

# ARKANSAS LIBRARIES

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Arkansas Library Association

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'GOODBYE' FROM WHITNEY IVY

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DECLARATION: THE RIGHT TO LIBRARIES

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ARLA SCHOLARSHIP APPS DUE AUGUST 1



# Arkansas Library Association, 2014



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## FROM THE ARLA PRESIDENT: ALPS Conference

by *Devona Pendergrass, NBCT*

*ArLA President*

**A**s I write this message I have just returned from the ALPS conference in Little Rock. Wow, what an educational experience! One of the best things about being ArLA president is all the people I have met across the state.



*Pendergrass*

Being able to represent ArLA at our division conferences has been so much fun and fills me with pride every time: pride in our organization and pride in the fact that I am the president. I hope you don't think that presumptuous of me, but I am proud, and I do boast about it to anyone who will listen.

I think that one of the greatest assets to being a member of ArLA as well as a member of ALA is the advocacy and materials we have access to as members. In 1992 I was teaching sixth grade World History and driving a school bus route for my school district. The current kindergarten librarian had left the district, and I was chosen to replace her because I had some college hours in library science. Little did I know at the time but that reassignment would change my life. Even though it was stressful to go back to college and work on my master's while working two jobs and raising two small children, I have never regretted it. As I made the transition to school librarianship I had to search for library resources and a library degree program. The first place I looked was the ALA website, and I was directed to ArLA as well as to UCE, where I ended up completing my master's.

As soon as I could I became a member of ArLA and ALA, and I joined both respective school library divisions. Those resources were invaluable to me in my new career path. If you work in a library related field in Arkansas you need to join ArLA! That is just the way I feel. There is always greater strength in numbers. As my district's vertical team leader in library media, I use the resources available to me



every time we meet as a group for professional development. Additionally, access to advocacy materials provided by ArLA and ALA have been instrumental to my success as a school librarian.

Each year during School Library Month my district's library team prepares and presents information to our school board. This April my superintendent wrote in his weekly district article about our board advocacy. "We honored our Library Media Specialists at the April Board meeting. Really they honored us!" He goes on to talk about our presentation and finishes the article by stating, "Laughter during the presentation occurred and appreciation was shared both from and to our wonderful media specialists." What a great testament this was for advocacy in my library programs. Sometimes we have to remind people how valuable our programs are to our schools, communities and of course to our own self esteem.

In a few short weeks I will be in Las Vegas at the annual ALA conference representing ArLA and ArASL. I will attend the AASL board of directors meetings and as many breakout sessions as I can. I can't wait to get on the plane and GO! Whether I am in Arkansas, Nevada or any other state or territory, I will be proud to be ArLA president, and I will be boasting about ArLA to all who will listen.

*Devona*

*Devona Pendergrass, the President of the Arkansas Library Association, is Librarian for Mountain Home High School Career Academies.*



## EDITORIAL WHIT: Goodbye and Best Wishes

by *Whitney Ivy*

*Managing Editor*

Change can be good, change can be scary, and it can most certainly be both. This column is the most difficult that I have ever written because it is my “goodbye” column.

I am saying goodbye to my position as Managing Editor of *Arkansas Libraries* and my library position at Blevins School District and saying hello to an English teaching position at Arkadelphia High School.

My time as editor has been such a fun experience for me with so many rewards—the friendships that I have made as a member of the ArLA board



*Ivy*

is definitely the best reward. I am so proud to have been a member of such a great organization that encourages new and old library professionals to follow their dreams.

It seems like yesterday that I was attending my very first ArLA conference in Fayetteville. I had never been to Fayetteville by myself before, and it was my first ever library conference, so I was scared to death. Of course, I should not have been worried because I had a fabulous time and learned so much that I was able to carry back with me to use in Blevins.

I wish all of you the best in your library endeavors and hope that you have exciting summers.

*Editor's Note: Whitney Ivy's position as Managing Editor has been filled by Britt Anne Murphy, Director of the Bailey Library at Hendrix College.*

*Whitney*

*Whitney Ivy, Managing Editor of Arkansas Libraries, is the K-12 Librarian for the Blevins School District.*



School's out, so the season is right for leisurely reading. *Photo submitted by Darby Wallace, Boone Park Elementary, North Little Rock School District.*

# Buzzing Like a Bee: Get Fit at Your Public Library

## *To Zumba or not to Zumba: That is the Question*

by *Nechia Whittingham*

*Manager of Information Services*

*Craighead County Jonesboro Public Library*

**W**hether 'tis nobler in the mind to suffer the slings and arrows of outrageous programming, or to take your arms, legs, and entire body and gyrate with the masses.

Hello, my name is Nechia, and I am a Zumba addict.

I am also Manager of Information Services at Craighead County Jonesboro Public Library.

Every librarian in the galaxy is constantly looking for new ways to engage our community.

I've got two words for you: Zumba Fitness.

Certainly you've heard of Zumba Fitness, the Latin-inspired-dance-fitness-craze that's shaking and stomping the world. The word "Zumba" translates "to buzz like a bee" and that's a pretty accurate description of what Zumba involves. Our library began offering Zumba Fitness classes free to our library patrons twice weekly-- and five years later, it continues to be one of our most popular programs.

Classics? We've got them! Computers? Got it! Book Discussion groups, emedia, concerts on the lawn, yes, it's here!

And with the inclusion of fitness classes, we are doing what librarians have always done: find a need and fill it. We also offer other fitness activities including yoga and group walking. And yes, of course we do programs to lure new patrons into our facilities so that they can see some of our other fabulous resources.

If you want to "Zumba it up" at your Public Library, here's some tips to get you started:

1. Get a certified instructor. As a member of the Marathon Maniacs running club, I took up Zumba Fitness to cross-train for running. I got hooked and headed to Jackson, MS to become a certified instructor. There are plenty of instructors out there looking for a venue to teach. Hire a certified instructor and let them handle the class. I volunteer my time two nights a week because it's such a terrific workout. When we hire, we pay instructors \$25 a session.

2. Find the right schedule. We've tried various times/days and you can discover what works best for your community. Monday and Tuesday nights from 5:30-6:30 pm have been successful for us.



**ZUMBA**<sup>®</sup>  
fitness

3. Location, location, location. If you have a programming area, getting the class in the queue will be your biggest obstacle. No programming area? Not a problem! We've had classes in the stacks, in the genealogy area, and outside. We've also partnered with local organizations and schools to use cafeterias, park pavilions, and community centers. Word of warning: expect a crowd! When participants discover they get a double-dose of those feel-good endorphins, once from the movements and again from the music, they keep coming!

4. What goes on in Zumba. . . . . There are some "colorful" lyrics in many Zumba tunes. The good news? The music is typically so loud it's difficult to identify the lyrics. Plus, many of the words are in Spanish, and sadly, most of us are still not fluent in Español. Also, some instructors do not allow children to attend their classes. You know many of our patrons can't afford child care. I have found allowing patrons to bring their children has made this a fitness class they will attend.

5. What do I tell attendees? I tell them to wear comfortable clothes and bring something to drink. Without exception, every new class member tells me they "have no rhythm," to which I reply, "if you move your body to the music and have fun, you have done Zumba right."

I hope you will consider adding a Zumba Fitness class or two to your roster of events. If that doesn't work out, sneak into a class sometime and discover if Zumba Fitness is for you. Regardless, take the Bard's advice and "To thine own self be true!" If you'd like to discuss further, you may email me at [nwhittin@libraryinjonesboro.org](mailto:nwhittin@libraryinjonesboro.org) or [nechia11@gmail.com](mailto:nechia11@gmail.com).



# Tale of the Library Media Specialist

## *a.k.a., the Small Group Test Administrator*

by *Jennifer Epps*

*Library Media Specialist*

*Julia Lee Moore Elementary, Conway*

The scene is an appropriately windowless one-room school library in one of Conway's elementary schools.

Tables fill this small school library, and what fills the tables are children taking their tests, pencils in hand, focusing hard on the tasks at hand. I am a small-group tester working my beat when, with five minutes on the clock, I hear the crinkle of an ever-so-loud candy wrapper. Who is it? Who done it? I pick up my pace! I know that if I don't find the source of the noise, the test supervisor will have my license and start yelling ethical jargon my way. Eventually, I change my beat. I reverse my path and take the more laborious 80-step route. Surely, the longer, more intricate path will yield more coverage.

Up and down the aisles I travel. I'm dedicated to the security of the testing procedures and yearning to stay within the restrictions; I mean, guidelines. Questions begin to arise... When is break? Where did I hide my cell phone? Is this really the last day of testing? I pause and pat a kid on the shoulder after he finishes his exam. My cadence resumes. I feel like the Queen's guard and that each test is a precious jewel from her crown. Just then, a kid sneezes and another says, "God Bless You!" Who could see it coming? NOT ME! How dare they utter a single word? Instead of throwing the shade of my "Are you kidding me?" look, I flip them a nod and keep walking just to throw them off.

The timer eventually goes off, but – OH, NO! – one kid is still working! Don't they know I have work to do? Don't they know we need to move on to snack? I go back to pacing back and forth, praying to God and all of heaven that this kid hurries up. Seriously, I need to pee, thanks to the three cups of coffee I consumed this morning! I need all the help I can get because it's tough to wake up and get going after three days of non-stop testing.

Around the room I go, glancing frequently at the clock. Crisscrossing the aisles, smiling at the poor souls, who are diligently waiting for that ONE KID to finish the last section. Suddenly, as I happen to start my mental list of what I need to pick up at the store later, a hand shoots up in the air! I approach the child. Upon arrival, the student begins to slowly

close their answer document. They gaze up and mouth the words I've dreamed of for the last seven minutes and thirty-two seconds, "I'm done." I race back to my testing manual and read the carefully written, lawyer-approved script instructing the students how to properly place their pencils down on the table and close their testing booklets. Huge sighs of relief are heard across the room. Smiles erupt and posture improves greatly.

As I'm taking in all the positive vibes and thinking about my journey to the teacher's lounge, I glance down at the school district-approved schedule only to read in horror that there is one more thirty-minute test BEFORE break! My body and spirit crumble like the three-day-old cookie in my lunch bag. Despair takes over and once again I go back on my beat, bladder full, but thankful this is day four of this testing madness! Better yet, I look around and take note that in fact these fine young specimens are indeed the ones who have to take the test and I don't. So, I'll make it to break, but only barely.

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## Deadline for Scholarships is August 1

The Scholarship Committee is now accepting applications for two \$1,500 scholarships to be awarded at annual conference October 5-7, 2014. Both awards share an August 1, 2014 deadline.

The Arkansas Library Association Annual Scholarship will be awarded to an applicant who is pursuing a degree from an American Library Association accredited institution. The Arkansas Library Association School Library Media Specialist (SLMS) Scholarship will be awarded to an applicant who is pursuing a degree from The National Council for Accreditation of Teacher Education accredited institution.

Application forms are available on the Arkansas Library Association website: [arlib.org/scholarships/index.php](http://arlib.org/scholarships/index.php).

