

HUNTER'S CLARION

The newsletter of Hunter Library at Western Carolina University

At your leisure

Find read-alike books in your favorite author's style

BY ANNA CRAFT | ACRAFT@WCU.EDU

Though the end of the semester and approaching holidays are always busy times, the Leisure Reading Group at Hunter Library would like to encourage you to set aside some time for pleasure reading. In addition to offering opportunities for fun and escapism, pleasure reading is a great way to learn and enrich your life outside of the classroom. The university's Quality Enhancement Plan (QEP) includes emphasis on co-curricular explorations and activities, which are learning and life experiences outside of course work. Offerings in the Leisure Reading collection are one way Hunter Library supports this initiative.

continued on page 3



INSIDE THIS ISSUE

Archival Photos on PBS	2
Mountaineering Collection	2
Cherokee Basketry	3
Tribute to Ed Cohen	5
Jamaican Students' Mural	6
New Book by Librarians	7
New Staff	7



MINDING IS OUR BUSINESS

BY DANA SALLY | DEAN OF LIBRARY SERVICES | DSALLY@WCU.EDU

"The empires of the future will be empires of the mind." Sir Winston Churchill uttered this prescient observation after carefully reflecting on the global context and conditions that followed World War II. In its essence, Churchill's statement is about the coming role of education in human societies. It speaks to the fundamental value of education in our world, much like the place ascribed to education by Michael Walzer, a contemporary political thinker at the Princeton Institute of Advanced Studies, who posited that at its core "education is a program for social survival."

Churchill's thought, however, is more directive and explicit than Walzer's. It suggests that not only is education necessary for human existence and advance, but given conditions in the modern world, any future society's advance will be predicated on its educational system's success in building minds. Put slightly differently, it tells us that the capital necessary for flourishing in the future will be intellectual capital, as opposed to the industrial capacity and natural resources that fueled the great societies of the past, including our own.

This is a powerfully instructive notion for those of us in higher education. It seems particularly relevant at a time when

institutions across the country, like our own, are wrestling with the persistent questions of what precisely it is that they do and what specific social goods they are responsible for producing.

Building minds is essential work

Following Churchill, I want to say that in today's world, the essential work of higher education is that of building human minds; that is, in the spread of human knowledge and the development of human intellectual capacities. This is hardly a new, radical, or provocative notion, but one which bears repeating and reaffirmation as we continue to ponder our fundamental social purpose. If nothing else, surely an advanced education should be about developing and producing specific qualities of mind. With regard to the types of minds higher education might produce, I find myself in general agreement with Howard Gardner, who in his *Five Minds for the Future* advocates for developing human intellect of the following kinds: deep and broad disciplinary minds; minds capable of the advanced critical thinking skills necessary for the creation of new ideas, and the synthesis of existing ones; minds with the intellectual qualities and human sensitivities needed for promoting tolerance and respect for a broad range of cultures, thoughts and viewpoints; and

continued on page 4

KEPHART AND MASA IMAGES APPEAR IN KEN BURNS SERIES ON PBS

Hunter Library's Special Collections had a part in the recently released Ken Burns documentary, "The National Parks: America's Best Idea." Twenty images provided by the library made it into the final cut for the series and DVD, and four photographs are in the companion book published by Alfred A. Knopf.

Directed by Burns and co-produced with his colleague Dayton Duncan, who also wrote the script, the series traces the birth of the national park idea in the mid-1800s and follows its evolution for nearly 150 years. It was filmed over the course of more than six years in national parks across the country, including the Great Smoky Mountains National Park.

Two years ago, one of Burns' researchers in New Hampshire contacted George Frizzell, head of Special Collections, and visited campus to see the collections. The photographs that were chosen depict landscapes and people of the mountain region, and George Masa and Horace Kephart, who were prime movers in the establishment of a park in the Great Smoky

Mountains as one of America's fifty-eight national parks.

A Pennsylvania native raised in Iowa, Kephart moved to Western North Carolina in 1904. Living alone in a small cabin, he wrote part of "Camping and Woodcraft," which became known as the "camper's bible," and "Our Southern Highlanders," about the Southern Appalachian people. Worried that the Smokies were being ravaged by clear-cutting, he took up the cause for saving a part of the mountains as a national park.

