This project was made possible by the U.S. Institute of Museum and Library Services

This document described the steps in implementing a new plan for reaching patrons of the Athens Regional Library System and Lyndon House Arts Center: “The Boomer: Reflecting, Sharing, Learning,” a project funded by the U.S. Institute of Museum and Library Services.
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Introduction
About This Manual

There is one fact no one can dispute. The population of older adults is growing as never before in the history of the United States. Between 1946 and 1964, beginning in the post–World War II era and ending about the time the birth control pill gained popularity, there were more babies born per adult woman than ever before. This generation, called the Baby Boomers, came of age in a relatively prosperous and peaceful time. As adults they are better educated, healthier, and wealthier than any generation ever to reach retirement age, and because of the size and history of this generation, they are likely to redefine what it means to grow old in America.

This Best Practices Handbook is the culmination of four years in which the Athens Regional Library and Lyndon House Arts Center (hereafter, the Partners) experimented with new ways to provide lifelong learning opportunities for and by older, active adults, expanding museum and library services beyond existing walls. They generated new users through creative uses of new technology, employing live webcasts and a video archive of those programs, while continuing a traditional format of learning by having adults gather in one room together. The project was funded with a matching grant from the U. S. Institute of Museum and Library Services through a leadership grant called The Boomers: Reflecting, Sharing, Learning. Because of this funding, the Partners had the opportunity to try out approaches they would not have had time and funds for otherwise. (see page ?? on funding)

This handbook is intended to be a resource of ideas and information for other, smaller museums and libraries that want to implement similar programs. The Partners hope to guide the user through processes that worked well for them, as well as what didn’t work well.

Assessing Needs

The IMLS Project Directors of the partnering institutions in Athens, GA, conducted off-site and online surveys of older adults regarding high-speed internet access at home, their use of the Internet (email, shopping, banking, Facebook, and health information), their use of library and arts center facilities, and their interest in live and archived webcasts. A focus group at each institution gathered input from their patrons early in the planning process. They also met with other agencies in the community to see what other lifelong learning services were already being offered. Through census figures and several national publications that identified Athens, GA, as an ideal place to retire, the focus groups concluded that the audience of older adults would grow, that they actively pursue lifelong learning opportunities, and that most are comfortable with technology to varying degrees. The 2009–2010 onsite survey found that 65% had high-speed Internet at home; 48% used the library or the arts center. Of the online respondents, 84% had high-speed Internet access at home; 58% indicated they were likely to participate in a live webcast; 40% were likely to view an archived video. Regarding program content, 78% were interested in learning more about local au-
thors and artists; 56% were interested in learning more about health topics; 54% were interested in computer technology; 35% were interested in learning about financial topics. All were interested in the new service delivery model and expanded access to library and museum programming. Since the survey, the popularity of personal tablets and smart phones has grown tremendously. The project was conceived before the use of tablets was widespread. In fact, the iPad was introduced the same year the project began. With its growth in popularity, the project adapted its programming and communication technology to include tablets.

The Partners wanted to create programs that would be relevant and harness this group’s energy, knowledge, and desire to “give back” by providing them with the tools to create self-generated learning experiences for themselves and their community, using live webcasts, archived video recordings, and online learning opportunities. They also wanted to explore technology as a means of expanding the walls of their institutions, reaching people in new ways, because many in this generation are already comfortable with web-based learning and social media. Toward the end of the third year, the grant had enough funds left to run for a fourth year, and as the Partners wanted to explore using the rapidly changing technology and the effects of rebranding, IMLS granted their extension request.

Through the evaluation process, project personnel learned that some people who were not Boomers felt excluded and that many in the Boomer generation didn’t want to identify themselves with the demographic term “Boomer.” Still others thought Baby Boomers were someone else, even though they fit into the demographic. Matt Thornhill, co-author of The Boomer Consumer, confirmed these findings. Thornhill was the invited speaker to a project program that included librarians attending the statewide library director’s conference, museum professionals, and interested public. His research showed that the term Baby Boomer was more of a demographic description and not a term that most people identified with because of this generation’s unprecedented diversity. For example, a 53-year old Boomer could be a grandparent, the parent of a young child, or an unmarried professional. Their life stages and needs are completely different, even though they are all from the same demographic. While this has always been true to some extent, it is far more prevalent in the Boomer generation. His research concluded that a variety of programs of interest to a broad community would attract more “Boomers” than programs targeted just to “ Boomers.”

As these trends were discovered, the partners began to emphasize that project programs were for everyone who was interested, and went as far as rebranding it in the bonus fourth year, leaving out the word Boomers and calling it simply Reflecting, Sharing, Learning. Feedback still measured how many participants were baby Boomers, and the advisory board was from the boomer demographic, so the aim of the project wasn’t changed.
Goals and Expected Outcomes

Goals of the project
To provide stimulating lifelong-learning opportunities for and by older, active adults who are beginning to retire and beginning to have time to explore, learn and "give back"

To develop and cultivate community identity and diversity through programming and online content development by local Boomer artists, authors, musicians, scholars, health care professionals, business people, local historians, community leaders, and the "man on the street," all of whom have skills, talents, and stories to share

To expand museum and library services beyond existing walls, generate new users, and build an appreciation for the arts culture in Athens through creative meaningful use of new technology
To bridge the gap between long-term residents and "newcomers" to the area. Many people retire to Athens, unaware of its long history with African-American arts, Civil Rights, historic preservation, and "rock music"

To create a best practices model to engage the new older adults in the work and mission of libraries and museums, and generate dialog through workshops and conference presentations

Expected Results
A new model of civic engagement for a new generation of aging citizens
A stronger sense of community identity and appreciation of diversity
An enhanced web presence for ACCL and LHAC accessible to Boomers
Increased use of ACCL and LHAC facilities and web sites by Boomers
An archive of webcast programs that help define the Boomer Generation
A "Best Practices" model for other libraries and museums through improved marketing and programming
An enhanced understanding and shared purpose between libraries and museums addressing the needs of Boomers and the community
Chapter 1
Getting Started: Basic Decisions
There are a few basic decisions to make when starting a program such as this:

Identify a partnering institution or agency. (See appendix 1 for a sample partnership agreement.)
Identify a project coordinator.
Select an Advisory Committee.
Select technology that fits the budget and staff time.
Set up a web presence to announce programs and make the archive easily accessible.

Partnering Institution(s)
The Partners worked together on other projects, including another IMLS leadership grant, so only an informal agreement about the division of labor and facilities was made. Through the course of the project, other partnerships were created for more short-term programs. Partnerships offered expertise and, often, new audiences and venues. Short-term partnerships were made with, for example, the University of Georgia (UGA) Hargrett Special Collections Library, the Boys and Girls Club of Athens, Jittery Joe’s Coffee Roasting Company, Earth Fare Markets, and Crop Mob Athens.

Project Coordinator’s Responsibilities
Train in selected technology.
Communicate with potential Advisory Board Members to help in the selection process.
Coordinate date, time, and place for programs, events, and exhibitions. Contact and schedule presenters or follow up as needed on contacts by Advisory Board.
Promote programs with help of PR specialist if available (see chapter VI).
Gather ideas for yearly Special Events: encourage ideas for events from Advisory Board and community. Set up committees, arrange, and participate in meetings. Take minutes for meetings (or assign someone to do so), recruit volunteers, manage the small details not covered by volunteers.
Coordinate with the curator of exhibitions for yearly exhibits. Coordinate publicity. Plan or assist with projects related to the exhibitions. Secure and use supporting technology as needed, such as microphones, speakers, and light kits, to enhance the quality of the web-based broadcasts and on-demand archive.
Schedule and attended partner meetings, advisory board meetings, and event-planning meetings.

Advisory Board
To form an advisory board, draw up a list of area artists, authors, historians, and community leaders who fall into the boomer demographic and who fit the vision of your project. It is helpful if they enthusiastically embrace the goals of the project, lend some of their energy to accomplish its goals, and are available to attend scheduled meetings. The Partners selected people who had a history of involvement with their institutions and were community-minded. They also wanted people who were accomplished and well known (at least locally) in their fields. One advisory board member slot was reserved for someone new to the community, and older and younger Boomers were included. The project coordinator contacted the proposed list, trying to keep a balance of people loyal to each institution.

The IMLS Project Advisory Board
Advisory Board met quarterly, and minutes were recorded and sent to partners and board members. Partners established the length of term of service as three years.
Members brainstormed or brought ideas for programs and events they liked.
Members volunteered or were asked to do various tasks, such as create and present programs, help with Community Snapshots or Special Events, contact other community members who could assist by creating programs, attend programs both live and online to offer their input for improvement.
Members with experience in video conferencing or putting together events were especially valuable during the initial phase.

Planning occurred during informal conversations, emails, or phone calls between meetings. A rapport with each advisory board member resulted in many good programs being developed informally. Established communication preferences. Some used primarily Facebook, others preferred a telephone conversation. Most preferred email.

When a board member resigns, filling the position with someone new can energize the entire board. Maintained board member interest with emails, phone calls, positive reinforcement, and opportunity for their input. When members missed meetings, sending out minutes of a missed meeting seemed to help people stay involved.

Sometimes a “failed” idea lead to a successful idea. Example: Board tried to establish a “Story Corps” (storycorps.org) type opportunity for recording memories. Two members carefully wrote guidelines, and an advisory board member recorded examples. Board members asked their friends and acquaintances to record, but people said they feared being recorded and archived because they would hear their mistakes over and over. However, the advisory board learned from this, and when they decided to record memories of Vietnam Veterans, they knew veterans might be reluctant to record memories by themselves. So, one of our board members volunteered to be an interviewer and, because the recording was more like a conversation, the project was successful. The interviews also led to a consistent format and length. The interviewer was a retired radio professional who was skilled in interviewing.

Technology

Some important considerations about what technology to use need to be decided early in the planning. The IMLS project was designed for most programs to have a live audience at the venue, a live online audience, and a recording for the archive. Since the project found that the live online audience was lower than expected and the audience watching the archive was higher, another project might like to channel efforts differently. Budget, staff time, and equipment needed are points of consideration. Video or audio conferencing, recording to archive, and live streaming were the services considered or used in the IMLS project.

Deciding whether to include a live online audience can influence the rest of your decisions. Some of the factors contributing to low online participation might be as follows:

Video conferencing technology was difficult for some to use and required a download that people were unwilling to make. Many people reported that their computers couldn’t access that technology because it required a more up-to-date operating system. The ACCL modified all of its public computers to make them accessible to the live online broadcast and to the archive to try to address this issue, which might have helped the archive but didn’t seem to increase the number of live webcast viewers.

There is a national trend to record television programs and watch them on demand. DVRs, Apple TV, Roku, and other devices, which make this process easy and reliable, are gaining in popularity rapidly. The popularity of the archive vs. the live webcasts could well be part of that trend.

As the IMLS project progressed and the technology changed, some of the initial problems were addressed. The project changed video conferencing services to one that allowed watching both live and archived programs from a tablet or other mobile device in addition to a computer. The project is currently trying a live streaming technology that is more user-friendly than video conferencing but also has some drawbacks.

People who used the live video conference were mostly people who were already familiar with that technology from the workplace. Perhaps, as more people with this kind of experience have more discretionary time in retirement or semi-retirement, the use of the live webcast will be more appreciated. The Partners found this way of watching and participating to be of real value to people confined to home. The “Boomer” generation is likely to be in that situation in larger numbers in the future.
**Video Conferencing Service**

There are many available today, each with its own features and price tag. This project mostly used WebEx because it was the leader in the industry at the time the project began. Staff invested considerable time and money training to learn the complex product Training Center so they would have the most tools possible at their disposal. Over the life of the project, WebEx evolved considerably so that it was much easier to use, and the IMLS project adopted and would recommend WebEx Meeting Center, or one like it, to allow participation from tablets or mobile devices. It is also much easier to use because it lacks the sophisticated features of Training Center that ultimately were not used.

**Features:** This type of service allowed for online viewers to participate through voice, typed questions (chat), polls, and other features. Most featured a change in presenter so a presenter would not need to be physically present. It allowed use of PowerPoint and other kinds of documents, video, and web browsing during a session. Some services offered excellent self-tutoring programs, making formal training unnecessary. The recorded program can be kept on the company’s server or downloaded to a more user-friendly format, such as YouTube. If kept on the server, reporting features recorded how many times the program was viewed and the email address of the viewer.

**Equipment:** Laptop, webcam, telephone with a good speaker, and portable microphone and speaker (for the "in-house audience") were necessary. A light kit might be useful in some venues. If a telephone is not available, VOIP can be used. The project used a telephone because initially the VOIP technology produced an inferior sound. Additionally, VOIP was awkward with multiple presenters. A direct Internet connection, rather than WiFi, is highly recommended. Ideally, there would be WiFi available or a second Internet connection and second computer to monitor participant questions and technology concerns. Editing using the software provided by the service is quick and easy, making the program ready to archive quickly.

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**Audio Conferencing Service**

These are similar to video conferencing services but less expensive because the online viewers connect only with audio. The IMLS Project did not use this type of service. (See discussion in Chapter 5, Technology.)

