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Michael Busbee, Heidi Busch and Jim Nance

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Melanie J. Dunn and Sarla Murgai

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This issue brings with it a new chapter in the history of *The Southeastern Librarian*. From this point forward, all issues will be in an online format, rather than the printing of the spring and fall issues. This should save SELA approximately $3,500/year. It also allows more “freedom” for formatting articles submitted to the journal – primarily allowing color for charts, diagrams, photos, etc. – as was previously available in the winter and summer issues. This has also allowed the opportunity to change the format of the journal, as you will see in this issue. Previously, the winter and spring issues carried only brief library/association news and personnel news, with the spring and fall issues being “scholarly” – consisting of refereed articles and books reviews. Each issue will now contain all of these areas in each issue, which should also help with the “timeliness” of those submissions. I’m excited about these changes and if you have further suggestions, please let me know.

All three articles in this quarter’s issue deal loosely with making libraries relevant to users. Michael Busbee, Heidi Busch and Jim Nance address the issue of access to their collection in their article entitled *Non-affiliated Users’ Access in Tennessee Academic Libraries*. They address accessibility and security issues which need consideration for this type of user population. Melanie J. Dunn and Sarla Murgai describe their method of meeting patron research needs in their article "*Buy not Borrow: Building a bridge to a Patron-Centric Collection – A Case Study at the University of Tennessee at Chattanooga’s Lupton Library*". Given current budget constraints, it is essential for libraries to make sure they are spending their dollars wisely and purchasing items that will be used, rather than sit on the shelf unused. Elaine M. Robbins addresses the unique approach that the Citadel uses for reaching students in her article entitled "*Breaking the Ice: Using non-traditional methods of student involvement to Effect a Welcoming College Library Environment*". In these changing times, libraries need to continually think “outside the box” in creatively connecting to their patrons.

*The Southeastern Librarian* continuously accepts articles for publication consideration. As a reminder, we are a “double-blind” refereed journal. Topics can be on anything relevant to libraries. While the subject matter doesn’t necessarily need to relate to the south, a southern slant does seem to be of greater interest to our readership. Authors do not need to be members of SELA and publication guidelines are found at the end of the journal. If you or any of your colleagues have any questions about the process, feel free to contact me for a prompt response. Enjoy the issue!

Perry Bratcher
Editor
Non-affiliated Users’ Access in Tennessee Academic Libraries

Michael Busbee, Heidi Busch and Jim Nance

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Introduction

This survey was designed to ascertain how Tennessee public four-year academic libraries were addressing unaffiliated user access to services and resources and related security issues. At one point in time, resources and services were basically limited to the material on the shelf and the personnel employed by the library. Security issues were concerned with student pranks and vandalism and, depending upon location, the issue of vagrants and/or latchkey kids. Access to the building usually meant people had access to all of the material the library had on the shelf and the only question was whether an unaffiliated user could borrow materials.

Services have not changed that much, but library resources have evolved and the question of security has taken on a much more serious connotation. Libraries are now looking at access to computers, commercial databases, and depending upon your library organization, a plethora of AV formats and equipment. Paul Meek Library – University of Tennessee at Martin - is in discussion with our computer center about non-university users’ computer and network access, as well as a specific discussion related to checkout of laptops. In addition, our alumni group has approached the library with questions regarding access to various resources that have traditionally been limited to campus users.

All nine of the public university libraries in the state of Tennessee have some mention on their websites of providing services to unaffiliated users. However, their websites did not provide enough detailed information to determine if consideration was being given to issues in a manner similar to other libraries. While consistency may not be of primary importance, it does seem to make it a bit more palatable to staff when we can defend our position with the concept that comparable libraries in the state have similar policies. This shows that we are not being arbitrary or unreasonable.

Literature review

Nancy Courtney (2003) surveyed college and university libraries to determine what kind of access and which privileges were allowed to unaffiliated users. She determined that the majority of libraries allowed unrestricted access to the building, but borrowing privileges were significantly restricted for non-affiliated users. She also reviewed the increased use of authentication for computers and online resources. In addition, Courtney determined that reasons for allowing access varied from public institutions versus private institutions. Public institutions were more likely to report that they allowed access to materials as the result of state tax support, whereas private institutions were more likely to state that good community relations were the reason for allowing access.

J Michael Shires (2006) surveyed Florida academic libraries to see which resources and services they made available to public users. He determined that, while academic libraries provide services to the public, they do not actively promote those services. Shires brings up the fact that access to library materials is part of the mandate for Federal Depository Libraries as well as the Foundation Center’s Cooperating Collection. He brings to our awareness Florida’s Ask a Librarian Chat service and the Florida Electronic Library that allows patrons to use their public library card to access databases, as well as other consortial arrangements in the state of Florida. Shires also mentions that creation of joint-use facilities, libraries formed by partnerships of academic, public, and government libraries coming together to share both physical and monetary resources, is increasing due to the growing population base in Florida.

