

# ARKANSAS LIBRARIES

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Arkansas Library Association  
Celebrating 100 Years  
1911 - 2011

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# Arkansas Library Association, 2011

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**Cover photo: Elkins Public Library**

*Photo by Maylon Rice, Board Member, Fayetteville Public Library*

**Journal design:** Ethan C. Nobles, *FirstArkansasNews.net*

## From the ArLA President:

*by Shawn Pierce,  
Lonoke, Prairie County Regional Library*

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**H**ow's your journey? The other day I was looking back at where I have been in the last twenty years: jobs, libraries, houses, etc. What will you do after your library gig is over? I have an idea for anyone involved with the library association: mentor others who are interested in being in the profession!

In the last few months, our library has been fortunate to obtain a library consultant to help with our five-year strategic plan. I knew we would be addressing unmet needs for our library system in the way of buildings, services, collection etc. What I did not expect was David Price from Georgetown, TX to ask me about how I was giving back or planned to give back to the profession. I am still being mentored!

### **Mentoring @ Conference**

Conference is coming up, and I remember my first few conferences. I had a program to look at, but didn't know what programs to go to or any of the attendees. This year when you see someone in the hallways at conference that you do not know, ask them what program they are going to. Find out if they work in tech services, circulation, children's programming, or the reference desk. Show them how to read the program.

### **Board Meeting**

I would like to invite the new attendees to be sure and drop by the board meeting on Sunday, September 25 from 10:00 am – noon. When I first joined the Association, I did not think I was supposed to attend the board meetings. Here is your personal invitation: we would love for you to come and see what we do!

Don't forget about Division and Round Table Meetings that will be sprinkled in between the presentations.

A complete listing of ArLA Divisions can be found on our webpage. We need new members



to become division chairs, which makes up the board. It's your Association!

### **Baskets**

Don't forget to make a basket for the basket auction which supports the LEAF initiative. This supports our legislative efforts.

### **After Conference**

After the conference, make sure you "Friend" the Arkansas Library Association on Facebook. We are listed as "Arkansas Library Association." The Facebook page is one of the many ways we get information out to the members.

### **"Friend" a New Member**

While you're at it, "Friend" a new member. I am really grateful to my mentors while I was at the Arkansas Tech Library. Every department in that library took me under their wing. Their knowledge and patience was invaluable!

### **ArLA Scholarship**

Old members and new members, remember to donate to the Scholarship fund so that others can go to library school. You can either give a check to Diane Hughes, our Scholarship Chair, or add it to your total cost when you renew your membership. Our Association grants two scholarships per year to deserving applicants.

See you at Conference - September 24-27.

*Shawn Pierce, the President of the Arkansas Library Association, is, also, the Director of the Lonoke/Prairie County Regional Library,*

## EDITOR'S COLUMN

### Random Thoughts....

by *Laura Speer*  
*Managing Editor*

School days, school days....dear old golden rule days. School media specialists and academic librarians are back at school with students – yes, I know lots of you work through the summer! Public librarians and special librarians -- well, it's a change of seasons, planning different programs and business as usual.

It's been a hot, dry summer all around! That didn't stop the kids from coming to the library for Summer Reading Club activities, though. Did you get to read those books you've been "saving for free time in the summer?"

On the cover of this issue is a picture of the Camden Public Library. It burned late in the summer. ArLA sponsors a basket auction each year the conference to raise money for the LEAF fund. Bob Razer (see, Bob, I can spell it correctly) of the Butler Center for Arkansas Studies wrote a great email to Ark-Lib a few weeks ago. He talked about the best of possible worlds for the LEAF auction.....too many baskets, bottomless wallets....(my words, not his). Oops, I digress.....anyway. Consider bringing a basket for the auction – library

folks are so creative...it's always fun to see the fun and unique themes of the baskets.

Who benefits from the LEAF auctions? Well, libraries that have had disasters that have affected their operations for one. This year in Arkansas communities have had tornadoes, floods, fires and huge amounts of snow. The tax base is down and towns have to struggle to rebuild damaged libraries. We use that money to help.

This is your chance!

A special thanks to Maylon Rice. Maylon is on the Board of Trustees for the Fayetteville Public Library and a friend to all Arkansas libraries. While traveling earlier this month he made pictures of many small Arkansas public libraries in the southern part of the state. He took the photo of the Camden Library that is on the cover this month. Don't forget, send me your photos as well!

The ArLA 100th Anniversary Conference in Little Rock in late September. The conference planning staff has outdone themselves this year. I can't wait.

See you there!

*Laura*

*Laura Speer, an advocate for all librarians, is the Director of Library Services at the Fayetteville Public Library.*



Who benefits when your library contributes a basket for the LEAF auction? Organizations like the Camden Public Library, which was destroyed in a fire in July (*Photo submitted by Maylon Rice, Fayetteville Public Library*).

# The PIPES Procedure

## A Guide for Librarians Working with Teachers to Develop Oral History Projects

by Jason S. Ulsperger and Kristen L. Ulsperger

Arkansas Tech University and KLU Research,  
Russellville, Ark.

Oral histories consist of structured conversations that reflect the experiences of people's everyday lives.

Often using information from elders, they lead to the creation of personal accounts that cover a variety of topics. This can consist of descriptions of childhood, family interaction, educational events, religious experiences, and details on work and married life. Many libraries have oral history collections.

When focusing on an exact geographic location, gathering oral histories gives librarians the ability to collect and archive first-hand, historical accounts of community members' lives. Subsequently, a collection of oral histories provides valuable insight into a community's soul (Baum 1991).

The use of oral histories goes back to the fifth century B.C. At that time, historians collected stories on general daily life, but also specific forms of social interaction, such as war experiences (Yow 2005).

Regardless, oral histories are not a thing of the past.

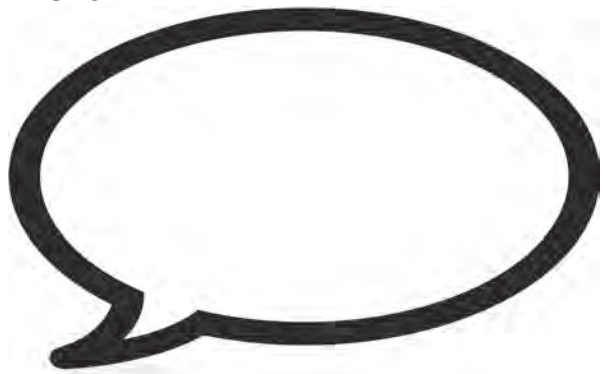
The best modern example of this is the Foxfire project. Foxfire was the brainchild of Eliot Wigginton - an English teacher working at a school in northeastern Georgia in the 1970s. He designed a program where students could interview elders living in the Appalachian Mountains. A collection of magazines emerged from the oral histories. The magazines turned into a series of books. The books, present in most libraries across the south, detail everything from traditional cooking techniques to funeral rites (Cheek and Nix 2006).

Building on this education-oriented oral history tradition, we believe Arkansas librarians should work in conjunction with educators to develop oral history collections of their own. To facilitate this, the current article details what we call our PIPES procedure.

Our use of the acronym PIPES is two fold. First, "pipes" is a slang word for vocal chords that allow people to speak about their lives to others. Second, it represents basic steps we think librarians can follow when building oral history collections with the help of local teachers. The steps involve (P)reparation, (I)nterviewing, (P)rocessing, and (E)ffective (S)haring.

### BACKGROUND: THE RIVER VALLEY ORAL HISTORY COLLECTION

One of the authors of this article was a research librarian at the Pope County Library for several years. The other is an assistant professor of sociology at Arkansas Tech University. Being familiar with oral histories in genealogical research, the librarian once suggested we combine resources and develop an oral history collection. We concluded that a gerontology course taught by one of us provided a good opportunity, especially if we could use students as interviewers. From the library's perspective, using students could enhance the visibility of the library among a younger generation of citizens. From an academic perspective, it could give students higher levels of contact with elder members of the community and build research skills. The result so far has been two collections. One focuses on people living in long-term care facilities in the Pope County area (see Ulsperger and Ulsperger 2008). The other details the lives of older people presently living in the Arkansas River Valley (see Ulsperger, Smith, and Ulsperger 2009).



### THE PIPES PROCEDURE

#### Step 1: Preparation

We have three areas of focus when considering oral history preparation. This includes funding, equipment, and legal considerations. For our projects, we sought funding through a university professional development grant program. The program, which provides faculty members with extra monetary resources to carry out special projects, was important for two reasons. It allowed us to purchase items necessary to carry out a good interview for an oral history, but it also allowed us the ability to

pay an on-demand publisher to print the collection. Therefore, we suggest librarians working with educators at colleges and universities contact academic affairs and development offices to inquire about special funding opportunities. The same could be done if when working with an educator from a larger junior high or high school. If the use of foundation funding is not possible, check with a local historical association. They sometimes provide funding for oral history projects. Even if they do not, they may be willing to publish some of the oral histories in a monthly newsletter or quarterly journal.

Equipment used for collecting oral histories is more diverse than ever. The standard in collecting life accounts fifty years ago was a pencil and piece of paper. Today, technology allows much easier and more accurate collection. A popular device used is a tape recorder. Recorders with micro-cassettes provide the interviewer the ability to catch each word or phrase with accuracy, especially when transcribing the interview later. Interviewers can rewind and play back passages so that they know for sure they are typing what the interviewee said. With our grant funds, we purchased voice recorders for students to use. Voice recorders, very similar in appearance to tape recorders, use an internal electronic system to store information. Some are more advanced than tape recorders. They allow interviewers the ability to use settings that make the device start recording upon picking up voices. This cuts out the “dead time” between questions, allowing later transcription to be more time efficient. Voice recorders also allow interviewers to create MP3 files out of interviews. As interviewers, many students appreciate the ability to put interviews on their computers and play them while transcribing to a word processing program. Though it can complicate the process, it is possible to collect interview information in visual form, specifically with video cameras. Instead of compiling a manuscript of oral histories, consider producing a video collection (*Ritchie 2003*).