For more information contact the Co-Chairs of the Scholarships Committee, Barbie James ([barbiejames@fcsd.grsc.k12.ar.us](mailto:barbiejames@fcsd.grsc.k12.ar.us)) and Diane Hughes ([dianeallenhughes@gmail.com](mailto:dianeallenhughes@gmail.com)).

The ArLA Scholarship program is a nonprofit public charity operating under Section 501 (c)(3) and in compliance with Section 170(c) of the Internal Revenue Service Code. Contributions are tax-deductible to the extent permitted by law.

## ALPS AT WORK: Promoting Growth, Change and Community by Erin Baber

*Garland County Library*

**T**he Arkansas Library Paraprofessionals, otherwise known as ALPS, is a division of the Arkansas Library Association dedicated to support staff. We are clerks and pages, supervisors, administrative personnel, and everything in between. Although we may hold a degree that classifies us as “paraprofessionals,” we work hard to ensure our libraries run smoothly.

My name is Erin Baber, and I am the Chair of ALPS for 2014. This is only my third year to be involved with this organization, yet I have felt extremely welcomed since day one. One of the biggest tasks for the ALPS Chair is to coordinate planning a conference. Our division recently had our 22nd annual spring conference May 12<sup>th</sup>-14<sup>th</sup> at the Little Rock Holiday Inn Airport. Our theme this year

was “Planting New Ideas and Cultivating Change,” and we invited speakers to help update academic and public libraries on the changes that occur in our libraries on a daily basis.

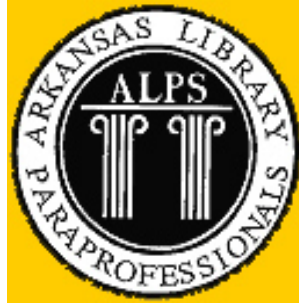
The amount of work that goes into planning a conference is unimaginable to anyone who has never been involved, including myself only two years ago. First, we brainstorm locations and conduct site visits. Once we choose a location, we begin to develop a theme. With the theme decided, next we go to work contacting potential speakers. We have to pick a menu, decide on decorations, send out email reminders, gather door and raffle prizes, request donations, send more emails, design a program, and meet every other month to ensure that everything is coming together. As the conference nears, the emails increase as the committee members tie up last minute details. Once the conference is upon us, we watch all our hard work pay off. The sense of gratification that follows a successful conference is extremely rewarding.



Attendees at the Arkansas Library Professionals Spring Conference at the Hillary Rodham Clinton Children’s Library in Little Rock. Pictured on the back row (l-r) are Kelly Smith, Sherry Chastain, Wendy Briley, Judi King, Shawn Manis, Amber Thomas, Kim Hillison and Lisa Holiman. Pictured on the front row (l-r) are LaTonya Jones, Erin Baber, Loretta Edwards, Lynaire Hartsell, Brenda Van Dusen and Shya Washington; Not pictured are Kim Carpenter, Tracy Foster, Sandra Hooper, Audrey Long, and Karen Turner. *Photo submitted by Erin Baber.*



Without the support from my fellow support staff, planning our 22<sup>nd</sup> annual conference would have been impossible. The regional representatives, Lynaire Hartsell, Wendy Briley, LaTonya Jones, Brenda Van Dusen, Tracy Foster, Lisa Holiman, Kim Carpenter, and Audrey Long, all attend meetings, give valuable input, and keep their regions updated on ALPS events. Historian Loretta Edwards keeps our website updated and offers many interesting ideas. Amber Thomas, Secretary, takes our meeting notes and transcribes them. Kareen Turner, our LSSRT representative and LSSR President, keeps us updated on what's happening with ALA, and the LSS Certification program. Past Chair Shya Washington has been a great advisor; having been in my position only a year ago, she keeps me focused and on track.



Treasurer and Conference Chair Kim Hillison not only ensures that we're on budget, but has also been instrumental in the success of this year's conference. Shawn Manis, Chair-Elect, offers his input and help while planning for next year. ALPS' Conference Committee members, Judi King, Sandra Hooper, Sherry Chastain, and Kelly Smith, have contributed their ideas and hard work to help ensure the success of our conference.

I wish to thank everyone involved with our organization, whether they are on a committee, a conference attendee, or just a supporter of ALPS. Without them, ALPS would not exist. This year, ALPS planted new ideas and cultivated change. Get involved with ALPS and see where we go in the future.

ALPS' next event will be our InfoBits program. InfoBits is a single day training class that will be held at the Arkansas State Library this year on November 7.

*Erin Baber is the ALPS 2014 Chair.*



Arkansas Library Paraprofessionals members having fun at the Hillary Rodham Clinton Children's Library in Little Rock during the ALPS conference. *Photo submitted by Jean Waldrop, Director of the Brackett Library at Harding University.*

## TRAINING: TIPS, TOPICS AND TECHNIQUES

### There's an App for that!

by *Joanna Ewing and Chrissy Karafit*,  
*University of Central Arkansas, Torreyson Library*

**T**raining presentations can be painfully dull when you are slogging through endless, text-heavy PowerPoint slides, and your audience has nothing to do but sit and watch in a slack-jawed stupor. Because people have a wide variety of learning styles, training is often more effective when it delivers information in more than one medium.

Do you sense your slides are soporific? Does your instruction method induce coma? The good news is it doesn't have to be this way! You can revitalize your training sessions by integrating a little more visual variety and participant interaction into your presentations. We have compiled a selection of applications to jazz up your presentations. You can use all of these tools for free, or for minimal cost you can access premium features if you need an extra dose of pizzazz.

There are presentation options beyond PowerPoint. If you work in a small library that cannot afford to purchase the full Microsoft Office suite that includes PowerPoint, Google offers a free application called Google Slides, which is very similar to PowerPoint. This tool is especially useful for collaborative creation of presentations, enabling you to share editorial permissions with others and work simultaneously on the same document without having to email the file back and forth.

One major disadvantage of tools like PowerPoint is they tend to be very linear and rigid in structure. If you prefer a more organic format, if you like to jump around in your presentation to show the connections and interactions between concepts, try building a presentation in **Prezi** ([Prezi.com](http://Prezi.com)). Prezi is a tool for creating presentations in a mind-map arrangement, rather than sequential slides. Prezi allows you to use templates from its library and accommodates uploaded images, video, audio, and PDF files. It enables trainees to see the connections between concepts, and allows the presenter to take a more spontaneous approach without having to skip through a series of slides. Best of all, Prezi is free for anyone with an email address that ends in .edu.

If you like the idea of a mind map, but Prezi makes you seasick, try **Bubbl.us** (<https://bubbl.us/>). This app lets you chart out connections between ideas by creating and positioning concept bubbles and connecting lines to visualize the different ways

in which concepts relate to each other. You can change the colors of elements to denote similarities and differences. Users can create and share up to three mind maps for free. A monthly subscription of \$6 allows creation of unlimited mind maps and lets you attach images and files within your mind maps. The annual subscription model has the same perks for \$59.

If you are co-presenting with a colleague at a conference or co-teaching a webinar or online class, **Mindomo** ([mindomo.com](http://mindomo.com)) is an online mind-mapping tool that enables users to collaborate on projects in real time. Users can fully customize their mind maps with colors, fonts, images, video, or audio clips. The maps can then be shared via link or HTML embedded code and can be password protected if desired. Mindomo is also compatible with iPads and Android devices. The free basic account allows users to create up to three mind maps, and there are premium plans available starting at \$36 for six months of use by one user. Also, the educational package includes a "classroom" plan with six months of access to unlimited mind maps for 25 users for \$90.

Sometimes a training session can be greatly enhanced by tapping into the wealth of ideas and experience in your own audience. **Lino** ([en.linoit.com](http://en.linoit.com)) works like a digital corkboard where users can create sticky notes that can include pictures, videos, or uploaded documents. Like Mindomo, this can serve as a participant brainstorming tool during a training session, or a means of collecting participants' feedback at the end of the session. Sticky note "canvases" can be set as publicly accessible, or you can limit access to canvases to specific user groups. This tool can be useful for both training sessions and general library staff use as an alternative to the traditional office bulletin board for announcements, meeting follow-ups, and more. The free version includes 50MB of storage per month, while the premium account provides 1GB of storage for \$2.99 per month or \$29.99 per year. Lino is also available as an app for iOS and Android devices. If you want to approach instruction as an active learning, idea-generating group exercise, Mindomo and Lino are great tools for capturing and sharing audience feedback.

When your presentation requires abstract data comparison, charts and infographics can help people to conceptualize the information in a more meaningful way. **Vennage** ([venngage.com](http://venngage.com)) allows you to create infographics to help your audience visualize data. Creating charts and graphs is easy



with simple drag and drop manipulation. You can use a variety of existing templates and themes or design your own by uploading your own images and customizing colors and sizes. You can set up a free account, which has a monthly limit on the number of infographics you create and which allows online viewing and sharing only. For a payment of \$19 per month you can create an unlimited number of infographics, have access to premium themes, templates, charts, and icons, and export infographics to PDF or PNG files.

**Piktochart** ([piktochart.com](http://piktochart.com)) is another drag and drop tool for the creation of infographics. You can customize infographics by selecting from a variety of themes and graphics, choosing distinctive colors and fonts, and even uploading images or Excel data files to generate professional-looking charts. Completed infographics can be shared via social media such as Facebook, Twitter, and Pinterest. The free basic account provides a choice of seven themes and there are also monthly, quarterly, and annual subscription packages available starting at \$29 per month (for the monthly package). There is also an “Annual Pro” account available for educators for just \$39.99 per year that provides access to over 100 themes and 2,000 additional graphics. Try these tools to add visual interest to your next presentation.

Sometimes it’s hard to gauge your audience’s comprehension of the information presented. **Poll Everywhere** ([polleverywhere.com](http://polleverywhere.com)) works like a clicker system, in which students can respond to surveys or pop quiz questions with the click of a button. However, Poll Everywhere works with technology that most people already have, including mobile phones and tablets as well as computers. You can ask participants a question, and they can respond in real time using mobile phones, twitter, or web browsers. Participant responses can be viewed almost instantaneously. Responses are anonymous, so participants can respond honestly without feeling self-conscious. Participant feedback can help you



determine what topics require more explanation and adjust your instruction to best meet your audience’s needs.

**TodaysMeet** ([todaysmeet.com](http://todaysmeet.com)) is a website that serves as a “backchannel” to allow users to share comments and links in real time in their own private “room” without downloading or logging into a separate tool. Users simply name their room and share the provided URL with other participants to get started. The room creator can choose to archive discussions for anywhere between one hour and one year for future reference. This is a free resource that can help you tap into the collective knowledge and experience of the group. We recommend this tool for large groups such as may attend a conference presentation, and also for online training sessions addressed to participants that are physically removed from each other. In a session with 50 or more people, it can be difficult for all audience members to share ideas and ask questions without disrupting the flow of the presentation. The backchannel allows everyone to have a voice and to save the information shared for later review.

Whether you are looking for a more visual and engaging alternative to traditional PowerPoint presentations, an easy and different way to brainstorm and collaborate with co-workers, a tool for translating abstract data into professional-looking infographics, or a way to get feedback from individuals that may otherwise get left out of the conversation, *there’s an app for that!* These are just a few of the many tools out there that can help make presentations more engaging for participants with widely varied learning styles. Use the tools that work best for you and your audience, and watch your training sessions come to life!

