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The Southeastern Librarian

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It's SO Boring: Improving Library Orientation Sessions For First-Year Students

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Introduction

Instruction librarians sometimes face challenges in planning and implementing successful one-shot sessions for students. Librarians understand the strain of assessing student learning for the university as well as the desire to teach every student important information literacy skills. The difficulties are managing limited time, uncontrollable space, faculty collaboration, and student motivation in order to develop and achieve class goals. There are a variety of factors that can lead to student boredom or frustration with the library. Library layout can lead to a potentially frustrating first impression with students because of their unfamiliarity with the physical space, library classification system, and the extensive online system. Therefore, a simple task of finding a book can be overwhelming for first-year students acclimating to a multi-million volume research library.

Latham and Gross (2013) using Keller's ARCS Model of Motivational Design note four conceptual categories that should be part of all instruction: "(1) gaining and holding *Attention*, (2) demonstrating *Relevance*, (3) instilling *Confidence*, and (4) providing a sense of *Satisfaction* (pp. 432-433)." With these concepts in mind librarians developed class goals of 1) finding a book, 2) knowing how to find help in the library, and 3) navigating the library's website to find an article. During the EDHE library sessions, first-year students were tasked with completing a worksheet with the librarian, listening and following along using an online database, and then going out in groups to locate books on the shelves. This paper seeks to find how current library instruction for first year students can overcome the problem of student boredom while accomplishing class instruction goals.

EDHE Course Evaluations and the Library Survey

The popular elective freshman course, First Year Experience (EDHE 105) requires students to attend a library orientation session designed exclusively for the course. Librarians work with EDHE course instructors to create class goals each year and determine the best way to meet the needs of the increasing number of students each semester.

At the end of the semester the students evaluate their overall experiences in the EDHE 105 course, rating the library orientation session among other activities required in the course. Librarians received these evaluations and categorized student comments about the library session.

EDHE Course Evaluations from 2012 and 2013 were coded for this study.

In 2012, out of 756 course evaluations, approximately 76% of the students' responses were positive about their library experience. The other 24% of responses ranged from constructive criticism to negative remarks or no response. Among the 107 negative responses, 46% of respondents claimed the library session was pointless or boring. Librarians received 2012 EDHE course evaluations mid-way through the fall 2013 semester. Due to the number of comments concerning boredom the library session received, librarians decided to immediately add a question to the library survey given at the end of each library session that asked students to define how the library session was boring to them. "Studying academic boredom is important because students who are less bored are more likely to engage in learning activities and achieve at higher levels; reciprocally, those who are actively engaged in learning and highly achieving are also more likely to report lower levels of boredom (Tze et al., 2013, p. 36)."

Librarians originally felt that students may not have been bored with the library session in the classic sense, but perhaps something else: overwhelmed with information, forced into learning, or underwhelmed in comparison to "fun" sessions such as Rebel Run (a football game activity that gives all freshmen the opportunity to run across the football field before the first home game). An end-of-year course survey required students to reflect on activities associated with their course which would undoubtedly invoke euphoric memories of certain "fun" activities and thus rank other required sessions as mediocre in comparison. Because of the feedback from EDHE course evaluations for 2012 and 2013, the librarians modified the library session mid-way through fall 2013 to encourage students to explain the "boring" label placed on library sessions. With an open mind, librarians approached this study to learn how to make library orientation sessions productive and useful for students while being efficient and meeting class goals.

Review of the Literature

Boredom originates from assignments or activities in which students find little or no value (Pekrun et. al, 2014). Pekrun et. al suggests a link to "student' perceptions of control" and their level of boredom. According to Acee et. al (2010) who explored students' perceptions of academic boredom in under- and over-challenging situations, it is possible for students who complain about boredom to actually refer to

different aspects of what they perceive to be boring. For example, in under-challenging situations, students may complain of being bored because they feel the assignment is tedious or useless. In over-challenging situations, they may equate boredom with anxiety from not understanding an assignment or not feeling motivated and giving up too easily.

Culp (2006) also suggests boredom can result from a multitude of factors and assessed boredom proneness by surveying 316 undergraduate psychology students to find connections with boredom and personality. Culp notes a significant overlap between the concepts of boredom proneness and the general dimensions of personality, though it is clear that boredom proneness is not completely explained by commonly measured personality traits (p. 1005). Culp goes further to say, "People with high boredom proneness tend to be less open to new experiences, less sociable, less agreeable, less organized and more willing to manipulate others during social exchanges (p. 1005)." Tze, Klassen, Daniels, Li, and Zhang (2013) agree that it is important for researchers and educators to systematically investigate the effects of boredom. In their study, Tze et al. test 405 students from Canada and China at urban public universities using the Learning-Related Boredom Scale (LRBS), an 11-item test used to measure students' levels of learning-related boredom (p. 32). Tze, Klassen, and Daniels continued this research (2014) with 144 university students to determine that over time, learning-related boredom, vigor, and absorption remained relatively stable.

Library Assessments

Mann and Robinson (2009) surveyed 211 university students and found 59% thought lectures were boring at least half of the time and 30% find all or most lectures boring (p. 253). Lab work and computer sessions were found to be the most boring, while activities reported as least boring included seminars and group discussion. As hands on computer sessions are typical of library sessions, these findings are surprising and discouraging. Mann and Robinson suggest incorporating less boring methods as mentioned in their findings to provide more interesting sessions.

Latham and Gross (2013) noted in their study with first-year community college students with below-proficient information literacy skills that "one of the biggest challenges is how to motivate students so that they are receptive to learning new skills (p. 430)." However, previous research by Latham and Gross led them to believe that some students at below-proficient information literacy skills "tend to greatly overestimate their information literacy skill levels and are unable to recalibrate their self-views even after taking an information literacy test (p. 432)." They further argue that it can be a challenge gaining and sustaining the attention of, demonstrating relevance to, and providing satisfaction for students who believe they already possess the skills in question. "Students said they would be likely to attend such a session if it were required, or if it offered course credit, extra credit, an opportunity to improve their grades, or food (p. 440)." Conversely, they

would not attend sessions they felt they already knew how to do, or that contained no personal relevance. The current study surveys first-year students from a four-year institution with varying backgrounds and college-readiness skills.

Fain (2011) used assessment data from five years of a pretest/posttest with first-year students using McNemar's test (a non-parametric test that compares two correlated proportions) to identify changes in information literacy skill development over time. The author administered a "Library Skills Assessment" developed at her school to first year students at the beginning and end of their first semester in college to find what elements of the library session were the least or most effective. "Books were a suggested resource in both English 101 and University 110 classes, but not required to the extent that periodical publications were. Given the one-shot library instruction format of 50 or 70 min, most librarians sacrificed in-depth discussions of the call number system in favor of a more basic approach that stressed writing the call number down and hints for finding the materials on the shelf (p.113)." The present study also asks students to locate books and understand the LCC system in 50 or 70 minute classes. Like Fain, librarians have discovered similar problems of trying to teach too many skills in one class. The current study still includes finding a book as part of the class assignment. In Fain's study, she notes that in two years where students actually conducted searches in the catalog to locate and find non-print materials in the library during the instruction session that the additional exercise improved posttest scores.

Jacklin's case study (2013) uses student feedback from library sessions with biology students over seven years to evolve instruction based on assessment. Methods varied over the years, but included paper workbooks and an online active learning module. "This case study is an example of a formative evaluation over a multi-year period. Formative evaluations are used by teachers to modify teaching and learning programs with a focus on improving student understanding (p. 6)." Jacklin discovered through seventeen series of data from three types of classes that students generally had more negative comments on the evaluations the first time a multiple choice assignment was offered. "Once the assignments were modified for the next year based on feedback, the responses on the evaluations tended to become more positive (p. 7)."

Gewirtz's study (2014) used three assessment methods: peer-to-peer and self-reflection to evaluate librarians' teaching performance to first-year students as well as survey instrument (student feedback) for students to discuss their class experience. The three-assessment method proved to be challenging for busy instruction librarians; yet, it was helpful for them to learn teaching tips from their peers or new technologies like Prezi or Poll Everywhere. The current study does not evaluate the teaching librarians, but a group instruction meeting is required before and after the fall semester to encourage discussion on ways to improve the library orientation sessions.

Barriers and Suggestions

In 2013, Robert Fox wrote an article suggesting librarians continue to strive for more technological inclusion in library instructional methods by researching instructional design methods. "If learning the tool becomes an end in itself, then it inhibits learning and renders the material opaque to the student (p. 10)." He further states, "It can be a very boring and tedious process for students to master even the most rudimentary research skills. It would probably be a mistake to assume that creating a computer game focused on the library of congress classification system would remedy this situation (p. 11)." Without specifics, Fox suggests taking a student out of solitary boredom by incorporating a cooperative aspect to learning where mutual encouragement can be a motivating factor.

Bell (2007) presents what he calls the "I already know this" syndrome or IAKT as a result of the increasing number of library instruction sessions that are taking place in libraries due to an increasing emphasis on information literacy instruction. He proposes student demonstrations as a method to not only better engage students in library sessions but the instructors as well. This idea brings to light an interesting question, is student boredom exacerbated by some librarians' own boredom? Allowing students to become actively involved in the session may be risky and lead to a less thorough library session; yet, the rewards of student learning and engagement according to Bell could be much greater.

Kolliner (1985) suggests that librarians should interrupt their own structured lectures during library sessions to ask questions and promote lively discussions to avoid or alleviate student boredom. Boredom is presented as a common symptom experienced within library instruction sessions. The author suggests different methods or strategies should be engaged in order to alleviate student boredom, though it should be noted that what works at one institution may not at another. Additionally, Kolliner notes, failures and successes should both be reported and discussed to better improve strategies and sessions.

Methods

A team of 5-8 librarians provide the one-shot basic library orientation sessions for all the sections of EDHE 105 each fall semester. A librarian schedules all of the EDHE classes to attend the session in September and October. For fall 2013, librarians scheduled 82 classes ranging from 50 minutes to 75 minutes over three weeks; for fall 2014, librarians scheduled 105 classes.

Librarians use the one-shot session to accomplish these three class goals: 1) find a book, 2) know how to find help

in the library, and 3) navigate the library's website to find an article. Librarians use a five-question worksheet to help students use the library's website to have a quick lesson on the library's discovery service database (to look up an article), the Ask-a-Librarian page (to find help), and the Catalog (to discuss all the steps needed to find a book). Then students are led on a brief tour of the building before dispersing into the stacks to find their book. In fall 2014, librarians had the option to talk students through a short video tour of the library, to point out key areas of the building, instead of spending time on a physical tour. After the tour (virtual or physical), students locate their books and either take a photograph of the book with their cell phones or bring the actual book back to the classroom. Finally, the session ends with a short assessment quiz used by the librarians to evaluate the class goals.

The Center for Student Success & First Year Experience sent course evaluations to librarians in their original paper form. Librarians coded 2012 and 2013 EDHE course evaluation data into excel spreadsheets.