With legal considerations, when working cooperatively with an educator to gather oral histories librarians will probably have to obtain Institutional Review Board (IRB) approval. Usually the educator on the team contacts the administrator for his or her IRB and requests information related to the appropriate processes and guidelines. In our situation, we had to provide a summary of the project and specifics related to the use of human subjects. Most institutions have a greater concern with experimental techniques involving the use of projects that have the potential to create harm for participants. However, most interviewers will not be administering drugs or carrying out shock treatment, so the approval of students carrying out oral histories under the librarian’s supervision should not be an issue. No matter what, the interviewer should create a consent form for interviewees to sign. Consent forms usually involve

brief details of the project and the interviewees understanding that information they provide will be used publicly in a collection of oral histories or video collection (*for elaboration see DeBlasio, Ganzert, Mould, Paschen, and Sacks 2009*).

It is important to mention the mental state of interviewees. If, as in the case of our projects, the interviewers are collecting information exclusively from the elderly, it is important to make sure that the person has the mental capacity to make legal decisions on their own. For example, it would be wrong for a student to interview an Alzheimer’s patient who signs consent forms when legal papers for that person must be signed by a legal guardian.

### **Step 2: Interviewing**

With interviewing, four areas of importance exist. They include student interview training, subject familiarity issues, question development, and interviewing problem areas.

The ability of interviewers in any project will vary. We prefer to use students in upper division university gerontology courses. These students have been through research methods courses and are familiar with interview techniques. However, if project employs junior high school students, the librarian might have to spend some time reviewing research and interview concepts with them. It might be a good idea to give a presentation to the students in order to advocate for the importance of libraries and the collection of oral histories. During that presentation, details involving interview processes should be presented by the librarian or the educator. Regardless of student background, training should also involve building familiarity with the equipment. For example, we have students practice using voice recorders with each other. It would be embarrassing for an interviewer to show up to an interview and not know how to operate a voice recorder, how to replace batteries if they run low, or which buttons delete information on the recorder (*see Yow 2005*).

We do recommend using students any younger than junior high age. However, a children’s librarian could carry out a less polished oral history project with younger subjects. Regular attendees to child-based library activities could collect information related to their families, have an adult help them write up a short oral history, and then have it read to the other children. This would not only help younger generations understand the lives of those who came before them, but also help to promote genealogical thinking at an early age – hopefully creating another pocket of future adult patrons needing libraries for research.

Subject familiarity involves students knowing about the population they will be interviewing

*Continues on Page 6...*

### ***Continued from Page 5...***

(Wengraf 2006). With our oral histories, gerontology students are encouraged to collect information at the middle to end of the semester. By then, we feel that they have a handle on basic issues concerning the aged. This helps them build communication links with the interviewee, but also helps them decide what questions they would like to ask interviewees ahead of time. If an oral history project is conducted by, for example, a junior high school class, it might be best to do it after spending a few class periods discussing aging issues. We want to emphasize that oral history collections do not have to be limited to the elderly. These projects could also focus on the history of a particular institution. Collections about the population they will be interviewing (Wengraf 2006). With our oral histories, gerontology students are encouraged to collect information at the middle to end of the semester. By then, we feel that they have a handle on basic issues concerning the aged. This helps them build communication links with the interviewee, but also helps them decide what questions they would like to ask interviewees ahead of time. If an oral history project is conducted by, for example, a junior high school class, it might be best to do it after spending a few class periods discussing aging issues. We want to emphasize that oral history collections do not have to be limited to the elderly. These projects could also focus on the history of a particular institution. Collections providing oral histories of specific school systems or political offices, such as the mayor's office or police department, are possible. Students could even interview current and retired library workers and develop a collection based on the history of a library.

Once student interviewers are familiar with their target population, they should create interview questions. They should start with basic contact information, such as the person's name, place of residence, place of birth, date of birth, and telephone number. Questions should then follow a chronological, life progression. Have all students start interviews with questions on a person's childhood, progress to adolescence and young adulthood, proceed to middle age, and then close the interview with questions on old age. This creates a sense of cohesion for a collection when all of the oral histories are assembled.

Remember to keep student interviewers aware of possible problems. For example, with students interviewing the elderly, it is important to remind them that once they start an interview they might discover that the interviewee's hearing is not at

the same level as theirs. It might be necessary to speak more loudly than usual or repeat questions so they know the interviewee is supplying the right information for a specific question. Moreover, an elderly interviewee might speak softly, or not as clearly when responding to questions. It might be up to the interviewer, in a very diplomatic way, to repeat certain questions or ask an interviewee to clarify certain statements (Wengraf 2006).

### ***Step 3: Processing***

Processing involves editing and publishing issues. With our projects, we make sure students transcribe interviews using the same word processing program. Then, students turn their projects in under an electronic format. This allows the librarian and educator the ability to cut and paste interviews when editing. If the student does not have access to a computer, encourage them to use a computer at the library – yet another opportunity to promote the library's resources.

When editing, check for typos and standard grammatical errors. We recommend not focusing too much on making the interviews grammatically correct. We encourage students to transcribe interviews attempting to keep the words they type as close as possible to the way they were spoken. In our area, for example, the use of words like "ain't" and "momma" are common. In keeping true to the Ozark dialect, we do not alter those words. This can be problematic as some students will not transcribe certain regional words and phrases consistently. It will be up to project editors to decide how to handle such editing decisions. It is also important to mention issues associated with data accuracy. Often times, we have to resort to the use of external resources to confirm the information presented in a student's transcribed document. Many times we do not have the luxury of contacting an interviewee directly to confirm inconsistencies. Sometimes by the time we edit, elderly interviewees move, go into nursing homes we cannot track down, change nursing homes, or die. Therefore, we have to use library genealogical resources, such as Ancestry.com, to track down information related to inconsistent spelling of a family name or number of siblings.

Once the oral histories have been edited into a cohesive collection, there are a couple of options. If funding is available, the librarian could contact an on-demand publishing company and have them produce a book. Several on-demand companies exist, including Xlibris - a division of Random House, Lulu, and Infinity Publishing. We find Xlibris to be reasonable. They have the ability to publish a collection of oral histories in the range of 100 to 400 pages for a few hundred dollars.

If funding is not available for an on-demand service to publish the book, consider finding a



traditional book company that might print the collection. However, the book does not have to be professionally published – it could be a “do-it-yourself” job. One cost effective option here would involve using, for example, the services of a local educational cooperative to bind the book. This should not be a problem, especially when the educator in the project is a junior high or high school teacher. He or she should have familiarity with the location and use of educational cooperatives for class projects.

#### **Step 4: Effective Sharing**

Developing the collection in a formal form, whether through publishing or self-binding, is important. It is important to share the results of the project after it is finished. With our projects, we like to donate our collections to the local library for record keeping purposes. We also like to make copies available for interviewees and their family members. After we have a finished product, we send letters to interviewees letting them know that the project is complete, thanking them for their participation, and letting them know the documented form of their interview is available.

Another venue is to have a public program focusing on the project. The library or school that project organizers work for could publicize with public readings or have displays set up with print portions of the oral histories on posters with pictures and other information supporting the stories. In our case, a speech and theatre professor at Arkansas Tech University used some of our oral histories for a project in his oral interpretation class. Using a theme called “The Good Old Days,” the students acted out some of the narratives present in our oral history collections. Similarly, a public performance could take place at the library, with interviewees and other community members in attendance. If interviews are in MP3 format, the library could also link from a section on the library’s genealogy website, providing people the ability to click and listen to clips from interviews (*for more possibilities see Ritchie 2003*).

#### **CONCLUSION**

Most suggestions on how to carry out oral history projects are overly complicated (*DeBlasio et al. 2009*). We feel the simple PIPES procedure is beneficial because it provides librarians straightforward ideas needed to carry out an oral history project. Whether librarians employ our methods or not, we hope they keep in mind that gathering oral histories is something that can be highly beneficial in many ways. We want to reemphasize a few.

A collection of oral histories helps build up genealogical resources for our libraries. Carrying out oral histories with student interviewers gives younger generations more contact with public

libraries. It creates a group of people more familiar with libraries that might be more comfortable as library patrons in the future. It also gives them a chance to have conversations with elders that they may not have had otherwise. It provides them an opportunity to understand the challenges, struggles, and accomplishments of those who came before them. When done with an educator from a local school or university, oral history projects promote communication and cooperation with other government, service based institutions. This builds a coalition of information gathering and dispersion which enhances the visibility of the library among people working for those institutions, as well as the general public. Finally, as mentioned early in this article, oral histories help us all to understand the soul of our communities. If all Arkansas libraries work toward developing oral history collections of their own, we all have a better chance of understanding the soul of Arkansas.

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# A Chapter in Arkansas Library History: The Library Association's Fourth Quarter Century, 1987-2011 (*Part I*)

by *Bob Razer*

*Butler Center for Arkansas Studies*

*Central Arkansas Library System*

Back in 1986, as a part of the celebratory activities surrounding the 75th anniversary of the founding of the Arkansas Library Association, I wrote a series of four articles for *Arkansas Libraries*, each about episodes that had occurred in Arkansas' library past.

The series was called "A Chapter in Arkansas Library History" and the last of those articles was a history of the Arkansas Library Association from its beginning in 1911 up to our anniversary year of 1986.

Now in 2011, as part of the activities surrounding our 100th anniversary, the Association's web page has featured portions of that 1986 article, in approximately twenty-five year chunks made available over the past several months, along with posting factoids from the article on a revolving basis. Since the Association has now lasted another twenty-five years, an addendum to that 1986 article was called for in order to report on the years 1987 to 2011. Unfortunately for me, I was "volunteered" to write it since I'd written the original article.

Since I'd returned to Arkansas in 1976 after three years of graduate school to accept a librarian position at the Central Arkansas Library System, these past twenty-five years (and the ten years prior) are "current events" to me rather than "history." But after reading the 1986 article again and reviewing the pages of the last twenty-five years of *Arkansas Libraries* and Executive Board meeting minutes from most of those years' Board meetings, I have seen the value of having the same person writing both articles.

While new concerns emerge as years pass due to the changing nature of librarianship, some themes, activities, and problems have proven to be familiar visitors to the Association. They showed up early in our history, in our maturing years, and in more contemporary times too. Some of those visitors are not welcome, by the way, and should just go away and not bother us again.

The Association throughout its one hundred

years has maintained a dual focus with one eye on the internal operation, organization, and activity of this volunteer membership group while the other eye has been on events and activities external to the organization but that are related to libraries and librarianship. In some cases those external events posed a threat to the Association and its members.