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**Recording To Archive (without Video Conference)**

A project might consider simply recording the program as it occurs live, then editing to insert PowerPoint, video, or other documents shown to the audience for the archive. The project produced a few programs this way because a video conference was not possible.

**Features:** This approach might be the most economical, but would require significantly more staff time to edit the program. The potential of a live online audience is lost.

**Equipment:** A good video camera with a built-in microphone, editing software. A light kit and a portable microphone and receiver set are useful in some venues.

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**Live Internet Streaming Technology**

A newer technology is available from the web designed for performances of all sorts. Currently the project is experimenting with LiveStream, and a more complete report will be available in the final Best Practices Manual.

**Features:** LiveStream was chosen because it was more user-friendly to join than the video conferencing service and its tools allowed a more interactive recording for the archive. It required a lot of staff time to learn, and the extensive self-tutoring available in Web Conferencing technology was not available. Online participants had to register to access the feature that allows them to ask questions. The only way listeners can participate is through typing questions (chat). Currently there is not a way to ask for feedback from participants.

**Equipment:** Two laptops, video camera, web cam, portable microphone, and receiver set. A light kit might be useful in some venues.
Website
The website was used primarily to communicate about upcoming and past programs, events, and exhibitions website. Most importantly, it served as a place to access archived community snapshots, recaps of events, and other recorded programs the project wanted to include. Links to the website were frequently posted to Facebook, an e-newsletter, and other electronic communications. The website hosted instructions on how to log into video conferences, how to download an app for the Conferencing Service, and other information to help participants get involved. (See Chapter on Technology for details about the website.)
Chapter 2
Monthly Programs: Community Snapshots
See Appendix 2 for a complete list and brief description of each community snapshot.

Description

Community Snapshots were programs that Boomers and others in the community could attend live at the venue, via a live stream from the web, or on demand as an archived video from the website. The topics were determined at first by the advisory board, but as the project became better known, community members offered ideas. The advisory board and partners approved these proposals. If some ideas were actually promotions of a particular business, the idea was rejected in favor of programs that would share the real interests of people in our community. Some suggestions involved an “expert in the front of the room,” but the ones that best embody the spirit of a Community Snapshot involved a community member (or several) presenting on a topic of expertise or interest. At the end of each Snapshot, audience members could suggest topics on the audience feedback form or by contacting project personnel.

Community Snapshot programs attracted interest-specific groups in the community. There was not a general pool of individuals who attended all or most of the programs available. People attended because of their interest in a particular speaker or subject. This approach met the goal of generating new users and including the diverse interests of our community. However, some advisory board members suggested that a more limited scope of topics might have developed a loyal following for the programs and provided more depth of learning. Which philosophy to embrace should be part of the goal in planning future projects.

Partnership with community groups was an effective way to address different community interests and assisted with the promotion of the event and subsequent attendance. An example of this in year three was the Making Tangible History of Athens program, which reached a high number of individuals in the community who heard about the program from local history organizations or UGA and were attracted to a topic of strong interest in Athens. Involvement with various community groups in planning and organizing programs is an effective strategy.

Feedback from the evaluation surveys completed after each program provided valuable information to project personnel on how to make small improvements that added to the positive experience of participants. Changes in program delivery or technology use were evident from month to month in the webcasts. Staff became more comfortable with and effective in the use of computer/Web-based technology to deliver and record the programs as the project progressed. Use of a professional video recording group and upgraded recording capability of WebEx through direct streaming has allowed creation of high-quality recorded programs for archiving on the website. Overall, this area became much stronger as the grant progressed.

Offering programs on different days of the week, on weekends, at different times (morning, afternoon, or evening) as well as at different locations within the community provided opportunities for people with different scheduling needs to participate in the project. Varied formats, including workshops and virtual tours, also allowed the grant programming to reach different audiences in diverse ways.

An unexpected outcome was that the project became known for its Vietnam Veteran interviews, Thanks for the Memories, and other oral history programs. A local charity, which organized its own oral history project, asked this project to record and archive their interviews for them. This points to the value people place on preserving local oral history.
Conducting a Community Snapshot

Preparation Weeks or Months Ahead

Decide on topic, presenter, and venue, and make the necessary contacts to schedule everyone and the venue. In the IMLS project, the advisory board thought of or approved the project idea, which proved to be a good process in that the thoughts of several people often enrich the initial idea. When given the opportunity, the presenter(s) often had contacts that helped publicize the program. Schedule any additional project personnel who will be needed: one host to monitor the video conference as it is streamed live, one person to introduce the presenters, someone to evaluate the session at the venue and to give out and collect feedback forms if used, one person to pass the microphone to audience members as they ask questions.

Plan and implement publicity. (See chapter 6, Getting the Word Out.)

The Week Before

Project personnel receives the presenter’s Powerpoint, video, or other documents to be used by the presenter during the program and uploads them to the computer system. Once in awhile, incompatibilities in technology occur, and a few days lead can be enough to solve problems. Conduct a rehearsal if desired. (Early in the project, rehearsals were almost always scheduled. Because the technology was so new, presenters had lots of questions.

Create a “Day Of” folder, which will have lists of what equipment will be transported, notes on the presenter’s introduction, notes on ending the program, and handouts.

The Day of the Community Snapshot

Set up equipment in the room ahead of presentation (two hours ahead is not extravagant if it is webcast) to allow time to set up and adjust microphones and speakers, log into video conferencing technology without interruption and set up additional lighting if needed.

Set up chairs, tables, and make any other needed physical changes to the room. Windows may need to be darkened in order for the audience to see the projection clearly.

Handouts may be given to the audience as they arrive, provided someone is assigned to do so. Handouts may also be put on the audience chairs or left on a table for attendees to pick up as they enter.

If webcast, the host begins the webcast prior to start of program (a half hour will allow time to troubleshoot). A slide announcing the title and presenter(s) is helpful so that the live audience and online audience have something to see when they arrive and while someone makes introductions.

During the Community Snapshot

Introduce presenter and other announcements such as thanking partners, funders, reminding audience to silence cell phones, telling audience how to ask questions. A special slide and instructions are needed for the online audience. (Project personnel usually did this before introducing the
speaker.)

Webcast host monitors the online presentation while the presenter engages audience. If there is more than one presenter, or if the presenter insists on moving around, the webcam mounted on a tripod with a swiveling feature will need an operator to keep the presenter always in view online.

Audience questions can be handled different ways. A microphone can be handed to each audience member before they ask a question or comment. Another idea is to have one free standing microphone for everyone to use, but this involves people getting out of seats and crossing other audience members to get to the microphone. A third method is to hand out blank cards and pencils at the beginning of the program and give the cards with questions written on them to a designated volunteer. If webcast, allow online audience to participate in Q & A.

Assigned person winds up the presentation at the appropriate time, thanking the speaker and audience. If there are more questions, invite audience to stay to ask questions. Project personnel noticed that people enjoyed mingling after the program. Project personnel can also make announcements, such as telling the audience about more programs on the archive, or encouraging them to like the program on Facebook or to visit the website, etc.

If feedback forms are desired, remind both the in-house and online audience to complete them. The web host may need to launch a poll if that is the device used for feedback from online audience. Having someone at the exit to collect feedback forms produces the best results.

Conduct the drawing for the door prize, if that is part of the plan. Project personnel began having a door prize as a means of collecting email addresses for the e-newsletter. (See Appendix 5 for a sample door prize form.) Project personnel ordered credit card–sized flashdrives with the project logo as door prizes and also to give to presenters as a token thank you.

**After the Community Snapshot**

If webcast, log off video conference, saving poll to desktop, if poll was used.

Take down and put away equipment and any room furnishing that need to be returned.

Listen to recorded program, edit as necessary, and post to the archive.

Write and post a blog on the website with a short summary of the program and a link to the archive. Notify advisory board and all involved in the program with a link to the blog and a note of appreciation.

Evaluate. The IMLS project had a professional evaluator attending each Community Snapshot, which is a luxury, but this role could be filled by a volunteer. She created questions for the in-house and online audiences to answer after the event, and then combined the information for a report on each event, including counting the attendance. Sample feedback forms are in Appendix 4. Feedback from the reports helped improve each Community Snapshot.

If volunteer hours are important, collect and record these while memories are fresh.

If web conferencing service is used, see Chapter 5 on technology for greater detail.

Refreshments added a welcoming element and a reason to stay afterwards to increase social interaction. Donations from local businesses or support groups affiliated with the Library and Lyndon House made this possible occasionally. As attendance increased, refreshments were not provided.
Chapter 3
Yearly Events
And Exhibitions
For a complete list and summary of events and exhibitions, see Appendix 3.

The project’s goal for yearly events and exhibitions was to engage Baby Boomers and their families, friends, and the general public in reflecting on the past, sharing these memories with friends and family, and learning from these unique experiences. Three early events and exhibitions provided unique experiences for all ages in our community. Organizing and putting on events was a great opportunity to recruit volunteers interested in the subject of the event and a meaningful volunteer experience. It was also hoped that after their initial Boomer-related visit, viewers would feel comfortable to come back to the arts center and library regularly and attend future events and exhibitions.

Planning Events

Each event was different, but the basic process was as follows:

**Decide on an idea.** Projects emphasized special, unique assets to our community. Every community has its assets. Advisory Board, Partners, and community members contributed ideas.

**Identify community resources:** groups, people who are involved in an interesting hobby with others, or something about a community’s history that would make the event appealing to a wide audience. Successful events develop because of core people or groups who agree to be involved. A good idea is one which, when you ask people who might be involved, say “That’s a great idea,” and offer other people and organizations they know who’d also be likely participants. Locate the best venue for that theme.

**Appoint a committee.** Find a community leader and someone on staff to coordinate, but the more people involved in the various aspects of the event, the richer the event. From there, the committee can develop the idea and perhaps identify more community resources. Six- to twelve-months’ lead time is recommended.

Develop a marketing plan. Some publications require advanced notice of a few months. Think of different kinds of marketing—not everyone reads the newspaper. Word of mouth is still the best advertising, ‘which is another reason big committees were advantageous: there are more people to spread the word. The three completed events are summarized as follows:

**Summary of Annual Events**

(See Appendix 3 for details.)

**Mystique of the Automobile**
A Festival of Cars, Art, and Fashion. This event featured 100 vintage cars; vintage clothing modeled in a staged fashion show paired with a car from the same era; four music groups playing music from the 1920’s to the 1970’s; children’s activities; artist-made trophies from car parts; a full color catalog; an art exhibition; posters; graphics; website and Facebook presence; participant feedback; an archived video. Attended by 3,000.

**Athens Rockin’ Roots Revisited**
The event highlighted Athens’ music heritage that provided fertile ground for three famous music groups who put Athens on the map for nearly all music lovers: REM, the B-52’s, and Widespread Panic. The event included a panel discussion by four musicians, three performances, and an exhibition of artifacts from that era.

**Athens Aviation: Then, Now, Next**
Many of Athens citizens were unaware of the community’s unique and prominent history in the field of aviation. This event highlighted its aviation history, as well as presented some of the airport’s current use and future plans. Partnering with the Athens-Clarke County Municipal Airport gave the community a chance to see the operations of airport. The airport has limited commercial activity (most locals use Atlanta’s Hartsfield-Jackson International Airport), yet the small community airport is vital to the economic growth of Athens.

**Future Event: Athens Maker Fest**
This event is scheduled for August 2014 and will be documented in the final Best Practices Manual. It is a natural blend of the work already going on in the studios at Lyndon House Arts Center,
the emerging media center at the Athens-Clarke County Library that, among other things, will feature a 3D printer, and a fairly new initiative in our community to create a public Maker Space. The event will expand on traditional arts and crafts to include makers who create with technology. A new technology-oriented exhibition will be ongoing at Lyndon House Arts Center and will augment this Maker Faire-inspired event.

Summary of Annual Exhibitions

(See Appendix 3 for details.)

Exhibitions helped satisfy the educational, informational, and cultural interests of the target audience in an arts-oriented community. There was no single procedure for creating exhibitions. The curator of exhibitions at Lyndon House Arts Center was skilled in listening to the audience and developing exhibitions, with the help of some of that audience, to enhance the interest and educational needs of that group. Many exhibitions were designed to coordinate with events or activities and enrich the participant experience.

In the first year, this process led to three exhibitions related to the first-year event Mystique of the Automobile: A Festival of Cars, Art, and Fashion. (See Appendix 3 for more details.)

Automotive Fine Art

Richard Blanchard, Jack Jurakovic, and Charles Joseph Maher was an exhibition in the south gallery of paintings featuring the . Outside In: Selections from the George Bugg Collection consisted of a variety of items, including an actual Nash Metropolitan that was driven into the gallery. Two Wheels Through Time displayed a variety of vintage bicycles and motorcycles and was curated by a collector on the steering committee of the Mystique of the Automobile event.