*Joanna Ewing is Cataloger and Chrissy Karafit is Serials Librarian at the University of Central Arkansas’ Torreyson Library.*

# Traversing the PLA Conference

by *Courtney B. Fitzgerald*

Circulation Librarian

*Bentonville Public Library*

**L**ibrary conferences are places where we attend exciting sessions and hear wonderful speakers to learn and grow as professionals. Plus, networking with library peers is always a joy.

Meeting with vendors allows access to new and innovative products and services displayed in such a way that makes me want to salivate over the possibilities of ownership. This year, the Public Library Association (PLA) conference was held in the capital city of Indiana (Indianapolis) from March 11-15. Downtown Indy had undergone a complete revitalization of the area over the late decades of the 20<sup>th</sup> century citing an infusion of cultural experiences and dining options that took my senses on excursions of global proportions.

## *The Glitz and Glamour*

During PLA's 70<sup>th</sup> anniversary year (1944-2014) and new to the experience was the Big IDEAS Series. Motivational speakers such as world-renowned Simon Sinek and Amy Cuddy reminded us how to lead our libraries with confidence and strength, minus the typical stress associated with leadership. Their speeches inspired us to persevere even in the darkest moments when budgets are dwindling and funding for various initiatives is disappearing at an alarming rate. Equally impressive components were the author lunches with literary giants such as Craig Johnson, Lisa Under, Richard Ford, Mary Kay Andrews, Ann Patchett, John Green or Brad Metzler, in all categories of Adult, YA, and Children's literature. They graced our presence and left many a bit star-struck in their wake.

## *The Exhibit Hall Allure*

At the Exhibit Hall, the varied volume of vendors is a sight to behold. With each twist and turn through the aisles you feel yourself capitulating towards sensory overload!

Seeing new products such as self-check kiosks with an uncanny likeness to an iPod, or digital interfaces with point-of-sale advertisements scrolling across the screen while a patron renews his/her items made my librarian heart flutter. As I reviewed the self-serve products for our new satellite branch, I became distracted multiple times by the shiny new software programs and state-of-the-art media storage cabinets from vendors all over the country.

Aside from the machines that could process a book in less than ten seconds, a new emphasis on innovative spaces to create at your library was also part of the exhibits. The "Before I Die Community Art Installation" was designed to inspire us to connect with our community through art. "Camp Happiness" boasted methods for transforming your library into a participatory experience through biology. "The Makerspace Lab" was the place to experience innovative technology such as 3D Printers, a Robot Petting Zoo, and custom motion control games, while "The Experience Lab" taught librarians how small temporary pop-up exhibits displayed at your library can spark useful conversations.

## *The Nuts and Bolts*

All conferences are comprised of the same ingredients: professional development, networking with other attendees in your field, and developing vendor/product relationships that you hope to help transform the services your library offers to the community. And as with all conferences, you hope to glean valuable information to implement in your library. If I were to compare the American Library Association (ALA) to PLA, both conferences would contain the same ingredients, but PLA tends to have a more specific focus on public libraries of all sizes, not just the huge multi-branch systems with enviable budgets. Rural and smaller libraries are highlighted and discussed as much as the larger systems.

Over 150 programs and sessions were available and broken down into seven categories: Admin/Management, Collections/Tech Services, Leadership, Marketing/Advocacy, Serving Adults, Serving Youths, Spaces and Places, and Staffing which were further divided into two categories. A unique track at PLA entitled 'ConverStations' covered these seven library categories as well. It is a general topic-guided discussion between large groups of librarians who are faced with similar challenges with a focus on sharing useful solutions for implementation.

## *"Let's Talk Book Discussions"*

This ConverStation group included approximately eight groups of ten other librarians discussing the successes and failures of their Adult Book Groups. The enormity of some budgets JUST for Adult Book Club gave me heart palpitations, but made me extremely appreciative of the incredible services offered by the Arkansas State Library's Book Club Project through the Center for the Book



program.

How titles for discussion groups were selected was the hot topic of the ConverStation, in which exciting websites were introduced as resources for locating different books to discuss, such as [www.bookmovement.com](http://www.bookmovement.com) and [www.flashlightworthybooks.com](http://www.flashlightworthybooks.com). And for those of us looking for the last-minute discussion questions, [www.readinggroupchoices.com](http://www.readinggroupchoices.com) is a superb choice!

Marketing your discussion group in the community was the other main topic. Suggestions included creating a Pinterest board or Instagram account comprised of pictures and quotes all revolving around the book of the month as a means of promoting your group and generating interest.

### ***“Ch-ch-changes: Facing the Drastic Changes to Technical Services Head On”***

In order to stay relevant in the 21<sup>st</sup> century, libraries must adjust to the ever-changing technical landscape. This particular program focused on how four large library systems transitioned away from OCLC to Skyriver (queue gasp!) and streamlined procedures by partnering with vendors to offer shelf-ready materials. In fact, one of the libraries involved in the program outsources 85% of the collection



PLA at the entrance to the Exhibit Hall.  
*Photo submitted by Courtney B. Fitzgerald.*

for cataloging and processing (a service offered by Baker & Taylor) allowing for a complete realignment of staff into positions focused more on technical services. Shifting responsibilities and utilizing your staff in an alternative way will foster productivity and inspire creativity, all of which are essential to engage staff and retain your top talent. Another system adopted the “Marketplace” shelving methodology in which Dewey was eliminated and all items in the collection were arranged alphabetically.....sound familiar? Think outside the box, review Google trends of technical services in libraries and be an expert on something people need to know.....small steps we can all take to begin navigating the exciting waters of 21st century tech services.

### ***“Developing a Library Card Holder Base”***

“How do I increase my cardholder base?” is a question that keeps most Circulation Librarians up at night. The Public Library of Cincinnati was faced with this very question a few years ago, but innovative thinking and research led to an enviable and substantial increase in new patron cards on a consistent basis. They diversified the card types, partnered with local sports teams and initiated a “Library Card Challenge” with the entire school district and offered teachers and students incentives for signing up for cards.

It was impressive how the library maintained engagement of their teens as they transition to adulthood and overcame the typical barrier of teens and cards – fines. Participation in the Teen Summer Reading Fine Forgiveness waives any overdue fees for the first year of participation, with a maximum of \$10 waived in the second and third years. Participation in another program, “Teen Fine Alternative Program,” allows teens to work off \$5 in fines per hour of service to the library, such as shelving or check-in. Attending a teen program can also count towards this goal. It is the best of *all* worlds....teen participation in programs, card usage, and time spent in the library volunteering!

Bottom line....survey your patron and community needs to determine the best mix of card varieties that will make the most financial sense to implement in your library and watch the numbers soar!

The PLA conference is absolutely worth every penny to attend as a means of fostering professional growth and development. It will energize your spirit, reaffirm your decisions regarding choices made for your library, and spark a level of creativity that may not have existed before. Mark your calendars now; the Public Library Association 2016 conference is scheduled for April 5-9 in Denver, Colorado.

# National Library Legislative Day

by Heather Hays

Senior Librarian

Bentonville Public Library

This year's National Library Legislative Day in Washington, D.C., was well attended by many Arkansans. Carolyn Ashcraft, State Librarian, Donna MacDonald, Director of the Arkansas River Valley Regional Library System, Leisha Callan, former Library Board member, Hadi Dudley, ALA Councilor, Amber Gregory, Coordinator of E-Rate Services, and Heather Hays, Librarian at Bentonville Public Library, joined over 420 librarians and other supporters to meet with legislators on May 5-6, 2014 during ALA's National Library Legislative Day (NLLD).

NLLD is a two-day event coordinated by the American Library Association office located in Washington, D.C., and is a great opportunity to discuss important library issues with the people who make the decisions that impact us all. I am pleased to report that the number of participants this year was a twenty percent increase from last year!

Monday morning we attended issue briefing meetings, which helped us prepare our information we wanted to share with our representatives. Many key issues were covered this year, including: funding for the Library Services and Technology Act (LSTA) at \$180.9 million, continued support of the E-rate program, network neutrality, open access to science

and technology research, workforce investment, and effective school library programs.

Several people gave brief presentations during the course of the day. Barbara Stripling, President of ALA, stressed that now is the time for all of us to be library advocates. Advocacy works at a local level, and we "cannot let our guard down; we cannot let our energy sag." Stripling's *Declaration for the Right to Libraries* has garnered nationwide attention and participation from libraries. She emphasized that the *Declaration* offers the opportunity to empower the people to say libraries are important to them. We also heard from Senator Angus King (I-ME), who spoke about a budget surplus that was used to buy laptops for students in his home state and the positive impact the program had in teaching technology skills to students.

Jeff Kratz, Assistant Director from the ALA Office of Government Relations, presented a breakdown of the sources of federal funding and how it directly affects libraries. As our funding has suffered many cuts, he stressed the importance of advocacy and recommended that we should all contact our representative and tell them how libraries are serving our different constituencies, and the impact that has on our communities.

The American Library Association D.C. office held a reception Monday evening in the Hart Senate Office Building. The reception was attended by librarians, other advocates, and many congressional



Members of the Arkansas delegation met up with American Library Association leaders at National Library Legislative Day 2014. Pictured (l-r) are Carolyn Ashcraft, Arkansas State Librarian; Barbara Stripling, President of ALA; Maureen Sullivan, Immediate Past-President of ALA; Heather Hays, Legislative Committee Chair for ArLA; Hadi Dudley, Arkansas Chapter Councilor for ALA. Photo by Jacob Roberts, District Dispatch.



staff members. We were pleased that several Arkansas staffers came; in fact we were visited by eight of Senator Boozman’s staff!

On Tuesday we had appointments with our representatives. Carolyn Ashcraft, Arkansas State Librarian, served as coordinator and led the meeting discussions. As opposed to last year, this year our meetings were mainly with staffers, with the exception of our meeting with Steve Womack (R-AR 3<sup>rd</sup> District). Senator Boozman was out of the office with a health issue, and the other representatives were not available (Senators Mark Pryor, Representatives Tim Griffin, Tom Cotton, and Eric Crawford). We weren’t discouraged by this, however, because we find that often the staffers are the most receptive to our pleas. We are always happy to speak with them! Carolyn Ashcraft assembles a packet of Arkansas library information that we share with each

office; this invaluable resource helps us establish our points and gives the staffers information to present to the representatives.

As always, we are grateful to everyone who was able to meet and discuss the issues that are so important to our profession. We are the people on the front lines of these issues, and it is essential to be able to voice our concerns to those in legislation.

For those who are interested in participating in National Library Legislative Day but do not have the ability to travel to Washington, D.C., you can sign up for Mobile Commons, a service ALA utilizes to communicate advocacy messaging. Sign up by texting the word “library” to 877877 or sign up at [districtdispatch.org/textalerts](http://districtdispatch.org/textalerts).

Special thanks to the ALA Washington office, the Arkansas State Library and everyone involved in making this day a success.