Some of the regular internal activities through the years are easy to recognize. Providing training and continuing education opportunities for the library workers in the state has been a top priority for the Association from 1911, when the number of professionally trained librarians in Arkansas more than likely could have been counted on the fingers of two hands, to today when more than a few librarians not only have master's degrees in library science, or the proper certification credentials, but additional graduate degrees including a Ph.D. in many case at the college and university libraries. The days when the community's "librarian" was the county judge's wife because she had spare time

and didn't need to be paid much were over long ago.



Arkansas Library Association  
Celebrating 100 Years  
1911 - 2011

The primary method for providing that continuing education has been an annual conference with

multiple programs. Early on, that conference was the only opportunity for statewide training. As the Association's divisions grew in number and size, so did the specialized conferences and workshops held at other times during the year. Programs at the annual conference grew more numerous and more specialized as well. This growth in programming has been especially evident these last twenty-five years. Technology has made it possible for continuing education to be provided to participants who might be scattered across the state for the session. No longer was it a guarantee that a lot of participants would have to travel to another town to participate. Rapidly changing technology and new services made possible because of it has been a frequent program topic at librarian meetings this past quarter century.

Another constant through the years, particularly from the mid-20th century forward, has been a desire for communication among the membership, a desire that also had a continuing education aspect

to it. This communication has been achieved through the publication of a journal, *Arkansas Libraries*. Though the Depression caused the cessation of the publication after only three years of existence in the 1930s, when better economic times arrived, the second series of *Arkansas Libraries* began in 1944 and has continued uninterrupted since then. The importance of the journal to the Association and support for that publication has been strong. Even when unexpected financial difficulty hit the Association in the mid-1980s, a motion to suspend publication of the journal for a year as a cost saving measure was defeated by the Executive Board. At times, a newsletter was published in addition to the journal.

The journal has been a quarterly most of the time, though when the decision was made to cease publishing a newsletter in 1990 for financial reasons (during this same period of time a printed membership directory also ended after having been cut back to an every-other-year publication), another decision made was to change *Arkansas Libraries* to a bimonthly publication in order to maintain some newsletter pluses such as timely delivery of information and allowing for less formal articles. The new journal still featured scholarly articles and “how-we-do-it-good” reports but the informational news about members and libraries formerly communicated through the newsletter now became a journal feature.

*Arkansas Libraries*’ size also changed, going from its traditional “journal” sized publication to a larger 8.5-11 format. Changing technology and financial concerns also led to the adoption of desk-top publishing for the journal which made production cheaper than the former method of typesetting. *Arkansas Libraries* remained a bimonthly until 2004 when it returned to being a quarterly publication.

When I passed the job of *Arkansas Libraries* editor on in 1986 after four years as editor, a new approach to that job began. The new editor was actually two people – Barbara Stripling and Judy Pitts – and the “editor” became “co-editors.” This two editor approach morphed into our current system where two people split editorial responsibilities and their editorial terms are staggered to try and insure that one of the two has some experience editing the journal. Since 1986, a number of members have served the Association in one of the editorial positions, an assignment crucial to the success of the Association. Some have edited

a few issues, some have stayed two-to-four years, but only two people have stayed longer than a four year hitch, I believe. Brent Nelson is the only person, I think, to have held a new third editorial position of copy editor. His tenure is eight years and counting. Britt Murphy has matched that eight years and counting status as one of the lead editors.

Britt’s duties include responsibilities for managing the regular columns carried in the journal. She determines when a column theme needs to be dropped and new themes/columns added. This is an approach which has allowed the journal to adapt to changing times and interests in librarianship. A column may run for two years, or one year, or four years, or as long as it’s a hot topic of continued interest and someone is willing to write it.

Britt’s editorial life isn’t all peaches and cream since one of her columnists is me and the “*Arkansas Books & Authors*” feature. About the only thing that has appeared in *Arkansas Libraries* more often than me the past thirty-some-odd years has been the table of contents page. I’ve written the reviews and bibliography since the column’s beginning in 1977. I showed my innocence back then, a time in which the journal was being revamped and began being published by the Association instead of the *Arkansas Library Commission* as it had been since 1944.

When the new editor asked the readership for suggestions of what should be included in the new journal, newly arrived librarian Razer suggested coverage of *Arkansas* books and writers. New editor quickly responded “that’s a good idea, why don’t you do that?” My “practical” education as a librarian began right about then. I have never been quite so eager to offer suggestions about what ought to be done after that experience.

Three surveys of the membership concerning their opinions about the journal have been conducted since that journal redirection in 1977. In all of them, “*Arkansas Books & Authors*” has been judged the most useful feature of the journal and the most read. Now I’d like to say those assessments have been due to my insightfully written reviews, but actually, the desire for that sort of information has always been present in the Association. One of the most popular programs at the 1913 annual conference, according to the conference report to the Executive Board that followed that conference, had been the program

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about Arkansas books and the most frequent topic at conferences from then on has been programs about Arkansas literature or talks by Arkansas writers. Think about that – when is the last time our annual conference did not feature an Arkansas writer as a speaker? We’re librarians – we like books, especially ones about Arkansas or written by Arkansans.

Other internal concerns occupying the Association’s attention through the years have been discussions of organizational structure for the Association, discussions/worries about Association finances, and the need for membership recruitment/retention. Pick any decade of Association history and it is hard to find one where one, two, and sometimes all three of those topics are not a major concern for a few years.

In 1988, the Arkansas Library Association was one of four non-profit associations in the state selected to participate in an extensive workshop dealing with how each association could better address their mission, meet their goals and objectives, better serve their membership’s needs, and better manage their associations and its resources. It was a heavy time commitment involving several all day meetings over a period of weeks for those on the Association’s planning committee. Some wonderful suggestions were developed. I know they were wonderful because I was on the committee.

The Planning Committee thought we developed a great reorganization plan, a plan that would lead to better management of the Association and its activities from both the paid staff and the volunteers on the Executive Board. We were able to convince most of the Executive Board to share our assessment of the plan but the reorganization proposal required approval of the membership since it involved passage of several amendments to the Association’s Constitution. The membership did not share our high opinion of our ideas and defeated a major part of the proposal at the general business meeting at that year’s conference.

The committee’s premise had been that the Association could function better if we streamlined the Executive Board and adopted a pyramid type structure. Having a quorum present for Board meetings was a frequent problem and some units were inactive. Under the new proposed structure, divisions would be only type of libraries: academic,

public, school, and special. A new organizational level would be added: interest groups, and here you would have the former divisions that were not types of library – reference, technical services, and trustees. Roundtables would remain as they were as would committees. The positions of Secretary and Treasurer would be combined into one position having a two-year term. The Executive Committee of the Board would be expanded by one position by adding the past president.

The voting members of the Executive Board, under the proposed plan, would be the officers of the Association, the Councilor to the American Library Association, the four division chairs, plus one member from the interest groups to be selected by the interest groups, and one roundtable member to be selected by the roundtables. Additionally, the Executive Board would be given the power to merge or abolish any division, interest group, or roundtable for reason of inactivity lasting two years by a vote of two-thirds of the Executive Board.

If you are familiar with the Association’s organizational structure as it has existed most of the time since 1988, you know that some of those suggestions passed at the membership’s business meeting: the offices of Secretary and Treasurer were combined into one position with a two-year term; the Executive Committee now includes the past president; and the roundtables did maintain their one member on the Executive Board. What did not pass was the creation of the interest group level with one Executive Board seat, the establishment of divisions being only type of library, and giving the Executive Board the power to merge or abolish units as a result of inactivity.

In the years that have followed the defeat of those proposals, however, the trustees division has merged with the public library division, we now ask for “type of library affiliation” on our membership form so that we can determine how many members from each type of library we have, and interestingly enough our concept of streamlining the Board was turned on its head a few years ago when the decision was made to make every unit an Executive Board voting member, so all roundtables and all committees became voting members even though committee chairs are appointed by the President rather than being elected positions.

I offer this bit of organizational navel gazing to advise you that if you get involved in the Association’s leadership, either at the division,

roundtable, or committee level or as an Association officer, you should be prepared to win some, to lose some, and to be willing to go along with whatever the majority decides. If you hang around long enough though, you might see some of your rejected ideas eventually come to pass.

Probably the major outcome of the Association's participation in this extensive workshop commitment in 1988 was that the association management firm who had served as our "executive director" resigned, and in truth, one of the goals of participating in this workshop had been to improve the office management performance. Seeing the handwriting on the wall, the firm resigned.

The Executive Board then made the decision to return to hiring an individual to be executive director as had been the practice prior to hiring the association management firm. That decision and the person hired represented a watershed moment in Association history and are likely the key actions that set the Association on an effective leadership path for the decades that followed.

The person hired was Sherry Walker, then a board member at the Central Arkansas Library System, and a former president of the Arkansas Education Association, a political consultant, and someone with extensive lobbying experience. Sherry was the Association's executive director for seven years. In that time she turned an underperforming executive office into a professionally run highly effective one that served the needs of the membership far better than had been the case in the recent past. Her organizational skills greatly aided the Executive Board in leading the Association. Her planning and management ability with finances put us on a sound financial footing. Her political lobbying skills and her campaign planning strategies brought the library lobby success with elected officials and voters like we had never achieved before and made the state's librarians a group with political clout, or at least more than we had ever had before.

Remember, I said the Association has had one eye on events outside the Association's operation throughout most of its history. Those outside events revolved primarily around censorship attempts at libraries made by individuals or groups who wished to remove items from collections, and funding issues, with the latter being closely tied to the increased political activity of the library community that has been present these past twenty-five years.

The past quarter century saw the Association actively involved in, or closely monitoring, efforts to remove books or restrict access at schools or public libraries in Berryville, Conway, Watson Chapel, Rogers, the Pulaski County Special School District, and the Little Rock School District. Frequently, school or public librarians on the front lines depended on the support and guidance of the library association in these situations.

The Arkansas Library Association has traditionally been an active defender of intellectual freedom and access to information. That proactive stance was much in evidence during these past twenty-five years. In addition to censorship issue, new topics involved the Association in the discussion of Internet filters in libraries and in debates concerning the overreaching aspects of the Patriot Act, legislation passed in an unthinking flurry of federal activity following the terrorist attack in New York. The Association was also one of the groups who filed suit in 2003 challenging a censorship law passed by the state legislature. The law was declared unconstitutional as a result of the lawsuit.