Discovering History: Decorative Arts and Genealogy from the Ware and Lyndon Family Era

The project’s year-two exhibition was planned because the target audience expressed great interest in genealogy and local history. The exhibition showed the genealogy of both early occupants. A heritage room librarian from the Athens Clarke County Library assisted with the research. A book about the history of the house from its earliest days to the present was created. The research presented a local playwright the opportunity to write and produce a short film, Athens Revisited, which was shown as a Community Snapshot while the exhibition was running.

Richie Havens: Recent Works

This exhibit occurred serendipitously. Richie Havens had been a long-time supporter of Lyndon House Arts Center and was a well-known musician who rose to fame during the 1969 Woodstock Music Festival. He was also a visual artist. After Richie died during this second year, his wife asked if Lyndon House wanted to exhibit some of his work.

Future Exhibition: Roy G. Biv 8.2

This exhibition was two years in the planning and a huge stretch for the Partners. The final draft of this manual will include details.
Chapter 4
Vietnam Veteran Interviews
The Vietnam War was a defining event for the Boomer Generation. Many of the older Boomers fought in the war or protested the war. Unlike World War II Veterans, and today’s Iraq and Afghanistan War Veterans, these soldiers returned from service without a welcome. In fact, many were greeted with hateful protests and words such as “baby killer.” Because there was still a draft, most soldiers had to join the service unless they were willing to be permanently expatriated or could convince a skeptical draft board that they were conscientious objectors. At that time, women were not drafted. If they volunteered, they were not sent into combat. The project did not find a woman who served for the interviews.

The Advisory Board wanted to hear their stories. At first they thought of a “story corps” format, but an earlier experience led them to believe that an interview format would be better. An Advisory Board Member was an award-winning retired public radio journalist who willingly volunteered to organize this project and conduct the interviews.

The project’s goal was not only to record veteran’s war stories but also to ask how the experience had altered their lives. It was also an opportunity to thank them for their service, words many had not heard before. The interview format lent itself to these objectives.

At first it was difficult to find veterans to interview. All of the early interviews were of people someone working on the project knew. After the local newspaper published a front-page story with contact information, many others joined the project. The Army Times also picked up the story, and we had volunteers from across the country. Our video conferencing service would have made long-distance interviews possible, but in the interest of keeping the project manageable, project leaders decided to limit interviews to veterans from the Athens area or who had lived in Athens.

The project coordinator collected names and contact information, and the interviewer scheduled interview times. The first three interviews were recorded in an office, but on the advice of an advisory board member, settings that portrayed more interest and dignity were selected. This made scheduling more difficult but it was well worth the extra effort in that it produced a more polished video for the archive.

The interviewer followed up on all contacts and conducted a telephone interview that helped her ask appropriate questions for the interview. The veteran could choose which stories he wanted to tell for the taped interview.

The interviewees were asked to bring in photos or other memorabilia to help tell their stories. Recordings were very simple. The interviewer and the veteran sat next to each other, and the video camera on a tripod, operated by project personnel, was placed near them so the camera’s microphone would clearly pick up their voices. After the interview the project coordinator scanned the photos and memorabilia and returned them to the vets, and the “film” was given to an intern who inserted scans of the photos and memorabilia as well as introductory slides and uploaded it to YouTube.

The project coordinator collected a list of email addresses for the veterans, and as each program was available on the archive and a summary was written for the blog, notice was sent to the veterans. An unexpected outcome was that many of the veterans became acquainted. The interviews have been seen hundreds of times. Some are watched more than others, probably because some vets use electronic media more frequently than others.

The Advisory Board is currently planning a similar series of interviews with people who remember the first days of public school integration in our community. Details of that will be available in the final Best Practices Manual.
Chapter 5
Technology
Video Conferencing Technologies

The project explored technology as a way to create more opportunities for connecting patrons to library and arts center cultural programs and extending them “beyond the physical walls.” The archive allowed the Partners to at least double the original number of audience members. One program went “viral” and within six months had over 10,000 views.

Video conferencing technologies, such as Webex Training Center or Meeting Center, which were used for the project, were created for office and business use. They were designed for computer-to-computer meetings and communicating by sharing documents, websites, and videos. Some allow participants to connect with voice and webcam. The challenge for this project was to adapt it for a live, in-house audience as well as online and to insure that audience questions were audible to the online audience and in the recording.

There are several web conferencing services offering a variety of plans tailored to different needs at a variety of prices. Idealware’s article "A Few Good Online Conferencing Tools (http://www.idealware.org/articles/few-good-online-conferencing-tools-1) offers a roundup of affordable software options, as does TechSoup’s webinar “Getting to Know Online Conferencing Tools. There are a number of free ones, but they tend to be “buggy” and do not have very many features; still, they might be useful to try out a service. In a December 2013 review of the top video conferencing services from PC world http://www.pcworld.com/article/2017422/top-video-conferencing-services.html, the following services were reviewed:

Adobe Connect
Citrix GoTo Meeting
Intercall Unified Meeting
LogMeIn Join.Pro
Microsoft Lync 2013 (beta)
Skype Premium
Vyew Professional

This project used WebEx, which, at the time the project started, was state-of-the-art. WebEx Training Center was very complex, and the project found that only its basic tools were useful. The useful tools were:

Chat for asking the presenter questions or for asking for help when viewing
Polling for valuable audience feedback
Audio for asking questions or commenting. Ability to select join by telephone or VOIP or both is useful but not necessary.

Sharing documents and video
Drawing tools for pointing out specific information (occasionally)

Invitations to the meeting. These allowed an email invitation to advisory board members, partners, and anyone else interested who notified the project coordinator. Reminders could be pre-set for the week, day, or hours before the program. There was a link to the program in the invitation making it easy for invited members to join.

Recording. Limited editing on the service’s server is useful to trim the front and back of the recording. The program can be downloaded if the service allows.

Toll-free conference line. The option for VOIP was used by many participants, but not for presenting. The toll-free conference line is expensive. Another option is that everyone pays his or her own tolls. Many people have toll-free calling these days, so this may not remain an issue.

Reports for how many people viewed and their email addresses

The option to use a webcam, which allowed the live audience to see online viewers, and audio conference, which allowed online viewers to ask questions instead of type them, was not used very often.

Sales of iPads and Android tablets totaled more than 42.8 million from the second quarter of 2012 to the same time in 2013, and people in the baby boomer demographic were increasingly joining the ranks of tablet owners. Thus, the project changed its video conferencing service to WebEx.
Meeting Center, which allowed participation from tablets or other mobile devices. Another bonus for this option was much less expense. While it did not have all the tools available in Training Center, it had the tools we used most.

Learn to use the Video Conferencing Service. Many have excellent free support that teach how to use the service. Formal training can be purchased with some services. Practice so that the tasks are nearly automatic.

Adaptations of Web Conference To Include “In-Person” Audience

Web-conferencing services were designed for office-to-office communication. A challenge of the IMLS project was to adapt this technology to accommodate a live in-person audience at a venue. Community Snapshots never involved just one speaker in front of a computer, as is typical of a web conference. Even if there were just one presenter, there was also someone to introduce and monitor the online and live audiences. Sometimes there was a panel of four or more, or a speaker who insisted on standing in front of the audience, behind a podium, or wanted to move around.

One adaptation is mounting a webcam on a lightweight tripod with the ability to swivel. This allowed a camera operator to follow a pacing speaker, or switch between speakers. There is no special skill required for the camera operation. Most any willing volunteer or project staff will do well. A webcam with a zoom lens would be ideal, but this project did not use one. A lightweight tripod does not block the audience view as much as a heavy-duty tripod. Sometimes it is best to use the tripod on the table, other times on the floor. There are USB extensions that can extend the range of the webcam from the computer. An extra-long Ethernet cord was very useful to allow placement of the laptop computer so the “in-house” audience would see the speaker well. An extra-long telephone cord was very useful to allow the telephone (if needed by the video conference technology) to be placed near the presenters for the best audio.

So that the online and archive audience could hear the in-person audience questions, a portable microphone and speaker system was used. During the question and answer sessions, a volunteer took the microphone to the audience member who had a question. This voice was transmitted through a wireless speaker system placed near the telephone. A speaker who insisted on roaming or using a podium could wear a lapel microphone that was part of this kit, and the speaker’s voice could be easily picked up by the telephone because it was amplified through the speaker system.

This project used Shure Performance Gear: Wireless Combo Microphone System and Eurolive B205D: Multi-purpose 150-Watt Active Speaker System. It was portable and easy to set up and take down and, most importantly, had good sound quality. Testing the settings in a test web conference is recommended. Too much amplification, or too little, will result in unpleasant sound quality in the video archive.

A laptop that meets the specs of the video conferencing service will be needed, along with a direct connection to the Internet. The laptop connects to the service and holds the presenter’s slides and videos, as well as other information needed. A second laptop with a designated person operating it would be ideal to monitor questions, including technology questions, from online viewers while the program is in progress. This requires a second Internet connection, which could be WiFi. This project did not have two Internet connections or WiFi. This second person could be in another office simply monitoring technical difficulties, but would have to be in the room to monitor questions.

It is possible with this technology to have a presenter who is not in the room. Meeting the presenter and chatting after the program seemed to be an important part of the experience for the “in-house” audience.

A projector or projection system so the “in-house” audience can see what is on the computer screen.

On cloudy days or at night, a light kit was helpful to illuminate the presenter(s). Because relatively low light was needed so the “in-house audience could see the projection, many complained that they couldn’t see the speaker well enough. The
online audience requested the additional light as well, and it made for a better recording.

Setting up the Equipment and Room for a Video Conference Style Community Snapshot

First, plug in the surge protector and extension cord if needed. Place surge protector under the table used for the other equipment to minimize tripping over wires.

Plug in the computer to power and the Internet. This will give the computer time to update itself if it has to.

Place the telephone on the table near the computer, using the extra-long telephone cable if needed. Tape the cable down so people will not trip on it.

Connect the wireless microphone(s) and speaker system so that the speaker is near the telephone’s speaker and the microphone doesn’t create feedback. Connect the computer to the projector. Turn on projector and focus.

Connect webcam to computer. Mounting the webcam to a tripod with a revolving handle facilitates following a roving speaker and the audience when they asked questions.

Consider setting up an HD video camera and another tripod “just in case” the Internet doesn’t work, as was the case in this project twice.

Lighting: (optional)
Set up the number of seats needed. If this is an unknown quantity, always have extra chairs ready to set out if needed. Too many chairs make the audience look skimpy.

**Organizational Suggestions for Video Conference Style Community Snapshot**

Create a “DAY OF” folder that will have the following:

A list of equipment and chores for the day of a presentation. Check the list before going to the meeting venue.

Instructions for equipment, such as the wireless microphone and speaker system

Computer system changes if the IP address needs to be changed

Pre- and post-presentation script and other notes to help the program run smoothly

Dedicate a box for storing cables, extension cords, web-cam, and other equipment to make it easier to prepare for the day. If using feedback forms, include pencils.

Take handouts. Any live audience can be an opportunity to promote your project. Bookmarks advertising the website, a flyer explaining the project, and the participant feedback form were placed on the seats before people arrived. An alternative would be to have a volunteer pass these things to people as they arrive.

**Website**

The website was the online presence for the project, exceeding expectations for the number of hits. The Project personnel blogged about upcoming community snapshots, events, and exhibitions, as well as summarizing them when complete. Visitors viewed the archive of programs from the website, and it became a little library of its own. As one patron wrote:

*I love your site. It gives me the feeling of being in a library surrounded by copious amounts of information for me to look around and find what piques my interest. Being at work, I haven’t had that much time to explore, but I did download a new version of java flash, so I could view George Bugg’s piece on vintage cars, and I also liked learning about Pete Muzyka’s Abandoned Rural Georgia. My mother was born and raised in Birm-*
ingham, Alabama. I spent much of my childhood on road trips through the south.

**Useful Website Features**

Front page blog: This blog announced upcoming community snapshots, events, and exhibitions. Summaries of programs and event recaps with links to watch were placed on the front page until a new blog was written, then placed under the Archived Community Snapshots and Events Recaps feature. Because there were so many programs after the third year, the programs were categorized for the fourth year’s new website.

Community Snapshot and Event video archive: The Community Snapshots that were produced as video conferences were at first archived on the WebEx server. Those that were filmed and edited without the video conference, or in addition to the video conference, were archived on the library’s YouTube account. After the project launched, some people couldn’t access WebEx because of incompatible operating systems, so we reduced frustration with a visual YouTube or WebEx tag in each title. Toward the end of the project, all WebEx recordings were downloaded and converted to mp4 files for YouTube, eliminating some frustration with WebEx. There are instructions on the WebEx website for converting files.

Events Calendar: JEvents, an add-on to the Joomla template.

Information: Videos to show how to join a live webcast on WebEx, and how to download the WebEx App for mobile devices. Helpful Information links consisting of a collection of interesting information from a variety of sources.

About Us: Explanation of the grant, pictures and text about each advisory board member, text describing Baby Boomers, and a link to our email account under “contact us.”

About Our Grant: Summary of goals of the IMLS Leadership grant and information about IMLS.