Librarians used Qualtrics, an online survey management software, to create anonymous surveys given at the end of each library class. The survey asked questions in multiple-choice and short answer formats and was used each year. Mid-way through the Fall 2013 sessions, because of feedback from EDHE course evaluations, librarians changed the library survey to include the question "Today's library session was..." with multiple choice options of: a. Interesting and helpful for my courses, b. Confusing, or c. Boring. Students were only able to give one response. For students who answered the question with "boring" or "confusing", a short-answer question prompted them to explain how the session was "boring" or "confusing" to them. Librarians coded student comments and exported into Excel to compare student motivation over two semesters. For class goals, librarians used library surveys from fall 2013 (1,707) and fall 2014 (1,261) to compare student achievement over two semesters. The participants were first-year college men and women, mainly 18 or 19-year-olds, with ACT scores in the 18-24 range, attending a Ph.D.-granting research university with enrollment of approximately 20,000. Librarians analyzed survey results for students' abilities to achieve the class goals and also for their perceptions of boring elements of the sessions that could be evaluated for possible changes in the lesson plan and goals of the classes in the future.

Results

Librarians coded EDHE course evaluations from 2012 and 2013 for this study. In 2012, out of 756 responses, 49 were "negative boring," while in fall 2013, out of 1,199 comments only 31 were "negative boring."

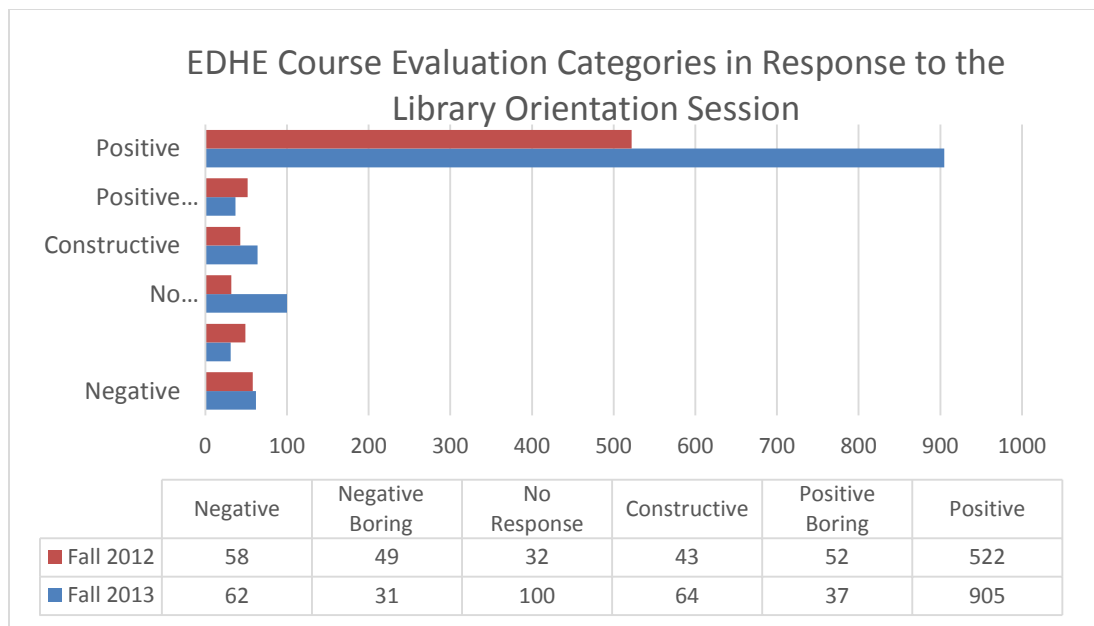


Figure 1. EDHE Course Evaluation Student Response Categories for Library Session

Examples of the types of comments for each of these coding categories for both years are provided below:

<p><i>Positive Comments</i></p> <p><input type="checkbox"/> This was a very beneficial opportunity. I was able to learn so much about the library that has helped me tremendously.</p> <p><input type="checkbox"/> I really like this because it helped me learn where everything was in the library and where to go for different things.</p> <p><input type="checkbox"/> Very helpful and informative about the library and the databases. I used the databases for papers in my other classes.</p>
<p><i>Positive Boring Comments</i></p> <p><input type="checkbox"/> Fun but kind of boring</p> <p><input type="checkbox"/> Boring but helped me understand the library</p> <p><input type="checkbox"/> Helped us understand how to search books but it was boring and took a long time</p>
<p><i>Constructive</i></p> <p><input type="checkbox"/> Helpful but needs to be more interesting</p> <p><input type="checkbox"/> Helpful, but tedious. Mostly everyone has already experienced the library.</p> <p><input type="checkbox"/> Good, but too much busy work.</p>
<p><i>Negative Boring Comments</i></p> <p><input type="checkbox"/> I didn't like the tour, it was boring and didn't help too much</p> <p><input type="checkbox"/> Boring all we did was walk through the library</p> <p><input type="checkbox"/> Boring and hard to pay attention</p>
<p><i>Negative Comments</i></p> <p><input type="checkbox"/> Unorganized and useless</p> <p><input type="checkbox"/> I didn't learn anything</p> <p><input type="checkbox"/> Long and not informative</p>

Based on the EDHE course evaluations, librarians implemented changes to the orientation sessions mid-way through fall 2013 by including a new question to the library survey. Librarians made further changes in fall 2014 with additional videos and restructured the layout of the session. Data from 2013 course evaluations consisted of 79% positive comments and only 33% of negative comments mentioned boredom; in 2012, positive comments were slightly lower at 76% while more respondents (46%) gave negative comments associated with boredom. As discovered in the literature (Acee et. al 2010, Tze et. al 2014), students can have several different meanings of “boredom” when they complain about a class or assignment.

For fall 2013, of the 1,707 students who took the 10 question Qualtrics survey offered at the end of each library session, 912 did so after the “Today’s library session was...” question was added to the survey. Of those 912 students, 62 (7%) said they found the session “boring.” For fall 2014, 1,261 students took the library survey which included the new question. This time, only 23 (2%) students found the session “boring.” For fall 2013, 28 (3%) students reported the library session was confusing and for fall 2014, only 23 (2%) students selected “confusing” to describe the library session.

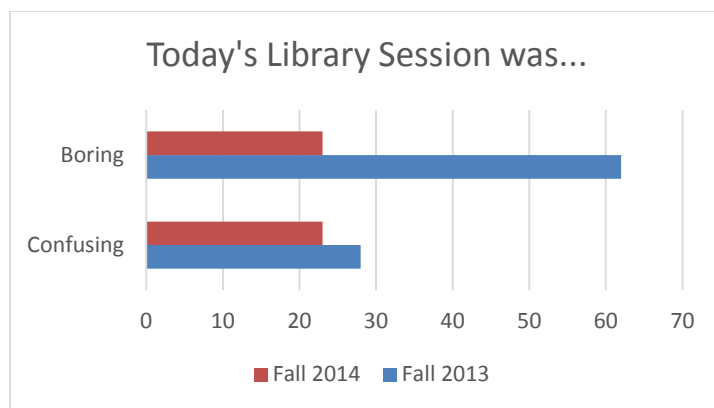


Figure 2. Today’s Library Session was...

Of those 62 respondents for fall 2013 who reported boredom, 30 felt it was information they already knew or could find on their own. Twenty-eight students ranged from not being excited or interested in the library to not interested in reading. Four respondents chose to answer the session as “boring” simply because they were tired. Of the 23 students who reported boredom for Fall 2014, only 7

thought they already knew the material or could have figured it out on their own, 1 reported being tired, and 12 thought it was “uninteresting/pointless/don’t use the library,” 2 were confused or lost, and one was simply “because ADD.” The 2 students who reported being bored because they were confused or lost should have answered “confusing” instead of “boring” for this question.

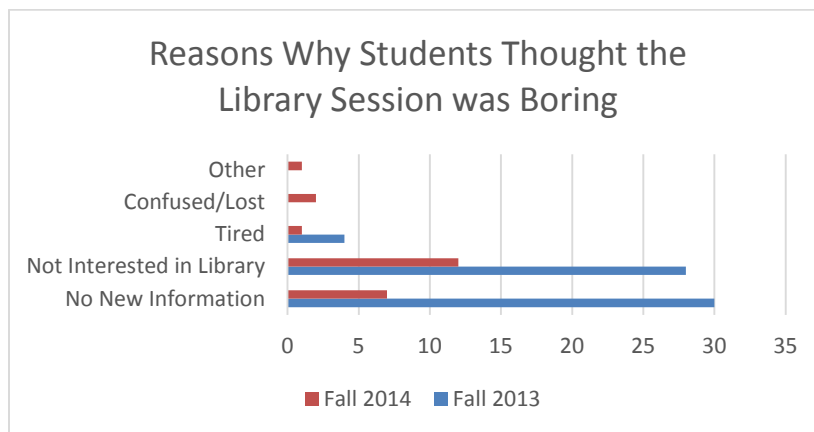


Figure 3. Reasons Why Students Thought the Library Session was Boring

For fall 2013 of the 28 students who thought the session was confusing, 23 were confused about actually finding a book in the stacks, three were confused about the size or layout of the building and two students needed more instruction. Most of these results indicate confusion about the physical library space and not about the library session

itself. As in 2013, students for fall 2014 were also asked to explain any confusion. Twenty-three respondents reported the library session as confusing. Of these, twelve students reported having trouble finding a book, while six were just confused or lost, and five had trouble with the size of the library.

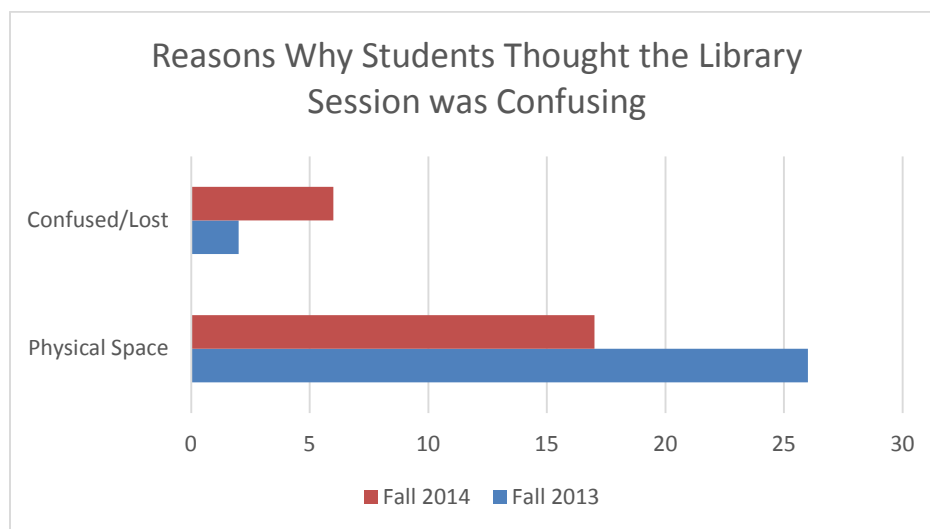


Figure 4. Reasons Why Students Thought the Library Session was Confusing

Survey results from 2013 revealed 812 or 89% of students found the session "interesting and helpful for their courses." For fall 2014 that same question received 1,219 or 96% of respondents.

Despite some students reporting the session as boring or confusing, a majority of students indicated achieving class goals. For the question "How confident are you that you can find a book in the library on your own in the future?" 1,255 or 77% of students in fall 2013 replied confident or very confident. The same question asked in fall 2014 found 1,165 or 93% of students confident or very confident in their abilities to retrieve a book on their own in the future.