Masa was a Japanese immigrant who arrived in America in 1901 and worked for a time as a bellhop at Grove Park Inn in Asheville. He learned the art of the camera, set up a studio, and became well known for his scenic photographs.

The two men became friends and spent the rest of their lives working together to preserve the mountains.

"They worked in combination, with Kephart's notes and articles explaining what a park could become, and Masa's

photographs illustrating the concept. The park wouldn't be only forest and trees, but was to become a landscape that would seep into the American psyche and become part of the culture," said Frizzell.

More information about the Kephart collection is available on the library website at www.wcu.edu/library/digitalcoll/Kephart/index.htm. Information about "The National Parks: America's Best Idea" is at www.pbs.org/nationalparks.



George Masa (1881-1933)

Mountaineering book collection donated to Special Collections



Failing (right) and Frizzell with a few of several hundred books on mountaineering given to the library. A lifelong book lover, Failing said Richard Halliburton's *The Complete Book of Marvels* inspired his love of adventure. He read the book when he was ten-years-old. It's long out of print, but Hunter Library has one copy.

Among the new additions to Hunter library and Special Collections is a collection of 376 books on mountaineering, including several first editions signed by the world's most famous mountain climbers.

The books are the gift of Dr. Robert Mayo Failing of Santa Barbara, California, a 1951 graduate of WCU and retired forensic pathologist. Failing himself is a well known mountain climber who in midlife began a quest to climb the world's tallest mountains. He reached the highest points of six continents and all fifty states before he retired.

The collection, valued at more than \$15,000, has 376 volumes. Many of the books are first editions signed by famous climbers and authors, including Admiral Richard Byrd and Sir Edmund Hillary.

George Frizzell, head of Special Collections, said the gift from Failing is one of the most unique book additions to his department in several years. "This is a collection that had taken several decades to compile," he said. "Given our location in one of the great mountain areas of the world, there will be many people with an affinity for these books."

The mountaineering collection is the latest of several gifts Failing has made to the library. Several years ago, he brought a collection of more than 100 color slides of campus scenes made in the years when he was a student on campus and copies of the Western Carolinian student newspaper when he was editor.

"It's through the thoughtfulness of people like Dr. Failing that we are able to assemble a collective memory of life on campus, not only for alumni but also for researchers interested in the history of Western Carolina," said Frizzell. "These are the kinds of materials that are important in bringing campus history alive."

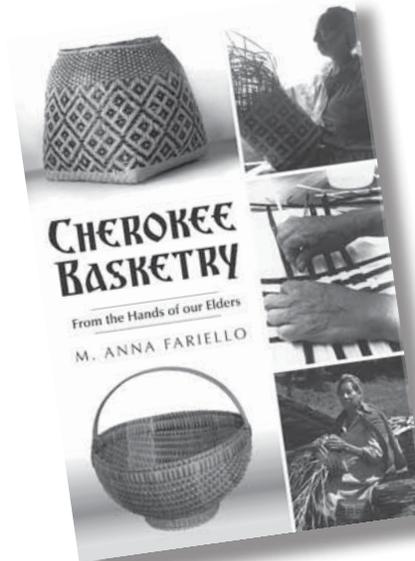
Cherokee basketry is topic of new book by Anna Fariello

A tradition that dates back almost 10,000 years, the making of baskets is an integral aspect of Cherokee culture. In a new book, *Cherokee Basketry: From the Hands of our Elders*, Anna Fariello describes the craft's forms, functions, and methods, and records the tradition's celebrated makers. The complex art, passed down from mothers to daughters, is a thread that binds modern Native Americans to ancestors and traditional ways of life.



Fariello, associate research professor at WCU, has more than twenty years of experience in the fields of crafts and museums. She is a former research fellow at the Smithsonian Museum of American Art and Archives of American Art in Washington, D.C., and a former field researcher for the Smithsonian Folklife Center. At WCU, she is project director for the library's Craft Revival Project, a website and digital archive that documents efforts to revive handcraft in the late 19th and early 20th centuries. The craftsmen of the period were everyday people

who were encouraged to preserve traditional skills and produce work that could be sold. They wove material for clothing and made baskets, quilts, furniture, and wood carvings. The History Press, Inc., of Charleston, S.C. and Salem, Massachusetts, is the publisher of Fariello's book.



Craft Revival online selected as "Best of the Web" resource for teachers

Hunter Library's Craft Revival website has been listed as part of LEARN NC's "Best of the Web" classroom resources for teachers.