On the political front, librarians achieved success in 1989 when the legislature approved a library records confidentiality act. Success due in no small part to Sherry Walker's expertise in dealing with legislators and in her providing librarians with confidence in their own political skills, skills that would be brought to the forefront even more in just a few years.

Public library funding was dealt a blow with a Court interpretation of a newly passed Constitutional amendment which in effect rolled back the minimal funding of one mill property tax to fractions of that amount across the state. Even as some libraries were able to win elections restoring funding to one mill, it was clear public libraries in Arkansas would never rise above minimal levels unless the one mill ceiling on public library funding was lifted. No easy task since that one mill ceiling was a part of the state's Constitution, meaning that an amendment to that document would have to pass statewide. A petition drive to place the question on the state ballot had failed in the mid-1980s. It looked as if Arkansas was doomed to remain the state with the lowest per capita public library funding.

*Continues in the next issue...*

## Staying relevant through programing

by Ashley Parker, Mid-Arkansas Regional Library/  
Malvern-Hot Spring County Library

**L**ibraries are constantly struggling to remain relevant as our communities grow and change.

This has become increasingly more important as libraries fight for continued funding. In order to remain relevant we must look at the products and services we offer to the public and constantly evaluate our success at meeting the ever changing wants and needs of our service populations.

In evaluating the needs of our service populations it is always important to consider both the general users and the investors; sometimes these are the same people and sometimes they are not. Both general user and the investor (tax payer or donator) desire to see the library succeed, but their goals, while similar, are not always identical.

The general library user is looking for entertainment, education, and reference services, while the investor is looking for increased education in the employment pool and making the services they offer more available to the public. The library can meet the needs of both of these population types by offering programing that is created through partnerships between the library and the investor.

### Program Ideas

- Partner with the Red Cross to offer babysitter certification classes at your library. Our library

decided to pay for the class instead of passing on the expense because we serve a low income area. This program allowed our teens to become better prepared to care for children, parents to be more comfortable leaving their small child in the care of a teenager, and provided Red Cross an opportunity to speak on the various services they offer to the public.

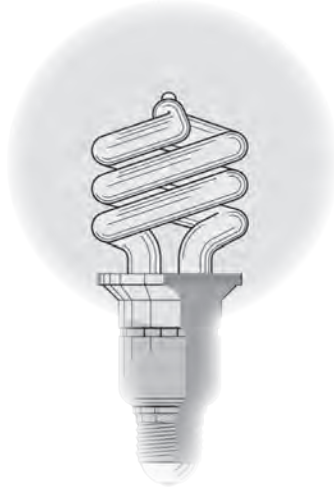
- Partner with local teachers or graduate students to offer ACT/SAT prep classes at your library. This can be a free or low cost program for the library depending on who teaches the classes. This service allows students to be better prepared for their exams, promotes the use of the library to teens, and showcases the institution to teachers and graduate students who ideally will then promote library services in their formal classrooms.
- Partner with local grocery stores, food pantries, and social service organizations to host a couponing class. In a down economy people are looking to maximize their resources, so give them some tools to save money. Prepare a local guide for coupon policies and special programs by talking with your local store managers.
- Partner with First Step, local counseling centers, and social services agencies to provide developmental screenings at the library. This helps specialized groups find their target audience and informs the public about services they might not know are available to them. By offering screenings at your library you take away the clinical atmosphere and more people may participate because they are comfortable in their surroundings.

## Unshelved

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- Partner with the Secretary of State's office to offer voter education classes. Voter turnout is traditionally low, but by educating the public on the voting process and the importance of their votes, more are likely to participate.



- Partner with the Workforce centers, Adult Education programs, and local businesses to offer resume and interviewing workshops. Employers want to find the best employee, but sometimes a person's resume and interview skills do not put their skills and attributes in

proper focus. These programs and partnerships help bridge the divide between job seeker and the employer.

- Partner with your Chamber of Commerce to host a "Business after Hours" reception at the library. Offer refreshments and tours to local business people. Often members of the Chamber of Commerce make dedicated investors in library programs. This will allow business people to become more aware of your products and services.

While this is nowhere near a comprehensive list of programming and partnership options, the examples showcase ways that programming partnerships can help support a library's mission to help the public, while providing outreach opportunities for individuals, local businesses, and organizations that help support the library.

By providing a means in which both the investor and the general user can find ownership and opportunity, the library can create a more sustainable identity for the library and therefore be more likely to succeed in all areas of its mission.

*Ashley*

*Ashley Parker is the Director of the Mid-Arkansas Regional Library / Malvern-Hot Spring County Library.*

## American Library Association Councilor History: 1984 – 2011

by Ron Russ, ASU-Beebe

The Arkansas Library Association began as a state chapter of the American Library Association upon ratification by the ALA Council on December 1, 1945.



*Russ*

Arkansas Library Association members had voted to pursue chapterhood in 1944 and elected Marvin Miller (University of Arkansas at Fayetteville) their first councilor. Since the focus of this article is the last twenty-five years, here is a list of ALA Councilors from that time period, with their terms of service:

- Bob Razer (Central Arkansas Library System) 1984 – 1992
- Don B. Deweese (Fayetteville Public Schools) 1992 – 1996
- Janet H. Parsch (University of Arkansas at Fayetteville) 1996 – 2000
- Marilyn Schulte (Saline County Library) 2000 – 2005
- Ellen Johnson (University of Central Arkansas) 2005 – 2009
- Ronald S. Russ (Arkansas State University-Beebe) 2009 – 2012

Terms were for four years, until 2000 when they were changed to three-year terms. What follows are some highlights from former Councilors over the last twenty-five years.

**Bob Razer** – Authored council resolutions recognizing the 75th Anniversary of the Arkansas Library Association in 1986 (printed in the March 1986 issue of Arkansas Libraries) and the memory of Frances P. Neal in 1991 (printed in the April 1991 issue of Arkansas Libraries). Chaired the ALA Chapter Relations Committee as well as the Chapter Councilor Caucus. In addition he served on the Planning Process Committee, which developed a

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long-range plan for ALA. Hot issues at the time included ALA dues increases and guidelines for how often a division can have a conference, among others.

Don Deweese describes some of the important topics of the day:

- Keeping the Library Bill of Rights up-to-date with the issuance of interpretations addressing concerns as they arise rather than changing the original document.
- Adopting ALA Goal 2000 which included the expansion of the Association's Washington Office to increase its ability to influence national issues, policy, and legislation at all levels of government, and the establishment of an Office for Information Technology Policy in Washington, D.C. to address complex policy issues and to complement the Washington Office's efforts.
- Developing a new Code of Ethics which codified and made known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees, and library staffs.

**Janet Parsch** – Authored a resolution to recommend permitting a substitute proxy Councilor to represent the state when, for example, an emergency kept the elected Councilor from attending. The motion was voted down. Discussed reducing the term of an ALA Councilor from four years to three years (in 1997), with the rationale that four years is a long commitment for someone to make. This was eventually passed in 2000. In 1997, The Spectrum Initiative, to offer scholarships to increase the diversity of library school students, was started. It began as a pilot three-year program and offered \$5,000 scholarships to fifty students annually. Spectrum Scholarships are still being given out today, and a new initiative to raise \$1,000,000 for the fund was championed by ALA President Camila Alaire in 2010. In 2000, Janet contributed a quilt block with the Arkansas Traveler design that was auctioned to support the Spectrum Scholarship Fund. The auction of the quilt raised \$360! In

1998, Bill and Melinda Gates were given ALA honorary lifetime memberships, for outfitting schools with computers. Important issues at the time included internet filtering, outsourcing selection and processing of materials in public libraries, and electronic voting for ALA Elections, among others.

**Marilyn Schulte** – Felt that it was nice to be a part of a larger movement and/or organization. One of the big things that ALA did during her tenure was the @your library campaign. Hot topics at the time included Library Bill of Rights in relations to privacy, Children's Internet Protection Act and Internet filtering, creation of the American Library Association-Allied Professional Association, the USA-PATRIOT ACT, and electronic balloting for ALA elections.

**Ellen Johnson** (filled the last part of Marilyn Schulte's second term) - ALA Annual Conference was the first major conference to go to New Orleans after Hurricane Katrina in 2006. Members volunteered to help those in New Orleans in the recovery process. In 2007, ALA established the Emerging Leaders program, and we had two Arkansans participate: Regina Cortez (sponsored by ArLA) and Jenine Lillian (sponsored by YALSA). We also had our first "Arkansans Out On The Town" dinner at ALA's Annual Conference in Washington, D.C. The event was suggested by Barbara Martin, ArLA's Executive Administrator. Nine Arkansans met at Legal Sea Foods for a most enjoyable evening of visiting, exchanging experiences, and enjoying good food. In 2008, Loriene Roy was elected as ALA's first Native American president. Judith Krug, the long-time director of the American Library Association's Office for Intellectual Freedom (OIF) and executive director of the Freedom to Read Foundation (FTRF) was remembered and honored by memorials at the ALA Annual Conference held in Chicago (in 2009). ArLA sponsored an ad/tribute in the program of the Freedom to Read Foundation's 40th Anniversary Gala. ArLA also joined with other state chapters in passing a resolution that was presented at the final session of ALA Council. The resolutions from the



state chapters were to be bound into a book and presented to Judith's family.

**Ronald S. Russ** – Created a blog to communicate with ArLA members regarding ALA issues and events as well as a Twitter feed from the ALA Council floor, so people can experience what is going on at Council proceedings as it is truly happening. Persuaded ArLA to donate \$500 to the Spectrum Presidential Initiative, and as such, Arkansas became the first state chapter to donate money to the initiative. At the 2010 Annual Conference in Washington, D.C, he kept the tradition of the “Arkansans Out On The Town” dinner alive, by organizing a meeting with fellow Arkansans at Clyde’s of Gallery Place. Ten people enjoyed the fellowship as well as a good repast. Also at that conference, National Library Legislative Day was changed to Library Advocacy Day (which also included a rally on Capitol Hill), so people attending the conference could also meet with their congressional delegation. He attended that event with along with six others in the Arkansas Contingent. At the 2011 Midwinter Meeting in San Diego, CA, he

authored an ALA tribute resolution recognizing the 100th Anniversary of the Arkansas Library Association, and it passed and was well-received. Hot topics during his term have been ALA Strategic Plan 2015, eBooks – equitable access and distribution, WikiLeaks, Traditional Cultural Expressions, Library Funding, and Net Neutrality.