Finally, one goal for the class was to establish comfort for first-year students in a large research library. For the question "How likely are you to come back to the library when you need materials or help with research?" 1,417 or 87% of students in fall 2013 responded as likely or very likely to return. For 2014, 1,174 or 94% of students said they would be likely or very likely to return for help in the library.

Discussion

Librarians know that students typically enjoy working in groups, therefore the library session allowed everyone to work together on the five question worksheet and go in groups to the stacks to find books. However, the librarians were hoping for EDHE instructor participation (and/or enthusiasm) since the students would have little to no extrinsic motivation. The students knew that the library

session was not graded (except for participation) and had no attached research assignment. Even information about the university's library that could appear on course exams was provided in a chapter designed for the First Year Experience class textbooks, so students would mainly rely on intrinsic motivational factors to get the most out of the library session. This could have contributed to the idea that the library session was boring or pointless even before the students attended the session.

Because of the 2012 EDHE evaluation feedback and library survey results from 2013, librarians created YouTube videos about the library, how to locate a book, and how to find the library classrooms. These videos allowed EDHE instructors to help students feel more comfortable in the library and gave librarians more opportunity to create efficient one-shot sessions. The switch from physical tours to virtual tours had no noticeable change on students' ability to locate their books or correctly answer survey questions about library spaces and call numbers.

To encourage fun, some librarians asked students to take a shelfie with their book before returning to the library classroom to take the quiz. A shelfie was defined as taking a selfie with the book you found on the shelf behind you. Many students responded enthusiastically, while some students only photographed the book or simply returned with the actual book. Librarians met at the beginning and end of each semester to discuss what went well and what changes to consider.

Overall, the changes made between 2013 and 2014 had an impact on the number of students reporting boredom as it decreased from 2013 to 2014 from 62 respondents to 23. Though librarians were gratified to see the reduction in comments relating to boredom, there was not a significant decline in reports of confusion as 28 students reported confusion in 2013 and 23 students in 2014. While most confusion is related to the library as a physical space, librarians continue to explore changes that can be made to library sessions and the library itself, such as signage, to lessen student confusion.

Conclusion

Librarians who teach one-shot sessions to first-year students recognize that a challenge with teaching information literacy skills involves student motivation. All sessions won't be exciting to everyone, yet understanding the reasons behind student reported boredom gives librarians a place to start to improve library sessions. Librarians continue to work with class instructors to create obtainable goals for students with limited timeframes. A pattern of positive feedback from students and instructors is

encouraging and librarians will maintain a level of assessment in the future that supports this trajectory.

Librarians understand that many students would rather be someplace other than the library, learning other things and doing more exciting activities. To that effect, librarians will continue to embrace changes for the sake of a better student library experience and the information literate student. Grateful for the opportunity to be embedded in a rapidly-growing freshman curriculum, librarians will continue to tweak library orientation sessions for first-year students based on feedback from course evaluations and library surveys, as well as meetings with class instructors and librarian instructors, in order to help students achieve their academic goals.

By modifying library sessions based on survey results, such as replacing the physical tour with a virtual one, librarians increased student engagement while eliminating elements of boredom. Library instruction sessions can overcome boredom and accomplish library instruction goals as long as librarians are willing to adapt classes and make changes.

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Appendix A

Qualtrics Survey Questions (With Added "Today's library session was..." Question)

1. If you needed to start a research paper next week on the topic of eating disorders, how would you start your research in the library? Describe what you would need to find and how you would find them.
(Short-Answers)
2. Today's library session was...*
 - a. Interesting and helpful for my college courses
 - b. Confusing
 - c. Boring
3. How do you find a book in the University Library?
 - a. Use the search box on the library's website, find the call number, and use the maps to find the right shelves.
 - b. Use Google, and then use the alphabetical listing in the Baxter Room to get the call number.
 - c. Ask at the Service Desk in Special Collections since most books are on the 3rd floor.
4. How do you get help in the library?
 - a. Click Ask-A-Librarian to use the chat service or ask at the Reference Desk.
 - b. Ask the Media Specialist at the Reserve Desk for a consultation.
 - c. Use the 3rd floor Student Services Department to make an appointment.
5. How do you find articles in the library?
 - a. Use the search box with keywords to get a list of articles, then click on "full text online"
 - b. Click "Journal Finder" and get a call number from the appropriate LibGuide
 - c. Use the Online Article Finder to narrow your keywords, then use a library map to get the full text.
6. Where can you go for silent study, where no talking is allowed?
 - a. 1st floor Information Commons
 - b. 2nd floor Pilkington Room
 - c. Entire 3rd floor
7. A call number is...
 - a. The unique letters and numbers for each book in the library
 - b. The volume and issue associated with the journal title
 - c. How the library contacts you when a book or DVD is overdue
8. In your opinion, which is the most important service offered at the J.D. Williams Library?
 - a. Friendly librarians to help you
 - b. Lots of articles and books for research papers
 - c. Quiet study areas
 - d. Group study rooms
 - e. Higher quality and newer articles than Wikipedia or Google

- f. Chat service, so that I can ask questions from anywhere
 - g. Computers, printers, scanners, and other technology
9. How confident are you that you can find a book in the library on your own in the future?
- a. Very confident
 - b. Confident
 - c. Somewhat confident
 - d. Undecided
 - e. Somewhat not confident
 - f. Not confident
 - g. Very not confident
10. How likely are you to come back to the library when you need materials or help with research?
- a. Very likely
 - b. Likely
 - c. Somewhat likely
 - d. Undecided
 - e. Somewhat not likely
 - f. Not likely
 - g. Very not likely

*If B. or C. was selected as an answer from Question 2, the next question the user received was: "Please describe why the session was boring" or "Please describe why the session was confusing."

(Short-Answers)

The Embedded Library: Beyond the Course Connection

Sims Kline

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Several hundred articles have been published in the last few years on the role of the “embedded librarian” and the nature of “embedded librarianship” as well as books on the subject, e.g. *Embedded Librarianship: What Every Academic Librarian Should Know* (Daughtery & Russo, 2013). “The Art and Environment of Embedded Librarianship” (Saunders & Taylor, 2014) is a good example of an article examining the librarian’s role in a specific course. “Embedded librarianship” has been established as a subject heading in Library and Information Science Abstracts.

With few exceptions, the pertinent literature focuses on the opportunities librarians have to collaborate more fully with students and instructors in providing course-related information guidance. This collaboration can be implemented in all course environments: courses taught completely online, hybrid courses, and traditional face-to-face classes. Embedded librarianship has clearly brought a new dynamic to library instruction and the literature supports the assertion that a robust, proactive embedded librarian approach can enhance student information literacy.

Representative examples of recent articles on embedded librarianship are “Virtually Embedded : The Librarian in an Online Environment” (Oberhelman) and “Retaining Students by Embedding Librarians into Undergraduate Research Experiences” (Knapp, Rowland).

A notable exception, however, to understanding the role and advantages of embedded librarianship for library instruction and faculty collaboration has been described recently by Barbara Dewey, Dean of University Libraries and Scholarly Communication at Pennsylvania State University, in her article “Leading the Library by Leading the Campus” (2014). Taking a different approach to the “embedded” concept, she describes how an academic library can position itself to embrace opportunities “for leadership at the institutional level.” Building in part on the research done by Beverly Lynch, Dewey’s focus is on the “need for library leadership to align the library’s activities with areas of strategic importance to the university and articulate this alignment clearly and effectively.”

An informal case study of the duPont-Ball Library at Stetson University, DeLand, Florida, illustrates how, particularly during the last ten years, by virtue of persistent and effective leadership, commitment, and hard work, librarians at this institution have moved well beyond the course-related concept of embedded librarianship to

transforming a library which is truly embedded in the campus community in several significant arenas.

Stetson University, founded in 1883, is Florida’s oldest private university. There are 4,000 students in undergraduate, graduate, and professional programs. The University’s main campus in DeLand has an enrollment of more than 2,800 students in the College of Arts and Sciences, School of Business Administration, and School of Music. The College of Law is located in Gulfport, near St. Petersburg.

The University’s mission is “to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.” In achieving this mission, the institution is committed to key values. “Stetson values the development of the whole person committed to engaging and building lifelong connections with the larger world through Personal Growth, Intellectual Development, and Global Citizenship. To that end, the University fosters policies, practices, and modes of inquiry to support and explore these values areas” (Stetson).

The Library’s mission is to engage “in teaching and learning, collaboration, and innovation through its services, collections, technologies, and facilities” (duPont-Ball Library).

The significant arenas of involvement by the Library now include university policy formulation, faculty governance, collaboration with student development and retention initiatives, campus innovation projects, and leveraging enhanced and expanded university archival resources for curricular support, alumni involvement, and fundraising.

It is possible to trace the first step of many in the process by which the duPont-Ball Library at Stetson became a model of the embedded library beyond the course connection. Many years ago during a library faculty meeting, one of the younger librarians asked these questions: “Why are librarians able to serve on the Faculty Senate only when occasionally elected as an at-large member of the Senate? Why don’t we have a regular seat on the Senate to represent the Library faculty?” The only answer to this question was: it has always been that way.

Within a year or two, the Faculty Senate bylaws were amended so that the membership of the Senate included a Library faculty member. This step, considered a small one

at the time, began to open many doors. There was no opposition to this amendment: it was seen as a reasonable and equitable provision, given that librarians at Stetson have had faculty status for more than fifty years. As the visibility of the librarians increased on campus, their responsibilities in faculty governance increased incrementally. From membership on University committees came leadership roles, including chairing important committees, such as Academic Technology, Administrative Computing, Admissions, Professional Development, Tenure and Promotion, University Council on Curriculum and Academic Policy, and other groups.

A key development was a re-structuring of University committee memberships to include, in many cases, a position for a librarian. Although librarians were sometimes included in faculty committee membership, there were no written requirements stipulating committee membership for Library faculty.

A key test case for librarian membership on University committees came during discussions of the membership of the University Tenure and Promotion Committee. More than any other committee, the work of this group deals directly with faculty evaluation and retention. There was substantial reluctance and prolonged discussion by some members of the Senate about establishing a position on the Committee for a librarian.

The librarians vigorously made their case in favor of this change. They forcefully made the point that faculty members on the Committee routinely are asked to judge the merits of publications in academic fields for which they have no specific expertise. It was argued that librarians have a good understanding of the scholarly publishing arena and indeed have subject expertise of their own, beyond librarianship, e.g. advanced degrees in various subject fields.

A compromise was reached which stipulated that a librarian would serve on the Committee but would be non-voting. That restriction was lifted a few years later. The first librarian to serve on the Committee was the Director of the Library. The expertise the librarian can bring to the work of the Committee in helping to evaluate the record of research and publication has become clear to the faculty on the Committee.

A major support for the Library's initiatives related to the University Tenure and Promotion Committee was the fact that as tenured and tenure-track faculty members, the librarians at Stetson are required to meet similar criteria for promotion and tenure as the classroom faculty, including specific requirements for scholarly publication.

Another highly important arena for the embedded library at Stetson is related to annual faculty evaluations. Those evaluations are now tied closely with the revised tenure and promotion criteria and related rubrics. An important goal of the new president and provost of the University was to secure a comprehensive revision of the tenure and promotion policies and criteria and to link them explicitly

with annual faculty evaluations. The Faculty Annual Report is now called the Faculty Annual Review. Implicit in the evaluation process is a post-tenure review element in which tenured associate professors are evaluated on the basis of progress toward meeting the criteria of full professors. Tenured full professors are evaluated on the basis of continuing work and achievement coordinate with the rank of full professor.