Leisha Callan, Hadi Dudley, Donna MacDonald, and Heather Hays.



## LIBRARY PROFILE

### Prescott-Nevada County Library

by *David Sesser, Henderson State University*

**T**ucked away in rural southwestern Arkansas, the Prescott-Nevada County Library works to provide a wide range of resources to its surrounding communities. Prescott is a small town with just over three thousand residents and is the seat of Nevada County, which has a total population of approximately nine thousand. While the population might be small, the library serves as an integral part of the local community.

Located in a well-designed building which was constructed specifically to serve as a library about ten years ago, the library is in the downtown area. Directly between the city hall and police departments, the library is only one block from the major intersection in the city. But the prime location is only part of the reason the library serves so many members of the community; the diversity and wealth of programming pulls many to the library from all over the county.



*Sesser*

The building is divided roughly into two equal sections. The children's area and a community meeting room cover approximately half of the building, while the adult and computers areas take up the remaining space, with the circulation desk located between the two. The children's materials are divided by age group, and two study rooms with computers are available for students to use. While the Prescott Public Schools have libraries to serve their students, the public library offers programming to around 80 second graders every month to encourage them and their families to utilize library resources. Other resources include a computer exclusively for the use of children provided by the state library and a major summer reading program which attracts several hundred children who visit the library each week for a two hour block of programming. Also popular with families are game and movie nights which are offered several times a year.

The adult section of the library holds fourteen public access computers as well as two OPAC terminals. Special sections for popular titles, including bestsellers and Westerns, inform patrons about the hottest titles on the market. The library's large serials and audiobook sections prove to be popular with many patrons.

Local history is important in Prescott, and one of the most used collections housed in the library is the Genealogy Room. Microfilm copies of the local





newspapers and the latest edition of an extensive county cemetery survey make the room a great starting place for those interested in researching their family histories. The library also works with the nearby Nevada County Depot Museum to provide historical programs to the community.

While the library offers many traditional resources to the Prescott area, it also serves as a focal point for local events. Chamber of Commerce Coffees are held in the public meeting room, bringing in community members who might not typically visit the facility. The library has hosted four book signings within the past year, and the local economic development board uses the building when working to bring new businesses to the area.

One of the strongest areas of the library is its employees. The staff is small but effectively operates the library and consistently creates new ways to encourage community usage of the facility. Terri Vandiver currently serves as the librarian. A retired

teacher, Vandiver has been in her current position for three years and is the only full-time employee. One part-time employee and a work experience employee complete the entire staff. Vandiver works closely with both the Friends of the Library group, as well as the board. A joint venture between the city and the county, the library members are appointed by the mayor and county judge.

Although they serve a small community, the staff of the Prescott-Nevada County Library do not think small. The Prescott-Nevada County Library is a prime example of how a small library with limited resources can use those resources widely across diverse populations.

*David Sesser is the Special Collections Curator/E-Resources Coordinator for Huie Library at Henderson State University.*



A roomful of excited librarians at National Library Legislative Day (see article on page 12). Photo by Jacob Roberts, District Dispatch.

## ALA COUNCILOR'S REPORT

### Arkansans Declare Our Right to Libraries

by Hadi Dudley, Bentonville Public Library

In June 2013, Barbara Stripling, President of the American Library Association (ALA), announced her *Libraries Change Lives: Declaration for the Right to Libraries* campaign. Shortly after the national launch in Chicago, the Arkansas Library Association (ArLA) formed an ad hoc committee to develop cohesive plans to promote the *Declaration*



Dudley

with all libraries in Arkansas.

### Arkansas Library Association

In October 2013, the *Declaration* was featured during ArLA's annual conference in Hot Springs. A formal reading and "ringing in" of the *Declaration* at the Exhibit Grand Opening occurred. Members, vendors and guests were invited to show their support by signing the *Declaration*. Signing opportunities were afforded at the ALA booth and during other key events. Hundreds of free copies of the document were distributed to visitors to the ALA booth.

In February 2014, Arkansas libraries rallied to promote the *Declaration for the Right to Libraries* by celebrating "Love Your Library" month. Information was distributed digitally, via the ArkLib listserv, and through postal mail. The Arkansas State Library emerged as a key partner by printing and mailing

documents to all academic, public and special libraries in the state. Many libraries were prompted to participate because of this communication method. The Arkansas State Library gathered signatures, including its board of directors, during February's administrative meeting.

ArLA featured the campaign on our association's website, complete with ALA President Barbara Stripling's video address, instructions, links to ALA information and a standard report form. ArLA's comprehensive launch for the Arkansas campaign garnered positive attention from ALA's *Declaration* coordinators. Our efforts were described as "skillful facilitation" of the campaign by Stripling, and ArLA materials were featured on the national website as examples of "best practices."

### Highlights from Arkansas

During February, March, and April, Arkansas libraries rallied to promote the *Libraries Change Lives: Declaration for the Right to Libraries*. Displays, word-of-mouth promotions, social media campaigns, special programs, anniversary events and other celebratory initiatives were **embraced by 58 participating libraries, garnering 7,927 signatures**. All library types were represented with 15 academic libraries, 30 public

**LIBRARIES CHANGE LIVES**  
*Declaration for the Right to Libraries*

**LIBRARIES ARE THE GREAT EQUALIZER.**

**SUPPORT LITERACY**

**LIBRARIES STRENGTHEN OUR NATION.**

*Photo credits: Hadi Dudley, Heather Hays, Kim Cros Sheaner, Renee Wall and Lacy Wolfe.*

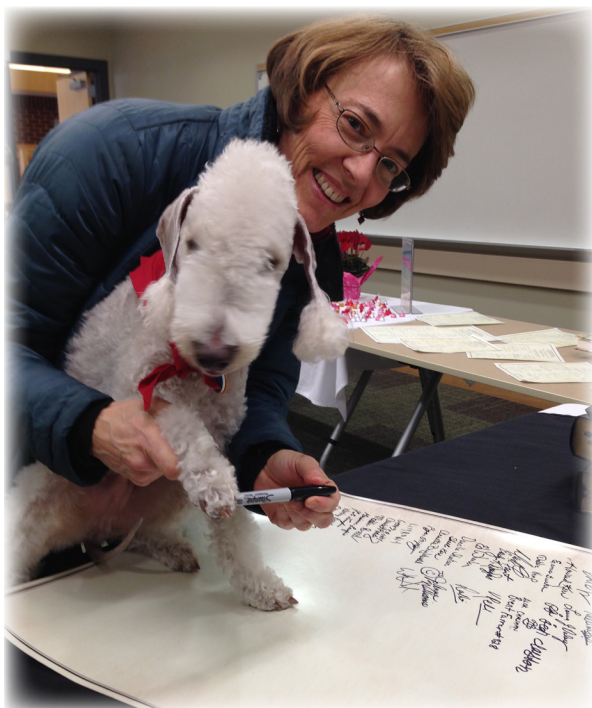


libraries, 9 school libraries and 4 special libraries and associations joining the Arkansas campaign.

Throughout the spring, the ArLA committee communicated closely with the ALA Office for Library Advocacy and ALA President Stripling. Upon learning of our state's final participation statistics, Stripling stated, "Wow! Thank you so much for a terrific response from Arkansas. I can tell that Arkansas librarians have discovered the power of the *Declaration* in opening conversations with their community members about the value and impact of all types of libraries."

Indeed, conversations occurred in many Arkansas communities as signatures from library users, community members and local leaders across the state were collected. The campaign was a good mechanism for libraries to have a voice with elected officials and other stakeholders. Key government officials signed the *Declaration*. **Governor Mike Beebe** met with David Johnson, Executive Director of Fayetteville Public Library, at the Capitol on April 4<sup>th</sup>. The governor's signature of support affirms that everyone in The Natural State has the right for vibrant libraries in our communities.

At **Fairfield Bay Library**, Mayor Paul Wellenberger was the first to sign the library's *Declaration*, leading the way for community



Cody the Dog, and his owner Lesley Evans, join community leaders and city council aldermen to show their support at Bentonville Public Library's signatory reception. *Photo by Hadi Dudley.*

members to show their support too. **Malvern-Hot Spring County Library** garnered extraordinary administrative attention when two resolutions were passed by the local city council and quorum court. According to Ashley Parker-Graves, "I am pleased that the positive initiative passed unanimously. It demonstrates that local leaders recognize the importance of libraries." Both Fairfield Bay and Malvern-Hot Spring libraries received positive media coverage in their respective local newspapers about the *Declaration* campaign.

### Grassroots Advocacy

*Libraries Change Lives: Declaration for Libraries* is a simple but powerful advocacy tool. The values described in the document are steeped in core truths demonstrating the global impact of library services in our communities across the United States. The *Declaration* reveals statements that are universal and tangible for diverse users of all library types: academic, public, school and special.

Many Arkansas libraries garnered positive media attention and grassroots community support through their participation in the program. The opportunity to advocate for "any-library-USA" was realized when the national campaign provided tiny libraries in small rural Arkansas towns with a way to communicate their importance in their own communities. The standout stories came from Earle Public Library and Delight Branch Library.

**Earle Public Library** was the first library to submit its participation report. A small rural town with a population of 2,360, the library collected 249 signatures at three different educational events. This



Mayor Paul Wellenberger was the first to sign the *Declaration for the Right of Libraries* at the Fairfield Bay Library, as the Director, Alice Chambers, looks on. *Photo by Dan Furer.*

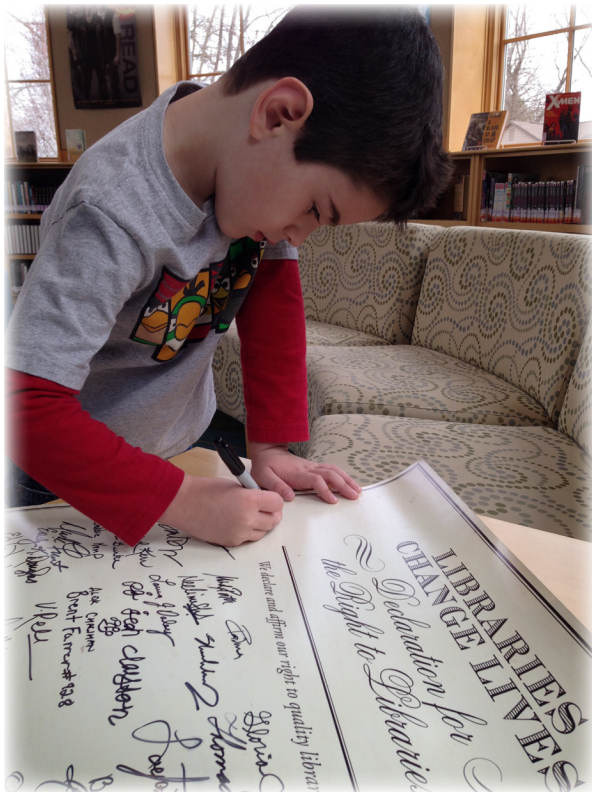


is 10.5% of the local population, supporting Miss Pearlle Ewing's statement that "the library here is a necessity ... for school children, seniors and other(s). It is the foundation for education to us all."