Online at <http://craftrevival.wcu.edu>, the Craft Revival website contains over 3,000 period documents, vintage photos, and craft objects available to the public via a searchable database. Regional partners who contributed to the collection include John C. Campbell Folk School, WCU Mountain Heritage Center, Museum of the Cherokee Indian, Penland School of Crafts, Qualla Arts and

Crafts Mutual, Southern Highland Craft Guild, and the library's own Special Collections.

LEARN NC, a program of the University of North Carolina at Chapel Hill School of Education, provides lesson plans, professional development, and innovative web resources to support teachers, build community, and improve K-12 education in North Carolina. View "Best of the Web" at <http://www.learnnc.org/bestweb/>

At your leisure: Find read-alike books in your favorite author's style *continued from page 1*

The collection offers a wide array of popular fiction and nonfiction chosen for pleasure reading, learning, and entertainment purposes. Selections include mystery, thriller, romance, horror, fantasy, sci-fi, humor, graphic novels, cookbooks, books on current events, and much more.

In case you need ideas on what to read next, we've taken a look at some of the most popular books in the collection and have selected similar titles as read-alike suggestions. For example, if you enjoyed Dan Brown's thrillers *The Da Vinci Code* and *Angels & Demons*, you might also like *Lions of Lucerne* by Brad Thor or *One Shot* by Lee Child.

Fans of Alan Moore's graphic novel *Watchmen* might also consider checking out other works by the same author, such as *The League of Extraordinary Gentlemen*. Fans of Moore might also enjoy Frank Miller's *Sin City*.

Readers who enjoyed the dark romance *Fantasy Lover* by Sherrilyn Kenyon might also like *Touch a Dark Wolf*, a paranormal romance by Jennifer St. Giles. Fans of lighter, more humorous romances like Claire Naylor's *Dog Handling* might also want to check out *Last Chance Saloon* by Marian Keyes.

For a different take on Greg Behrendt and Liz Tuccillo's *He's Just Not That Into You*, try Ian Kerner's *Be Honest--You're Not That Into Him Either*.

Readers who enjoyed Neil Gaiman and Terry Pratchett's fantasy collaboration, *Good Omens*, might also like *The Gates of Sleep* by Mercedes Lackey.

If you enjoyed trying out recipes in Rachael Ray's *30-Minute Meals 2*, the Leisure Reading collection offers numerous other cookbooks, including *Foster's Market Cookbook* by Sara Foster.

All of these books can be found in Hunter Library's Leisure Reading collection, which

is conveniently located by Java City on the first floor. To learn more about this collection and see a list of recently-added books, check out <http://www.wcu.edu/5674.asp>. If you have suggestions for the collection, you can submit them at <http://www.wcu.edu/5682.asp>.

Don't see your favorites on the list? Several excellent web resources can help you find read-alikes for almost anything. Two of the best are Fiction Connection, www.fiction-connection.com, and NoveList, which is available through the library website at www.wcu.edu/4251.asp. Search or scroll down to find NoveList and follow that link. If you need more information or require assistance, our librarians would be happy to help.

Anna Craft is Metadata Librarian and chair of the Leisure Reading Group

Minding is Our Business *continued from page 1*

minds whose qualities engender responsible and just behaviors in the spheres of work, citizenship, and the family.

If building minds of disciplinary strength and with creative, synthetic, moral, and relational capacities is the **what** of university education, then we are inexorably moved to asking about the **how**. By what means, and through what curricula and what curricular mix, do we best produce the disciplinary minds and the intellectual capacities that will best serve our society in what is now being considered the era of ultimate globalization. These are far different questions; they are questions of curricular design, regional needs, and curricular mix and optimization. These are questions for the collective wisdom and insights of the entire university community. However, independent of the specific educational programs that an institution offers aimed at producing the best minds, there is an intellectual activity that is hugely productive of building knowledge and developing human intellectual capacities: **reading**. Simply put, reading has played, and continues to play an essential and critically important role in advancing human intellectual development and evolution.