The Associate Library Director and Library Director were closely involved in the process by which the tenure and promotion guidelines and the faculty annual evaluation process were substantially revised and elaborated. These administrators made certain, over a period of several years, that the guidelines and evaluation process specifically outlined for librarians were detailed, rigorous, and complementary to the emerging, overall University objectives in this arena. As a consequence, the visibility and credibility of the librarians as faculty colleagues were enhanced.

The University places a high priority on scholarship. The Library faculty's tenure and promotion guidelines have detailed criteria about publication requirements for librarians to achieve promotion and tenure, which are as rigorous as those requirements for other faculty. Accordingly, in addition to enhanced visibility and credibility of the librarians as academic partners, tenure and promotion parity is clearly elaborated.

The Library Director, who now has the title of Dean of the Library and Learning Technologies, an endowed chair position since 2012, has worked closely with the provost in several capacities. The position title change from Director to Dean of the Library underscored the increased responsibilities, scope, and involvement of the Library Dean in the academic administration of the University. An example of this increased involvement is that the Dean, at the request of the provost, has been facilitating an interdisciplinary data analytics program under review by faculty from the College of Arts and Science and the School of Business. The provost is aware that the librarians have demonstrated strong organizational skills and can get projects done quickly and efficiently.

An overarching goal for the University, under the leadership of the president and provost, is an unprecedented increase in enrollment, from 2,100 undergraduates to 3,000. Related to this effort have been significant increases in staffing and resources for helping students succeed at the University. The major division title is indicative of this priority: Campus Life and Student Success. An Assistant Provost for Student Success was hired and a Student Success Center, in existing spaces, was organized. These initiatives are all closely related: increased enrollment, higher retention rates, and successful student success programs.

The result of the Library's collaboration in this initiative has been remarkable. A \$5 million gift was received this year to fund new and expanded space for the Student Success Center, which will be located in the Library. With

the Writing Center, Student Success Center, and 3D printing lab all housed in the Library, the central importance of the Library in supporting students will be even more visible and effective to all constituencies on the campus. The 3D printing lab is a tangible and prominent innovative asset for the University's academic program.

Faculty governance in colleges and universities is a perennial issue for review, debate, and change. One of the librarians was appointed by the provost to serve on a summer task force to develop guiding principles for a new shared governance model.

Directly following this development, the Faculty Senate, through its Committee on Committees, recommended a stronger and more independent role for the Senate and a new Governance Committee with major responsibilities. The Library's Head of Public Services has had a leadership position in this work and has served as Chair of the committee appointed by the Senate. That group is now at the forefront of advancing several major revisions in policy, procedure, and bylaws to accomplish several changes in faculty governance.

The Library has the responsibility to maintain archives for the University. When the Associate Library Director was assigned to take charge of the Archives Department several years ago, there was much work to be done. Staffing, resources, and organization of the archives had been inconsistent and limited. Services provided to the University community from Archives had not been a priority. Space constraints were problematic, as well.

Today, the Archives has achieved a significant role in leveraging its collections for research, alumni engagement, and fundraising. Going well beyond the basic improvements needed for better organization and inventorying of archival resources, the Associate Library Director, who now serves as Dean of the Library, developed a comprehensive digitization project utilizing OCLC's CONTENTdm digital management software. Under the librarian's direction and hands-on involvement, the project was staffed-- and continues to expand resources--by paraprofessional and student staff and vendors.

More than 150,000 items are in the online Digital Archives database. Because these digitized collections include thousands of photographs, University publications, including yearbooks and student newspapers, and other artifacts, the history of the University has never been so readily accessible. The alumni connection to University Archives continues to be enhanced.

Currently, the Library Dean frequently posts items from the Digital Archives on the Library's Facebook account, reaching out both to alumni and current students through social media. Students working on research papers relating to the history of Stetson rely, as never before, on the online Archives collection. The increased interaction between the University and its alumni

via the Digital Archives strengthens the bond between the University and potential alumni donors.

Also, a few years ago the Library Director took an important step in enhancing the Archives collections and operation by negotiating the acquisition of the papers of two prominent alumni, former U.S. Congressman Clay Shaw and U.S. Senator Max Cleland. These acquisitions were tied to carefully developed and successful requests by the Library for additional space and resources for Archives.

This development would not have been possible without the leadership and creativity of the Director and Associate Director. Instead of responding that there was no space for these collections, additional space and renovations were made possible by connecting the offers from Shaw and Cleveland with the need for expansion of the Archives and achieving the expansion and renovated space.

Barbara Dewey's statement on effective library leadership is instructive: "Like the flipped classroom concept, flipped leadership provides the opportunity for librarians at all levels to engage in meaningful leadership roles throughout the campus" (2014). This is precisely what has happened at Stetson, especially in the last ten years.

This statement by one of the librarians concerning their interaction with faculty colleagues is illustrative. "I think that librarian participation in committee work has been invaluable in developing professional relationships with the classroom faculty. Our fellow committee members have a chance to witness the librarian's professionalism, work ethic, depth of knowledge on the University and trends in academia, our eagerness to partner with other faculty, and our devotion to the University."

What are the attributes of the librarians which have helped make the Library embedded so well in the mission and culture of the University? Among them are:

- a sincere interest and commitment to the future of the institution.
- willingness to work hard as colleagues with the faculty on issues of governance, curriculum, special programs and initiatives, and assessment.
- the ability to produce peer-reviewed, published scholarship in librarianship.
- commitment to spend time--on and off-duty--supporting faculty colleagues in the research and activities important to those colleagues and their students.
- technology skills and continued professional development to keep those skills current.

Two examples of supporting students and faculty members are that several of the librarians serve as judges for the University's annual showcase presentations of undergraduate research projects and assist students and faculty members working on 3D projects conducted in the 3D printing lab in the Library.

The Library received recognition recently by the Florida Library Association. "The Library Innovation Award was presented to the duPont Ball Library and Learning Technologies, Stetson University. Libraries have long provided technology to support academic programs. 3D printers are one more technology resource to add to the mix. Librarians discovered, however, that 3D printing has not yet been well-developed as a true learning technology integrated into curricular assignments. The Stetson Library implemented 3D printing as a curricular tool that supports faculty-developed assignments. The library takes a proactive approach in integrating technologies into engaged classroom learning. It is relatively rare to have direct curricular collaborations of this type. The goal is that the library not just be a repository for technology, but a catalyst for teaching and learning."

The extent to which the Stetson embedded library model can be applied to colleges and universities at which the librarians do not have faculty status is dependent on the attributes cited as well as a strong, persistent determination of the librarians to align themselves as substantially and visibly as possible with the most important goals of the institution.

According to one of the librarians, the way the librarians understand and can relate to the campus culture is a critical component for success. Also, if the president and chief

academic officer of the institution "believe in libraries and librarians and what librarian can bring to the table," the opportunity for enhancement of the library's role on campus is possible and provides a clear way forward.

A signal recognition of how successfully the Library has become embedded in the campus community, in particular on issues of overall strategic priorities, budgeting, and long-range planning, was the appointment of the Library Director, following her retirement as a librarian, to the Board of Trustees of the University. The importance of the Library in the present and, indeed the future, of the University has become an operational reality.

Dewey's advice on how a truly embedded library can continue to play a key role in the University, well beyond support for course instruction and learning, relates to purposefulness: "The notion of overt purposefulness is a very appropriate and necessary strategy for embedding library deans, directors, and librarians in the central psyche of university administration...."

At Stetson, the leadership roles which have been achieved by the Library will serve the University well for years to come.

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SELA/GENERAL NEWS:

SELA Summer Conference

The 2015 SELA Summer Conference will be held Friday, August 14th – Saturday, August 15th at the University of Alabama Birmingham Mervyn H. Sterne Library.

All SELA members are invited to attend.

The mystery writer Miranda James (pseudonym of Dean James) and John Meador, Dean of the UAB Libraries, will be the two keynote speakers.

GACOMO/SELA Joint Conference

The 27th Annual GACOMO (Council of Media Organizations) will be held on Wednesday, October 7 through Friday, October 9, 2015. It will be at The Classic Center in Athens, Georgia. The theme this year is “Adventures in Libraries: The Quest for Success.”

We are excited to share that this year's opening keynote speakers will be Gene Ambaum and Bill Barnes of Unshelved fame!

From the Unshelved website: “Libraries provide access to information, entertainment, and the Internet. They are the backbone of democracy; sacred places where anyone can find answers to their questions. Unfortunately, people who come there for help behave just as badly they do everywhere else.”

For more information on the conference see: <http://www.georgiacomo.org/>

The Southeastern Librarian Included in Informed Librarian Online

The Informed Librarian Online (www.informedlibrarian.com) is pleased to announce that our ILOSearch database of library literature now has over 305,000 searchable documents in it. Included are articles from 305+ library journals, newsletters, blogs, magazines, etc. You can search by keyword, by topic, by journal, by author's name, by date, and much more. Ten new library journals, including *The Southeastern Librarian*, have just been added to our coverage.

Another feature is that subscribers can now receive customized issues at no extra cost, based on your needs and preferences. The customized issue brings you links only to those journals that you want to see and read. You tell us which journals you are interested in, and we do the rest for you.

Every month The Informed Librarian Online brings you all

of your professional reading to your desktop - it is everyone's favorite current awareness service. In addition, it brings you 16-19 premium content articles each month from premium journals that you can read in full-text.

You can learn more about The Informed Librarian Online at <http://www.informedlibrarian.com> or contact Arlene Eis at (201) 836-7072.

SELA Committee Name Change

The name of the SELA Online Search Librarians Round Table has been changed to the SELA Electronic Resources Round Table.

If you work with and/or are interested in electronic resources, please consider becoming a member.

South Carolina Shooting Tragedy

The southeastern library community expresses its sympathies to the victims of the South Carolina church shootings, especially to the family, friends and co-workers of Cynthia Graham Hurd, manager of the St. Andrews Regional branch of the Charleston County Public Library. More news at <http://www.ccpl.org>

LIBRARY NEWS

Georgia

2015 Southeastern Library Assessment Conference

Building upon the success of the inaugural event in 2013, the Southeastern Library Assessment Conference returns this fall to continue the library assessment and user experience conversation among library assessment professionals. The 2013 conference attracted over 100 attendees from across the United States and Canada and received high praise, with nearly three-fourths responding that they definitely would attend the conference again and 85% indicating they would recommend the conference to a colleague. This year, we anticipate hosting 125 attendees, and have accepted proposals from library professionals from all over the Southeast as well as several states in the Midwest and New England.

The Southeastern Library Assessment Conference was created for professionals from all library types who would like to learn more about assessment and share practical ideas and information. Conference sessions range from general assessment topics like fostering a “culture of assessment,” to more focused topics such as space assessment and the impact of e-resource discovery layers. Previous attendees appreciated the conference’s diverse and practical nature noting the “variety of presentation topics” and that “there was plenty of opportunity to mingle and chat with fellow library assessment professionals ... a

wealth of sessions to attend and information to absorb and take back home.” Proposals accepted for the 2015 conference are available for review on the conference website at <http://southeasternlac.info>.



