of Chambersburg late in July in reprisal for the destruction of civilian property in Lynchburg by Union forces some weeks earlier. Scott C. Patchan’s is the first book to treat Early’s July 1864 operations in a single comprehensive study.

Pursued by Federal forces, Early had retreated westward from Washington, traversing Loudoun County and repelling strikes from the Union vanguard before passing between the mountains at Snicker’s Gap and entering the Shenandoah Valley on the morning of July 17. That afternoon, his rearguard fought an action at Castleman’s Ferry against trailing Union regiments. The next day, Confederate forces prevailed in a deadly contest at nearby Cool Spring. Similar fighting occurred at Berry’s Ferry
and Kabletown before the opposing armies clashed again on July 20 on the Valley Turnpike north of Winchester. Union troops sent Confederate divisions reeling back toward the city. Early then withdrew south of Winchester and established his headquarters at Newtown.

The assumption that Early no longer posed a threat to Washington and would fall back to Richmond led to a reduction of Union troops in the Valley. The discovery by Northern cavalry on July 22 that Confederates were still at Newtown did not dispel the notion. In fact, Early was exactly where Lee wanted him. Early’s presence in the Valley, Lee assured the Confederate War Department, continued to divert Union troops from Petersburg. The strategy had worked in 1862, when Thomas J. “Stonewall” Jackson’s maneuvering in the Shenandoah Valley had caused Lincoln’s administration to withhold reinforcements intended to support the reduction of Richmond, and it appeared to be working again in 1864.

Learning that the Union army at Kernstown was inferior to his own, Early turned back on his adversary. Capitalizing on Union mistakes, Early delivered a blow that resulted in one of the most lopsided victories of the war and paved the way for him to wreck railroad facilities in Martinsburg, West Virginia; invade Pennsylvania; and terrorize towns in Maryland. These exploits led directly to the decision by the Northern high command to send Sheridan into the Valley to find Early’s army and destroy it.

Of interest to readers of military history that care to examine the interlude between Early’s dramatic raid on Washington and his subsequent dismissal, Shenandoah Summer explores the interlocking connections between the minor actions and small-scale battles that have their own tactical and strategic importance and the larger clashes that engage the historian’s attention.

—reviewed by Donald W. Gunter, assistant editor, Dictionary of Virginia Biography


Early delivered a blow that resulted in one of the most lopsided victories of the war....

PATCHAN REVIEW

As Virginia prepares for the beginning of the 150th anniversary of the American Civil War in 2011, it is appropriate to recall the centennial commemoration (1961–1965), in which Virginia and Virginians were active participants. In 1957, the United States Congress established in the Department of the Interior a United States Civil War Centennial Commission to oversee preparations for the 100th anniversary. Federal officials hoped that the series of programs and events would encourage American patriotism, increase tourism, and spur economic prosperity in the South. As Robert J. Cook describes in Troubled Commemoration, federal aims clashed with white Southern glorification of the Lost Cause, alarming African-Americans as well as others. White Southerners pressed for the continuation of segregation, despite the recent Supreme Court decision in Brown v. Board of Education, while African-Americans attempted to frame the commemoration—with little or no help from the CWCC—as a victory for black emancipation.

Published as part of the Making of the Modern South Series, Troubled Commemoration places the centennial of the American Civil War within the context of the Cold War and the civil rights movement. As a professor of American history at the University of Sheffield in England and as the author of Sweet Land of Liberty? The African-American Struggle for Civil Rights in the Twentieth Century (1998) and Civil War America: Making of a Nation, 1848–1877 (2003), Cook realizes that the Civil War centennial occurred during those years when the civil rights movement, the Cold War, and eventually the Vietnam War captured more Americans’ attention. The centennial was of greater importance to Southern states, although the aims of state commissions, of which Virginia’s was one of the first to be formed, and the aims of Civil War–related organizations, such as the Sons of Confederate Veterans and the United Daughters of the Confederacy, occasionally conflicted. Commissions for Northern states included African-Americans who were unable to participate in national meetings held in Southern locations because of Jim Crow laws. The national commission, under the leadership of Ulysses S. Grant III and Karl Betts, with considerable input from former Virginia governor William Tuck, took no action when New Jersey and other Northern commissions threatened to boycott the 1961 meeting at Charleston, South Carolina, because Madaline Williams, an African-American member of the New Jersey commission, would not be given a room at the Francis Marion Hotel or allowed to attend the meetings and banquets. The newly installed Kennedy adminis-
The book is divided into five chapters outlining five different tours. Each chapter begins with a narrative description of the route. The tours are divided into Stops and Spurs, generally towns, communities, or large parks. Each Stop

ultimately, the Civil War centennial did little to challenge the dominant, white narrative of the war as a “brothers’ war” that saved the nation. ...
Blue Ridge Roadways is an excellent remedy to driving aimlessly through southwest Virginia.

FARIELLO REVIEW

Virginia Primary Sources


Sir William Berkeley (1605–1677) was arguably the most influential seventeenth-century Virginian. As royal governor of Virginia for almost thirty years (1641–1652 and 1660–1677), he shaped the colony’s political development. An advocate of economic diversification, Berkeley experimented with substitutes for the tobacco crop at his Green Spring plantation in James City County and set out his prescriptions for improving the colony in a Discourse and View of Virginia (1663).

Editor Warren M. Billings, retired from the University of New Orleans, is the author of the earlier biography, Sir William Berkeley and the Forging of Colonial Virginia (2004). This edition of Berkeley’s surviving official and personal papers contains the largest body of original documents concerning any seventeenth-century Virginian, many of them fundamental to attempts to understand the seventeenth-century colony. The more than 900 items gathered from American, British, and European archives chronicle the development of Virginia from Berkeley’s arrival in 1642 through the English Civil Wars to the calamity of Bacon’s Rebellion and Berkeley’s fall from royal favor. Also included is the surviving correspondence of Berkeley’s two wives, the virtually unknown first Lady Berkeley and the redoubtable and politically astute Frances Culpeper Stephens Berkeley (later Ludwell). History collections, especially those concentrating on the colonial period, should not be without this volume.

or Spur has a short overview, usually describing the history of the area and its significance. Following that, specific sites are described in entries containing the importance of each site and an italicized sentence with the address or directions, the hours and days of operation, a contact phone number, and sometimes a website address. The kinds of sites highlighted are diverse, relating to music, industry, agriculture, religion, specific historical events, transportation, natural beauty, and many other aspects of local culture. The chapters are liberally illustrated with both modern and historic black-and-white photographs of the locales. Also dispersed throughout the book are eleven short essays about the development of roadways in Virginia and the United States.

Blue Ridge Roadways is an excellent source for finding destinations specific to localities in southwest Virginia along the Blue Ridge. The descriptions and essays are informative and interestingly written. A comprehensive list of “Suggested Reading” serves as a great bibliography to sources about Appalachia, many of them specific to Virginia; and the index allows the guide to be fully searchable by name, subject, and place. Although a good guide for a road trip, this book might also appeal to a more sedentary reader interested in modern Appalachian culture in Virginia.

—reviewed by Maria Kimberly, project editor