Reading is one of history's most remarkable inventions

As Maryanne Wolf declares in her recently published *Proust and the Squid: The Story and Science of the Reading Brain*, "reading is one of the single most remarkable inventions in history; the ability to record history is one of its consequences." Dr. Wolf, who is a professor and director of the Center for Reading and Language Research at Tufts University in Boston, is a reading scholar and far from being an apologist for reading, she makes a very cogent case—based on lifelong research and new developments and breakthroughs in such various fields of study as evolutionary history and cognitive neuroscience—for the profoundly creative quality, and mind-building capacities at the heart of reading words.

We are what we read

Although too numerous and rigorously developed to give full compass to here, a few of Dr. Wolf's more compelling findings about the intellectual potential of reading and its capacity for building minds are

worth mentioning briefly as a way to introduce the general contours of her argument:

- *When an individual reads, that individual's brain is forever changed, both physiologically and intellectually. This is because there are two dimensions of the reading brain's development and evolution: the personal-intellectual and the biological-physiological. These two very different aspects of reading interact dynamically, feeding off one another in a mutually generative fashion through time.*
- *Much of what we think about and how we think is based on insights and associations generated from what we read. In a significant sense, we are (intellectually) what we read.*
- *Reading and literacy are progressive processes. Reading is a multi-faceted, arduous, and developmental activity that extends from infancy to ever-deepening levels of literacy and expertise. It is a process that evolves over an entire lifetime and that involves and engages a host of cognitive processes: attentional, perceptual, conceptual, and linguistic. Though one can or cannot read, literacy is hardly a bimodal (i.e., on or off) activity.*
- *Reading and literacy increase in quality and in their potential to build intellectual capacities over time, as increasingly complex texts are encountered and negotiated. The neuronal circuits and requirements of a new reader's brain are significantly different from the circuits and requirements of an expert reader's brain. The cognitive processes involved in reading *The Cat in the Hat* are elemental compared to those required for navigating *War and Peace*, *The Origin of Species*, or *The Wealth of Nations*.*
- *When we read, we bring our entire store of meanings to navigating and engaging with the text—or not.*
- *Reading expands our intellectual realms by allowing us to no longer be limited by the confines of our own thinking. Through reading, we have access to thousands of different and alternative realities and minds, ones that we might never encounter or otherwise understand. Each of these new realities—whether of the living, the dead, or the imagined is—capable of transforming our intellectual life without our ever leaving the comfort of a favorite armchair.*

- *Reading allows us to leave our own consciousness and "pass over" into the consciousness of another person, another age, or another culture. Through reading, we can try on, identify with, and ultimately enter for a brief time the wholly different perspective of another person. We can acquire notions about how a scientist reasons, how a knight crusader thinks, how a slave girl feels, or how an evildoer or tyrant denies, justifies, or regrets wrongdoing. When we as a reader "pass over" into these different realities and these other forms of consciousness, we never come back quite the same. We are sometimes inspired, sometimes saddened, sometimes perplexed; but we are always somehow enriched and intellectually transformed by them.*
- *Through reading, our intellectual boundaries are questioned, challenged, teased and gradually placed outside their original lines. As we expand our sense of "other," we change and grow as individuals. More importantly perhaps, we better imagine what we can become.*
- *When we read, we go beyond what is presented in the text, mentally integrating all the visual, auditory, semantic, syntactic, and inferential information presented. Through the brain's integration of all this information, we automatically begin to connect and relate the ideas in the text to our own personal thinking and insights. With practice and over time, we begin to store, rearrange, synthesize, and create new ideas and new relationships among and between ideas.*

To build minds, know what reading demands and contributes

If building minds is what we do in academe, then knowing what reading demands of our brain, and how it contributes to our disciplinary intellects, and how it shapes our capacities to think, feel, infer, and create is valuable and compellingly important. This is especially so at a time when we are re-examining the business we are in and how best to conduct that business. In addition, at a time when we are increasingly engaging, interacting with, and communicating intellectual content through new digital technologies, it is vital that we not lose sight of, but fully appreciate, the demonstrated intellectual benefit of reading words.

HE SIMPLY LOVED BEING A LIBRARIAN

BY BECKY KORNEGAY | HEAD OF REFERENCE | KORNEGAY@WCU.EDU

The following tribute was read during a memorial service held in Sylva on August 4.

Ed Cohen worked for Hunter Library for thirty-eight years. That's a long time, but it's not really surprising. When Ed found something he liked, he stuck with it. For jotting notes, he always used index cards taken from the old card catalogs. He kept them in his shirt



pocket alongside his trademark writing implement, a Parker Jotter ballpoint (fine point, black ink).