This year’s conference will be held November 16-17, 2015 in Atlanta, GA at the historic Georgian Terrace hotel. Built in 1911 and listed on the National Register of Historic Places, the Georgian Terrace hotel has served as backdrop for many Hollywood films and is a favorite for celebrities and visiting dignitaries. The iconic venue is easily accessible from major interstates and is walking distance from two rail stations. On-site parking is available for local conference attendees at a discounted rate. Attendees of the 2013 conference described the Georgian Terrace as “exquisite,” “convenient,” and “one of the best hotels I have ever stayed in.”



Early conference registration opens June 8th at the rate of \$210. Due to the small size of the conference, attendees are encouraged to register early to guarantee a spot. Regular registration of \$235 opens on July 28th, and late registration at \$270 will be available through October 23rd. A discounted student rate is also available with details on <http://southeasternlac.info>. New for 2015 is the offering of two scholarships for conference registration. One full registration will be provided to a library student and a discounted registration at one half of the regular rate will be offered to a library professional in a new or recently changed position which requires added assessment skills. Scholarship details and applications will be posted on the conference website.

The 2015 Southeastern Library Assessment Conference promises to be an engaging, informative event bringing together library assessment professionals from the southeast and beyond. Whether you are new to the library

profession, you have had assessment responsibilities added to your current role, or you are a seasoned library assessment expert, this conference will have something for you. For complete details and to register for the conference please visit: <http://southeasternlac.info>.

Southeastern Library Assessment Conference Coordinating Committee:

Ameet Doshi, Georgia Institute of Technology

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North Carolina

University of North Carolina – Chapel Hill

Southern Folklife Collection Receives \$986,000 Grant From Andrew W. Mellon Foundation

The University of North Carolina at Chapel Hill has received a grant of \$986,000 from The Andrew W. Mellon Foundation. This grant will help the Southern Folklife Collection at the University of North Carolina at Chapel Hill Library advance digitization of rare audio, video and motion picture films for preservation and access.

Activities for the grant, “Extending the Reach of Southern Audiovisual Sources,” will begin in August.

Scholars, musicians and even filmmakers such as Martin Scorsese have found inspiration in the Southern Folklife Collection (SFC) and its quarter-million sound and video recordings and millions of feet of motion picture film.

“We’ve become very good at digitizing smaller portions of the collection, but these methods do not scale up,” said Steve Weiss, director of the SFC. “Thanks to the Mellon Foundation, we will be able to solve problems of preservation and access for thousands of valuable items in volume, and deliver them online.”

The Library will use grant funds to build an authoritative data repository to support workflow; optimize processes in order to manage the collection and digitize recordings on a large scale; produce preservation-quality master files; and deliver research-quality access copies via online streaming.

Among the materials that the SFC will digitize are thousands of hours of field recordings from the collections of folklorists Guy Carawan, William Ferris, Archie Green and Mike Seeger, among many others.

The grant also includes funding that will allow the SFC to conduct research and share knowledge about the best methods for large-scale digitization of multimedia collections. A Southern Folklife Audiovisual Research Fellowship will engage visiting scholars with the work of the collection.

The grant builds upon a prior planning grant from the Mellon Foundation that developed recommendations for preserving the SFC's fragile multimedia components before they begin to deteriorate.

Rare Recordings of Music Greats Come to UNC-Chapel Hill's Southern Folklife Collection

The Southern Folklife Collection (SFC) at the University of North Carolina at Chapel Hill Library is receiving thousands of hours of recordings from concerts played at McCabe's Guitar Shop in Santa Monica, California. Venue owner Bob Riskin is making the donation so the SFC can preserve the recordings by creating and archiving digital copies of them.

More than 1,600 musical acts have played at McCabe's Guitar Shop over the last 45 years. The list on the store's website even comes with a warning: "We lost track of a few names."

Steve Weiss, curator of the SFC, said that McCabe's is a premiere venue for roots music. "This collection is a national treasure that documents nearly five decades of top performers in an intimate setting," he said.

The audiocassettes and open reel tapes from 1969 onward include performances by the likes of Ramblin' Jack Elliott, John Fahey, John Hammond, Bill Monroe, Odetta, Jean Ritchie, Dave Van Ronk, Mike Seeger, Ralph Stanley, Merle Travis, Kate Wolf, Townes Van Zandt and North Carolina's own Elizabeth Cotten and Doc and Merle Watson.

"It was important that these taped recordings, which are old and fragile and have significant scholarly value, go to a place where they would be carefully conditioned and conserved," said Riskin. "We did an inventory and cataloged more than 2,000 tapes. When I began to think of who should receive the gift, several knowledgeable people I respect, including my sound engineers, all said the best choice would be the University of North Carolina."

Weiss said that UNC-Chapel Hill alumnus Robert Burns Clark, class of 1961, now a California-based writer, connected him to Riskin and to John "Kit" Alderson, a music teacher at McCabe's who wanted to see the collection preserved.

Weiss envisions many audiences who are likely to be interested in the recordings, including students, scholars and fans, as well as those doing research for documentaries, film and television. They will be able to start listening to portions of the collection in Wilson Library beginning in September 2016, said Weiss.

The McCabe's store, which first opened its doors in 1958 and specializes in selling folk and acoustic instruments, offers instrument rentals and repairs as well as books, lessons, and help for musicians and music aficionados alike. The iconic venue, which will continue to present legendary musicians and vocal artists in concert on its stage

every week, will add new digitized recordings to the SFC over time.

Next eGranary From WiderNet Project Will Include TED Talks

TED Talks are about to spread even further thanks to a collaboration with the WiderNet Project, a non-profit founded and directed by UNC-Chapel Hill School of Information and Library Science (SILS) associate professor Cliff Missen. All 1,900 TED Talks will be included in the next release of the eGranary Digital Library, the off-line "Internet in a Box" that is used at over 1,000 locations that lack adequate Internet access in places such as Africa and India.

"As TED extends its mission to hard-to-reach parts of the world, particularly where Internet connectivity is constrained or costly, we're keen to partner with the right platforms to reach these underserved regions," said Deron Triff, TED's Director of Global Distribution and Licensing. "eGranary's solution is an important part of our strategy and we're excited to support their efforts."

TED is an internationally known nonprofit devoted to spreading ideas, usually in the form of short, powerful talks in 18 minutes or less. TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics—from science to business to global issues—in more than 100 languages. Both TED and WiderNet are committed to the power of education and ideas to change lives.

"Everybody needs a new idea a day," said Missen, who was a TED Fellow in 2007 and has organized TEDx events. "The addition of the TED Talks to the next eGranary will spread important and exciting ideas to people who have been left out of the conversation."

The eGranary, WiderNet's centerpiece program, was created to provide educational resources to the two-thirds of the world's population that does not have Internet access. The eGranary is an off-line collection of over 32 million resources, including videos, articles, books and images, accessible over local area networks.

WiderNet, a tax-exempt 501(c)(3) nonprofit, and its research and development component, WiderNet@UNC, are dedicated to providing digital educational resources to clinics, schools, libraries, prisons and homes lacking adequate Internet access. For more information, visit <http://www.widernet.org/>.

*"Gone Home: Race and Roots Through Appalachia,"
Exhibition About Black Coal Miners in Appalachia on
Display at UNC-Chapel Hill's Wilson Library*

An exhibition of the little-known stories of African Americans who left the rural South during the first part of the 20th century and settled in the coal fields of West Virginia, Tennessee, and Eastern Kentucky is on display at the University of North Carolina at Chapel Hill. "Gone

Home: Race and Roots through Appalachia” is currently housed in the Melba Remig Saltarelli Exhibit Room in Wilson Library on the UNC-Chapel Hill campus through Aug. 20.

“Gone Home” grew out of the Eastern Kentucky African American Migration Project (EKAAMP), a novel partnership among the Southern Historical Collection in Wilson Library; Karida Brown, a doctoral student in sociology at Brown University in Providence, Rhode Island; and Appalachian communities.

Brown, a descendent of coal miners, has recorded more than 200 oral history interviews with individuals who live in or grew up in the region. The Southern Historical Collection archives these recordings, along with photographs, organizational records, and family papers that community members have offered to Brown.

Through exhibit themes such as school, home, and coal, visitors come to know the close-knit African American community of Harlan County, Kentucky, one story at a time. Panels display excerpts from the oral history interviews, which visitors with smart phones can also listen to. On view are photographs and memorabilia from community social events, publications by schools and churches, news reports, and even a brick of coal. A television in a reconstructed living room plays a video about the project. “When I got that audio recorder and hit the road, people told their stories and they made history, and together we made history,” Brown says in the video.

“Gone Home” is free and open to the public. For hours, visit <http://library.unc.edu/wilson/> or call (919) 962-3765. To learn more about the Eastern Kentucky African American Migration Project, visit the project website at <http://ekaamp.web.unc.edu/>.

UNC Faculty Council Adopts Open Access Policy

Thanks to a unanimous vote at the April 24 meeting of its Faculty Council, the University of North Carolina at Chapel Hill has joined the community of leading universities that endorse open access.

Resolution 2015-9: On Endorsing a University Open Access Policy represented more than a year of work by a 35-member faculty Open Access Task Force. Chairs Todd Vision and Julie Kimbrough told the University Gazette that they worked diligently to craft a policy recommendation that could be applied differently according to the needs of various disciplines.

UNC Library Four-year Civil War Blog Comes to an End

Exactly 150 years after the surrender of Confederate troops at Bennett Place in Durham, the University of North Carolina Library posted the black and white lithograph illustration “Conference Between General Sherman and General Johnston” commemorating the event on April 26.

The blog post was the last in the library’s award-winning four-year project, “The Civil War Day By Day” (<http://blogs.lib.unc.edu/civilwar/>). Using the magic of the social media, the blog allowed hundreds of readers each day to experience the Civil War as it unfolded, through the words of the people who were living through it.

Each of the 1,450 posts of the blog included a digital scan of a document created on that day, be it letters, diary entries, telegrams, or newspapers, as well as a description of the document and a transcription of its spidery script or faded print.

The result was a rich catalog of missives from top generals, diary entries from women on the home front, eloquent love letters, scribbled notes from the barely literate, painful reports from the front written by soldiers on both sides and messages from slaves to their masters.

North Carolina State University

NCSU Libraries Launches New Makerspace

As part of President Obama’s *National Week of Making*, the NCSU Libraries opened their Makerspace in D. H. Hill Library on Tuesday, June 16.

The Makerspace offers a hands-on, do-it-yourself space where users are encouraged to experiment and learn new hardware and software skills. It will be equipped with 3D printers, a laser cutter, electronics prototyping tools, sewing machines, and general tools for making, and is accessible to all NC State students, faculty, and staff.



While typically available for open use, faculty integrating maker tools into their curriculum will be able to reserve the Makerspace for classes, and the Libraries will use the space to hold workshops featuring particular tools and techniques. The Libraries hopes the D. H. Hill Makerspace will serve as a hub for making on campus—a place to expose the NC State community to making and its corresponding emerging literacies. To complement their expertise with maker tools and techniques, the NCSU Libraries staff has expertise in disciplinary research, industry and market research, patent searching and filing, digital product development, data management, all of which can enrich a maker’s approach.

The Libraries are committed to bringing critical thinking to the maker experience and technology literacy.