While this is not a comprehensive history, it is a glimpse into the arena of what our chapter representatives do and what issues they are dealing with. Thanks to all of the former ArLA ALA Councilors and to Michael Downing, Director of the ALA Chapter Relations Office, for providing information for this article.

**“New ALA Chapters.” American Library Association Bulletin 39 (1945): 500. Print.**

**“Razer, Bob. “A Chapter in Arkansas Library History.” Arkansas Libraries 43.4 (1986): 9. Print.**

*Ron Russ is Assistant Librarian at Arkansas State University - Beebe, the webmaster for the ArLA website, and the ALA Councilor.*



It's the Arkansas Library Association's Centennial, so it's only appropriate to show some historical photos of libraries in the state. Here's what the Benton Public Library looked like in 1936. *Photo submitted by Saline County Library System.*

## THE FACE OF ARKANSAS LIBRARIES

# Meet Catherine Petersen of Crystal Bridges

by *Joni Stine, Bella Vista Library*

**O**n a sultry August evening in 2010, area librarians gathered at the beautiful Bentonville Public Library to welcome Catherine Petersen to Northwest Arkansas.

Petersen, Library Director at the Crystal Bridges Museum of American Art Library, answered questions over a light dinner, marveled right along with attendees as they looked upon the museum construction site from the observation deck, and shared details about James Turrell's unique skyspace sculpture, *The Way of Color*. Her adventure – “starting a library from the ground up” – was just beginning.

Almost a year later, over a recent lunch at Table Mesa in Bentonville, Petersen expresses a sense of accomplishment over what has been achieved thus far, thanks to the hard work of both staff and volunteers, and very much looks forward to the opening of Crystal Bridges in November. While acknowledging there is still much to be done, Petersen is confident everything is “on target in terms of priorities for opening – which was to have 30,000 volumes catalogued, labeled, barcoded and shelved for 11/11/11!”

“Of course, there are other priorities that went along with that goal,” adds Petersen, “such as coordinating moving and unpacking the collections, organizing the data, collaborating with UA Libraries to share an ILS, negotiating licenses and OCLC, developing P&P, planning for library displays and gallery exhibitions, information literacy instruction, and so forth.”

Petersen's education and experience prepared her well for her position at Crystal Bridges. She holds an undergraduate degree in studio art/graphic design and an MA in art history, with an emphasis in American art, from the University of Missouri at Kansas City. She taught art history



*Petersen*

for twenty years and served as Interim Director of the Albrecht-Kemper Museum of Art in St. Joseph, Missouri before receiving her MA in library science from the University of Arizona, Tucson. Before moving to Bentonville, she worked as an academic librarian for arts and humanities at Northern Arizona University, Cline Library.

Petersen learned of the Crystal Bridges opportunity via a library listserv, and realized it was “a perfect fit” for her.

“I recall showing my husband the job description,” remembers Petersen, “and he said, ‘you know you are going to have to apply for that – it’s calling your name, and if you get it you HAVE to accept it’ – which was a huge acknowledgement in total support of me even though it would mean living across the country from one another.”

After a phone interview, and a “pretty rigorous” all day interview, Petersen was offered her “dream job” as Library Director of the Crystal Bridges Museum of American Art Library.

“I couldn’t pass it up,” emphasizes Petersen. And although the enormity of building the library seemed almost overwhelming upon her arrival, she is “feeling pretty good right now!”

When asked about the greatest challenges faced during the past year, Petersen notes “the biggest obstacle I faced in the beginning was the same one all librarians face: articulating just what librarians do and how much work it takes to connect people to information.”

“Beyond the challenges of librarian lingo and ethics, classification schemas and metadata, for example,” Petersen continues, “there are librarian duties that should be conducted within the standards and best practices of the profession – duties such as acquisitions, negotiating licenses, e-resource, consortia agreements, policies and procedures, budgets, web access, grant writing, conservation, developing and teaching information literacy. I guess librarians are just very good at making librarianship appear simple.”

Additionally, Petersen points out, “there are very few models for starting a library from the ground up, and certainly very few librarians

have had the opportunity to build a new library, so I had a lot to learn and I had to be very self-directed. Because there were three collections of books and materials purchased before I arrived, I also had first to become familiar with the collections (which were located in several different locations and had no standard classification system). I spent a few months consolidating the bibliographic data so records could be created.”

Jason Dean, Cataloger and Technical Services Librarian, joined the library staff in January 2011. He obtained his MSLIS from Syracuse University while volunteering at the Amon Carter Museum of American Art in Fort Worth. Dean notes that Petersen is “committed to making sure that the phenomenal resources we have in the library are available to any museum guest in a way that best suits their needs. She brings a background and interest in art history to the position, as well as the best elements of librarianship.” Like Petersen, Dean emphasizes it’s “very exciting” to be in on the ground floor of this sort of venture, “as you can look at what has happened at any given time and know that it exists because of our hard work.”

Petersen hopes eventually to hire a Digital Archivist, and speaks very highly of the approximately twenty-five of the “best volunteers I have ever worked with” who unpacked and shelved books from March until June. Several others organized artist files as well as museum and gallery files. Typically working three to a shift, the volunteers worked three-four hours in the morning, and three-four hours in the afternoon, four days a week. Over the next four months volunteers will be organizing auction catalogs and periodicals.

Certainly Petersen, Dean, and invaluable volunteers have worked countless hours to be sure that over 40,000 art reference titles will be available in open stacks for public research and reading.

“Our model is somewhat unusual for art museums,” concedes Petersen, “because we are making the majority of the collection open to all. I think everyone will be interested in learning about American art and art history, and what types of materials and research it takes to acquire a work of art or curate an exhibition. It is a bit

like getting a behind the scenes peek at one of the major aspects of an art museum. We will also have journals and a few electronic subscription databases, computers available, reference services, and library specific programs for all ages.”

“We also have a wonderfully rich collection of rare 19th century American color plate and view books that will be available by appointment,” Peterson continues. “My hope is to collaborate with our curatorial and education departments to include many of the unique library and archive holdings into programs and exhibits that will further engage the community with American art and culture.”

Although the books were still housed off site during a recent visit, the sneak preview of the new library gives one a good feel for how items will be arranged.

“The library occupies a large part of the top floor of the museum,” explains Petersen, “overlooking the gorgeous grounds and walking trails. The ceiling is rustic southern yellow pine beams from Magnolia, Arkansas. There are two comfortable reading areas, study tables, six computers and additional space for wireless access. The library is open stack, and we welcome all Museum guests, students, and community members to browse the collection and come enjoy the books and amazing view!”

“The space is truly tranquil and inviting,” concludes Petersen, “and my hope is that our community will find the space and the staff to be welcoming and engaging.”

Crystal Bridges Museum of American Art is likely to change the landscape of Northwest Arkansas. It’s not often that a librarian has the opportunity to be in on the beginnings of such an endeavor. Catherine Petersen has embraced the challenge, and in so doing has made a significant contribution to art librarianship.

For further information, visit <http://www.crystalbridges.org/Library>.

*Joni*

*Joni Stine is the Director of the Bella Vista Library.*

## PUBLIC AND REFERENCE SERVICES

### Gearing Up for the New School Year:

Remember to Focus on Excellent Customer Service

by *Kathy Davis, University of Arkansas-Monticello*

For many of us, the fiscal year ends on June 30th and begins on July 1st. This means budget meetings, assessment/annual reports, and inventory.

Suddenly, the new school year appears, and you and your staff jump into action. Before you take that leap, take a step back and make sure you are ready to provide excellent customer service to everyone who enters those library doors. Give your staff a refresher course. Sometimes in our haste to perform our day to day responsibilities, we lose sight of our real purpose: to assist people. Focusing on excellent customer service at the beginning, during, and end of each semester allows us to put our patrons first. Your staff will realize it is just as important, if not more so, than the budget meetings and reports. Here are a few things I think of when I hear excellent customer service:

#### Make a Positive First Impression

- Smile: a sincere smile goes a long way; be relaxed and open.
- Be courteous: treat people with respect.
- Have a great attitude: be open minded and

positive; no stereotyping.

- Be honest: honesty is the best policy; have accountability for your actions.

#### Communication is Key

- Use good nonverbal and verbal communication: speak clearly and be consistent in your answers.
- Listen actively: pay attention to the person.
- Be professional: be courteous and respectful.
- Keep questions simple: use everyday language.

#### Build Relationships

- Be a positive influence to others; be helpful and committed.
- Make the person feel valued; go out of your way for others.
- Remember people: remember “regulars;” anticipate their needs.

Finally, just do your best. Come to work ready to be positive, helpful, and courteous, and you will find that your days will be a lot brighter. Have a great year!

*Kathy Davis is the Access Services and Reference Librarian at the University of Arkansas-Monticello.*



Continuing with the display of historic Arkansas libraries, here's the interior of the O.C. Bailey Library at Hendrix College in 1967. The underground facility was replaced in 1994. Photo submitted by Christina M. Thompson College Archivist and Public Services Librarian, Hendrix College.

## WHAT'S UP? DOCS.

### A Sense of Place

by Mary Heady, University of Arkansas-Monticello

Government documents online or in print can be useful for providing a sense of place for patrons. Government agencies publish maps, online images, and historical timelines which may inspire library exhibits jazz up presentations.



Heady

The National Park Service, the U.S. Geological Service, and the Arkansas Historic Preservation Program in particular provide publications with a sense of place.

#### National Park Service: Teaching with Historic Places

<http://www.cr.nps.gov/nr/twhp/>

As described on the program's website, "Teaching with Historic Places (TwHP) uses properties listed in the National Park Service's National Register of Historic Places to enliven history, social studies, geography, civics, and other subjects." Historic places help people to connect with the experiences of people in the past. The Teaching with Historic Places site provides modern images of locations made historic by people's experiences there. It also provides historic maps which can be compared to modern maps on the site to understand what was known at the time and what is known now. The search box on the National Park Service homepage is helpful for finding specific locations and events.

For example, in 1804 Meriwether Lewis and William Clark led an expedition to explore the newly acquired Louisiana Purchase. The Corps of Discovery, as the expedition team called themselves, used the Appalachian mountains as a guide for their expectations of the Rocky Mountains. In truth, the Rocky Mountains would prove to be much higher, more rugged and more challenging with multiple ranges of steep, mountain peaks. "From this mountain," Clark wrote in his expedition journal on September 15, 1805, "I could observe high rugged mountains in every direction as far as I could see." This modern image of the Lolo Pass in the Bitterroot Mountains helps the imagination to picture what Clark saw. It is available at <http://www.nps.gov/nr/travel/lewisandclark/lol.htm>.