Website Features That Were Not Useful

Initially there was a forum, hoping people would comment about various topics. However, this feature brought nothing but spam and increased the workload of the project coordinator in needing to check frequently for spam and take it down. After a few months, and no apparent interest from the community, we took the forum down.

Initially there was a feature where people could post photos from the past. Because there were no photos posted, and it was discovered there was a Facebook page called “Growing Up in Athens Georgia” where people posted photos often, the forum was taken down. Facebook page owners were invited to do a Community Snapshot.

**Hosting**

The website was hosted on a paid account, Blue Host (there are many others). This prevented the library’s server from becoming overloaded. The website was set up on a commercial content management system, Joomla!. Joomla was chosen because it had the most written about it for
problem solving, as well as plenty of templates and built-in features. Other features purchased were:

Site Back-up **ProSiteLock Domain Security**

**JEvents** for the calendar

**Akeeba** for site back-ups (just in case Site Back-up Pro fails)

**JoomGallery** for photo album (currently inactive)

**Kunena** for the forum (currently inactive)

**Maintaining**

The library’s webmaster designed the website. Before launching a website, the following is recommended:

Testing all the features

Testing the website on different operating systems. The website will not look the same on every computer. Make adjustments so that it will appear as you need it to be on different kinds of computers.

Training for the project coordinator from the webmaster on how to create and publish a blog, insert photos, update calendar of events, and linking to YouTube from the Library’s archive. Creating a site menu to help people navigate and find information on the site remained the task of the webmaster in our project.
Chapter 6
Communicating With The Public
As with building a business, building a customer base, reputation, and network were time-consuming processes in this project. Even now, during the fourth year, there are too many in the community who know only about some of the programs, not the project itself. There was never a definitive way to publicize programs, events, and exhibitions, although word-of-mouth was most common. A multifaceted approach to publicity is what has worked best.

The idea of blending traditional lifelong-learning programs with live web conferencing and an archive was incomprehensible to many of our prospective participants at first because it was so new. As time went on, people caught on, and interest grew. Only a few people joined in simply because they were interested in the technology aspect. Currently, people are more accustomed to watching archived radio and television stations, so these aspects of the project are not as mysterious as they were formerly.

**Publicity Tactics**

A website to post information about upcoming community snapshots, events, exhibitions

Posters announcing the project for Library, Lyndon House, and several businesses around town

Press releases and PSA announcements were sent to all local newspapers and radio stations. The local paper is dwindling in its reach, and its recent decision to charge for online access has hurt groups desiring free publicity.

A monthly e-newsletter with announcements of programs, events, exhibitions. The free Mail Chimp service was satisfactory and consistently had between 30 and 35% “opens” on a list that gradually exceeded 600. A template designed for mobile phones as well as computers was chosen at the design stage.

Flyers announcing upcoming programs, events, exhibitions, for the lobby of the library and Lyndon House were made available to the public to take.

Flyers were also posted at relevant participating partners, such as Jittery Joe’s Coffee, Earth Fare Market, and the Athens Community Council of Aging.

Email to organizations that might be particularly interested in a specific subject of a community snapshot. We consistently send email notices to groups that serve a similar demographic with educational programs.

A Facebook page updated with announcements of upcoming events

Bookmarks with website address were given to everyone attending Community Snapshots and made available at events.

Flyers explaining the project given out at each Community Snapshot and other occasions and made available in Lyndon House lobby

Announced website at all public meetings

Posters for each yearly event

Paid advertising for all events and a few Community Snapshots as budget permitted. Most paid advertising was web-based and print media. However, for the Rockin’ Roots Revisited event, we advertised on a commercial radio station that plays popular music.

A newly launched website and Facebook page is not easily discovered. See www.idealware.org for several useful articles on using social media.

Feedback from participants said “word of mouth” and personal emails to friends and acquaintances is the best way to let people know about a community snapshot and encourage attendance. Expensive media advertising in the early stages did not bring returns.
Partnering with another agency or having a speaker who is well connected with a fan base brought the most people to the venues, but this was not true of the archive viewing. Sometimes a large audience on the archive saw a program that was not well attended.

E-newsletter

The Mail-Chimp e-newsletter had a little more than 30% “open” rate, which is above industry average, but a disappointment to project personnel. The larger the list, the lower the percentage of opens. We liked the reporting features of Mail Chimp. The company reported how many opens and who opened how many times, and how many clicks on links, who opened links, and how many times. They rated list members on a scale of 1 to 5 stars, depending on how regularly they open the newsletter. It also reported who did not open, as well as bounces and unsubscribes. The larger our list, the more opens, but the percentage of opens went down.

To build the email list, project personnel offered a door prize at each community snapshot. To enter the drawing, an entry form asking for an email address was given to participants. The door prize entry form said “by giving the above information you agree to receive email notifications from Reflecting, Sharing, Learning, including the program’s monthly newsletter.” We used the email usually once a month, not wanting to turn people off, but do not know what is the optimal number of sends. (See Appendix 5.)

Avoiding the spam filter became a challenge during the project. As spam filters got smarter, the e-newsletter had to change. Mail Chimp had a good list of suggestions, and the support, even for our free account, was helpful.

Setting up Mail Chimp with autoresponders to people who signed up for the newsletter took many hours initially. We experimented with several of the templates, but decided to use a very simple, one-column design that looked great on mobile devices as well as computers. It was easy to use and helped project staff be straight-forward.

FaceBook Publicity Outlets

For each Community Snapshot, Event, and Exhibition, the public relations specialist sent press releases to the local and regional media. Project personnel targeted additional organizations:

- Athens Convention and Visitor’s Bureau
- Clarke County School District
- Athens Chamber of Commerce
- Athens-Clarke County Unified Government
- Athens Banner-Herald
- Flagpole
- Red & Black
- Athens Patch
- WUGA 91.7/97.9 FM
- Magic 102 FM
- WNGC 106.1 FM
- Chuck 103.7 FM
- Power 100.1 FM
- 1340AM WGAU
- WUOG 90.5 FM (student station)
- WMSL (Prince Ave. Baptist Church Station)
- WXAG 1470 AM The Light
Interesting flyers and posters were mostly created in-house with Microsoft Publisher or Photoshop. Versions were created for color and black and white reproduction, as well a low-resolution version sent in email to organizations and used for the website and e-newsletter. The project was fortunate to have someone skilled in making attractive and attention-getting designs. If staff is unavailable, perhaps an intern or volunteer could produce these.
Chapter 7
Evaluation
Having a professional project evaluator was an excellent decision by the Partners when planning the grant. The Evaluator reported on each Community Snapshot and each event. One value was that the project was adjusted and improvements were made as the project went along. She created the feedback forms and helped design the questions to gather data to help determine whether the goals of the project were being met. Suggestions for future Community Snapshots were also gathered.

The reports were a summary of her observations of each event and Community Snapshot and the information compiled from the feedback forms collected at each event. She used both verbal summaries and charts to show results from each question. She compiled a report at the end of each year using all the data and comments from participants. At the end of the project she will create a similar report for the entire project. Whenever there was a video conference, feedback from an online audience was gathered using the polling feature. At the end of the program, the host opened a poll and instructed viewers to complete it. Prior to the program, the host used a PowerPoint slide to explain the polling feature. If funds for a professional evaluator are not available, project staff could create feedback forms and learn something about how the audience is experiencing the program. Often simple modifications can be made to a standard form. Feedback forms also provide valuable ideas for future programs. While the impartial analysis and charts were valuable, an “in-house evaluation after each program would also be valuable.

See Appendix 6 for a sample evaluation report, and Appendix 4 for a sample audience feedback form.

Conclusions after the first three years:
Chapter 8
Lessons Learned
The Biggest Lesson: People don’t necessarily identify with “Baby Boomer.” For some, the term is a “turn off.”

When you look at the description of Boomers and the statistics about them, it should be no surprise that the generation is like no other ever to reach retirement age. They are at various life stages within the 18-year span of the age group. The fact is, even as Boomers are aging, they, more than generations before, want to stay active and engaged. This is the generation that first took up running and aerobics in great numbers and that adopted feminism. Boomers work past retirement; only 11% plan to stop working entirely. A survey by AARP reveals most Boomers plan to work “until they drop.”

In 1979 the U.S. divorce rate peaked. There were 2,331,000 marriages and 1,181,000 divorces, according to the U.S. Census, and the first of the Boomers turned 33. Thirty years later, 39% of Boomers have been divorced, and the national divorce rate is declining. Many started a second or third family, so a 55-year-old Boomer might be a grandparent or might have a school-age child of his/her own. Boomers will inherit approximately $8.4 trillion from their grandparents, parents, and others, so they are wealthier than previous generations.

Because the diversity of interests in members of this demographic, the term Boomer is not something with which its members identify. Our project was certainly weakened by its initial title, “The Boomers: Reflecting, Sharing, Learning.” We are glad we had a fourth year to rebrand it, calling it “Reflecting, Sharing, Learning.” Combining what we learned from experience with what we learned from our guest speaker, Matt Thornhill, co-author of Boomer Consumer, we will take age reference out of the project, while still planning programs with the help of the advisory board, who are Boomers, and the community. We will still measure Boomer interest because that is what we promised IMLS we’d do, and we still hope to interest Boomers. But our chances of drawing Boomers to our programs increase if the programs target diverse interests instead of age-related programming.

People need help attending video conferences.

Many were willing to give the WebEx video conferencing a try, even if the whole idea was new to them. However, project personnel would often hear by word of mouth that many efforts were unsuccessful. These would not show up in a poll or attendance count.

To help people successfully sign on to a webcast, careful instructions were outlined in the blog announcing each program. At first the project created a section on the website demonstrating each step with screenshots. Links to the demonstration were included on each blog. Feedback said this was still confusing, so the project made a video demonstrating all the steps. When WebEx Meeting Center began, a new video that included how to get the app for tablet or phone, as well as how to log in, was created.

Feedback forms told us that people who had the most successful experience with the live video conference were already experienced in using this technology, perhaps from work. Project personnel wonder if this is a feature that would be more popular in the future, as a more technology-oriented workforce begins to retire or have more discretionary time for lifelong-learning, and as the teleconferencing technology improves.

The implication of this would be for a smaller library or museum to concentrate instead on recording high-quality video/audio for its archive. The WebEx video/audio, even at its best, is not excellent because of its technology. It uses a telephone line to transmit audio, and the webcam has many more limitations than a good video camera. Besides, the video of the speaker is recorded in a small box to the right of the screen that displays the PowerPoint or video presentation. To some people, this is lacking compared to a dynamic recording of a speaker.

However, without live video conferencing, this “real time” option for active participation in lifelong-learning would be lost. As Facetime, Skype, and other personal-use video conference technology increases in popularity, web conferencing for lifelong-learning may not seem so strange and difficult. Project personnel can imagine many cir-
cumstances when this option would be welcome: people who are tied to home because of caretaking responsibilities, recovery from illness, high gas prices, inclement weather, etc. It has a real potential of helping people fight the feeling of isolation and loneliness that often afflicts older adults.

Another drawback to filming with just a video camera is that the editing process takes several hours. The editor has to insert the PowerPoint slides into the correct places in the video.

Make the video archive more accessible.
Learning how to take the WebEx video file and change it to an mp3 to post on YouTube solved the problem that people had viewing WebEx recordings. This is a highly recommended practice if using a proprietary format. People don’t want to download a player even if they know how, and many can’t access the file for a number of reasons.

The website forum was a disappointment.
At first, we set up a place on the website where people could discuss various topics with each other. We discontinued the forum after six months because it became a place for spammers and inappropriate remarks instead of dialogue. We instituted a sign-in feature to discourage spammers, but without success. The tendency of online commenters to be abrasive and inflammatory is well-known in Internet circles, and providing opportunity for such comments is best avoided. This results in an unfortunate loss of a forum in which people can post and read thoughts about community topics.

Getting the word out.
It was difficult to get the press interested in our project from the beginning. The story announcing our grant did not get much attention on Christmas Day when it was published. Person-to-person contact remained the most frequent way people learned about the project, with email and newsletters gradually increasing as the project went on. Even after three years, the project is not widely known.

The two newspapers in town often listed programs and events in their calendars. Several times a reporter wrote a feature story that landed on the front page or prominently in the “Living Section.” This coverage boosted attendance, but the reporter wrote only about the particular event and never connected it to the project as a whole. We found that volunteers wanted to help with event publicity. For the first event they created the graphics and news releases as part of their volunteer work. In spite of guidelines and discussions about thanking funders and being part of the IMLS grant, volunteers were not conscientious about doing this. Close supervision or “in-house public relations proved to be the best options, so we chose to have all media releases created in-house after the first event. Skilled volunteers still helped with graphics, and the problem of branding ceased to be a problem after the first event.