**Delight Branch Library**, a "one-person library" which usually records 135 library visitors during the week, gathered 69 signatures on Valentine's Day. The town's population is 278, so the 25% rate of participation by local citizens is fantastic! According to Miss Ginny Evans, "it was a celebratory 'open house' to enroll new patrons and appreciate the community's support for our library. In the last year, the town lost our high school (to consolidation), and the grammar school will consolidate next year, so we are losing it too. Now, more than ever, our library plays a big part in our town's educational opportunities." Miss Ginny continues, "We value our community's support and plan to use the *Libraries Change Lives* as an annual celebration... for as long as I'm here, anyway. I'm 73 years old, so I figure I have 15 more years, at least!"

### Bentonville, Arkansas

**Bentonville Public Library (BPL)** garnered

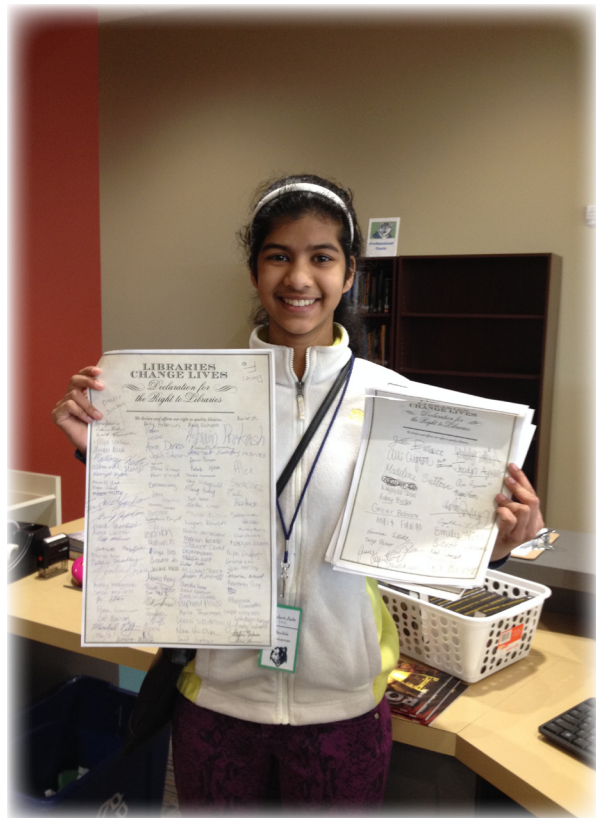


Five-year-old Drew Copeland joins kids of all ages in signing the Declaration for the Rights to Libraries. Many young supporters also designed valentines, declaring their love for libraries with comments like "My Library ROCKS." *Photo by Hadi Dudley.*

1,432 signatures from library users, community leaders and stakeholders throughout February. Among the names are city council aldermen, library board members, City of Bentonville department heads, the genealogy society, a state legislator, authors Roland Smith and Barbara O'Connor, plus Cody the Dog. BPL's month-long activities included an in-house display featuring Barbara Stripling's video address, a "Signatory Reception" sponsored by the Friends of the Bentonville Library, digital and social media campaign, newspaper coverage and word-of-mouth promotion by front-line staff.

Many libraries in the **Bentonville Public Schools (BPS)** district promoted the *Declaration* during Dr. Seuss Week, Atlas Research Week, book fairs and the One District, One Book program, gathering 1,853 signatures from students, teachers, librarians and school administrators. During National Library Week, the Board of Education and Superintendent Mike Poore highlighted the importance of libraries and publicly recognized district librarians at a special board meeting.

The standout story from BPS is **Fulbright**



Fulbright Junior High student Mirudula Manivannan deserves a gold star for taking the Declaration to many classrooms at Bentonville Public Schools. *Photo by Michele Sterrett.*

**Junior High School Library** with 514 signatures collected in the library and through a “door-to-door” campaign initiated by a student. Mirudula Manivannan carried the *Declaration* to classrooms to gather more support. When asked why she volunteered to help, the junior high student said, “I like to help other people and represent something worthwhile.”

All library types were represented in Bentonville as the **Northwest Arkansas Community College Library** and **Crystal Bridges Museum of American Art Library** also participated in the campaign.

### **Academic Libraries**

Several academic libraries participated in Arkansas. **Remington College Library** collected 120 signatures and promoted literacy in classrooms with students reading the *Declaration* document aloud. Five **University of Arkansas (UA)** campus libraries submitted reports; the **UA Community College at Hope** featured a valentine literature contest, gathering 230 signatures.

The **UA at Monticello** created special displays in February and during National Library Week. The April exhibit celebrated values from the *Declaration* with library resources. The exhibit demonstrated how libraries educate patrons about our shared global community. For example: “Libraries help us to better understand each other” was displayed with the book *Africana Collections: an Illustrated Guide* published by the Library of Congress.

### **American Library Association**

According to ALA President Barbara Stripling, “Library advocacy must be practiced all the time in every community.” She states that libraries are a “public good” and we have to be “proactive” by speaking with our supporters to stand up for literacy, lifelong learning, democracy and education. Through signing opportunities of the *Declaration for Libraries*, we are “empowering” the public to speak to the core values that all libraries provide to society.

In May 2014, Stripling cited that more than 100,000 signatures have been reported to the ALA Office for Library Advocacy. This number continues to grow as signing events are still occurring throughout the country. We may rest assured that the real impact is measured by the “personal connections,” stories and conversations that our libraries are having with community members.

ALA continues to plan promotional events for the *Declaration for the Right to Libraries* into the summer and beyond. Informal discussions on the

ALA Council listserv revolve around how to sustain and/or build upon the initiative at the conclusion of Stripling’s term. Incoming ALA President Courtney Young has already committed to “aid(ing) the progress of association driven initiatives and past presidential initiatives.” Further, one key focus of ALA’s strategic framework is “advocacy for the value of libraries and librarians.” In the forthcoming months and years, members may watch for additional advocacy tools from the American Library Association.

### **Conclusion**

While Arkansas featured the campaign this spring, *Libraries Change Lives: Declaration for Libraries* is a tool that any library can use any time to serve various advocacy needs. If your library did not participate this spring, you can easily incorporate plans for a future campaign. If your library did participate, consider highlighting it again next year. That is the beauty of the *Declaration* initiative – the content of the formal document is universal and timeless.

The *Declaration for the Right to Libraries* is a proactive message. Promoting core library values to our communities is an important action—an action we should allocate time to implement. The *Declaration* allows libraries to share impact stories, laying the foundation for a “tangible ask” for funding, personnel and/or other resources from government, administrators, stakeholders and/or patrons.

I hope that librarians will continue to rise to the challenge by recognizing that adaptability, growth and strength may be uncomfortable, but promoting ourselves is vitally necessary for success.

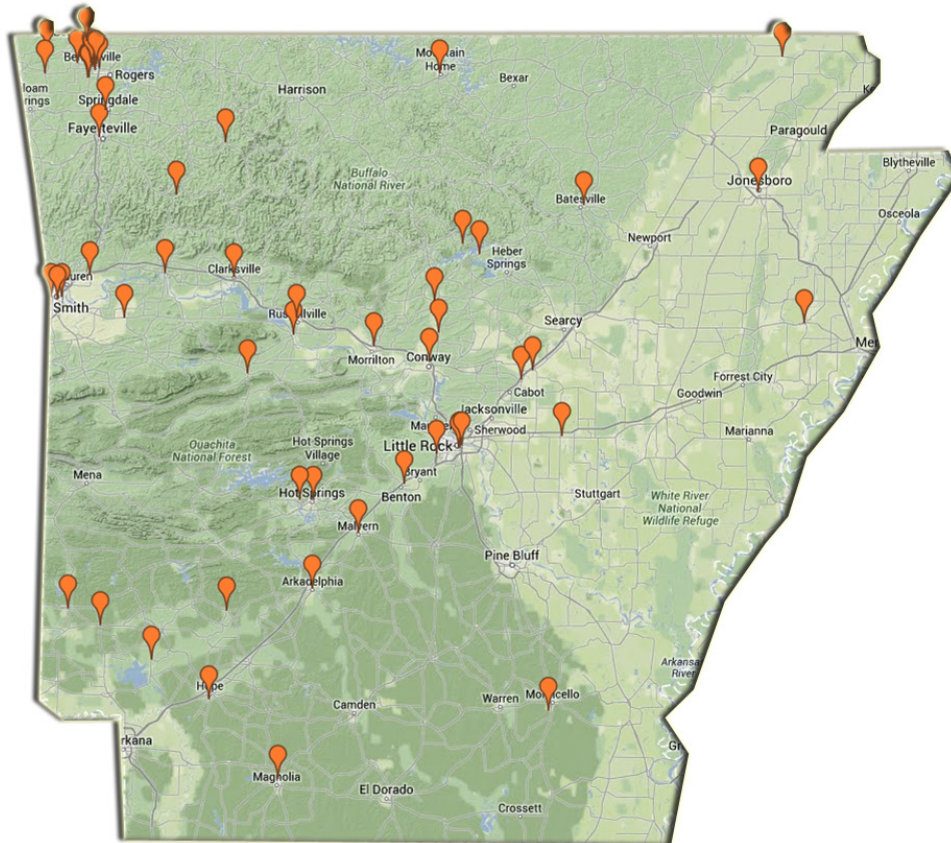
On a personal note - I am very proud of the 58 Arkansas libraries that stepped up to the plate this spring. There is something to be said for the collective strides we made together. To these 58 libraries, please know that I cherish your stories and value your passion for libraries!

Thank you for partnering to promote ALA President Barbara Stripling’s *Libraries Change Lives: Declaration for Libraries* initiative.