With the D. H. Hill Makerspace, the Libraries have added yet another learning space and equipped it with an extensive set of maker technologies: MakerBot and LulzBot 3D printers; Arduino, Galileo, and Raspberry Pi electronics prototyping platforms; Bernina sewing machines; an Epilog laser cutter, and an electronics workstation with Hakko soldering iron. The space also offers a "tinkering table" for drop-in users, featuring hands-on making tools like LittleBits, 3Doodlers, LEGOS, and MaKey MaKeys. These interactive experiences will help stir users' creative thinking and get them making on their first visit.

NCSU Libraries to Receive Phil Freelon's Architectural Papers

Because the College of Design played such a critical role in his early development as an architect, Phil Freelon has chosen the NCSU Libraries as the home for his architectural archive: "I am proud to be a member of the NC State family," Freelon noted, "and it is an honor to be recognized in this way." Freelon has donated his architectural records from his earliest years as a practitioner and plans to add to his archive in the future.

In addition to being a student in the College of Design in the 70's, Freelon has taught at the College, served on its Design Guild/Design Life Board, the Board of Visitors, and the Board of Trustees. He has designed several buildings on campus, including the Partners III Lab Building on Centennial Campus and the new Gregg Museum addition, currently under construction.

Freelon is the founder and President of The Freelon Group, Inc. His work has been published in national professional journals including *Architecture*, *Progressive Architecture*, *Architectural Record*, and *Contract Magazine*, where he was named Designer of the Year for 2008.



A native of Philadelphia, PA, Freelon earned his Bachelor of Environmental Design degree in Architecture from North Carolina State University and his Master of Architecture degree from MIT. He then received a Loeb Fellowship and spent a year of independent study at the Harvard University Graduate School of Design.

Freelon went on to serve as an adjunct faculty member at North Carolina State University's College of Design and has been a visiting critic/lecturer at Harvard, MIT, the University of Maryland, Syracuse University, Auburn University, the University of Utah, the California College of the Arts, Kent State University and the New Jersey Institute of Technology, among others. He is currently on the faculty at MIT's School of Architecture and Planning.



Freelon is a Peer Professional for the GSA's Design Excellence Program and has served on numerous design award juries, including the National AIA Institute Honor Awards jury and the National Endowment for the Arts Design Stewardship Panel. He is also a Fellow of the American Institute of Architects, a LEED Accredited Professional, and the 2009 recipient of the AIA Thomas Jefferson Award for Public Architecture.

Appointed in 2011 by President Barack Obama to the U.S. Commission of Fine Arts, Freelon is part of the team leading the design for the Smithsonian's new National Museum of African American History and Culture and is a preeminent architectural designer of museums featuring African-American history, including the Center for Civil & Human Rights in Atlanta and the Museum of the African Diaspora in San Francisco.

NCSU Libraries Goes to Washington

NCSU Libraries' own Adam Rogers and Dan Hawkins are traveling to Washington, D.C. today to participate in the first Capitol Hill Maker Faire, which is being held at the Rayburn House Office Building. The Faire is open to the public, members of Congress, and congressional staff. Rogers and Hawkins are scheduled to meet with Congressman David Price of North Carolina later today.

The Capitol Hill Maker Faire kicks off a nationwide celebration of making and is being held in conjunction with the much larger National Maker Faire at the University of DC, on June 12–13. It will be followed by the White House National Week of Making, June 12–18. As part of the National Week of Making, NCSU Libraries opened their own Makerspace in D.H. Hill Library on Tuesday, June 16

Hosted by the federal Institute of Museum and Library Services (IMLS) in collaboration with the Congressional Maker Caucus, Maker Media, and Nation of Makers, the faire will explore the new movement driven by hobbyists, tinkerers, crafters, and innovators that is breathing new life and innovation into American manufacturing. The movement is also changing the face of informal learning at community institutions with learning that is inherently experimental, inventive, creative, and project-based.

The Capitol Hill Maker Faire is free and open to the public. It runs from 5:00 pm to 8:00 pm and will feature approximately 30 exhibitors with hands-on displays, such as robots, crafts, 3D printers, and other new manufacturing tools. The Faire will be preceded by a series of panel discussions, from 11:00 am to 4:00 pm, with leaders of the Maker movement discussing its impact on the economy, education, and community development.

NCSU Libraries Receives LSTA Grant: Funding Will Support the Digitization of Transformative Agricultural Extension Documents

The North Carolina State University (NCSU) Libraries has been awarded a \$98,997 grant to support the digitization project "Better Living in North Carolina: Bringing Science and Technology to the People," a collaboration with North Carolina A&T State University's F. D. Bluford Library. The project serves students, faculty, researchers, and the general public by digitizing and making easily available online an important body of primary agricultural extension documents that reveal the scientific and technological transformation of North Carolina's

agricultural economy during the twentieth century and the ways this transformation improved the lives of its citizens.



The funds to support this work were awarded by the State Library of North Carolina and are made possible through funding from the federal Institute of Museum and Library Services (IMLS), under the provisions of the Library Services and Technology Act (LSTA) as administered by the State Library of North Carolina—a division of the North Carolina Department of Cultural Resources. These federal funds are investments that help libraries deliver relevant and up-to-date services for their communities.



The materials digitized through "Better Living in North Carolina" document the advances of modern agricultural practices and their economic impact across the state. During the time period covered by the project, farming in North Carolina moved from subsistence levels to the production of global commodities—a shift driven in part by research and development done at NC State University. Throughout the twentieth century, as this shift occurred, Cooperative Extension programs—based at NC State and NCA&TSU--helped North Carolina farmers and agricultural businesses learn and apply new research in the agricultural and life sciences. Specific programs run by Cooperative Extension during this time have included 4-H, Family and Consumer Sciences (originally called Home Demonstration and Home Economics), various farm animal programs (such as poultry extension, swine extension, etc.), boll weevil eradication, soil conservation, rural

electrification, plant disease clinics, rural development, and food and nutrition education. During the world wars, there was an emphasis on food production and preservation.

During the first year of the project, the NCSU Libraries will digitize up to 252,000 pages of Cooperative Extension annual reports from 1909 to 1983. North Carolina A&T State University F. D. Bluford Library will scan up to 5,000 pages of correspondence, pamphlets, and scrapbooks, as well as photographs, from collections of two prominent African American extension agents.

“Better Living in North Carolina” builds upon the success of other digital projects developed by the NCSU Libraries with the support of LSTA funds. Most recently, the Libraries completed “Cultivating a Revolution: Science, Technology, and Change in North Carolina Agriculture, 1950-1979” <http://www.lib.ncsu.edu/specialcollections/projects/cultivating-a-revolution.html>). The project digitized 41,299 pages of archival documents, 2,741 photographs, and 161 videos and films. Previous agricultural digitization projects include the NCSU Libraries’ Green ‘N’ Growing (<http://www.lib.ncsu.edu/specialcollections/greenngrowing/>), which documents the history of 4-H and home demonstration in North Carolina from the 1900s to the 1970s.

The LSTA grant program administered by the State Library of North Carolina funds projects that help libraries deliver learning opportunities for a lifetime, support libraries in their mission to provide cost-effective access to the Internet and to information expertise, and make library resources more accessible to all users.

The Institute of Museum and Library Services is the primary source of federal support for the nation’s 122,000 libraries and 17,500 museums. The Institute’s mission is to create strong libraries and museums that connect people to information and ideas.

The North Carolina State Library has posted a list of all LSTA grant awards for 2015-2016. For additional information about “Better Living in North Carolina,” contact Brian Dietz, Digital Program Librarian for Special Collections, at brian_dietz@ncsu.edu

*NCSU Libraries First to Lend Apple Watch
Student Advisory Board Chair, Rubia Arfeen, Documents
Her Experience*

Known for its role on NC State’s campus as a technology incubator, the NCSU Libraries lent it’s first Apple Watch to Rubia Arfeen, a senior in Biological Sciences. Much like it has for a range of technologies—from laptops to iPads to Arduinos to 3D scanners—NCSU Libraries is again leading the way.

When asked about the Libraries’ interest in lending Apple Watches, David Woodbury (Associate Head of User Experience) simply explained that “the students asked us to, and it is our goal to respond, in student-→ time, to their

interests and research needs.” Woodbury also pointed out that the students and faculty at NC State are they themselves creating the technologies of the future, and giving them access to the latest tools and devices inspires and facilitates their innovations.

Arfeen, who is on the pre-med track, recognized immediately a connection to her field: “I absolutely love the fact that I can check my heart rate at any point in the day. I’m interested in cardiology, and I check my pulse periodically throughout the day anyway, and this made it a lot easier.” But lending such devices is not meant solely for academic use, a fact not lost on Arfeen: “The camera app is my second favorite! You can use the watch to open it, and it’ll transmit what is showing on your phone’s camera! You can use the watch to take pictures!”



“This is an extension of what libraries have always done,” Woodbury noted. “Libraries democratize access to technology, making tools that may otherwise be difficult to afford available to students. We want as many students as possible to experience what these various technologies have to offer, and we love hearing from them about the exciting and creative ways they put these tools to use.”

Arfeen has already provided valuable feedback about the Apple Watch’s intuitive usability: “The face was easy to customize, and Siri works fine, as long as I’m connected to Wi-Fi.” For more about her experience with the Apple Watch, follow her blog posts all week at NCSU Libraries News.

South Carolina

Greenville County Library System Earns National Awards

Greenville County Library System’s award-winning Graphic Designer, Michelle Hannon, has done it again. At the July ALA Conference in San Francisco, Hannon garnered two Library Leadership and Management Association (LLAMA) PR Xchange Awards for the library system with her outstanding graphic design work.



One of the award winning designs

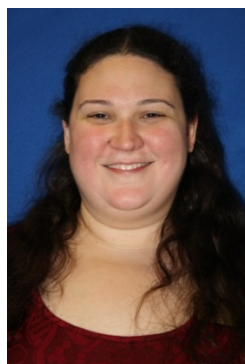
Of more than 375 submitted entries, two of Hannon's original designs were honored as "Best in Show." These awards recognize premier public relations materials produced by libraries in the past year. Entries are evaluated based on content, originality and design by a team of experts in public relations, graphic design, communications and marketing who select the honorees in each category.

PERSONNEL NEWS:

Georgia

Kennesaw State University

The Johnson Library at the Marietta campus has several new staff. **Rosemary Humphrey** is the new library assistant for Interlibrary Loan and GIL Express. **Jennifer Ivey** is the new evening support staff member for access services. **Crystal Renfro** is the new Graduate Engineering Librarian.



Rosemary Humphrey



Jennifer Ivey



Crystal Renfro

Lillie Barber, Information Desk & GIL Express Assistant, at the Kennesaw campus will be retiring July 31, 2015. She has been working at the library since September 2002.



Lillie Barber

North Carolina

University of North Carolina

The University Library is pleased to announce the appointment of **Sarah Carrier** as North Carolina Research and Instruction Librarian, effective June 1, 2015.

Sarah will coordinate research and instructional services for inquiries related to North Carolina, with a particular focus on the holdings of the North Carolina Collection. She will assist with requests for permission to publish; work with faculty and instructors to incorporate special collections materials into courses and workshops; and contribute to the creation of digital products and other innovative tools for research and access.