Student interns created problems as well as being helpful.
Interns from UGA were part of our initial plans. They offered knowledge of and enthusiasm for new technology and a willingness to do a good job (with building their own portfolio in mind). However, university students have academic schedules and obligations, which made scheduling difficult. Next, we worked with a professional who offered a good rate because he was just setting up his videography business. This person did a great job on some things, but he was limited in his equipment and therefore his capability. Finally, we established a relationship with a very helpful professional video company to help us with complicated videos like the promotional video we used at conferences, editing special events video to make a recap, and other projects. We found this mix of new and established videographers to be very helpful, but were grateful for the free guidance and quality and timeliness the professional company added to the project.

Project staff found that we could do many things ourselves without professional help, such as the Vietnam Veteran interviews. As technology improves, it is easier to get a semi-professional result for simple projects. Creating customized looks for video is also possible because of user-friendly editing tools.
Motivating people to fill out the feedback survey was not easy.

An important part of the project was evaluating each program and event, and we learned a great deal from this process. Collecting as many feedback forms as we could was a priority. For the Community Snapshots, we put the feedback forms in each chair along with information about the project. We mentioned that the surveys were important before the program began and again when it ended, and showed people where to put them when completed. A narrow exit door was useful if someone was willing to collect them as people exited. Pencils were readily available. We also gave each person a Door Prize Giveaway Form to fill out with name and address, and had a drawing for a thumbdrive with the project’s logo. This incentive helped us collect email addresses for our e-newsletter and get more feedback forms completed as well.

The Internet is not always reliable.

Because the archive was a key part of the project, the video camera and tripod were always at hand for a Community Snapshot whether we were planning to use them or not. There were two occasions when we expected to use the Internet but arrived at the venue to find that it was down. The program went on as usual and was recorded for the archive even though the webcast was cancelled.

Some suggest to narrow the focus at first.

People attended programs according to the topic or speaker. Soliciting topics from various sources in the community left the range of subjects wide open, and therefore the topics were not related from month to month. In a discussion with Advisory Board Members, it was agreed that if starting again, they’d like to group similar topics in a series that would last for a period of time. For example, topics relating to authors, the writing process, and publishing could be a four- or six-month series. Topics relating to local history could be another series, and so on. This way, a more loyal audience following would develop. Currently, we start over each month building an audience.

A picture is worth a thousand words.

With all the other things to remember before a Community Snapshot or Event, appointing someone to photograph the occasion was often overlooked. Therefore, we didn’t make enough interesting photos to share on FaceBook or in other social media. Occasionally the project personnel received photos from someone attending or used screen shots from the video archive. It might have been as easy as asking an advisory board member to take a few photos.

Who was served?

Outcome expectation was that we would provide programming for the target audience that would demonstrate the value and quality of libraries and museums in our area. Who is out there that is not being served? Did we find new library and museum users? Did we find nontraditional users of museums or libraries? To some extent we think we did. This is a question we will consider more carefully in the future.

Library as a community living room.

People have found a social setting, as evidenced by how many linger after Community Snapshots and attend events and exhibitions. We are not sure we’ve come as far as we’d like on the possibility of the library being a gathering place for conversation and exchange of ideas.

Outreach to library and museum professionals.

Presentations to conferences of the ALA, PLA, GLA, and Southeast Ocher Life Long Learning Conference proved there was a healthy interest in this IMLS project. We did not make inroads into the professional museum organizations. Proposals were either turned down or, in the case of the Georgia Art Educators Association, very poorly attended.
Partnerships were very valuable in the project, and more of a focus on partnerships would have made the project even stronger. A more complete discussion of partnerships will be available in the final copy of the Best Practices Manual.
Appendices
Appendix 1: Sample Partnership Agreement

Appendix 2: Community Snapshot Topics


Origin: Advisory board member whose pastor was celebrating his fiftieth year as pastor of the same African-American church and advisory board member who is a local historian wanted to interview Rev. Kendrick about the changes he's seen in our community during his pastoral tenure of fifty years.

Presenters: Choir director and long-time member of Kendrick's church, local historian as interviewer, and Rev. Kendrick

Technology: Video camera and editing software. Uploaded to YouTube.

Ways to Participate: Video archive

Program Summary: To take advantage of this opportunity, there was no time to publicize the event, so viewing was from the archive only. As the conversation lasted nearly two hours, much editing had to be done. The pastor recalled important social transitions in the Athens community, from a segregated society to the integration process, school desegregation, the election of the first black president, and some of his own philosophizing about lessons learned from life. The
community choirs that were a part of the celebration were also recorded. This was the first archived Community Snapshot, so it was divided into 15 minute segments. Since then, YouTube allows programs to be uploaded in their entirety.

**From Inspiration to Quilt**

**Origin:** Advisory board member

**Presenter:** Advisory board member who is also an internationally known art quilter living in Athens, GA.

**Technology:** WebEx Video Conference

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** This artist was experienced in giving online presentations because she does so for an international audience. She gave the audience insight into how she takes photographs or makes sketches of places she lives and travels, then creates quilts inspired from her sketches. She dyes her own fabric and showed an example of how a quilt that didn’t meet her expectations was enhanced by a dye bath. She put a link to the archived program on her website, and it was seen in many places around the world.

**Sex, Flies, and Too Much Weight**

**Origin:** Evolved from an advisory board discussion about what are the biggest health concerns in our community.

**Presenter:** The program manager at the Athens Clarke County Health Department

**Technology:** WebEx Video Conference

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** The presenter explained why teen pregnancies, unhealthy practices in restaurants, and a generally overweight population were the top three health challenges in our community and what the health department is doing to address them. Audience especially liked learning about the rating system the health department uses for restaurants.

**From Idea to Picture Book**

**Origin:** Advisory board member
Presenter: Advisory board member who is an award-winning author of children’s books

Technology: WebEx Video Conference

Ways to Participate: Venue, Online, Archive

Program Summary: For an audience of children, parents, teachers and grandparents, this children’s author explained how her book began when she wondered about how mammals that live in the water slept without drowning. In an entertaining manner for both adults and children, she described working with an editor and illustrator as she wrote her book and ended with the process of printing it.

Writing in Retirement

Origin: An Athens author contacted the project after learning about it from a fellow author.

Presenter: A newly published author who began to write novels after she retired from her position at the university.

Technology: WebEx video conference

Ways to Participate: Venue, online, archive

Program Summary: This newly published author attended a writer’s workshop after retiring and received helpful and encouraging critiques, as well as a connection to a publisher. Writing about a small town near Athens, she researched the history of the area to create her setting and let her imagination go to create her characters and the events of the novel.

Vintage Cars: The George Bugg Collection

Origin: Several antique car collectors suggested we ask this extraordinary car collector to do a Community Snapshot.

Presenter: An antique car collector whose “garage” held 99 antique cars all in pristine condition

Technology: WebEx Video Conference, digital camera, and video camera

Program Summary: Before the program, project personnel visited the collector’s garage to photograph some of his collection of 99 antique cars. Project personnel put these photos into PowerPoint slides, and the presenter told the stories relevant to each auto pictured. He gave a short history of the times in which each auto was introduced. An intern was hired to create a short video interviewing the collector in the garage, which was also posted under Community Snapshots.

Retirement Mistakes to Avoid
Origin: Advisory board suggested we address preparing financially for retirement. They wanted a presenter who was objective, not someone selling securities or other products.

Presenter: The financial educator working with the library’s ALA grant “Money Matters.”

Technology: WebEx Video Conference. Microphone and speaker for audience.

Ways to Participate: Venue, Online, Archive

Program Summary: While emphasizing that investment strategy for retirement was highly personal, the presenter described several kinds of risks to savings for retirement: the investments’ volatility, longevity, taxation, and inflation. Taking Social Security too early might put some people at risk for not having enough in later years. She gave resources, such as the EBRI online calculator, to help people decide how much savings they will need according to the lifestyle they plan to live. There were many questions during the Q and A session at the end.

There and Back Again: A Guide to Overseas Travel

Origin: A community member volunteered to give this program. She liked the technology we were using.

Presenter: A community member who had seen a previous program and found she loved to travel after her youngest child went to college.

Technology: WebEx Video Conference. Microphone and speaker for audience.

Ways to Participate: Venue, Online, Archive

Program Summary: The presenter was an accountant who found she loved to travel with her husband who took long overseas business trips. Within five years she made eight overseas trips, spending 30 weeks out of the country. She provided suggestions for packing, sightseeing, and using technology to stay in touch with clients and family back home.

Living in a World of Art and Creativity

Origin: Public art was a very controversial topic in our community when, according to the town’s new Public Art Master Plan, the first public art project was to be built for the county’s new jail. At the suggestion of the advisory board, project personnel invited a member of the Cultural Affairs Commission to address the topic. As the controversy heated up, the presenter decided not to address this topic and provided one on personal creativity instead.

Presenters: A member of the Athens Clarke County Cultural Affairs Committee and adjunct faculty at the University of Georgia Art Department


Ways to Participate: Venue, Online, Archive

Program Summary: “Don’t edit yourself. Just begin.” This is what the presenter suggested among a wealth of other techniques to boost your creativity. Writing down ideas throughout the day
on note cards or slips of paper is another tech-
ique she offered to help get in touch with what is
personally meaningful to express creatively. ' Wheth-
er it is writing memories for your family, po-
etry, painting, dance, sculpture, or song-writing,
these techniques can help you make the most of
the time you set aside for your creative passion.

Two Hats for Every Successful Artist: Creativity and Business

Origin: When the Athens Art Association met,
one topic of interest was how to make money in
art, so project personnel contacted a successful
local illustrator of children’s books and commer-
cial commissions.

Presenter: Artist who creates commercial pieces
on commission and illustrates children’s books

Technology: WebEx Video conference. Micro-
phone and speaker.

Ways to Participate: Venue, Online, Archive

Program Summary: Originality, skill, time-on-
the-job: these are all valuable assets to visual
artists, musicians, writers, and all other artists. How-
ever, the presenter explained how a copy-
right is the most valuable asset of all. He advo-
cated that artists get all of the business issues out
of the way before beginning a creative project. He
addressed questions an artist should ask their
clients so that one can be creative without worry
or unpleasant surprises down the road.

Winterville: History of a Railroad Town

Origin: An advisory board member who had been
working with a small group of people to record
the history of the small town of Winterville within
Athens Clarke County offered to do this program
with a fellow researcher.

Presenters: Two local amateur historians who
were also professional writers

Technology: WebEx Video Conferencing and a
professional company to create a high-quality
recording for the archive. Project coordinator en-
gaged a professional company in anticipation of
the high interest and partnership with the city of
Winterville.

Ways to Participate: Venue, Online, Archive

Program Summary: An extraordinary Commu-
nity Snapshot, in partnership with the city of Win-
terville, was held at the recently restored
Winterville Depot. The presenters told about the
research gathered by Winterville residents, an
“ongoing process,” with old photographs and
stories. During the program attendees added to
this body of knowledge with their own shared
memories of times past. Note: The project coordi-
nator heard from two people from out of town,
one was to add information, which was forwarded
to the presenters, and the other was to ask a
question of the presenters.
Finding Meaning: The Juried Show at Lyndon House Arts Center

**Origin:** Partners suggested highlighting the complex process to accomplish the popular annual juried show and offer patrons some suggestions on ways to enjoy and learn from this large show.

**Presenters:** Curator of Exhibitions at Lyndon House Arts Center and an art education professor from the Lamar Dodd School of Art at the University of Georgia

**Technology:** WebEx Video Conferencing and video camera

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** The curator described how the juried show has evolved in over three decades from a small space to a larger one, and how she selects the juror each year. To help people find a personal meaning when looking at the exhibition, the professor or art education named several ways to start, such as looking at pieces that appear to be in conversation with each other, finding pieces one is particularly drawn to, discussing works with others, and talking to the artists. The objective is to find works of art you can take away with you in your head and enjoy the memory again and again.

Project created a video during the two submission days for the current juried show, which included interviews of artists and the exhibition crew. It wasn’t shown because project personnel didn’t realize that the YouTube Channel was blocked at the venue.

It Takes a Village: The Athens Community Supports Aging in Place

**Origin:** Partnership with the Athens Community Council on Aging

**Presenters:** CEO and the Outreach Coordinator of the ACCA

**Technology:** WebEx Video Conferencing, microphone and speaker, and lighting to make presenters more visible to the camera

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** Addressing the future needs of an aging population in Athens, the ACCA was nearing the end of establishing The Village, a consumer-based membership organization and alternative to a retirement community. It was a new concept that had swept the nation over the past 10 years, the presenter explained. It is not a brick and mortar organization but rather a network of services, people helping people, existing services from the ACCA, and giving people an opportunity to participate in meaningful volunteer activities.
Is It Time To Sell Mom and Dad's House?

**Origin:** Advisory board was interested in issues involving aging parents. One in particular was relocating parents to a home that would be easier to maintain, safer, and perhaps closer to family members. But how would they convince parents it was time?

**Presenter:** A realtor who is a Senior Real Estate Specialist

**Technology:** WebEx Video Conferencing, microphone and speaker. Lighting.

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** The realtor pointed out that there are many things to consider when determining whether it is time to sell your home or your ‘parents’ home of many years. Safety, location, accessibility to shopping, family, friends, and doctors are among them. ‘’She gave some helpful pointers to the often daunting task of sorting through an accumulation of ‘’belongings and other tips for getting the house ready to sell.