Ed's last day as a paid employee of Hunter Library was May 31. We had planned to hire him back when the budget revived a bit. But for the summer at least, there were no funds. No problem, Ed told us, he would come in on a volunteer basis if he could have "more flexibility."

He worked eight hours a week. He came in at 11:30 A.M. He did not work on Fridays. Though Ed's request for "more flexibility" struck me as funny, I knew he was serious. His life outside the library was rich, and he wanted to enjoy it fully.

But he wanted to be in the library, too. He simply loved being a librarian. He loved analyzing a question, and knowing where to go for answers. Nothing made him happier than to be asked, "How many tons of cement did Brazil produce from 1970 to 2000?" or, "Which senators voted against the Clean Air Act of 1970—and why?"

The most enduring image I have of Ed is of seeing him barreling through the library, on a hunt in the stacks, with someone trailing behind. Faculty, students, and staff learned that if they could just keep up with him, they would get the answers to their questions.

Ed contributed to the university in many high-profile posts, including chairing a self-study steering committee for WCU's accreditation by the Southern Association of Colleges and Schools. But his greatest contribution was the service he gave through his work at the library. He was dedicated to making sure we had the books and databases that held answers. In doing that, he built an extraordinary reference collection that would put a much larger library to shame.

Also Ed wanted to do more than just build a collection, and this is his other great contribution. He wanted to hire and train a staff that could use that collection as well as he. Many of the people he hired were pretty inexperienced, but he took a chance on us. He claimed to have hunches about people. And once he hired someone, he trained them hard.

All of this practice, all of Ed's expectations of his staff and his collections of sources had one purpose: to provide excellent service to the WCU community. That was expressed in Ed's Rules for the Reference Desk. First, "Never answer out of your head. If someone asks "How do you spell cat?" you open the dictionary, turn to the C's, and say "According to Webster, it's C-A-T."

Second, "If another library employee wants to talk to you while you're on the reference desk, ask them to come back when your shift is over. You're out there for the students."

Ed's Rules for Reference are still in place today. They guide us in giving high-quality service. We look for answers in

multiple places. We never answer out of our heads. Last semester a student asked me, "How big is an average baby? I'm sure you have some idea." I heard myself say, "If you ask a reference librarian to spell 'cat,' she'll look in the dictionary."

I have to admit, though, that we've relaxed the rule about chatting at the Reference Desk. We had to. Once he wasn't our boss any more, Ed broke his own rule, every Monday through Thursday, between 11:30 a.m. and 1:30 p.m. And no one minded a bit.



—1970s Photo

Edward Stanton Cohen, 78, retired head of reference who died August 1, was a beloved member of the university community. He received his bachelor's degree in economics from the Wharton School of Business of the University of Pennsylvania and his master's in library science from Emory University. He was a veteran and officer of the U.S. Navy serving during the Korean conflict. He is survived by his wife Renée Lewis Cohen, two daughters, two sisters, and four grandsons.

Class assignment for Jamaican students results in art for library

Teachers from Jamaica attending the Jamaica-WCU Program created original works of art before returning to their native country this past summer. The eight 4'x8' panels representing a rhyme from the Jamaican national anthem will be on display all year. Four are on the ground floor of Hunter Library and four are at the Cordelia Camp Building on campus.

The art works were part of a class assignment for the Jamaican students, who were attending classes as part of a summer program designed for them that leads to baccalaureate degrees in education from WCU. They were enrolled in Art 363, Art for Teachers, taught by Dr. Erin Tapley, associate professor of art.

In a collaborative project, Tapley and Alessia Zanin-Yost, reference librarian and visual and performing arts liaison, planned a series of assignments for the students involving doing research in the library and culminating in a finished project. Sessions they attended in the library focused on information, visual, and media literacy. They used books they found while exploring the library to inspire their creativity. For the panels they created, the students used string, rocks, sand, and other found objects, including snippets of their own hair.

"We hope this experience and the process of combining the study of theory with hands-on research will inspire in this new generation of teachers and principals how to connect research with the visual arts. Most of all, they have learned that even a simple project should be researched," said Zanin-Yost. "And now the campus community has an original work of art by our Jamaican students to enjoy all year long."