Sarah comes to UNC from the David M. Rubenstein Rare Book & Manuscript Library at Duke University in Durham, North Carolina, where she was research services coordinator. She has also worked as an order specialist for the Duke University Library.

She holds a B.A. in German and international studies from the University of North Carolina at Chapel Hill and an M.S.I.S. from UNC's School of Information and Library Science.

The University Library is also pleased to announce the appointment of **Tim Shearer** as Director of Library and Information Technology (LIT), effective May 1.



Tim will lead a comprehensive technology program for the Library and will manage the LIT department, including planning, budgeting, and setting policy for information technology. He will represent the Library on select campus committees, including the University Information

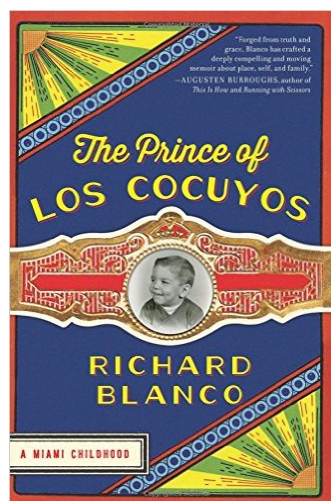
Technology Executive Council, and will maintain collaborative relationships with organizations that provide information technology services to academic institutions and libraries.

Tim was most recently the head of software development within the LIT department. He has also held the positions of head of the Core Application Development Team and Web access librarian at the UNC Library.

He holds a B.A. in English and psychology from UNC, and an M.S.L.S. from UNC's School of Information and Library Science.

BOOK REVIEWS

The Prince of Los Cocuyos: A Miami Childhood. Richard Blanco. New York: Ecco, 2014. ISBN 9780062313768. 272 p. \$46.00



Cocuyo (glowing click beetle, common to both South Florida and Cuba, which displays a blue glow at night similar to Fireflies)

Richard Blanco, fifth inaugural poet of the United States with an impressive bibliography of award winning books and poetry, writes a loving memoir of growing up in Miami, struggling to bridge two cultures and coming to terms with being gay in a community that esteems machismo. Born in Spain, immigrating with his Cuban exile family to Miami after a brief stay in New York, *Prince of Los Cocuyos* is a tribute to his family and culture written with humorous insight and charm.

Recalling his childhood with droll, engaging stories of his family, the author captures the uneasy and delicate symbiosis which exists between immigrants and their adopted country. Relating his attempt to entice his grandmother to shop at the local "Winn Deeze" instead of the neighborhood Cuban grocery is delightful, as he introduces her to easy cheese from a can and uses all his

wiles to induce her to conduct all her shopping at the American supermarket.

"Riqui" and his brother Carlo, both bilingual, are the family's ambassadors to American culture, but the boys are immersed in Cuban traditions and customs at home, cementing their heritage. A particularly entrancing account is provided of the family's excursion to Disney World to see "El Ratoncito Miguel". Though surrounded by American popular culture and excess, the mother insists on bringing Cuban food for their stay set to the endless beat of Cuban hits from the fifties and sixties.

The grandparents, especially, exert a strong influence on Richard, endowing him with an understanding of family connections and a way of life lost with their move to the States. From his abuelo's attempts to create a menagerie of farm animals at home, to his abuela's insistence he develop more manly interests and put aside his artistic, creative pursuits, the author portrays his internal struggle to please both his family and himself.

With his first job working at the Cuban grocery store, El Cocuyito, the memoir assumes a more somber tone as the author relates his struggles to understand and identify himself as gay in a culture that prizes masculinity. Conforming to family expectations, he consents to be the partner of the store cashier's daughter for her quincinera - a special celebration for a girl's fifteenth birthday. Participating in the festivities and serving as prince consort for the day allows him to bask in his family's approval. Friendships with a coworker and another Cuban refugee, however, help him to understand his preferences and appreciate both cultures which have shaped him, but also to assert his needs in finding his own way.

Spanish is liberally sprinkled throughout the book, but easily understood in context; enough to give the reader the experience of what it must have been like growing up bilingual when your family speaks one language and your adopted country another. Written with love and affection, the memoir is ultimately an homage to Richard Blanco's close-knit family and their indelible influence on who he is today.

Melanie J. Dunn

University of Tennessee, Chattanooga

Voice of the Wildcats: Claude Sullivan and the Rise of Modern Sportscasting. Alan Sullivan, with Joe Cox.

Lexington: The University Press of Kentucky, 2014. ISBN

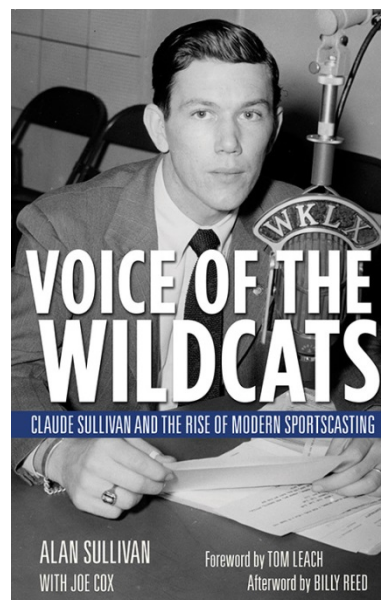
978-0-8131-4703-1 (hardcover: alk. paper);

ISBN 978-0-8131-4704-8(epub); 978-0-8131-4705-5 (pdf).

328 pages. \$29.95.

This brief memoir is a labor of love, written by Claude Sullivan's youngest son, a healthcare architect, an attorney and rabid Wildcats fan (author of *100 Things Wildcat Fans Should Know & Do Before They Die*). The focus of the

narrative is Sullivan's short life and career as the "Voice of the Wildcats" and the Wildcats basketball and football programs he covered. The work does not attempt comprehensive coverage of the "rise of modern sportscasting" but rather hints at broader changes based on anecdotal evidence of Sullivan's approach to the craft and business of reporting sports.



Sullivan was known for his colorful and engaging play-by-play commentary, but his painstaking, thorough pre-game preparations supported his seemingly spontaneous performances. There are some tidbits about and interesting photos of Sullivan's early and skilled use of various technologies, e.g., "mobile broadcasting" from his car, using ticker tape, calling games on radio based on live TV broadcasts or play-by-play telegraph messages issued from Madison Square Garden. He also invented several simple but functional pieces of equipment to aid in spotting or tracking players during games. He is credited with pioneering "coaches' programs," i.e., regular interview shows with coaches, now an integral part of sports news.

Sullivan's various endeavors represented his commitment to constructing the "hub and spokes" of a professional "wheel," continually adding different spokes so that his wheel would continue to spin even if one spoke should fail. He took extra gigs in radio drama and news reporting in the early days to supplement meager pay. Sullivan foresaw new possibilities in the business of sports as well and developed successful sports broadcast networks as a major spoke. He broadcast internationally for the Armed Services Network. He also organized international tour groups, broadcasting from Europe, Russia, and Middle East.

As a matter of personal and professional interest, Sullivan was one of the first Americans to visit the Soviet Union in 1956. He was shown alleged state of the art Soviet broadcasting equipment, which Sullivan found substandard compared to what he used daily in Louisville. Prior to a planned second trip to Russia in 1957 United States naval

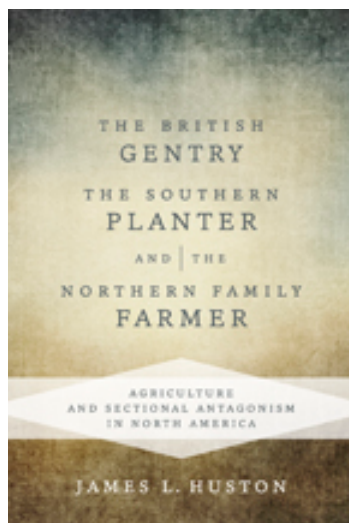
intelligence officers asked Sullivan to photograph a Soviet naval vessel *Aurora* if he could do so without risk; he narrowly escaped serious repercussions when his photographic foray was observed by Soviet officials.

A talented high school athlete and student, Sullivan had dreams of going to college on a basketball scholarship and becoming a doctor. It was an infection and freak accident at the age of seventeen that forced him to give up those dreams and turn his love of the sports into a new career. Despite the accidental calling, Sullivan thrived as a sportscaster and received numerous awards and accolades for his achievements, including eight Kentucky Sportscaster of the Year awards. Sadly, Sullivan's life and career were cut short by throat cancer; he was just forty-two when he died in 1967.

This book is recommended for high school and public libraries and for academic libraries with journalism programs.

Karen J. Cook
State Library of Louisiana

The British Gentry, the Southern Planter and the Northern Family Farmer: Agriculture and Sectional Antagonism in North America James L. Huston. Baton Rouge: Louisiana State University Press, 2015. ISBN 9780807159187. 376 p. \$47.50



Why does a reader select a book that contains 345 pages, 105 of them featuring data, charts, and lists, a section of Notes, a Bibliography and an Index? Usually my selection as a reader has a personal dimension to it—something emotional springs out at me. And often my choice is based upon the hope of finding primary source materials related to the topic that might provide more clues for research purposes.

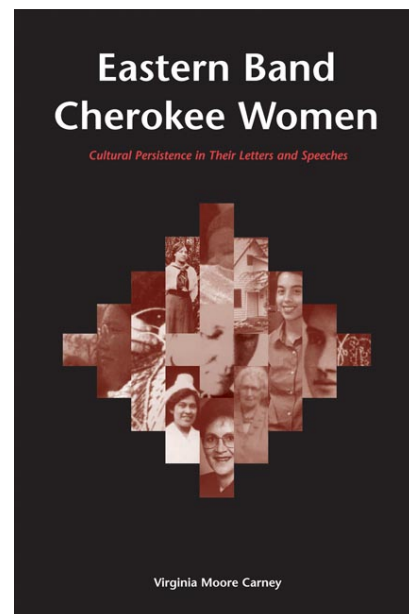
James Huston's newest book on US history captured my attention due to the title, "The British Gentry The Southern Planter and the Northern Family Farmer". I hold a fascination with plantations in the South. Additionally I hoped to learn more about the British Gentry and I knew nothing of the Northern Family Farmer. Flipping through the book, I saw some hot topics-- land ownership, Civil War causes and complications, slavery, tenancy, the rise and fall of political affiliations—and all seemed to be areas Huston explores in his research.

To a librarian or university faculty member, student or graduate student, I recommend Huston's research. I found an interview Huston provided and have given the link below for "Author's Corner" which features Huston providing some insights into his research and conclusions from the book.

See the Interview in the "Author's Corner" below
<http://www.philipvickersfithian.com/2015/05/the-authors-corner-with-james-l-huston.html>

Carol Walker Jordan
University of North Carolina, Greensboro

Eastern Band Cherokee Women: Cultural Persistence in Their Letters and Speeches Virginia Moore Carney. Knoxville: The University of Tennessee Press, 2015. ISBN 1572333324. \$34.95.



Virginia Moore Carney begins her fascinating research by describing a letter she read ... "written by a Cherokee school girl in 1838". Carney explains that her family members told stories of Cherokee women who held strong desires to tell about their lives and family history. Without the means to write in traditional ways in the 19th century, those women jotted notes on wallpaper, kept diaries, and told stories to share what they knew of their experiences.