Meet Crop Mob Athens

**Origin:** The advisory board and others were interested in local farming, or the locavore movement. A representative of Crop Mob, an organization that helps local farmers, wanted to present a program.

**Presenters:** The Co-Founder of Crop Mob Athens and the two cofounders of P.L.A.C.E., Promoting Local Agriculture and Cultural Experiences, in Partnership with Athens Co-Op Market

**Technology:** Webex Video Conferencing, lighting, video camera

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** In the greater Athens area, small family farms are returning after over six decades of rapid decline in numbers. The new farmers are both young families and people retiring from other jobs, and they need the opportunity to learn from each other and some help to make their new farms grow. Crop Mob Athens is doing both.

This Athens Mob is a volunteer group of farmers and non-farmers working together on designated days to get a lot of farm work done in a very short time. ‘’It makes a meaningful impact on a farm,’’ explained the co-founder of Crop Mob Athens. By working together, volunteers can accomplish as much as a farmer could do by himself in a month—like the legendary barn raising of yore. ‘’I don’t even think of it as work,’’ she said. ‘’I always feel invigorated after working with Crop Mob.’’
Workdays always end with a feast for the workers provided by Earth Fare Market, Daily Groceries Co-op, and local farmers.

Good Sports: Baby Boomers Talk About Their Lifelong Involvement in Sports and Volunteerism

Origin: A retired promoter for the Atlanta Falcons and a lifelong promoter of sports noticed there were not any programs on sports in this project. Athens is very much a sports town. He volunteered to create this Community Snapshot.

Presenters: Local sports celebrities: James Banks, former UGA basketball star; Wayne Swinford, former UGA football all conference player who turned professional; Jessie Tuggle, beloved Valdosta State linebacker; Kent Lawrence, UGA football player who became a GA Superior Court Judge; Dick Hudson, consultant to the 2000 Sydney Olympics; Ron Weatherbee, a lifelong promoter of sports.

Technology: WebEx video conferencing and a professional company to create a high-quality recording

Ways to Participate: Venue, online, archive

Program Summary: In an entertaining and heartwarming talk, five Athens men, who once were outstanding athletes, identified those who guided them well. James Banks, Wayne Swinford, Kent Lawrence, Ron Wetherbee, and moderator Richard “Dick” Hudson spoke about volunteering to help and encourage others to pay back the guidance they received as children and youth.

Art, Healing, Wisdom with Dr. Rich Panico

Origin: Project personnel learned about an earlier presentation by this recently retired doctor and asked him to participate.

Presenter: A very popular local doctor, who is also an artist. After retirement, he began making art full time.

Technology: Video camera, microphone, and speaker

Ways to Participate: Venue, archive (The Internet was down at the venue when the program began.)

Program Summary: The artist spoke to a standing-room-only audience at Lyndon House Arts Center. The program lived up to its title. He presented slide after slide of wonderful art, and if laughter is the best medicine, there was lots of healing. While Panico denied that he was giving us “timeless wisdom,” his talk was full of personal stories about living life, information on how the brain works, and thought-provoking quotes from scientists and philosophers. Even for a listener whose drawing has not progressed beyond scribbles on paper, there are plenty of suggestions for ways to appreciate art and perhaps, for many, how to look at life. A practicing artist will also enjoy hearing about his process in drawing with pastels and ink, and his experimentation with surfaces.
**Bird Dawgs: Where, When, and How To See Local Birds**

**Origin:** An avid birdwatcher contacted project personnel to arrange a program about bird watching in Athens

**Presenters:** A research scientist from UGA’s Odum School of Ecology and a retired veterinary practitioner who became an avid birdwatcher during retirement

**Technology:** WebEx Video Conference, microphone and speaker

**Ways to Participate:** Venue only (Unfortunately, the mute button was accidentally enabled and a recording was not made. Online audience could not hear, either.)

**Program Summary:** The research scientist presented slides and commentary about the kinds of birds found in Athens-Clarke County and their migrating and feeding habits. He described the habitats of many birds to help bird watchers locate them. The avid birdwatcher described how she became involved in bird watching and opportunities in the community to participate and learn more about it.

**Abandoned Rural Georgia**

**Origin:** Project partnered with the Athens Art Association who found this speaker

**Presenter:** Local artist who exhibits nationally and who was in a current show called Abandoned Rural America

**Technology:** WebEx Video Conferencing, lighting, microphone and speakers

**Ways to Participate:** Venue, online, archive

**Program Summary:** The artist’s love for the rural landscape began when he grew up on a sheep farm in Pennsylvania. As an adult, seeing abandoned and deteriorating farm houses and barns pulled on his heartstrings. For years now, he’s been recording this vanishing history with egg tempera and oil paintings as well as drawings and photographs. He showed slides of many of these works.

“It’s like the farmers and their families left their spirits behind,” he commented in his story of Abandoned Rural America, which includes plenty of images from Georgia. He also showed an audience of Athens Art Association members some artworks of Lisa Whaler, Don Jolley, John Dyer, and Blake Smith on the same theme.

**What To Do With Your Dog in Athens**

**Origin:** A dog trainer offered to do this program

**Presenter:** The presenter and several other dog trainers were filmed doing sports with their dogs, and the videos were shown during the program. The trainer is a lifelong student of dogs, studying their behavior, biology, and how to train them. 'She’s very active in the Oconee River Kennel Club.

**Technology:** WebEx Video Conferencing, microphone and speaker, video camera, editing software

**Ways to Participate:** Venue, Online, Archive
Program Summary: Dogs do a lot of work for humans, but now that they are companions and live in our homes, dogs’ work has become sports for dogs and humans to enjoy together, explained the presenter. Obedience, tracking, herding, flyball, lure coursing, and agility were among the topics she addressed in her talk on dog sports. Using video to illustrate seven sports, she urged dog owners to “get out there and have fun with your dog.”

Create a Book for Sharing Your Family Tree

Origin: Many suggestions were for programs on genealogy. A community member who was also a graphic designer showed us the book he made about his family history and volunteered to do a program. Since another family member had done most of the research, he wanted someone to present with him about getting started in genealogy research.

Presenters: A graphic designer who volunteered to show how he organized genealogy research to create a book for a family reunion

Technology: WebEx video Conferencing, lighting, microphone and speaker

Ways to Participate: Venue, Online Archive

Program Summary: A research and genealogy librarian advised to begin simply with what you and other family members can remember about your family history. “Remember that everyone has a unique story to tell and there are skeletons in every closet.” She suggested not ignoring the “skeletons” but simply to think of them as part of your family’s story.

“When you’ve gathered this unique part of your family’s story, the library can help you find birth, death, and marriage certificates, newspaper stories, and a wealth of other information.”

“Once you’ve gathered your information, you’ll want to find a way to present it to other family members in an interesting format that won’t end up on a shelf unread,” explained a graphic designer. “I started on second base,” he explained, “because my father was an amateur genealogist and had collected most of the information already. But it was all in a stack of documents and papers,” so Burns put that information in a book people would enjoy reading. He used an upcoming family reunion as his goal for finishing.

Burns gave ideas for organizing and editing the large volume of information and photos one typically collects, and reviewed software that helps get information into prose form. The next step, he advised, is editing and collecting photos to help tell the story. People who are not graphic designers will appreciate his step by step instructions.

Athens, Georgia, Revisited

Origin: Project personnel and advisory board wanted to create a program people could attend in conjunction with the exhibition at the Lyndon House called Discovering History: Decorative Arts and Genealogy from the Ware and Lyndon Family Era. There had been significant research done for the exhibition, and they wondered if someone could create a short play using the research as a basis.
Presenter: An amateur actress involved in the local community theater group who also loved local history

Technology: Video camera and a professional cinema company that agreed to work mostly for the experience

Ways to Participate: Venue, Archive

Program Summary: In the film premier Athens Revisited it seemed that Dr. Edward Ware and Dr. Edward Lyndon visited the house they once occupied on 293 Hoyt Street (the current location of the Lyndon House Arts Center). Two actors gave convincing portrayals of Ware and Lyndon while another actor bridged the gap between “back then” and now in his role as the interviewer. This clever film was full of historical facts, explaining how Athens handled Prohibition, how it was a struggle to raise taxes for a fire truck, and other problems that we can relate to today. Photos showing the old Opera House and other treasures of our city in the mid- to late 1800’s made the film a most enjoyable history lesson. The author’s humor kept the film from being dry.

After the audience saw the film, the presenter, who was also the author, told about how the research was done and how her idea changed from writing a play to creating a short film. This film is one of the jewels of the IMLS project. It has been shown a number of times to local groups and tour groups, and because of its accuracy and entertainment value it can be shown for years to come.

Thanks for the Memories: Library Patrons Recall Their Favorite Library Memories

Thanks for the Memories: Library patrons share their favorite memories

Origin: Partners wanted to feature the history of the library through the eyes of its patrons in celebration of its 100th year.

Presenters: Film was shown at the 100th day celebration. On seven separate days, library patrons from all walks of life, both invited and “drop ins,” told a favorite library memory.

Technology: video camera and editing software

Ways to Participate: Venue and archive

Program Summary: About 40 library patrons recorded their favorite library memories and how the library has been helpful in their lives. In this group was a librarian who had been the head librarian in Athens’ segregated library. Project personnel went to the nursing home for that interview. The film required much editing, but the overall piece presents an appreciative community that can speak for libraries everywhere.

Reaching Higher: Aviation Art

Origin: Project personnel and partners wanted to have a program on the theme of aviation to coordinate with the upcoming yearly event, Athens Aviation: Then, Now, Next. Serendipitously, an artist went to the Lyndon House curator of Exhibitions to propose a show of his aviation photographs. Project personnel asked him to do a program showing his photographs.

Presenter: A commercial photographer specializing in Aviation Photography

Technology: WebEx Video Conference, microphone and speaker
Ways to Participate: Venue, online, archive

Program Summary: Artful photos touched on aviation history from Tuskegee Airmen and early Delta DC-3 passenger aircraft to modern lightweight planes. The photographer gave even the most casual appreciator of aviation a good dose of enthusiasm. He helped his audience see aircraft, vintage to modern, with an artist’s eye for shape, line, form, texture, and pattern, while noting the significance of each plane he photographs. He gave the audience a glimpse into life at competitive airshows and also introduced us to Patty Wagstaff, three-time national aerobatic champion in a row, and other famous contemporary aviators.

Starting a New Chapter

Origin: Patrons expressed an interest in the history of the library and the new uses for the library as the two-year construction and renovation project of the Athens Clarke County Library came to a close.

Presenters: ARLS director, and three other librarians at the ACC library

Technology: WebEx Video Conference, microphone and speaker

Ways to Participate: Venue, online, archive

Program Summary: “Buildings change, faces change, but libraries remain much the same,” began the Director of the Athens Regional Library System. Certainly the library has changed significantly from its beginning in 1913 with one room, 500 books, and 200 readers. But the new library today still works to match people with the information they need just as the early libraries did—the people and the times have changed! The librarians presented the history of the library and a virtual tour of new library spaces and some of the expensive equipment residents of Athens-Clarke County can use for free. They also highlighted current and future programs and reminded people that the new library is a place where everyone belongs and can learn and exchange ideas.

Understanding Boomers: A Psycho-Social Dynamic Overview

Origin: Our IMLS provided funds for Matt Thornhill to speak to a group of librarians from across the state and museum professionals in the region. Project partners opened the speech to local businesses and the public.

Presenter: Matt Thornhill, nationally recognized marketing expert and co-author of the groundbreaking book, “Boomer Consumer”

Technology: Video camera and editing software

Ways to Participate: Venue, archive

Program Summary: Thornhill described characteristics of the Baby Boom population, a 20-year span beginning in 1946, post-World War II. They are different from the previous generation because they came of age at a different time, and were imprinted with the Civil Rights Movement, television, the Vietnam War, women’s liberation, drug culture, etc. They are likely to be the change agent making growing older a positive stage of life filled with vitality. Our over-65 population is
going to double between now and 2030, and people are living longer, so this group will continue to have a major impact on society.

He had ideas for making libraries and museums more relevant to this part of the community. He advised delivering experiences by including, not segregating, this generation’s interest in programs for the general public. “Nobody thinks of themselves as Boomers,” he warned. “Think of your libraries and museums as resources for your whole life.”

The Making of *The Tangible Past of Athens, Georgia*

*Origin:* A casual conversation with an advisory board member ended up in an outstanding program partnership with the University of Georgia’s special collections library and highlighted the research a group of community members did in preparation for a book to be published in the near future.

*Presenters:* Three local historians and a university archivist emeritus of the UGA Special Collections Libraries

*Technology:* WebEx Video Conference, microphone and speaker

*Ways to Participate:* Venue, online, archive

*Program Summary:* “Athens has been moving houses since before the Civil War,” explained Charlotte Thomas Marshall in Wednesday’s program at the Richard Russell Special Collections Library auditorium to an audience of about 150, and 11 who watched online. Her soon-to-be-released book *The Tangible History of Athens,* with eleven other Athenian authors, started out as research for an article on moved houses in Athens and ended up a 300-page, well illustrated and researched book.