Presentations, publications, and professional activities

Assistant Head of Reference **Heidi Buchanan** completed the Master Trainer program of the State Library of North Carolina. The Master Trainer program is a statewide initiative for both public and academic librarians to increase their skills in planning and presenting effective training programs for fellow library staff members, especially in the changing field of information technology. Buchanan joined the Hunter Library staff in 2001. She is one of three academic librarians in western North Carolina who have completed the Master Trainer program.

Systems Librarian **Jill Ellern** coauthored the article "Recognition and Reward: SOTL and the Tenure Process at a Regional Comprehensive University" in the summer 2009 issue of *MountainRise*, a publication of the Coulter Faculty Center for Excellence in Teaching and Learning.

Reference Librarian/Health Sciences Liaison **Ann Hallyburton** coauthored with the Department of Nursing's Barbara St. John the article "Teaching Tips: Nurses Working with Librarians" in the January 2009

issue of *Journal of Continuing Education in Nursing*. Hallyburton also coauthored with the Department of Nursing's Sharon Metcalfe and Bonnie Garner the article "International Collaboration: A Concept Model to Engage Nursing Leaders and Promote Global Nursing Education Partnerships" in the June 2009 issue of *Nurse Education in Practice*. She presented "As Easy as Making a Sandwich: Finding, Creating, and Using Online Video in Your Courses" at the August 2009 Multimedia Educational Resource for Learning and Online Teaching (MERLOT) International Conference in San Jose, California.

Reference Librarian/Education Liaison **Beth McDonough** coauthored with John LeBaron, Jay M. Robinson Distinguished Professor of Educational Technologies, phase one of a report last April for the Global e-Schools and Communities Initiative affiliated with the United Nations. In July, she presented a poster entitled "Off-campus Graduate Students Perceptions of the Library Research Process" at the American Library Association Annual

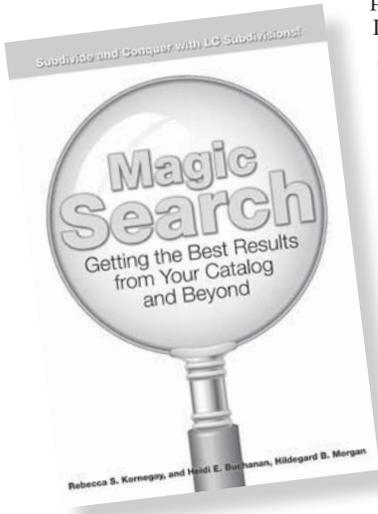
Conference in Chicago. McDonough presented a session entitled "Library Anxiety: Implications for Library Instruction" at the North Carolina Library Association's Library Instruction 2.0 Conference held in November 2008 in Chapel Hill.

Reference Librarian/Social Sciences Liaison **Susan Metcalf** reviewed more than fifty criminology-related journals for an upcoming edition of *Magazines for Libraries*. Metcalf offered the presentation "Get It While It's Hot: Developing Data Services in the Academic Library" at the March 2009 Association of College and Research Libraries Conference in Seattle, Washington.

Reference Librarian/Visual and Performing Arts Liaison **Alessia Zanin-Yost** is working on two book chapters with expected publication in 2010. The first chapter demonstrates how librarians use qualitative analysis to assess visual literacy skills in students in higher education. The second chapter presents the visual arts liaison as a conduit of practice and growth for faculty.

Book by Hunter librarians sparks attention

Magic Search: Getting the Best Results from Your Catalog and Beyond, written by three of Hunter's librarians, is garnering attention among librarians both in the U.S. and abroad. Published by the American Library Association, the book by **Becky Kornegay, Heidi Buchanan, and Hiddy Morgan** is a guide to effective online searching that makes use of a precise vocabulary known by professional librarians—the Library of Congress subject subdivision.



The trio began this effort with a 2005 article in *Library Journal*, which highlighted the power of the subdivision, and featured twenty-five of the best for use in keyword searching. The positive response from librarians and information science professors encouraged the authors to expand this work. In their collaboration to write the book, they tested more than 4,000 subdivisions, choosing the 467 best performers. The book, released in June 2009, leads to better results in searches of library catalogs and large databases like WorldCat and Google Books.