**Editor’s note: see the list of libraries participating in the Declaration activities on page 20. In total, 58 libraries collected 7,927 signatures of support.**

*Hadi Dudley, Library Director at Bentonville Public Library, is the Arkansas ALA Councilor.*





**Arkansas Libraries participating in the *Declaration for the Right to Libraries* campaign**

- |  |  |
|--|--|
| Alma Public Library                                      | Gravette Public Library                                |
| Arkansas Association of Instructional Media              | Greenbrier Middle School Library                       |
| Arkansas Library Association                             | Greers Ferry Public Library                            |
| Arkansas River Valley Regional Library System            | Hendrix College Library - Bailey Library               |
| Arkansas State Library                                   | Iva Jane Peek Public Library                           |
| Arkansas State University-Beebe - Abington Library       | Johnson County Library                                 |
| Arkansas Tech University - Ross Pendergraft Library      | Jonesboro Public Library                               |
| Baxter County Library                                    | Kingston Community Library                             |
| Bella Vista Public Library                               | Lockesburg Public Library                              |
| Bentonville Public Library                               | Lyon College - Mabee-Simpson Library                   |
| Bentonville Public Schools - Board of Education          | Magale Library   |
| Bentonville Public Schools - Apple Glen Elementary       | Malvern-Hot Spring County Library                      |
| Bentonville Public Schools - Centerton Gamble Elementary | National Park Community College Library                |
| Bentonville Public Schools - Fulbright Junior High       | NW Ark Community College - Pauline Whitaker Library    |
| Bentonville Public Schools - High School                 | Ouachita Baptist University Library                    |
| Bentonville Public Schools - Old High Middle             | Philander Smith College - Donald W. Reynolds Library   |
| Bentonville Public Schools - Sugar Creek Elementary      | Remington College Library                              |
| Bentonville Public Schools - Willowbrook Elementary      | Saline County Library                                  |
| Carlisle Public Library                                  | Sevier County Library                                  |
| Central Arkansas Library System, Little Rock             | Springdale Public Library                              |
| Charleston Public Library                                | St. Paul Public Library                                |
| Corning Public Library                                   | Tollette Branch Library                                |
| Crystal Bridges Museum of American Art Library           | University of Arkansas at Fayetteville                 |
| Damascus Library   | University of Arkansas at Fort Smith - Boreham Library |
| Delight Branch Library                                   | University of Arkansas at Monticello                   |
| Earle Public Library                                     | University of Arkansas Community College at Hope       |
| Fairfield Bay Library                                    | University of Arkansas Community College at Morrilton  |
| Fort Smith Public Library                                | Yell County Library                                    |
| Franklin County Library                                  | Ward Public Library                                    |



## WHAT'S UP? DOCS.

### Library Receives National FDLP Award

by **J.B. Hill**, *Interim Dean, Ottenheimer Library*  
guest columnist for **Karen Russ**, UALR

The University of Arkansas at Little Rock Ottenheimer Library has been recognized for its “outstanding achievements and initiatives” with a 2014 Federal Depository Library of the Year award by the U.S. Government Printing Office (GPO).

The announcement was made by Public Printer of the United States Davita Vance-Cooks at the Federal Depository Library Conference in Washington, D.C. on April 30. Karen Russ, government documents librarian, was on hand to receive the award.

Awarded annually, the prestigious award provides special recognition to libraries that are advancing the goals of the Federal Depository Library Program (FDLP). This year, the Government Printing Office selected two libraries to receive the award, one regional depository library (University of Iowa) and one selective depository library (UALR).

The award commends the Ottenheimer Library for sharing its expertise with other libraries in the region and across the nation. The library is recognized for “its leadership in scholarship activities that promote government information and depository libraries nationwide and within the five-state region. The library was instrumental in acquiring support and financing for the online

U.S. Congressional Serial Set while continuing to preserve and maintain the tangible volumes under a cooperative agreement with other institutions.”

“The library is honored to receive this national recognition. A great deal of care and effort goes into selecting, organizing and providing access to government information. The award is a tribute to the hard work of members of the library’s cataloging department (Donna Rose, Richard Culbertson and Veronica Davis), as well as the energetic leadership and outreach of the library’s government documents librarian Karen Russ,” said interim dean J.B. Hill.

The Federal Depository Library Program was established by Congress in the early 19<sup>th</sup> century to provide citizens with free access to U.S. government information via designated depository libraries throughout the country. There are currently 47 regional depository libraries and 1,128 selective depository libraries in the depository program. The UALR Ottenheimer Library was recognized for excellence in the selective depository category.

As a selective federal depository library, Ottenheimer Library collects approximately 37 percent of the online and print publications of the federal government. The library has been a participating member of the FDLP since 1973, and currently provides access to government information in all formats. To learn more about the library’s government information collection, visit the library website: [ualr.edu/library/about/departments/government](http://ualr.edu/library/about/departments/government).



Karen Russ accepts the 2014 Depository Library of the Year award on behalf of the Ottenheimer Library, University of Arkansas at Little Rock. From left to right: Jim Bradley, Deputy Public Printer, GPO; Karen Russ, Government Documents Librarian, University of Arkansas at Little Rock, Ottenheimer Library; Mary Alice Baish, Superintendent of Documents, GPO; and Davita Vance-Cooks, Public Printer, GPO.

## Success in the Shape of a Question

by Crystal Long, Central Baptist College, Conway

guest columnist for Elizabeth DiPrince, University of Central Arkansas

What started out as part of a bibliographic instruction homework assignment for Freshman Orientation, CBC 1201, has turned into a fun part of my fall semester routine each year. Here in the Story Library at Central Baptist College, we routinely use our technology and electronic resources in fun and creative ways—for example, we build alternative textbooks using LibGuides and add images to presentations via the iPad camera.

We added Springshare's LibAnswers to our arsenal of resources in Fall 2011 and decided to incorporate LibAnswers into the first homework assignment for our revamped CBC 1201 bibliographic instruction in Fall 2012. Even with our penchant for imaginative uses of resources, we did not consider the widespread implications of this one homework assignment for our library and student population.

For each section of CBC 1201, the Story librarians do bibliographic instruction in two or three class periods. Our goal is to give the freshmen an overview of the library – its website, services, and collections – and we give database and catalog search instruction. In addition, if we have time, we discuss the parts of a paper, the different citation styles, plagiarism, etc. Our instruction sessions come with their own homework assignments that the CBC 1201 professors may use as preferred.

After the first day of instruction – library website and services introduction – the homework assignment is relatively easy. Students are asked to complete one of three tasks: submit a question via LibAnswers, get an ArkLink card, or submit an interlibrary loan request. All of our homework assignments for CBC 1201 are designed to give the freshmen hands-on experience with library skills that they will need in their upper-division courses.

Unsurprisingly, most students choose to submit a question via LibAnswers. Asking a question is the easiest task to complete of the three allowed in this homework assignment. Students may submit questions via the library's website, through the college's online portal, or via a text message. Their questions come to my email inbox through any submission method.

During our first outing with this assignment

### Resources:

- Springshare LibAnswers: [springshare.com/libanswers/](http://springshare.com/libanswers/)
- Story Library on the web: [library.cbc.edu](http://library.cbc.edu)
- Freshman Library Orientation guide: [library.cbc.edu/flo13](http://library.cbc.edu/flo13)

*The author would like to thank Beth Cantrell, Ann Gardner, and Mary Ann Long for editing this article.*

– Fall 2012 – we placed no limits on the types of questions students could ask, although initially I encouraged students to seek assistance with homework or projects. Our goal was for freshmen to learn how to use LibAnswers and to enjoy their first experiences with it. At first, students asked typical questions, such as, “What are the library's hours?” Even with the “typical” questions, I was surprised at how much fun this exercise proved to be for everyone involved. Students replied to my answers to their questions. They thanked me via the LibAnswers question box, texted back “okay,” and generally attempted to keep the interaction going beyond their initial questions.

Very early in the CBC 1201 bibliographic instructions of Fall 2013, a freshman asked me what kind of LibAnswers question I wanted him to ask. I replied, “It doesn't matter. You may ask me why the sky is pink if you wish.” Obviously, they wished, and I complied. Fun and imaginative questions came rolling in during Fall 2013, which I enjoyed answering. Questions ranged from “If a ninja falls from a tree, does it make a sound?” and “What makes the grass green?” to “What is your favorite color?” among others. These questions gave me the opportunity to show our students the creative depths to which librarians can (and do) reach to answer questions. Their questions sparked conversations in LibAnswers, in the classroom, and in the library. Now all of us had something to talk about other than school and homework. Students who asked me if I liked candy and which books in the library circulated the most felt as if they made a personal connection with me when I responded with truthful but library-connected answers.

As an example of our interactions, during Fall 2013, one of the freshmen asked me, via LibAnswers, to name my favorite color. In response, I quoted a few lines from Andrew Lloyd Webber's *Joseph and the Amazing Technicolor Dreamcoat*, and then shared a short Youtube clip of the song “Joseph's Coat” from the same musical. Not only was the student introduced to a musical produced before he was born,



but we made a connection. Another student asked me to share my favorite film; in response, I directed the student to the AFI's Top 10 Films list. Each unusual and creative question has been a golden opportunity to introduce our freshmen to everything our library can offer, including librarians with rad searching skills and mean senses of humor.

As a result of the library's inclusion in CBC 1201 for the past two school years, and in particular, this homework assignment, I have come to know our two most recent freshman classes reasonably well; and they know me. The library is more approachable than ever, and this approachability is starting to reflect in our usage statistics. While I have not tracked LibAnswers questions submitted by orientation courses individually (instead, I only track the overall homework assignment participation),

I have compared instruction numbers with overall LibAnswers submissions from late 2011 to the present.

Numbers do not tell the entire story. The camaraderie being built between Story Library and CBC 1201 classes can only be told through a combination of anecdotes and numbers. Story Library is building success with our incoming freshmen classes, one question at a time.

*When Crystal is not being The Librarian (and saving the world), she is listening to opera, practicing yoga, cooking gluten-free food, and blogging about the experiences. Before coming to CBC, Crystal was the Coordinator for the Arkansas Center for the Book at the Arkansas State Library. In 2008, she graduated from the School of Library and Information Science at LSU, Baton Rouge.*

## Addendum to Volume 70, 2013 Index

compiled by **Joanna Ewing, Cataloguer,**  
**UCA's Torreyson Library**

(Issue number : Page number. Subjects in  
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### BOOK REVIEWS

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Folktales and Poems. 4:27.

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Whyne, Jeannie. Delta Empire: Lee Wilson and the  
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Woodrell, Daniel. The Maid's Version. 4:24-25.

*Editor's Note: The book reviews were accidentally omitted from the 2013 Index published in the Spring 2014 issue of Arkansas Libraries. Apologies to Bob Razer, editor of Arkansas Books & Authors, and the readership.*

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# The Legacy of Gladys Sachse and the Endowed Scholarship

by *Jud Copeland*

*Associate Professor of Leadership Studies  
University of Central Arkansas*

The Gladys Sachse Endowed Scholarship is for students accepted into the Master of Science degree program in Library Media and Information Technology within the UCA College of Education and who plan to become school librarians.

Two students are each awarded a \$1,000 scholarship for the academic year. Selection is based upon academic achievement, with consideration given to financial need.

## Gladys Sachse

Gladys Sachse was involved in public library work until 1948 when she came to the Arkansas State Teachers College (now University of Central Arkansas) where she worked in the Nolen M. Irby Demonstration School as the librarian. At the end of the spring term in 1962 the Demonstration School was discontinued, and the collection was moved to the Torreyson Library with Miss Sachse in charge of the collection. Curriculum materials were also moved to the library, and Miss Sachse was in charge of that collection as well. Miss Sachse taught in the library



*Sachse*

science minor program housed in the library, and she was the Government Documents Librarian. It was during this time she published her book, *U.S. Government Publications for Small and Medium-sized Public Libraries: A Study Guide, 1976-1981*.

In 1996 Miss Sachse received the Frances P. Neal Award from the Arkansas Library Association. This award is given to recognize a career of notable service in the library field. Miss Sachse was very active in the Arkansas Library Association and she was also a mentor to many Arkansas librarians through the classes she taught, first in the library science minor program and then through the Educational Media/Library Science program in the College of Education. She received a BSE in 1939 from ASTC (Arkansas State Teachers College, now UCA) and a BS in Library Science in 1946 from Louisiana State University. Miss Sachse retired in 1983. She moved to a family farm in the Dardenelle area and lived there for several years. Miss Sachse passed away on November 13, 2009 in Conway.