The National Park Service publishes print maps of historic sites with lots of historical information, timelines, and pictures of artifacts from the site. Contact the agency to request free copies of specific maps. These maps include historic sites in Arkansas, such as the Little Rock Central High School Site. Be sure to request multiple copies! Two copies could be used for a display (information is printed on the front and back), and other copies could be distributed to patrons.

#### U.S. Geological Service

[www.usgs.gov](http://www.usgs.gov)

Under the Education tab, the U.S. Geological Service provides many maps and images of places in the United States for free. This image is an example of the wildlife tracked by the U.S. Geological Service. According to the website, "The USGS offers nationwide information and sales service for USGS map products and natural science publications. USGS can fill orders for custom products such as aerial photographs and orthophotoquads, digital cartographic data, and geographic names data." The agency provides an interactive National Atlas and a National Map with geospatial data. Geospatial data includes climate, water features, aerial photography, and elevation.

#### Arkansas Historic Preservation Program

<http://arkansaspreservation.com/>

The Arkansas Historic Preservation Program includes the Arkansas Register of Historic Places. Once you search the database to see if a particular site is listed on the Arkansas Register of Historic Places, you will find an image and summary paragraph of the listing. Instructions and forms for listing a new site on the register are also available on the website. Continuing with the theme of the Louisiana Purchase, the first survey point for the southern section of the Louisiana Purchase was at the junction of Monroe, Lee, and Phillips counties in eastern Arkansas. The image shows the marker at the historic site.

National and state government documents provide images, static print maps, and interactive online maps, which can help to answer reference questions, prepare a report, or accent a presentation. Give your library displays and presentations a sense of place!

*Mary Heady is Special Collections and Reference Librarian at the University of Arkansas-Monticello.*

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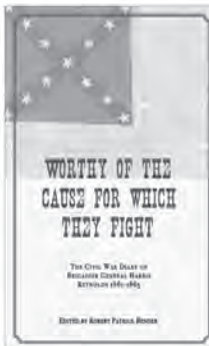
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## SCHOOL LIBRARIES

### Bringing the Civil War Experience into Your School Library

by Rachel Shankles, Lakeside High School

As the Civil War in the United States spanned four years (1861-1865), it is understandable that the commemoration of that event will also be a multiyear endeavor.

Arkansas took its first formal step toward observing the 150th anniversary of the war when Act 635 of the 86th Arkansas General Assembly created the Arkansas Civil War Sesquicentennial Commission. The Commission seeks to support a statewide observance of the anniversary of the war that is educational and comprehensive; one that tells the story of the Civil War in Arkansas without making judgments about the actions and motivations of the participants in the war; and one that stresses the war's relevance to Arkansas citizens today by promoting local observances and acknowledging the impact it has on modern Arkansas.

The Commission has developed themes for each year of the sesquicentennial to provide guidance to local governments, historical societies, museums, and other organizations as they plan their own local events. The themes are:

- 2011: Why Commemorate the Civil War?
- 2012: A Divided Arkansas
- 2013: Big War, Little War
- 2014: Under Two Governments
- 2015: Emancipation and Reconstruction

The Commission's Arkansas Civil War 150 website at <http://www.arkansascivilwar150.com> has loads of information to help libraries observe the Sesquicentennial.

In addition, the Arkansas History Commission will have day-by-day accounts of historical events from Arkansas archives at



Shankles

<http://www.ark-ives.com/>. Recently, the Butler Center established its Civil War website at <http://www.butlercenter.org/civilwararkansas/>. These two websites can lead librarians to many books, re-enactors, videos, timelines, primary source documents, and guest speakers. Also, take a look at the wiki page I created at <http://aaimglibrarywiki.wikispaces.com> for many more ideas including possible titles for book clubs to use at different grade levels.



As you collaborate with your teachers this fall, remind them of the Sesquicentennial and point out all the primary source documents to be found in the Traveler databases and on the preceding websites so they can plan research projects accordingly over the years of the celebration. My high school library will utilize some theme of the Civil War for each month and invite history buffs, park rangers, historical society members, or re-enactors in for programs. One retired teacher has committed to dress in period costume and read a letter that her relative wrote home during the war. That is quite authentic programming for Arkansas students.

Make sure you include some Civil War Sesquicentennial programming in your library calendar for this year; it is an excellent piece for collaborating with other departments and the community. From famous speeches, battles, and generals, to lesser known Arkansas battlefields, such as Poison Springs, there is some aspect of the war that interfaces with every discipline. You be the guide and information specialist, and lead your faculty on a Civil War journey.

Rachel

*Rachel Shankles is the Library/Media Specialist at Lakeside High School in Hot Springs.*



*by Holly Mercer*

2011 ArLA Conference Director

Director of the East Central Arkansas Regional Library, Wynne

Get ready to celebrate with laughter, learning, and camaraderie at the  
**2011 ARKANSAS LIBRARY ASSOCIATION CENTENNIAL CONFERENCE!**

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September 24 – September 27

at the

Peabody Hotel and Little Rock Convention Center in Little Rock.

<http://www.arlib.org/Conf2011/home.html>

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Top Ten Reasons to attend the **2011 Centennial Conference:**

**#10 – Food:** There will be top quality food, professionally served.

**#9 – Networking:** Develop a group of professional contacts at the conference through networking. The Conference provides numerous times to meet other library staff.

**#8 – Very Important People (VIPS):** ARLA Past Presidents, ALA President, experienced and professional trainers will all be there.

**#7 – Ideas:** Throughout the conference, you will hear about new programs, service ideas, technology answers, and collection ideas that will help you enhance and improve library services for your patrons.

**#6 – Shopping:** With numerous vendors and the basket auction, there is an opportunity to shop in the exhibit hall. Buy books, apparel, baskets, and more....

**#5 – Location:** In the center of the state, Little Rock is a convenient location for everyone.

**#4 – Topics:** All program topics are designed to inspire and educate.

**#3 – Express Yourself:** Express why you love your library by participating in the video contest.

**#2 – Motivational:** Feel encouraged and refreshed by attending. Celebrate the Association's 100<sup>th</sup> birthday and look forward to a great future.

**#1 – Free Stuff:** Vendors usually run promotions during Conference for free giveaways. Water bottles, t-shirts, and goodie bags will be given for free to attendees.

The conference is September 24 – September 27 at the Peabody Hotel and Little Rock Convention Center in Little Rock. Register today and “Celebrate the Joy of Libraries with us” at the 2011 Arkansas Library Association Conference. Conference website:  
<http://www.arlib.org/Conf2011/home.html>.

\*The Arkansas Library Association is ... A Community for Libraries\*



## ALA COUNCILOR'S REPORT

# 2011 ALA Conference

by Ron Russ, ASU-Beebe

I attended the 2011 American Library Association Annual Conference in New Orleans, Louisiana from June 24 – June 29, 2011.

The conference was fairly well attended, with 20,186 attendees this year, as opposed to 26,201 people attending last year's annual conference. In 2006, the last time ALA was in New Orleans, the attendance was 16,964, so it was nice to see an improvement. As usual, there was a wide-variety of programs from Daniel Ellsberg, author of *The Pentagon Papers*, to Molly Shannon, author of *Tilly the Trickster*, and everything in between. I actually did get to see one program at this conference. Most of the time, I'm in Council meetings, so I'm lucky to get a little time to slip away now and then.

Just for the curious, the meetings I usually attend are the Chapter Relations Committee I & II, Council Forums, Chapter Councilors Forum, ALA Executive Board/Council Information Session, and Council I, II, and III. Usually I try to visit the vendors in the Exhibit Hall on Saturday or Sunday, depending on my schedule. If I can get to a program on one of these days, I try to as well. This time, I got to see the ALA President's Program on Wikipedia. It was a combination presentation by Sue Gardner, Executive Director of the Wikimedia Foundation, and an interview of Ms. Gardner by Roberta Stevens, then ALA President. What I found interesting was how it wasn't that long ago that Wikipedia was looked at by librarians as being an enemy of scholarship and something we'd never recommend someone use. Now, it is the subject of an ALA's President's Program. I found the program to be very insightful as to how Wikipedia works, and how it is really not antithetical to libraries or librarians. The 100,000 editors work for free and take their duties very seriously, according to Ms. Gardner. Her background is in journalism, coming from Canadian Broadcasting Corporation (CBC), where she worked for seventeen years. So, integrity of the product is important to her. More information about the program can be found in *American Libraries* online at <http://>



Russ

[americanlibrariesmagazine.org/inside-scoop/sue-gardner-calls-librarians-dive-world-wikipedia](http://americanlibrariesmagazine.org/inside-scoop/sue-gardner-calls-librarians-dive-world-wikipedia).

Besides going to council meetings and the like, I also have the responsibility of organizing the "Arkansans out on the Town Dinner." This year was no exception, and we held our dinner on Sunday, June 26 at the Sun Ray Grill on 1057 Annunciation Street, at 6:30 pm. Twenty-one people from the Arkansas contingent attended, including Arkansas State Librarian, Carolyn Ashcraft, Britt Anne Murphy and family, Ashley Parker, Lauren Dritter, Anna Bates, Devona Pendergrass, Laura Austin, and Joanna Ewing, among others. Everyone seemed to enjoy themselves, and the food was quite good. I uploaded some photos from this event on my Facebook account which you should be able to access at <http://tiny.cc/jlhee>, and there are a couple photos in this issue of *Arkansas Libraries*.

In the Chapter Relations Committee meeting we talked about The Virtual Town Hall meeting that was held back in June. The meeting had 520 participants. This seems to bode well for more online membership meetings. One thing that ALA wants to do is engage members more, and I think this is a good step in that direction. We only had around 15% of the membership vote in the last election, and one of the biggest gripes that members had was they didn't know the candidates. Hopefully, more online meetings might help officers and councilors connect with their constituency. The Chapter Relations Committee also approved their 2015 strategic plan, which mirrors the ALA 2015 Strategic Plan. In addition, we had presentations from some of the 2011 Emerging Leaders, since they worked on several projects with Chapter Relations Office, including "Money Smart" and "Librarians Build Communities." Other speakers included Emily Sheketoff, Director of the ALA Washington Office, and Alan Inouye, Director of the Office for Information Technology Policy. Ms. Sheketoff alerted us to some grants that are being proposed regarding early childhood education and well as the possibility of the House of Representatives wanting to eliminate literacy programs (such as "Reading is Fundamental"). Whether or not the latter will come to pass remains to be seen. Mr. Inouye discussed developing benchmarks for public libraries when it comes to technology and how this can be helpful for statistical purposes.