Carney explains that it seemed to her that so much was missing in the way of uncovering, proving and explaining the lives of Cherokee women that she began to seek what she described as “tracing absences”. Carney says, “this study is the result of my ‘tracing absences’ in the lives of Eastern Band Cherokee females in the written history of the United States and attempting to fill in some of the blanks for the record”(p. Preface)

“The completed blanks in this case, are the words of Cherokee women, long neglected and silenced on the pages of history—words that can teach us much about the joys and sorrows of being an Eastern Band Cherokee woman during the past two hundred years.” (p. Preface)
Providing primary documents and resources to intellectual communities that tell the stories Cherokee women wanted to tell are Carney’s mission in this collection of interviews, stories, letters, and personal biographies. She documents the sources and those who spoke and wrote them. Why? She explained “.... so that Cherokee men and women might gain insights into their past as their women ancestors experienced them”. (p. Preface). She wanted those materials she uncovered to be verified as true and valid.

Carney highlighted for the reader many Cherokee girls and women whom she saw as significant contributors to literature, spoken history, political and cultural development during the 1800s and 1900s. Some of these women were/are Catharine Brown (p.48), Nancy Reece (p. 58), Lottie Smith (p. 86), Arizona Swayney (p. 101) Louisiana (Lula) Owl, (p. 107), Maggie Wachacha (p. 129), Edna Chekelelee (p. 130), Shana Bushyhead (p. 131), Marie Junaluska (p. 131), Lynne Harlan (p. 141), and Joyce Conseen Dugan (p. 153).

As readers, we can find a wealth of resources in the Appendix A and B, in the Notes, in Works Cited and in the Index, p. 175 to 227. Carney’s book is recommended to school and university libraries, museums, and cultural centers with particular emphasis on the Cherokee nation’s political and sociological issues, women’s history, and family and educational history of Native Americans.

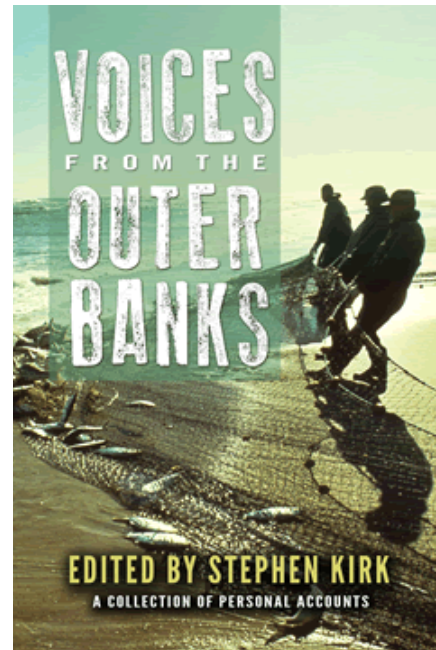
Carol Walker Jordan
University of North Carolina, Greensboro

Voices from the Outer Banks, A Collection of Personal Accounts. Edited by Stephen Kirk. Winston-Salem, NC: John F. Blair Publisher, 2015. ISBN 978-0-89587-644-7. 256 p. \$12.95

Why is a small strip of land off the coast of North Carolina, 391 square miles, with a “year round population of 40,000” residents (Introduction p.1) deserving of a serious research study by Stephen Kirk?

An easy answer once we learn that the in season population “swells to 300,000 and the yearly estimates of beach-goers can rise to 7 million visitors per year... Is it sun, sand, and sea?” (p.1) Stephen Kirk suggests it is the history and

traditions that make the Outer Banks so attractive. He provides fascinating historical reviews and gives us documentary voices from the past spanning the years from July of 1854 to the present day.



Kirk introduces this collection of research and memories by tempting the reader with a fine historical introduction to each of the 14 chapters. He continues by illuminating each historical account with the personal stories he uncovered on the chapter topic.

“Blackbeard and Friends”, “Feral Pony-Sized Horses”, “The Lighthouses”, “The Brothers from Ohio”, “World War Two” and “The National Seashores” quickly became my favorite chapters. Black and white historical photographs, a well-documented map of the North Carolina coastline with each island or significant place identified, followed by Acknowledgements, Notes, General Reading and an Index (p. 140 -254) combine to offer a rich trove for any Outer Banks researcher.

An excellent resource for all libraries—school, college, university and special libraries, Stephen Kirk’s book is also a recommended summer read for anyone visiting the Outer Banks! Take it in your beach bag!

Carol Walker Jordan
University of North Carolina, Greensboro

The Ghost Will See You Now: Haunted Hospitals of the South. Russell, Randy. Winston-Salem, North Carolina: John F. Blair, 2014. ISBN 978-0-89587-631-7 (Hardback). 233 p.. \$19.95.



Randy Russell believes hauntings can happen anywhere, but that ghosts may actually prefer the South. This premise has led him to pen several books about Southern ghosts, including *Ghost Cats of the South* and *Mountain Ghost Stories and Curious Tales of Western North Carolina*. The author now turns his attention towards hauntings that take place in medical facilities throughout thirteen Southern states. Fortunately for Russell, Southern ghosts spill out of the confines of hospitals and sanatoriums into streets, parking lots, ambulances, hospital trains, and even medical emergency kits, offering the opportunity for a variety of tales in an assortment of unusual places.

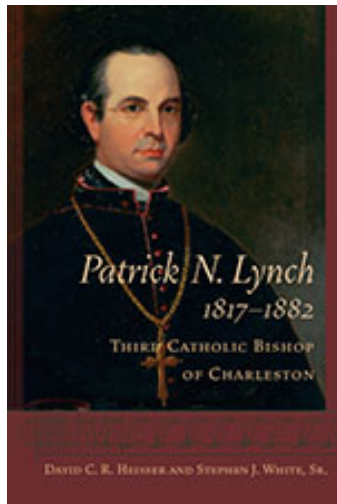
The Ghost Will See You Now: Haunted Hospitals of the South is organized by state, from the Virginias to Texas, and guides the reader to paranormal activity taking place at over one hundred and fifty sites. These hauntings involve surgeons, doctors, midwives, suspected witches, and patients as well as victims of tragedy and mayhem who did not quite reach medical assistance before they died. While some of these apparitions are interactive, others seem to re-enact their earthly duties throughout eternity. Not surprisingly, many of the accounts involve Civil War hauntings, which allows the author to pull in many buildings and historic sites that served as make-shift hospitals during the War. Soldiers from both the Confederacy and the Union vie for ghostly territory in modern day school buildings, summer camps, and doctors' offices, along with deserted hospitals, asylums, and battlegrounds.

Ghost stories by nature are full of pathos and despair -- lives cut short and unrealized. Similarly, Russell's specters range from pitiful to tragic. Hauntings include woeful sagas, such as the story of the poor pregnant girl from Kentucky who died in the rain on the hospital steps, the staff alerted by the unearthly cries of her stillborn baby. Other stories have an eerie quality, like the account of the young Memphis girl who was hit by a car driven by a handsome 1920s matinee idol. As he did not have time to take her to the hospital before his show, she accompanied him to the theater. Apparently, the girl did not survive the detour and remains to haunt both actors and patrons alike. Sometimes, the narratives are truly hard to fathom, such as the story of the woman from Mississippi, so devastated by the death of her soldier lover, that she attached his amputated leg to her own body; thus, giving rise to the legend of the "three legged ghost," who is particularly adept at kicking hapless teenagers' cars off of a local bridge. The book includes a variety of restless spirits who offer ghostly morality tales (such as attaching a third leg never works) and provide fodder for supernatural sightings and campfire lore.

Described as a "ghostlorist," Randall's interest in storytelling is evident by his choice to expand several tales in each chapter. These narratives have titles and read like short stories, enhanced by local history and imagined dialog. The remaining accounts are shorter references to hauntings occurring at different sites throughout each state. This creates a sometimes confusing mix of fictionalized accounts and gazetteer-like descriptions. In most cases, the author does not include sources for his accounts, therefore it is not clear whether his tales derive from first hand experiences or if he is relying on interviews and local legends. *The Ghost Will See You Now: Haunted Hospitals of the South* will more than likely find its audience with those who enjoy regional folklore or supernatural stories with Southern themes.

Kathelene Smith
University of North Carolina, Greensboro

Patrick N. Lynch, 1817-1882: Third Catholic Bishop of Charleston. David C.R. Heisser and Stephen J. White Sr. Columbia: University of South Carolina Press, 2015. ISBN 978-1-61117-404-5. 271 p. \$39.95.



The book, *Patrick N. Lynch*, takes readers back to the time of the Civil War while giving the reader a rare look at slave-owning clergy who both defended their actions and promoted slave owning too. It portrays a time when the country was in flux: the Civil War was raging on and there was strong anti-Catholic sentiment.

Lynch became the Third Catholic Bishop of Charleston at a time when South Carolina—and some neighboring states—had less than .3 percent Catholic population in their states. Lynch ascended to the office of Bishop of Charleston in 1858.

Lynch was the eldest son of Conlaw Peter Lynch and Eleanor Nelson Lynch, was one of twelve children. Lynch's two sisters, Anna and Catherine became nuns.

Lynch was certainly not the only religious man to obtain slaves. Southern bishops, religious communities, priests, and laypeople were slaveholders; as were some of their Protestant and Jewish neighbors. Slaveholding was legal and protected by state and federal statutes.

Lynch was a learned man, becoming fluent in seven languages as well as earning a doctorate in theology. He also was elected a member of the American Association for the Advancement of Science—and probably the first Catholic priest to be admitted to the Society.

The book “Patrick N. Lynch” portrays the horrors of the Civil War—how one of every fifteen white South Carolinians died during war; and how both black and white Carolinians were affected by food shortages during war.

The book portrays Lynch as being a product his environment, having grown up in South Carolina in a slave owning family. His parents had about seven slaves. The

book states that Patrick's parents were “benign” slave masters.

Despite his controversial practices, Lynch was, according to the authors, “arguably one of the most important and accomplished Irish émigrés in the history of Catholicism in South Carolina.”

Lynch justified owning slaves by asserting the alleged poor living conditions of free blacks; stating that emancipation also would lead to a race war that would lead to black American's coming in harm's way. Lynch defended flogging of slaves, yet said that flogging was the “fault of human nature, not the system of slavery.”

Bishop Lynch had bought about 95 slaves over time Charleston city tax records. Those slaves became diocesan property.

Lynch's status as a slave owning Bishop took new prominence in 1864 when President of the Confederate States of America Jefferson Davis appointed Lynch to be commissioner of the Confederate States of America to the States of the Church.

Lynch's role was to win recognition of the confederacy by the Pope.

Lynch's legacy of his diplomatic mission was “inconclusive” Lynch strongly believed in the cause he was advocating—yet his role cast him in an uncertain light among the Vatican—whom never endorsed the Confederate.

The book notes that how Lynch's homecoming to Charleston also included “restoring to diocese to a degree of soundness” after all the damage it suffered—along with its church goers—because of the Civil War.

Lynch was considered by some South Carolinians to have neglected his duties there while attending to his duties in Rome. The authors note how Lynch is much less well known than his predecessor, probably because of his own slave-practices.

The book, “Patrick N. Lynch,” provides interested readers a rare glimpse into the Civil War era. This book has an extensive bibliography.

It is recommended for academic libraries.

Peter R. Dean
University of Southern Mississippi

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