*Jud Copeland is Associate Professor of Leadership Studies at the University of Central Arkansas in Conway, AR and serves ArLA as both President-Elect and Co-Chair of the Scholarships Committee.*



**THE GLADYS SACHSE ENDOWED SCHOLARSHIP**

The Gladys Sachse Endowed Scholarship Foundation and the College of Education are pleased to announce the two recipients of this year's award.

Congratulations to  
**Amanda Threlkeld & Theresa Thompson**

They are each awarded a \$1,000 scholarship to support their studies in the Library Media and Information Technology degree program for the 2014-2015 academic year. Amanda and Theresa will also receive a year's membership in the Arkansas Library Association (ArLA) and the Arkansas Association for Instructional Media (AAIM).



# The Gladys Sachse Endowed Scholarship Awards for 2014-2015 at the University of Central Arkansas

by *Jud Copeland*

*Associate Professor of Leadership Studies  
University of Central Arkansas*

The UCA College of Education is pleased to announce that **Amanda Threlkeld** and **Theresa Thompson** have been awarded the Gladys Sachse Endowed Scholarship for the 2014-2015 academic year.

The Gladys Sachse Endowment provides \$1,000 each to two students accepted into the UCA College of Education Master of Science degree program in Library Media and Information Technology (LMIT) who plan to become school librarians. Their selection out of six applicants was based upon academic achievement with consideration given to financial need. Candidates for the scholarship must have a cumulative GPA of 3.0 or above in their education major.

**Dr. Jud Copeland**, associate professor in Leadership Studies, developed the scholarship award in 2007 and was able to meet personally with **Gladys Sachse** before she passed away in 2009. She expressed a great interest in promoting the endowed scholarship to help students in the Library Media program. Dr. Copeland states, "What I would like to do is to promote Ms. Sachse's endowed award with membership in both the Arkansas Library Association

and the Arkansas Association of Instructional Media. I think this is a real link to our profession, and it would stimulate award winners' participation in our organizations." As an extra added incentive this year, Dr. Copeland will pay for the award winners' first year of ArLA and AAIM membership, saying "I feel that Miss Sachse would approve."

**Amanda Threlkeld's** stated goal is to help students improve their research and digital literacy. In her role as a library media specialist, she plans to share her knowledge, training, and creativity from the LIBM program with other teachers and students.

**Theresa Thompson** plans to make the library the heart of the school for all teachers, students, and parents and to foster a love of reading through storytelling and conversations about new literature to "peak" students' interests.

Congratulations and continued success to these accomplished students as they contribute to our mission in the College of Education at the University of Central Arkansas.

*Jud Copeland is Associate Professor of Leadership Studies at the University of Central Arkansas in Conway, AR and serves ArLA as both President-Elect and Co-Chair of the Scholarships Committee.*

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## Arkansas Books & Authors

*Compiled by Bob Razer*

*Butler Center for Arkansas Studies*

*Encyclopedia of Arkansas Music*

**Ali Welky and Mike Keckhaver, eds.**

"Arkansas Music" as a topic on its own, distinct from "Ozark Folk" or "Delta Blues," largely begins with Bob Cochran. Cochran curated the vivid and memorable "Our Own Sweet Sounds" exhibit that graced the Old State House Museum from 1995-1996 and wrote the insightful catalog that made wonderful sense of fiddle scrapings, gospel shouts, electric R&B madness, and country cool.

*The Encyclopedia of Arkansas Music*, adroitly edited by Ali Welky and Mike Keckhaver, staff editors with the *Encyclopedia of Arkansas History and Culture*, thickens and enriches this thing we now call Arkansas Music. The volume recently garnered the 2014 J. G. Ragsdale Book Award from the Arkansas

Historical Association.

*What is Arkansas Music?*

Throughout his narrative that began in the grime of archeology and ended with the drone of metal, Cochran clarified that the diversity of the state's musicians, defying convention and genre, dissolved any coherent, harmonious definition. He closed the first edition of the *Our Own Sweet Sounds* catalog (and kept the line in the second edition) with "You call your sound a song; you're welcomed here."

Nevertheless, an exhibit and a book cannot simply be a compendium of random artifacts. Cochran moored his history of the music in evocative portraits of Arkansas musicians. This approach, locating the song in the singer, has continued to inform treatments and conversations, whether published or aired.

Quite appropriately, biographical entries prevail in *The Encyclopedia of Arkansas Music (EAM)*. The genre of each entry is identified in a banner heading,

while introductory essays examine the various genres represented in the volume. These instructive pieces in turn revolve around the figures with notable career and influence.

*What distinguishes an Arkansas musician?*

Judging from those included in the *EAM*, the identification is as open and fluid as the one suggested in Cochran's work. In this matter contingency is inescapable. The absence of a music industry and production infrastructure in Arkansas made it next to impossible to forge a livelihood in the state.

Whereas "Civil War Arkansas" is self-evident, geography is no use when it comes to Arkansas music. Thus, the unstated qualifications for Arkansas artists in *EAM* are myriad: nativity (though an early leave-taking does not make one ineligible; Iris Dement, Roy Buchanan, William Warfield, Robert McFerrin, Sr. were packed up and toted away when only two years of age); residence during the formative years (duration negotiable; the school-age Anita Pointer periodically lived with her grandparents, and the peripatetic family of Lefty Frizzell stayed put long enough for the 12-year-old crooner to be heard first by El Dorado radio listeners); or settling in these parts after making a name elsewhere (John Michael Talbot founded the Little Portion Hermitage in Carroll County, and Marjorie Lawrence found relief from chronic pain in the waters of Hot Springs).

The most common exceptions to the pattern of Arkansas musicians flourishing outside of Arkansas were mountain folk artists and gospel singers. The Ozark performers were brought to light in the preservation campaign that began to penetrate the hills during the Great Depression, and their recordings were catalogued in archives rather than distributed by commercial companies. The promotion of mountain folk music within Arkansas through the institutionalization of venues and links to tourism initiatives is traced effectively through entries on Mary Celestia Parler, Almeda Riddle, the Rackensack Folklore Society, and Jimmy Driftwood (the latter two essays provide dissimilar takes on Driftwood's rancorous break in 1975 with the Ozark Folk Center).

The rising awareness and scholarly solicitude of upland songs in the twentieth century is not unfamiliar owing to the entanglement of an Arkansas cultural identity with Ozark folk expressions. Less well-known is how deeply gospel was imbedded in rural culture even outside both white and African-American church houses and how the business of gospel represented a rare example of an Arkansas enterprise that could make music pay. Among the many strengths of *EAM* is the array of entries that delve incisively into both gospel as a bond for a

community (delightfully conveyed in entries on Old Folks Singing and The Brockwell Gospel Music School) and the opportunity for songwriters to sell their wares to nearby publishing outlets (the Hartford Music Company and Jeffress/Phillips Music Company). The outsized talents of African-American gospel performers such as Rosetta Tharpe and Roberta Martin led to a national prominence that eluded their white Arkansas counterparts.

The editors' spacious view of who can be embraced as part of Arkansas music will cause even those with pretensions of knowledge about the state to be surprised at the range and abundance of artists represented in the work. The skill, diplomacy, and admirable standards of the editors are evident in the consistent quality of the entries written by an impressive host of contributors. The tone is properly authoritative, but the personal styles of the authors ensure a reference work that is far from academic. David Ware's piece on the state's official songs is a wry masterpiece. Michael Dougan's well-honed essay on classical music deftly unfolds the social context to reveal the evolution from late 19<sup>th</sup> century opera houses, the emergence of musical societies for cultural uplift, to the infusion of federal arts funding that underwrote the establishment of permanent symphonies. The *EAM* entries that examine institutions, venues, and media outlets often offer a more robust portrait of the state's musical life than the ones focused on the lives of musical Arkansans.

The organization and design of the book is superb, encouraging either a cover to cover reading or judicious sampling of entries. The addition of a table of contents that arranged the entries according to genre as well as a selected discography of the artists' works would have been useful for those given to perusing. Every reader, including this one, will have a list of missing persons and topics, but any such list can only be short given the abundance of riches in the volume.

One final, unavoidable, question. Why is the *EAM* necessary when the published entries are found on the justly lauded online *Encyclopedia of Arkansas History and Culture*? I can only hope that the readers of *Arkansas Libraries* will readily agree that that those opening a book devoted to Arkansas music cannot help but make discoveries and understand connections likely missed in targeted searches of an online database. Above all, this book is a pleasure to read... and a reminder to keep an open mind and open ears.

*Ben Johnson*

Johnson is a history professor at Southern Arkansas University and the author of *Arkansas in Modern America: 1930-1999* and *Fierce Solitude: A Life of John*



*Gould Fletcher.*

***When the Wolf Came: The Civil War and the Indian Territory***

**Mary Jane Warde**

When they think of the Civil War in the Indian Territory (if they think of it at all), most students of the Civil War think of the deep divisions in the Cherokee Nation: the pragmatic leadership of John Ross, the battlefield victories of Confederate General Stand Watie (the only American Indian general on either side), or the Union Indian regiments that served in the Trans-Mississippi Theater. Mary Jane Warde swells that view considerably with her wide-ranging *When the Wolf Came: The Civil War and the Indian Territory*, the most expansive treatment of the war in modern-day Oklahoma to date.

Using first-person accounts, official records, and oral traditions, Warde ably explores not only the experiences of the “five civilized tribes” (Cherokee, Choctaw, Chickasaw, Muscogee Creek, and Seminole), but also the others of the 100,000 or so residents of the Indian Territory: the Kickapoos, Delawares, Caddos, Quapaw, Andarkos, Ionies, Wichitas, Keechis, Tawakonis, Tonkawas, and Comanches, to name a few. The result is fascinating and sometimes disturbing.

Warde does spend considerable time on the five tribes, beginning with their forced removal from the southeastern United States during the 1830s and 1840s, and recounts how the deep divisions caused by removal lingered in the tribes and rose to the surface when they faced the crisis of secession. Arkansas lawyer Albert Pike played a key role during this period as he negotiated treaties between the Confederacy and various tribes, leading to open conflict between those who favored continued allegiance to the U.S. and those who chose to take their chances with the South. Before 1861 was over, Warde writes, “Seminoles had spilled the blood of Seminoles; Muscogees, of Muscogees; and Cherokees, of Cherokees.” – “Truly, the wolf had come” (87).

As the war progressed, allegiances shifted, Warde writes, such as when members of Col. John Drew’s Confederate 1<sup>st</sup> Cherokee Mounted Rifles deserted and joined the Union’s Indian Home Guard, which caused additional trouble for them and their families as “they knew they would be targets of retaliation when Col. Stand Watie and other pro-Southern troops flooded back into the nation” (111). As late as the fall of 1862, some groups remained uncommitted. Warde cites the Absentee Shawnee, whose attempt at neutrality ended when they met a band of runaway slaves at Council Grove. “Their description of slavery and determination to avoid recapture influenced the

Shawnees’ decision not to join Confederate-allied Muscogees. Instead, they decided to go to Kansas and avoid the war,” a destination they achieved in early 1863 (121).