I also want to mention a few items from some of the reports to ALA Council (or ALA-APA Council). For those who are not familiar, ALA-APA stands for the American Library

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Association-Allied Professional Association and was founded in 2001 to deal with job certification programs and worker issues. When it was created, it borrowed money from ALA as seed money. Financially, it seems as though ALA-APA is doing better than in the past. Revenues are up, probably due to the interest in the Library Support Staff Certification Program (LSSC). We did vote to raise their budget ceiling to \$271,988, and they should be able to pay ALA back \$25,000 next fiscal year.

One of the hot topics in ALA Council was eContent and the report from Equitable Access to Electronic Content Task Force (EQACC). Their findings include having a permanent committee in ALA to deal with this issue, and a position at ALA to be the point contact for eContent issues. The funding aspect of this had to be referred to the Budget and Analysis Review Committee (BARC), since we don't know what financial impact this will have on the overall ALA budget. Hopefully, things will move quickly on this, since it is a very important issue. In addition, we had a report from the ALA Treasurer that asked us to set a ceiling for the budget for FY2012. Based on the data we had, it was pretty much unanimous that we would set the budget ceiling at \$62,912,676. We also voted to change the formula used that determines how much money can be withdrawn from ALA's investments for operations and other projects.

ALA Council for some reason did not have as many controversial items on it, as it has in the past. We have been criticized for dealing with a lot of "non-library" issues in the past, and I think this session showed that we don't always follow that mantra. Council passed resolutions including items requesting monies for the U.S. Government Printing Office, against the defunding of the

U.S. Statistical Compendia Branch, to increase funding to literacy programs through school libraries, to increase funding of LSTA to the 2010 levels, and to include libraries in the Workforce Investment Act. Other resolutions included continued opposition to Section 215 of the USA PATRIOT Act and privacy protections for patrons using Self-Service holds. We also approved the creation of a Games and Gaming Round Table.

Most of the controversial items were internal in nature. There was a task force that examined Council Effectiveness, and it seemed to have recommendations that rubbed some councilors the wrong way (even to a point where they wanted to edit those items out of the report). I found it quite amusing in a way, since we are supposed to be anti-censorship, and here we are having a motion to censor a report's findings. I voted against that measure, since I don't believe in censorship, and even when I don't agree with a report's findings, I believe they have the right to present them as written. There were some action items in the report, and one of the more controversial ones was to have councilors tie in their resolutions to ALA's Strategic Plan and/or Core Values. I admit, I voted against this, because, in the end, I don't think it will help council effectiveness any, but the measure passed after much discussion.

I just wanted to thank you again for allowing me to represent you on ALA Council, and if you have and questions or concerns, please email me at [rsruss@asub.edu](mailto:rsruss@asub.edu). I look forward to attending the 2012 ALA Midwinter Meeting, January 20-24, 2012 in Dallas, TX and hope to see some Arkansans there.

*Ron Russ, Assistant Librarian at Arkansas State University -Beebe, is the ArLA webmaster and the Arkansas ALA Councillor.*



Some scenes from the ALA 2011 Conference in New Orleans. *Photos submitted by Ron Russ.*

## To Tech or Not to Tech?

by Ben Bizzle, Crowley Ridge Regional Library/  
Craighead County Jonesboro Public Library

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Keeping up with technology trends, deciding which could be beneficial to libraries, assessing implementation costs, and then developing strategies to bring new technologies to staff and patrons can sometimes be overwhelming.

With limited budgets, limited staff, and limited time, it's critical that we assess technologies in a way that is focused either on providing a more robust experience for our patrons or enhancing workflows for our staff. No organization should find itself choosing technology for technology's sake.

One of the challenges we face is determining which technological trends are beneficial to library patrons and bring added value to the library experience. These technological trends are the developments that help shape the direction of communication and media consumption. However, not all of these trends provide an opportunity to enhance our patrons' experience. Being able to make this determination is critical, as it dictates where we invest our time, energy, and resources. We're going to take a look at a couple of examples of technologies that have gotten a lot of attention within the library community that, in my opinion, are not well suited for libraries, as well as a couple of technologies that are better means of providing enhanced services to patrons.

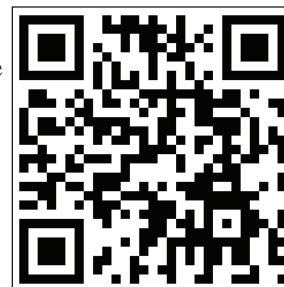
Last year, the big social media trend was location based social media. The company at the forefront of this trend was FourSquare.com. FourSquare.com allowed users to "check-in" at different locations, which allowed their social media friends to see where they were, meet up, get directions to a location easily, etc. It even had a sort of game built in, so that the person who checked in at a particular location the most earned the title of "Mayor" of the location. At a number of conferences, in magazine articles, and online, I heard and read much about how libraries were adding their locations in FourSquare, promoting it to patrons, encouraging people to check-in at the library, offering rewards to patrons with the most

check-ins, etc. I did not see how this trend was advantageous to libraries or patrons. Beyond the idea of being the "Mayor" or winning one of the check-in competitions, how does FourSquare enhance the patron experience? What library benefit is brought to the patron by checking in at the library? These are the sorts of questions library staff should ask when considering implementation of any technology into the library environment. If there are not obvious, concrete ways to demonstrate value, then perhaps the technology is not right for the library, and resources can be dedicated elsewhere.

This year's big trend seems to be QR codes. Practically every conference I attend, every library magazine I open, every day I read through twitter feeds, there is talk of QR codes and their implementation in libraries. QR codes are small, square, funny looking bar codes which can be read by apps installed on smartphones.

When scanned, the codes can provide any sort of information, from coupons for stores, to location maps, to websites.

QR codes are extremely valuable tools and a growing trend. There have been several implementations in libraries for different purposes. One library had a scavenger hunt using QR codes and promoted it with patrons, giving away prizes at the end. Another put a QR code on a stand the Information Services desk, providing considerable information about the library. These are good ideas, and proper use of the technology. However, in this instance, the question becomes one of adoption rate. Right now, 35% of all cellphone users own a smartphone. In order to read a QR code, a patron has to have a reader app installed on their phone. Given that it would require getting out the smartphone, finding and opening the app, scanning the code, and finally reviewing the information provided, one would have to be significantly motivated to know what



*QR codes lead mobile devices to information quickly.*

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information was stored in the QR code. QR codes may become so ubiquitous that their usage becomes commonplace for everyone. However, given that only 35% of Americans have smartphones, and only a small percentage of them will have a QR reader installed, and only a small percentage of them are library patrons likely inclined to scan a particular QR code, this is a technology that is a bit too early in which to invest resources.

These two technologies have gained significant popularity. Facebook has now added a feature called “Places,” with similar check-in functionality as FourSquare. I walked by a big QR code on the window of a GNC store in the mall this weekend. However, when you assess how they might be incorporated into the environment and how many patrons might actually use the technology, their value for libraries drops dramatically. This is not to discredit either of these technologies, but to point out the process involved in determining whether a technology makes sense for libraries.

There are any number of technologies that bring great value to patrons. The most critical patron interface with the library, beyond personal interaction, is the library’s website. Before considering adopting any other new technologies, a library must have an appealing and patron friendly website. This is the virtual equivalent to your building. It is the online reflection of the library as an organization. It should be professionally designed and frequently updated, with content and resources readily available and easily accessible. The reason is simple. If it is clean, professional, and easily navigable, people will use the library’s website. In the past twelve months, the Craighead County Jonesboro Public Library website has had over 223,000 visits. With this kind of traffic, it is critical to provide a quality experience. A well designed website becomes an extension of the library, a “virtual branch,” allowing easy access to downloadable content, online databases, the catalog and account information, event schedules, and more. This extends the library beyond the walls of our buildings and into our patrons’ homes, making many of our resources a click, rather than a drive, away.

While there are a number of mobile

technologies that might not be a good fit for libraries, that doesn’t mean that the mobile revolution should be ignored. At 35% and growing, smartphones and mobile appliances are projected to surpass desktops as the primary interface with the internet by the middle of 2013, according to reports by Morgan Stanley. As such, they provide a platform to extend library reach beyond buildings all together, and into the hands of patrons anywhere they are. A mobile website can make many of the library’s resources and information available at a patron’s fingertips.

When discussing the value of a mobile website, I often use the scenario of a patron considering making a bookstore purchase, taking out their smartphone and checking the library catalog, and putting a book on hold, ready to be picked up. Or, carried to another level, they could have the capacity to download the ebook or audiobook of the title to their device while standing right there in the bookstore. A mobile website can also provide quick access to events, contact information, hours of operation, account information, or reference help via databases or “text-a-librarian” services. This sort of access is invaluable, because it provides an anytime/anywhere portal to the library, and is easily accessible to a significant portion of your patron population.

These are just two of technologies where libraries should be focusing their technology resources. There are a myriad of others, from Facebook to Twitter, from Text/SMS services to downloadable ebooks, audiobooks, and music. When considering technologies for the library, it is important to evaluate the technology itself, what value it can bring to the library, and how many patrons will be impacted. The concentration should always be on the patron, not the technology. Does it broaden our reach? Does it enhance the library experience for a significant number or patrons? Is it something our patrons will use? Does it help fulfill our vision as a 21st century library? These are the questions to ask. Some technologies are neat, while some technologies are game changers. When it comes to investing in your library, focus on the game changers.

*Ben Bizzle is the director of technology for Crowley Ridge Regional Library/Craighead County Jonesboro Public Library*

## ARKANSAS BOOKS & AUTHORS

by Bob Razer, Butler Center for Arkansas Studies

This year marks the beginning of the Civil War Sesquicentennial and promises five years of activities to commemorate that struggle. Along with events, conferences, and an untold number of talks, there will be even more books than usual written about the events of 1861-1865 and the circumstances that lead to the war.