Reviewers are recommending *Magic Search* to “reference librarians, catalogers, and library science students” (from Booklist). In a forthcoming review in the *Journal of Documentation*, David Bawden, Professor of Information Science at City University of London, writes: “[The book] gives advice on the best ways of using the sub-headings as a means to cutting down lengthy results lists, and giving just the kind of results needed.” A reviewer in *TechKNOW*, published by the Ohio Library Council, wrote

“Buy this book. Buy this book, add it to the ready reference collection and bribe the reference librarians into reading it.” And from Rebecca Feind, arts and design librarian at San Jose State University: “The title delivers! I praise Kornegay, Buchanan, and Morgan for their analysis and interpretation of Library of Congress subject heading subdivisions!” Kornegay is head of reference, Buchanan is assistant head of reference, and Morgan is assistant head of cataloging.



Kornegay, Morgan, and Buchanan

Welcome to New Staff

Elisabeth Leonard joins staff as associate dean

Elisabeth Leonard, the new associate dean for library services, brings more than twelve



years of professional experience in academic libraries both in North Carolina and California.

Leonard is former Head of Reference, Instruction

and Outreach for the Social Sciences and Humanities Library of the University of California at San Diego. She was business and economics librarian at Wake Forest University for six years and was serving as head of reference at the time she moved to California in 2004. A graduate of Salem College, where she earned her bachelor's degree, Leonard holds a Master's of Business Administration from Wake Forest University and Master of Science in Library

Science from the University of North Carolina at Chapel Hill, where she currently is a Ph.D. candidate.

Clementson joins reference staff

Betsy Clementson is the new reference librarian/business liaison at Hunter Library.



Clementson was academic programs librarian at Horry-Georgetown Technical College in Conway, S.C., for the past two years. She is a graduate

of the University of North Carolina at Greensboro, where she earned the bachelor's degree in English and master's degree of library and information studies.

Prior to her library position at Horry-Georgetown Technical College, Clementson worked in customer relations,

training and development, management, account coordination and project management for several firms. At WCU, she will also be responsible for developing the library's business collections.

Tech services gets a new analyst

Joel Marchesoni is the new technical support analyst in the Library Systems unit.



He joins the staff as webmaster for the library and for the Craft Revival web sites and provides computer support for patrons, faculty, and staff. Marchesoni grew

up with computers and has an affinity for all things electronic. A native of Spruce Pine, he graduated from Southwestern Community College.

www.wcu.edu/library

Library seeks samples of faculty work to display

During Faculty Scholarship Celebration Week to be held February 15-19, 2010, the full range and quality of the WCU faculty's creative and scholarly achievements will be on display for the university community and the public to see. The annual exhibit in Hunter Library will feature books and articles, music scores, art works, CDs, Power Point presentations, and other samples of faculty accomplishments over the past year. Faculty Scholarship Celebration Week is sponsored by Hunter Library, the Honors College, Office for Undergraduate Studies, Graduate School and

Research, and Coulter Faculty Center for Teaching Excellence. For purposes of the exhibit, scholarly work is defined as inquiry, investigation, or personal work conducted and/or developed and designed to make an original, intellectual, or creative contribution to a discipline. The work also must have been subject to a professional, refereed peer review with an expectation of dissemination. If you are a faculty member with samples to lend for the exhibit, contact Alessia Zanin-Yost at azaniny@wcu.edu or call 227-2855.

Who can help with your research needs?

Hunter's librarians are subject specialists who provide consultative services and one-on-one assistance. They help faculty members find publishers for their scholarly work, design research assignments for students, and locate pertinent information and resources. These masters of searching know the literature, both online and offline, that will help you and your students. For information, go to www.wcu.edu/1614.asp

Join the Friends of Hunter Library

Your membership in The Friends of Hunter Library helps to strengthen and sustain our library's activities and programs. Members enjoy special borrowing privileges and receptions and the satisfaction of that comes from participating in a worthwhile activity with others who share common interests. Membership is \$25. Call the Library Administration office at 828.227.7307.

Library Hours

Monday–Thursday	7:30 A.M.–MIDNIGHT
Friday	7:30 A.M.–7 P.M.
Saturday	NOON–7 P.M.
Sunday	NOON–MIDNIGHT

Hours vary during holidays and semester breaks.

Java City in the library

Monday–Thursday	7:45 A.M.–8 P.M.
Friday	7:45 A.M.–2 P.M.
Saturday and Sunday	Closed



HUNTER LIBRARY

1 University Way
Cullowhee, NC 28723