Over 200 images from the book were sequentially displayed above the heads of four of these author-historians as they talked about the houses, parts of houses, the people who lived in them, and Athens’ history.

The historians urged others to put their stories on paper, using documents and photos they have in their possession or can find at the Hargrett Rare Book and Manuscript Library or the Athens Library’s Heritage Room. “There are still many books to come out of the Hargrett,” and the Athens Heritage Room, noted the archivist. “This kind of thing happens all over the U.S.,” explained one historian, explaining that this book could serve as a prototype for other communities.

**Telling Your Story Workshop**

*Origin:* The popularity of storytelling is growing in our community and a local monthly storytelling initiative called “Rabbit Box” is rapidly gaining participants. Seeking to provide a different kind of experience for the IMLS project, a storytelling workshop was offered with a Rabbit Box founder and story-teller as facilitator. The project offered online participation as well as in person.

*Presenters:* Experienced story teller and teacher and 8 adult students (class was limited to 8; the project had 24 on the waiting list).

*Technology:* microphone with speaker

*Ways to Participate:* Attend the series of 4 two-hour classes. The class was also offered as an online option; one person, who was spending the summer out of town, initially signed up to take it online, but withdrew before the class started.

*Program Summary:* The instructor outlined the basic elements of a good story and instructed students to think of a personal experience to create a story around. For the first class she invited an experienced story-teller to provide a good example. Homework was to get started on a story. In the next two classes students practiced their
stories on each other, with both students and teachers making suggestions. The last class was a performance, with an audience of invited guests to provide experience of telling a story as well as providing a comfortable setting. The program was very successful.

**Heart and Mind: The Nature and Value of an Academic Approach to the Study of Religion**

**Origin:** Advisory board member was interested in a program that would address the value of religion and the commonalities of faith beliefs. Another advisory board member recommended the presenter.  

**Presenter:** A professor and head of the Department of Religion at the University of Georgia  

**Technology:** WebEx video conferencing, microphone and speaker  

**Ways to Participate:** Venue, online, archive  

**Program Summary:** Many students of religion say that the academic study of religion makes a difference in how they see others because being exposed to what others believe builds understanding in why people believe the way they do. Students also say it helps them define their own beliefs, said the professor of religion and head of the Department of Religion at UGA.  

The professor described what the Department of Religion offers. He explained it is a broad and diverse department.  

“We take an academic and global approach to religion around the world. There are several professors each focusing on a different part of the world, including Native American Religion and African Traditional Religion.”  

“There are historical, textual or scriptural, sociological, theological, and philosophical approaches, each looking at religion from a different perspective.”

north Georgia. The site has been operational since 2010 and has over 11,000 followers. It started as a way for old friends to exchange photos and stories of Athens in the 50’s and 60’s, but it struck a chord with a much wider audience and began to grow exponentially. The three friends, while not the originators of the page, are the current caretakers, and there has been talk of an official archive and cross-referencing of the photos in a more permanent way.

The JFK Assassination Fifty Years Later: What We Know Now

Origin: With the 50th anniversary of the JFK assassination approaching, partners and advisory board members wanted to have a program remembering that day. The event left such an imprint that everyone in the meeting could remember the day well. To go along with the program, it was suggested to create a “man on the street” video where people could record their memories of the day Kennedy was shot.

Presenter: A University of Georgia professor emeritus from the school of law who had made an avocation of following the Warren Commission findings and other reports that were published the years after the assassination.

Technology: Video camera, microphone and speaker, editing software

Ways to Participate: Venue, archive

Program Summary: The presenter explained to an engrossed audience that many important findings of the Warren Commission could not be substantiated from the perspective of what we know now. Speaking at the Athens Clarke County Library on the eve of the 50th anniversary of the death of President John F. Kennedy, the University of Georgia Law School Professor Emeritus explained that many Congressional investigations and scholars, including Georgia’s own Richard B. Russell, expressed serious doubts that the CIA could be trusted to provide the truth. He noted evidence that Lee Harvey Oswald very likely did not act alone. Further, it is now known that Jack Ruby, who murdered Oswald in the basement of the Dallas police station, was assisted to gain entry and had known ties to the criminal world. Wilkes admitted there were plenty of “kooks” who put forward absurd conspiracy theories that might discredit even the rational investigations and thinking that would challenge the Warren Report. He noted many intriguing circumstances, including that the two top CIA agents were on vacation that day, and a less experienced agent was on his first motorcade ride that day.

Holiday Wreath-Making Workshop

Origin: Advisory board and project personnel wanted to have a program where people created something with their own hands. The pre-holiday season seemed to be a timely opportunity, and one partner had resources and talent readily available.

Presenters: Two artists who also were the assistant curator of exhibitions and curator of education at the Lyndon House Arts Center, a partner in the project

Technology: Video camera, editing software

Ways to Participate: Venue, archive
Program Summary: Instructions on how to decorate several different kinds of wreaths: live greens, vine straw, and artificial greens were presented. Then participants were encouraged to create a wreath with a personal theme. One person made a wreath decorated with toy trucks for his friends in the public works department. A few Red Hat Club ladies made wreaths in club colors, red and purple. Others brought ornaments and dried garden treasures from home. Instructions and supplies for a basic wreath, made with fresh greens, grapevine, or artificial greens, are recorded in the archive and posted on the website.

Celebrating MLK Day with Heart and Art

Origin: Project personnel wanted to highlight our community’s history and current practices for MLK Day. Athens Georgia was one of the first communities to adopt “Make it a Day On, Not a Day Off,” and through many partners has made significant contributions to its citizens. Lyndon House Arts Center always hosts a celebration with family activities and an exhibition.

Presenters: The curator for the Martin Luther King exhibition, the organizer of Athens’ Make it a Day On, Not a Day Off, and the founder of that event in Athens

Technology: WebEx Video Conference, microphone and speaker

Ways to Participate: Venue, Online, Archive

Program Summary: The three presenters teamed up to create an interesting program about the way the Athens area celebrates MLK Day. For several years the curator brought visual art and performances to Lyndon House Arts Center, as part of MLK programming held the Sunday before the holiday. The current organizer explained how she helps people find the best project for their interests and talents. The original organizer in the early years described some amazing accomplishments made on this day.

Gallery Tour: The Third Act, Contemplating Aging

Origin: An exhibition on aging was one idea that the advisory board listed as a possibility, but because there was only one event per year, it never came to fruition. So when another Athens gallery curated a similar show, we partnered with them for this Community Snapshot.

Presenters: The Curator of the Exhibition and a University of Georgia faculty member from the Institute of Gerontology

Technology: WebEx Video Conference, microphone and speaker

Ways to Participate: Venue, Online, Archive

Program Summary: The curator helped an audience examine art that addressed many issues of aging. Photographs addressed how people slowly leave when they have dementia. Photographs of a sculpture, a big hole in the ground lined with rocks and made accessible by a ladder, helped the grieving artist work through the pain of losing her mother. Self portraits of an elderly person’s face drawn over a period of 80 days showed the many feelings of an elderly person and sought to
validate the many voices inside a person at any age. A crocheted fiber art piece in the shape of human skeleton parts addressed osteoporosis. Other issues such as the end of life and fitness and health were also expressed in art forms.

The gerontologist augmented the discussion with information on how society, especially in the state of Georgia, was helping elders, and observed that the Boomer generation was helping society have a more complete understanding of what it is like to grow old. She applauded the show, saying, “There is so much more richness to aging than the usual programs for the elderly on health care.”

**Making Plans: Social Security and Medicaid**

**Origin:** Advisory board members expressed confusion about when to apply for social security and the pros and cons of waiting. Another person asked if he could give a program about shielding financial assets from Medicaid if one has to go into a nursing home. Project personnel paired these two topics.

**Presenters:** A representative from the Social Security Administration and an attorney

**Technology:** WebEx Video Conference, microphone and speaker

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** The ins and out of Social Security were thoroughly explained to an audience of people contemplating retirement. Addressing the financial side of living if a personal becomes disabled was of interest to this group as well, judging from the many questions from the audience.

**Good Nutrition Pays High Dividends**

**Origin:** Nutritionist contacted project personnel; advisory board had been interested in that topic

**Presenter:** A certified nutritionist who does individual nutrition counseling with the Veterans’ Administration

**Technology:** Livestream, a webcasting platform, using two computers, video camera, microphone and speakers

**Ways to Participate:** Venue, Online, Archive

**Program Summary:** After describing a very long list of physical and psychological changes that naturally occur in the body as it ages, from loss of muscle mass to depression, the nutritionist said encouragingly, “Don’t think it’s all doom and gloom. There are ways around all this.”

He described a healthy diet consisting of a variety of fresh foods with plenty of color. Cereal and water are also key ingredients. Certain medications, sensory loss, and isolation, were some factors he discussed that tend to negatively affect a person’s ability to achieve good nutrition.

But what one intervention gives the biggest return on a person’s investment in good health? In a very entertaining and informative video, he showed how at least 30 minutes a day of exercise could be the best investment.

Livestream technology was used for the first time
in this project. Project personnel hired a professional video company to help navigate, with the understanding that they would teach project personnel. The end-user experience was very much improved over a WebEx video conference, and the recording for the archive looks better. However, the technology at this point is still too challenging for project personnel.
Appendix 3: Special Events and Exhibitions

Event #1. The Mystique of the Automobile: A Festival of Cars, Art, and Fashion

Origin: A loyal patron of the Lyndon House Arts Center is also a car collector who proposed having an antique car show invitational at Lyndon House. The partners thought it would be a good Boomer event. Partners also thought of extending the event to include art and fashion. They had access to an extensive vintage fashion collection from another patron, and had experience finding models and staging fashion shows as wearable art.

Organizing the event: The head of the committee was the patron who proposed the event. He brought on board three other collectors and a college student to assist with public relations and take minutes of the meeting. A graphic artist, who is also a motorcycle collector, developed graphics and a website and Facebook presence. Program staff from the library and Lyndon House was also on the committee. Except for staff, all committee members were volunteers who love antique automobiles.

The committee met monthly for nine months, then bi-weekly before the event. The committee chair personalized the experience for committee member by occasionally inviting members to meet at his home and serving refreshments. The committee chair also generously paid for a small party the night before the event because many of the exhibiting car collectors came from out of town.

Lyndon House provided the space and kitchen facilities.

The event consisted of the following elements: 100 vintage cars all selected and invited for their type, age, and condition to ensure a wide variety of quality automobiles. These were exhibited on the lawn at Lyndon House Arts Center.

A fashion show pairing cars and clothing from the same era. There was such a variety of cars that the fashions and models were first selected, and then the cars were paired with the year of the fashion. Only women were models. The men were not dressed in costumes. A patron of the arts center who had a business renting out vintage fashions supplied the vintage clothing free of charge. She allowed Lyndon House Staff to pick out whatever fashions and accessories they needed. The fashion show was staged so that selected cars would drive up to the stage (actually the driveway in front of the Arts Center) and a model wearing clothing from the era of the car would get out and model her clothes for the audience. A script for each outfit was written and two volunteers narrated the fashion show. One rehearsal was required. Three volunteers who understood makeup for the different eras applied makeup for the models. Bleachers were loaned from the county’s leisure services department for the audience. A local dry cleaner donated a dry cleaning service for the fashions after they were worn.

A catalog featuring photos and information about
many of the vintage cars, the schedule of events, the models, the exhibitions, the committee members’ profiles, the IMLS grant, the Lyndon House, the sponsoring car club, and other individuals, businesses, and organizations who sponsored the event. Committee members wrote copy for the catalog, and the project hired a designer. Design and printing were part of the event’s expenses. Posters were printed to give to the volunteers. A graphic artist who donated his time designed the poster.

Two workshops to create trophies out of discarded car and motorcycle parts. Committee members gathered parts and one committee member was a welder. The public was invited to these workshops. One art student living in Italy at the time saw the notice and created a sculpture from Italian car parts. He shipped the trophy to the Lyndon House.

A children’s activity to create an imaginative car. Each child was given a kit with a car body made of wood, four wheels, and axels to attach to pre-drilled holes in the chassis. (Lyndon House woodworking volunteers and staff created the kit.) Lots of spare wood pieces, pipe cleaners, and other supplies on hand in the arts center were available. Children attached parts with wood glue and decorated the cars with markers. Staff made a “parking lot” with numbered spaces where patrons could leave their cars to let the glue dry.

The Athens Clarke County Library also organized books about cars for children to browse and two car related children’s movies, which ran sequentially during the festival. The films were shown in the Community Room in the Lyndon House Arts Center. Parents were invited to stay, but two adult volunteers were in the room in case parents dropped off their children.