**Mark Christ.** *Civil War Arkansas 1863: The Battle for a State.*

If Arkansans read only one book about the Civil War during these five years, it is likely to be Mark Christ's study of the conflict in Arkansas in 1863. It would be hard to argue with such a choice. Having written or edited several books on the Civil War in Arkansas, Christ has long been recognized as an authority on the subject. His writing is clear, informative, and entertaining. A characteristic of it is that Christ liberally quotes from letters, diaries, and military reports giving readers a real sense of what is happening and what the people – military and civilian – are experiencing.

It might seem odd that Christ considers 1863 the pivotal year of the war in Arkansas since the two major battles fought in the state – Pea Ridge and Prairie Grove – occurred in 1862. However, it was 1863 when the war came to a stalemate in Arkansas following the fall of Little Rock to federal forces, the rebuff of additional gains by Union troops by Confederate opposition, the defeat of a final effort by Southern troops to invade Missouri, and the establishment of a guerrilla conflict that described the fighting until 1865 in most of the state. This guerrilla war was fought by irregular forces both of Confederate and Union sympathies, as well as by groups more accurately described as outlaws interested in personal gain rather than political beliefs.

Those unfamiliar with the Arkansas experience during the war will learn much from Christ's book. Those more familiar with the events will appreciate this summary. Both groups will enjoy reading this important contribution to the historiography of Arkansas' past.

**Lorien Foote.** *The Gentlemen and the Roughs: Violence, Honor, and Manhood in the Union Army.*

Mark Christ's book might be the most read Civil War study during the Sesquicentennial year, but UCA professor Lorien Foote may have written the most unusual book you could read on the troops fighting the war. The topics of manhood and honor have traditionally been written about from the southern viewpoint, where such things were considered part of being a Southern gentleman. Foote's study shows that these traits were also engrained in men of the north.

Foote's source material is unusual. She studied court martial records of Union troops, both the formal ones and the lesser versions of disciplinary actions taken in the ranks. These charges dealt both with officers and enlisted men. Her findings were so

enlightening that her work represents the first study of its kind, and her book was a runner-up for one of the major book prizes given to Civil War studies. Once again, the idea that nothing new can be written about the Civil War has been disproven.

Foote found that honor was an important part of the make-up of the northern officer class, and that defending one's manhood was a cause of disruption within the ranks, as fights, disobeying orders, and even killings could be attributed to defending one's honor or manhood. She found a strong class distinction between the "gentlemen" officers and the "roughs" in the enlisted ranks, men who made good fighters against the Confederates, but who were not hesitant to fight, drink, and cause general disruption when not engaged in battle. Added to this proclivity of the "roughs" to brawl with their fellow soldiers was a belief held by many that the officers were no better than themselves, therefore why should a man obey orders he disagreed with if not engaged in a battle?

Discipline became even more difficult after the draft was instituted in 1863, and the Union ranks were filled with more immigrants, illiterates, and "roughs." Volunteers to the Union army in 1861-1862 had joined for a number of reasons, with preservation of the Union chief amongst them. But the "draftees" not only were not guided by such lofty principles but frequently were paid substitutes who had joined the army solely for the money offered them by persons buying their way out of service.

Foote's book is fascinating reading and offers a behind the scenes look at a Union army activity seldom written about, as court martial testimony describes what lead to charges being brought and how such charges were decided. Foote supplements these official records with letters from officers in which they complained to family about "the thick fingered clowns" they were burdened with commanding. Through these disciplinary records, the voices of these often illiterate "clowns" are heard, offering modern day readers insight into a population who left no written record. The "gentlemen," both South and North, saw honor as a part of what made them gentlemen. The "roughs" in the Union army saw defense of their manhood as a necessary trait of being a man, two very different sides of perhaps the same coin.

**Steve Weems.** *Murder in the Ozarks.*

Lorien Foote's book offers an unusual view of the Civil War. Steve Weems' murder mystery offers an unusual protagonist: an accountant. Murder in the Ozarks is the only book – murder mystery or otherwise – that I can recall where the main character is a bean counter.

Andy Boshier is a fish out of water. A certified public accountant at a fancy Washington, D.C. firm, he is sent to the wilds of the rural Ozarks to finalize the estate of a client. What at first glance seems a boring assignment requiring him to be in the midst of nowhere on a 13,000 acre property, soon becomes far more than that, as any reader of a murder mystery knows things are not always what they seem.

*Continues on Page 28...*

## ARKANSAS BOOKS & AUTHORS

- \*Andrews, Collins. *Listen to Your Work*. Little Rock. Parkhurst Brothers, 2011. 9781935166016 \$14.95 172 p.
- \*Barker, William. *I Remember Vietnam*. CreateSpace, 2011. 9781461177791 \$14.95 170 p.
- \*Bayless, Stephanie. *Obliged to Help*. Adolphine Fletcher Terry and the Progressive South. Little Rock. Butler Center for Arkansas Studies, 2011. 9781935106326 \$22.50 169 p.
- Blumenthal, Karen. *Mr. Sam. How Sam Walton built Wal-Mart and Became America's Richest Man*. New York. Viking, 2011. 9780670011773 \$18.00 186 p.
- \*Glaze, Tom with Ernie Dumas. *Waiting for the Cemetery Vote: The Fight to Stop Election Fraud in Arkansas*. Fayetteville. University of Arkansas Press, 2011. 9781557289650 \$19.95 236 p.
- \*Hamilton, Laurel. *Hit List*. New York. Berkley, 2011. 9780425241134 \$27.95 336 p.
- Harder, Henry. *The Family of August Harder. From Wismar to Arkansas*. AuthorHouse, 2010. 9781452099596 \$34.95 476 p.
- \*Harris, Charlaïne. *Sookie Stackhouse Companion*. New York. Ace, 2011. 9780441019717 \$27.95 480 p.
- \*Hatcher, Greg. *55 Steps to Outrageous Service*. Little Rock. Parkhurst Brothers, 2011. 9781935166184 \$14.95 256 p.
- \*McDougal, Jo. *Daddy's Money. A Memoir of Farm and Family*. Fayetteville. University of Arkansas Press, 2011. 9781557289674 \$19.95 184 p.
- \*Powell, Nate. *Any Empire*. Top Shelf, 2011. 9781603090770 \$19.95 304 p.
- Smith, Myron J. *The CSS Arkansas. A Confederate Ironclad on the Western Waters*. Jefferson, NC. Mcfarland, 2011. 9780786447268 \$45.00 366 p.
- Tost, Tony. *Johnny Cash's American Recordings*. New York. Continuum, 2011. 9781441174611 \$12.95 224 p.
- \*Wallach, Jennifer Jensen and \*John Kirk, eds. *Arsnick. The Student Nonviolent Coordinating Committee in Arkansas*. Fayetteville. University of Arkansas Press, 2011. 9781557289681 \$65.00 cloth; 9781557289667 \$24.95 paper 225 p.
- Wingfield, Jenny. *The Homecoming of Samuel Lake*. New York. Random, 2011. 9780385344081 \$25.00 336 p.
- \*Woods, James. *A History of the Catholic Church in the American South, 1513-1900*. Gainesville. University of Florida Press, 2011. 9780813035321 \$69.95 512 p.

### \*Arkansas author

*Inclusion does not indicate recommendation.*

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## Webmaster's Corner

By *Ronald S. Russ, ASU – Beebe*

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I was thinking back to why I named this column Webmaster's Corner back in 2000, when I started writing it. It stems, in part, from wanting a column that was fairly conversational and explains the goings-on of the ArLA Website, in a way that is understandable, yet informative. While I'm not sure I have lived up to this over the last eleven years, I haven't heard any complaints to the contrary. The joke around ArLA used to be, if you didn't hear any complaints, then you're probably doing a good job.

As far as the website is concerned, we've had a lot of things going on. Most recently, we've put together an ArLA Website Survey, in order to get a better idea of what you think, and how we can better serve our members better. The survey is available online at <http://tiny.cc/fshqu>. If you don't mind taking a few minutes to fill it out, it would be gratefully appreciated. This way, we'll have a better idea of what users want and how to meet those

needs.

Just to let you know, when I say we, I'm not just talking about me and myself, actually, I have enlisted the help of several different people (real, I assure you), in working on this survey and planning the next phase of our website. They are Jon Goodell, Web Services Librarian at UAMS and Nicole Stroud, Director of the Ozark Foothills Literacy Project. Also, Jon has volunteered to take over the maintenance of the Centennial website (<http://www.arlib.org/centennial/>) Heidi Vix created. She's moved out-of-state to greener pastures, but Jon has been willing to fill in and do what is necessary to keep that website running. Items for the Centennial website can be emailed to [JGoodell@uams.edu](mailto:JGoodell@uams.edu). In addition, Lisa Li has put some of the finishing touches on the 2011 Conference website (<http://www.arlib.org/Conf2011/home.html>). If you have any items for her, you can email them to [hxli@ualr.edu](mailto:hxli@ualr.edu).

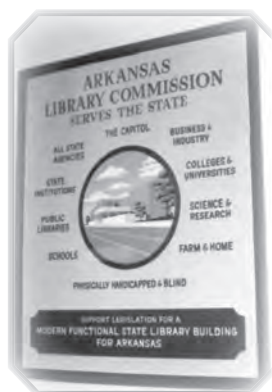
Anyway, as usual, if you have any questions about the ArLA Website, please feel free to email me at [rsruss@asub.edu](mailto:rsruss@asub.edu).

# ***Congratulations to the Arkansas Library Association on your 100th anniversary!!***

**The Arkansas State Library is proud to have partnered with you  
throughout the years to promote library development in Arkansas!**



*Arkansas Library Commission on Center St.*



*Sign from campaign to build new State Library on Capitol grounds.*



*Card catalog area in the library at One Capitol Mall.*



*Former State Librarian Frances Nix, State Library Board members and Governor Bill Clinton.*



*Bessie Moore was a strong advocate for Arkansas libraries throughout her life.*



*Current State Librarian Carolyn Ashcraft, left, and former State Librarians Jack Mulkey, middle, and John "Pat" Murphey Jr, right.*



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## **Calendar of Events**

Arkansas Library Association 100th Annual Conference  
September 24-28 – Little Rock, AR

AASL National Conference, October 27-30, Minneapolis, MN

ALA Mid-Winter, January 20-24, Dallas, TX