Intertribal turmoil also roiled the Indian Nation, as both new and old rancor led to violence. In the Leased District, a Kiowa war party, intent on avenging the death of a warrior the year before, attempted to raid a Caddo camp but were soon turned back after losing four men to Caddo marksmen. “This ended the series of Kiowa raids,” Warde notes, “but fed long-term enmity between the Kiowas and Caddos,” events chronicled in painted “‘calendar histories,’ a series of pictographs noting each year’s significant events, on tanned hides” (122). Another incident involved a raid on the Confederate Wichita agency in which about one hundred Shawnee, Delaware, Kickapoo, Seminole, Cherokee and Osage men attacked, singling out the Tonkawa band, who were rumored to be cannibals. In the resulting massacre, more than a hundred men, women, and children died, leaving only about one hundred and forty members of the Tonkawa tribe alive and in “a most miserable and destitute condition” (124-125). Warde chronicles dozens of incidents such as these, giving ample reason that, as a post-war writer noted, the Civil War “swept the Indians from their homes, scattered them like leaves from the forest to the ends of the earth” (179).

Events in the Indian Territory also shed light on affairs in Arkansas. One of the most infamous occurrences in the April 1864 Camden Expedition in southwest Arkansas was the slaughter of wounded and surrendered troops of the First Kansas Colored Infantry Regiment – which included former slaves from the Indian Territory among its ranks – after the battle at Poison Spring, where members of Tandy Walker’s Choctaw brigade were particularly vicious in their treatment of the black soldiers. As Warde points out, however, the Camden Expedition followed a February 1864 Union raid into the Choctaw Nation in which the Federal troops were instructed “to make your footsteps severe and terrible.” More than one hundred Choctaw men, “most of them ... killed at their homes,” died during the raid, and, as Warde writes, “the Choctaws would not soon forget what had happened to their people, nor that some of the enemy troops were former slaves now wearing the blue uniform of the United States Army” (200-201).

By war’s end, Warde writes, many of the tribes in the Indian Territory were devastated. One in nine Chickasaws counted in the 1860 census were gone by 1866, as were one in five Seminoles and a shocking one in four Muscogees. A poll taken at Fort Gibson in 1863 showed that a quarter of the Cherokee children

and a third of the women who had taken refuge there were orphaned or widowed. "Some Indian Territory people never knew exactly what happened to their loved ones," Warde states, "Slaves ran away, noncombatants scattered, and some men left to fight and simply never came back" (264).

Treaties after the war punished even Indians who had remained loyal to the Union, and turbulence continued as the residents of the Indian Territory dealt with the sudden freedom of thousands of slaves, massive reductions of tribal lands, and an influx of new tribes as war continued on the plains and in the mountains of the American West. "In the wake of the Civil War, then, and in some cases as a direct result, Indian nations that were removed to the Indian Territory lost or gave up claim to millions upon millions of acres of land in today's Oklahoma, Kansas, Nebraska, Colorado, Texas, New Mexico, Arizona, California, Oregon, Idaho and Washington," Warde writes. "Gone with them were the sacred places and resources of these lands—game, fish, birds, furs, hides, feathers, bones, sinew, quills, plants, timber, water, soils, and minerals—that Indian people had used and incorporated into their cultures over many generations" (299).

Mary Jane Warde makes a remarkable contribution to the literature on the Civil War in general and the Trans-Mississippi in particular with *When the Wolf Came: The Civil War and the Indian Territory*. It deserves a space on the shelf of every professional and avocational student of the war, and in every public library's history section. Warde's handsomely illustrated study of this complex and difficult subject will be the standard work for years to come, and hopefully the basis for continued scholarship on the Civil War in the Indian Territory.

Mark K. Christ

Christ is the Community Outreach Director for the Arkansas Historic Preservation Program and the author or editor of nine books about the Civil War in Arkansas.

***Fourth Down and Inches: Concussions and Football's Make-or-Break Moment***  
**Carla Killough McClafferty**

Football has always brought an element of risk and injury with it, and in *Fourth Down and Inches: Concussions and Football's Make-or-Break Moment*, Carla McClafferty addresses the game's history and the continual risk involved, but she also delves deeper into the matter of head trauma and concussions. McClafferty, a football supporter, mentions the positive aspects of participating in the sport; however, the overall focus is on the need for a safer game. She examines the lasting effects of concussions, provides

professional opinions from the medical community, and includes discussion of safety measures such as helmets equipped with impact systems that have been used to further understand the severity of head trauma. It is important to note, as McClafferty does, that concussions occur in many sports besides football and affect female sports as well.

McClafferty begins the book with a look back to 1905 and a death resulting from a concussion on the football field before addressing injuries and deaths caused by head trauma. She offers a detailed history of the game, providing photos from the early 1900s, and quotes from President Theodore Roosevelt who defended the violence of the game. She gives in depth attention to current research about concussions in adult athletes, provides interviews from players, and addresses how injuries to the young cannot only harm the brain but affect brain development.

While written for children and teens, the subject matter is mature and readers learn about the risks of head trauma whether it occurs on or off the field. Concussions are explained clearly so that a young reader will understand the risks, the symptoms of concussions, and that helmets do not prevent concussions.

*Fourth Down and Inches* clearly shows how the game of football has progressed both in popularity and in risks. McClafferty is clear not to blame the sport, but instead offers comparable evidence to head trauma found in other sport injuries and non-sport injuries alike in an effort to encourage a safer game and more knowledge about brain trauma. Also included are recommendations for further reading, website resources for training in recognizing concussions, and free downloadable educational resources. Whether a young athlete, coach, or parent reads this book, all will learn about the risks of concussions, and how to identify symptoms and decrease risks, which is McClafferty's overall goal.

Sarah Carnahan

Carnahan is Assistant Manager and Young Adult Programmer at the Maumelle Public Library.

***Murder a la Richelieu***  
***There Is No Return***  
**Anita Blackmon**

Anita Blackmon is a forgotten Arkansas writer, but in the 1920s and 1930s her short stories were widely published in magazines, she had written novels, and her two mysteries (*Murder a la Richelieu* and *There Is No Return*) were not only published in the United States but in England, France, and Germany. *Murder a la Richelieu* is listed on at least one "100 Best Mysteries of All Time." Long out-of-print, both of these titles were recently reprinted to be



enjoyed by a new generation of mystery readers who favor period pieces such as Mr. Holmes' adventures or the experiences of Dorothy Sayers' Lord Peter Wimsey.

Blackmon was born in Augusta in 1893. Her father was mayor and postmaster and her mother a principal in the Augusta schools. Anita graduated high school at fourteen and attended college at Ouachita and the University of Chicago. After college, she taught languages in the Augusta schools for five years before moving to Little Rock to teach there. In 1920, she married Harry Pugh Smith, and the couple moved to St. Louis. In 1922, her first short story was published; she would eventually publish at least fifty. Interestingly, she wrote her short stories as "Mrs. Harry Pugh Smith," but all but one of her novels carried "Anita Blackmon" as the author. Her first novel, *Her Private Devil*, published in 1934, caused some consternation in Augusta as its story of an unhappy girl in a small Southern town was considered somewhat risqué for the times.

Blackmon's two mysteries are considered excellent examples of the mystery school of writing known as the "had I but known" school (shortened to HIBK by mystery scholars). Most credit Mary Roberts Rinehart's *The Circular Staircase*, published in 1908, as the beginning of the HIBK approach, though others contend that the beginnings can be found in Charlotte Brontë's *Jane Eyre* (1847) and in Wilkie Collins' *The Woman in White* (1860, and often called the first mystery novel). Some literature scholars see Daphne du Maurier's *Rebecca* (1938) as another example.

The HIBK school got its name from a poem written by Ogden Nash, published in *The New Yorker* in 1940, in which Nash satirized the literary form. HIBK material generally features a female narrator who regrets early in the story her later experiences, or that she did not take action sooner that might have prevented subsequent murders: in other words, "had I but known."

*Murder a la Richelieu*, published in 1937, is set in a residential Hotel Richelieu in a small southern city. One of Little Rock's finest hotels in the 1890s was Hotel Richelieu located in downtown Little Rock. The protagonist of the novel, Adelaide Adams, is a mid-fiftyish-year-old spinster with a high sense of propriety and a sharp tongue for chastising those who fail to meet her standards. She tells readers in the opening pages, "had I suspected the orgy of bloodshed upon which we were about to embark, I should then and there, in spite of my bulk and an arthritic knee, have taken shrieking to my heels." Had Adelaide only known.



The book screams (it's a mystery after all) to be adapted to a play in the "Arsenic and Old Lace" mode since the book features a cast of interesting and off-beat characters as well as snappy dialogue. There is an interesting plot with several unexpected twists. Readers may think they have solved the mystery, but I'll bet they have not until Blackmon reveals all in the closing pages.

*There Is No Return*, published in 1938, is set in a backwoods hotel in the Ozarks. It also features Adelaide Adams who shares that "as I pointed out, to no avail, when the body of the third disemboweled cat was discovered in my bed, had I foreseen the train of horrible events which settled over that isolated mountain inn like a miasma of death upon the afternoon of my arrival, I should have left Ella to lay her own ghosts."

*Return* also makes use of a mystery standard – a group of people stranded for some reason at a location with no escape or hope for outside aid reaching them, and a killer among their number. A washed out bridge on the only road to the hotel strands the hotel guests until the bridge can be repaired. Add to the mix a few séances and an evil spirit from "the other side" that seems intent on decreasing the living population at the hotel and you have a "miasma of death."

In both these mysteries, Blackmon seems keenly aware of the humorous possibilities in the "much-mocked but much read HIBK tradition" as one critic described HIBK books. I would term Blackmon's mysteries "humorous murder noir."

After her husband's death in 1942, Anita Blackmon Pugh returned to Little Rock to live. She died in 1943 at age 50 following a lengthy illness. Unfortunately, these two books were the only mysteries she wrote. They are a joy to read even today and would be popular additions to the mystery shelves at your library.

Bob Razer

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- Haas, Jacob. "This Day We Marched Again": *A Union Soldier's Account of War in Arkansas and the Trans-Mississippi Region*. \*Mark K. Christ, ed. Little Rock, AR: Butler Center for Arkansas Studies, 2014. 9781935106686 \$19.95 160 p.
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- Wilson, Doug. *Brooks: The Biography of Brooks Robinson*. New York: Thomas Dunne, 2014. 9781250033048 \$27.00 352 p.
- \*Woodward, Colin Edward. *Marching Masters: Slavery, Race, and the Confederate Army During the Civil War*. Charlottesville, VA: University of Virginia Press, 2014.

\*Arkansas author

Inclusion does not indicate recommendation.









Arkansas libraries would be perfect fits for this column. Just jot me an email at [murphyb@hendrix.edu](mailto:murphyb@hendrix.edu), and you'll most likely see it published in our journal.

*Britt Anne Murphy is the Director of the Bailey Library at Hendrix College.*



Jean Smith, Branch Manager of the Mayflower Public Library, snapped a couple of pictures of food and water she set up in the wake of the tornado that devastated the town in late April. Librarians and other community leaders pitched in to help out after tornadoes hit the area.

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