The project’s co-director organized Music Through the Eras. There were four music groups: A University of Georgia choral group singing music of the 1950s and 1960s; an 18-piece local band playing music of the 1920s, ’30s, and ’40s; a four piece group of three guitarists and a singer performing music of the ’60s and ’70s; and a piano and singer duo performing Broadway hits from all the eras. The musicians performed in succession throughout the event on an outdoor stage so the music permeated the exhibition space. All the musicians and groups were from the Athens area.

**Evaluation:** A few volunteers were needed to dispense and collect the Participant Feedback Forms. Those who filled out forms were invited to enter a drawing for several free carwash certificates. The certificates were donated by a supporting car wash business. A professional evaluator compiled the information and reported that the event was an extraordinary success and met the objectives.

The different exhibitions developed from the planning process and continued after the event.

A local youth association sold concessions.

The event was very successful, with about 3,000 attending, including volunteers.

Project staff hired a local video company to create a recap video that was enjoyed hundreds of times.
Event #2: Athens Rockin’ Roots Revisited

The event highlighted Athens’ famous music heritage from the 1960s and early 1970s, which provided fertile ground for three famous music groups that put Athens on the map for nearly all music lovers: REM, the B-52’s, and Widespread Panic.

Origin: The grant proposal suggested we have members of REM, the B-52’s and Widespread Panic be a part of a music event. This was not possible, but a very good event emerged in which many local musicians, some still actively performing, participated. An active library patron, who is also the organizer of music events in a neighboring town, volunteered to help us because he knew so many of the musicians.

Organizing the event: A committee of two musicians, the library patron mentioned above, an advisory board member, and project personnel was formed. They met monthly for about six months to plan for promotion and logistics. A local music venue partnered and volunteered its space. Since the music venue has a capacity of only 300, and our previous event was attended by so many more, the committee decided to give tickets away at the Lyndon House Arts Center, the Library, and a location in nearby Winterville. A volunteer designed an elegant logo for posters, flyers, the website, tickets, and advertising. Another person was hired to create a poster illustration. The committee also organized a memorabilia display of posters, record albums, publications about the music scene (that are no longer published), and other artifacts from that era. Various local musicians loaned them.

The event consisted of the following elements:

The event opened with a musical performance by a widely known gospel group in our community commemorating musicians from that era who had died. The group was also in existence in the 1960s, and an advisory board member was one of the founding members.

The event featured a panel discussion by musicians who played in Athens at that time. Four male musicians talked about the music venues, the types of music popular in Athens, GA, and the influences in the community that made it a fertile ground. The committee made an attempt to find a female musician to participate but was not successful. There were females in the music scene at the time, but not nearly as many as males. Several musicians loaned memorabilia for a display during the event. Guests had the opportunity to browse before the event and during intermission. In the collection were an out-of-print local weekly publication dedicated entirely to music in Athens, some record album covers, a hat and other pieces of clothing that are now vintage but were worn regularly by some performers, and posters that were often stapled to wooden utility poles to advertise band performances.

A performance of one of the bands from that era, which brought back musicians who are no longer active. The lead musician interlaced music with stories of past performances and musicians and groups who influenced the band.

A performance of another local band, not from that era, but popular with a wide range of audiences provided dance music at the close of the event.

Fold-over program listing the schedule of events. Posters and a guitar pick specially designed with the logo were given as thank-you gifts to the committee and participating musicians.

Evaluation. Feedback survey forms were given to attendees when they arrived. Those who completed and returned them were promised a specially designed guitar pick. The rate of return was better than the event #1, but still not high. The professional evaluator created a report that signified that everyone enjoyed the event and it met the objectives of the project. About 280 attended.
Event #3: Athens Aviation: Then, Now, Next

Many of Athens’ citizens are unaware of their community’s unique and prominent history in the field of aviation. This event highlighted its aviation history and presented some of the airport’s current use and future plans. Partnering with the Athens-Clarke County Municipal Airport gave the community a chance to see the operations of airport. The airport has limited commercial activity; most people use Atlanta’s Hartsfield-Jackson International Airport, yet the small community airport is vital to the economic growth of Athens. Other partners in this event included the Experimental Aircraft Association, the Civil Air Patrol, and Grady Thrasher, Jr.

The event focused on our community’s prominent place in early aviation history through one of the nation’s earliest aviators and inventor of aircraft, Ben Epps, and the Thrasher Brothers, who became famous across the U.S. after World War II for their aeronautic acrobatic stunts. Current non-commercial aviation activity, such as the Civil Air Patrol and the Experimental Aircraft Association, were also featured. Because the airport is slated for renovations in the near future, the airport manager gave a presentation on the future of aviation in Athens. The event was two-part: a visit to the airport and the screening of the movie “The World’s Smallest Airport: The True Story of the Thrasher Brothers’ Aerial Circus” at the Athens Clarke County Library. The event was free and open to the public but with limits, unfortunately, to 200 at a time, because of airport restrictions. Because of the attendance limits, patrons were asked to get a free ticket at the Library or Lyndon House, either for morning or afternoon at the airport, with the movie being shown at either time. The event consisted of the following elements: Docent tours of lobby where Ben Epps’s history is on display. The docents were all descendants of Ben Epps. The three-storey lobby had a replica of one of Epps’s earliest aircraft as well as photos and wall text recounting Epps’s inventions and accomplishments. Pat Epps, a very prominent aviator and youngest son of Ben Epps, gave a talk to several audiences as they gathered in the lobby.

Display of aircraft by the Experimental Aircraft Association. The day started out with heavy rain, but the minute the sun came out, so did about a dozen small aircraft built by members of the EAA. Participants could look at the planes up close and ask the pilots questions.

Tour of the airport. Several Civil Air Patrol members were stationed throughout the small airport to guide attendees and answer questions.

Tour of the Control Tower. Small groups were allowed to climb up to the control tower and talk with the operators and see the fabulous view of the airport and surrounding area.

Fire Rescue Center tour and an explanation of the “ARFF1” Fire Truck.

Family activities for all ages. The youngest ones received customized coloring books about Ben Epps airport, older children made and learned about windsocks, and all children put together and flew small balsa wood airplanes supplied by the airport.

Film: World’s Smallest Airport: The True Story of the Thrasher Brothers’ Aerial Circus, 1945–1950 at the Athens Clarke County Library. Two show-
ings so people could attend the event at both venues. Grady Thrasher, the producer, gave an introduction.

A gift of an aviation pin customized with the event name was given to volunteers and offered to attendees who handed in their feedback forms. Distinguishing graphics. A logo, color scheme, and specific font were used on posters, flyers, website, tickets, and all communications. The poster included a portrait of Ben Epps.

**Evaluation:** Feedback surveys were given out in the lobby and to the movie attendees. The wings, which were promised to those who filled out surveys, were very popular, and many older children filled out forms to get one. A professional evaluator collected the data and reported that the event was very successful and met the objectives. Sur-

prisingly, many people did not attend both parts of the event, but the attendance was about 400 at either, or both, parts. The stormy morning weather may have contributed to that.

Lunches and beverages were provided to volunteers through donations from local merchants. A 5.5” x 8.5” four-page fold-over program in color for the day of the event donated by Grady Thrasher, a committee member and presenter of the movie.
Special Exhibitions

There was no single procedure for creating exhibitions. The curator of exhibitions at Lyndon House Arts Center was skilled in listening to the audience and developing exhibitions, with the help of some in that audience, to meet the interests and educational needs of that group. Many exhibitions were designed to coordinate with events or activities to enrich the participant experience.

In the first exhibition, this process led to three exhibitions related to the first-year event Mystique of the Automobile: A Festival of Cars, Art, and Fashion. All three were held in the galleries of Lyndon House Arts Center. The exhibitions were available for eight weeks. The event was attended by about 3,000 people, and there were hundreds of additional drop-in visitors for the run of the exhibitions.

Automotive Fine Art: Richard Blanchard, Jack Juratovic, and Charles Joseph Maher

This was an exhibition of paintings featuring the automobile in a variety of situations.

Origin: Enthusiastically suggested by members of the car clubs involved with planning our car show, these artists are members of the “Automotive Fine Arts Society,” a national organization of artists who portray various aspects of the automobile in their fine art. I spent much time researching the various artists and communicating back and forth with selected artists from across the country to secure their participation in this long-distance exhibition.

Content: This exhibition featured over 35 works, including paintings, drawings, and prints. Receiving shipped works from Michigan, unpacking, repacking, and returning the artworks was out of the ordinary for LHAC.

Outside In: Selections from the George Bugg Collection

Origin: The curator contacted Mr. Bugg, a local collector, upon learning about his extensive collection of automobiles and automotive memorabilia. He allowed the curator to visit his garage and select items for the exhibition. He also delivered requested items to the arts center.

Content: The curator challenged the audience to think about automobiles as art and design when she decided to include Bugg’s Nash Metropolitan, which he drove, to much delight, up the front steps and through the front doors into the gallery. It caused considerable gnashing of teeth among government maintenance staff. Other items in the exhibit were a series of vintage license plates from states across the nation and model cars representing some of the most popular brands. Bugg’s enthusiasm for collecting cars and related artifacts, and his generosity in lending his collection, made this exhibition possible. He was a wealth of information and eventually told his story for one of the Community Snapshot presentations for our project.

Two Wheels Through Time

Origin: An event steering committee member was also a collector of vintage bicycles and motorcycles, and also knew others who were. He
loaned his collection of bicycles and motorbikes for the exhibition and arranged for the loan of other motorcycles.

Content: This exhibition featured ten motorcycles dating from the '40s, '50s, '60s, '70s, '80s, '90s, and 2000s, including one previously owned by Steve McQueen and a Russian military sidecar motorcycle. Also featured were bicycles from the mid-twentieth century, including a tandem bicycle.

Second-Year Exhibition: Discovering History: Decorative Arts and Genealogy from the Ware and Lyndon Family Era

Origin: The project’s year-two exhibition was planned because the target audience expressed great interest in genealogy and local history through attendance and feedback on Community Snapshots. Part of Lyndon House Arts Center is a well-restored historic house museum. The resources of a very active individuals on the Ware-Lyndon Historic House Advisory Committee and the library’s Heritage Room made this exhibition ideal.

Content: The exhibition showed the genealogy of both early occupants, Dr. Edward Ware and Dr. Edward Lyndon, in a wall-mounted display in a gallery adjacent to the historic house. A Heritage Room librarian from the Athens Clarke County Library assisted with the research. On display in the gallery were also collections of decorative arts, crystal, silver, porcelain, jewelry, and other items from each era of each family in the center of each half of the gallery. A book about the historic house from its earliest days to the present was written by carefully chosen community members who had a particular knowledge about each era of the building’s history. The Arts Center hosted a book-signing party when the books were published. In the place of an opening event was the premier screening of a film by a local playwright who researched, wrote, and produced the original short film, Athens Revisited, about Dr. Ware and Dr. Lyndon and the community of Athens during the time they occupied the house during the mid- to late 1800s. This film, which raised awareness of the life of the times, was presented to the community as a Community Snapshot while the exhibition was running. The audience was invited to view the exhibition after the film. The film was shown several times to groups who came to see this exhibition, tour the historic house, and view exhibitions in other galleries at Lyndon House.
Third-Year Exhibition: Richie Havens: Recent Works

Origin: This exhibit occurred serendipitously. Richie Havens, a long-time supporter of Lyndon House Arts Center, was a well-known musician who rose to fame during the 1969 Woodstock Music Festival. After he died, his estate loaned a collection of original digital media prints comprising his most recent visual art work, which had not yet been exhibited.

Content: The legendary musician Havens was also a visual artist. Because Havens was a celebrity that most Boomers would know about, the project supported the exhibition, in cooperation with the Lyndon House Arts Foundation. The IMLS grant provided funding for a full-color catalog. The catalog included images of the exhibited work, a short history of Haven’s life, and his special connection to the Athens community. At the opening reception, a musician connected to Haven’s performance career, Walter Parks, came to Athens from NYC, gave a special performance, and entertained the audience. Food for the reception was donated by the Lyndon House Arts Foundation.


To be described in the final version of the Best Practices Manual
Appendix 4: Sample Feedback Forms

Evaluation (Poll Questions) Webcast Experience (Online Audience)

Are you a Baby Boomer (born between 1946 and 1964)?  yes  no

Is this the first time you have used webcast technology?  yes  no

How did you hear about the Community Snapshots/webcast program?  website  email  newspaper  radio  word of mouth  contact by project personnel  other

How interested were you in the topic presented in this webcast?  Very interested  Somewhat interested  Not very interested

How comfortable were you with using the webcast technology?  Very comfortable  Somewhat comfortable  Somewhat uncomfortable  Very uncomfortable

How would you rate the instructions for logging onto the webcast program?  Very good  Average  Poor  No answer

How would you rate the instructions for using the various online webcast features?  Very good  Average  Poor  No answer

How would you rate the quality of the audio/sound during the webcast program?  Very good  Average  Poor  No answer

How would you rate the quality of the video/visuals during the webcast program?  Very good  Average  Poor  No answer

Would you like to participate in future webcasts?  yes  no  maybe

Please explain any problems you may have experienced during your participation.

What topics would you like to see in future webcasts?