Tuñón, Barsun, and Ramírez (2004) surveyed a large group of librarians to determine their attitudes in regard to distance learners from unaffiliated institutions. A major concern seemed to be making sure the appropriate information was available. An additional concern was that the students would be a drain on the time and resources of the librarians without paying for the services rendered. One statement was that users are paying to get a degree from somewhere else, but not paying tuition dollars for the resources used at the libraries they were visiting. The survey results showed that librarians used their service profession stance to provide all students,
including distance education students, the same access to resources and services.

Weber and Lawrence (2010), in the course of writing computer access policies for their library, came up with several questions regarding research libraries’ practices of requiring or not requiring public users to authenticate or log on to computer workstations at their libraries. They surveyed a large group of library directors within the Association of Research Libraries (ARL) to determine computer access practices. The results of the survey showed that authentication is required for all computer access at the majority of universities and accommodations will need to be made for patrons who are unaffiliated with the institution. Because most (85%) of the libraries are Federal Depository libraries, there was a concern that services must be provided to allow access to government documents. Several different options to allow this access were presented including librarians logging in for the patron, open access computers, or computers that only allow access to government documents. Another area of concern was the ability of public users to access electronic materials within the libraries’ holdings. They suggested that the use of open access computers and working with vendors to reduce restrictions on access may increase the sharing of information. Guidelines were created at Weber and Lawrence’s library that let patrons know that open-access computers are available for public use, with the caveat that public users may be asked to allow others to use the computer when needed or only if the computer is not being used for research purposes.

Lenker and Kocevar-Weidinger (2010) suggest using W. D. Ross’s theory of Ethical Pluralism to aid librarians and staff when making decisions regarding serving the students and faculty of their institution versus serving the needs of nonaffiliated users. The seven prima facie duties of this model are fidelity, beneficence, justice, nonmaleficence, gratitude, reparation, and self-improvement. This method of dealing with problems resulted from the remodeling of Longwood University’s Greenwood Library and the addition of an Information Commons model. The library’s computing facilities became so popular with the public users that the students had difficulties gaining access to the computers. The library created a new restrictive computer policy, but found it very difficult to enforce, because it was so restrictive to the community members. In working through the seven prima facie duties another solution was found for serving both the affiliated and nonaffiliated users. The library installed five computers that have a system which logs off after 30 minutes of use. These computers are primarily for public users and the staff must log them in. If the Information Commons has moderate to heavy use, the staff will determine if there is space for the community patrons and either log them in or request that they return at a later time. The authors suggest that using Ross’s theory of Ethical Pluralism is useful not only for determining use of computer resources, but any other library resource as well.

Methodology:

The state of Tennessee lists nine main academic libraries attached to publicly supported campuses. We contacted the nine and had a 100% response rate. The survey consisted of four closed-ended questions and five open-ended questions. An online form using Google Docs survey was created which allowed the creation of a web-based survey with a static URL, allowing individual responses to the survey. Two individuals at each of the state-supported university libraries whose job title or job description (if available) implied a strong public service component were identified. People who might be involved in media checkout policies were also identified. A list of each of these people that included an email address as well as traditional contact information was formed. Next, an email that included the appropriate URL for the survey was created and sent to each of the pre-identified individuals. All responses were recorded by the Google Docs tool, and after approximately one week. Responses were received from four campuses. At that time a paper version of the form was generated and mailed to the individuals who had not responded to the on-line version. A stamped self-addressed envelope and a few pieces of hard candy were included. Once again there was approximately one week for responses and then two schools that had not responded. Those two schools (four individuals) were contacted, explaining that a response from them was needed for a 100% return rate. In both cases responses were received within the week.

For this survey, a deliberate choice was made to survey only public institutions. One of the main reasons for this decision was the question of public versus private funding, and the responsibilities inherent therein. A recipient of state funding may be seen to have an obligation to the local/regional community as a whole, not just the specific university community. It is with this potential obligation in mind that an examination was made of university versus non-university access to library resources.

Results:

Physical Security Issues

Historically, when there was a discussion of library security, it addressed the preservation, safeguarding, and stewardship of the collections housed within the physical building. To achieve these goals, libraries have developed security policies that try to be respectful of the rights of all users while at the same time protecting the items in the collection. Traditional issues included theft of library materials, mutilation or vandalism of library materials, and dealing with disruptive or deviant patrons. Recently, security issues have included access and use of the internet as well as the physical safety of the library staff and its users.

There was a relative consistency in the review of survey responses from the public state universities. In all cases non-affiliated users have access to the building during “normal” business hours. All but one university has
installed security cameras that at least cover the front entrance. There is not a library in this group of institutions that has a security guard or staff member physically checking or limiting access to the building. There are two libraries that do limit access to the building at “late night” by requiring the use of a campus-card swipe system on the door.

Electronic Security Issues

When considering granting access to a computer network, open or otherwise, electronic security becomes an issue, and the security of university computer systems is becoming an increasing concern. Information Technology personnel need to worry about everything from hackers to vandals. This has prompted the consideration of using usernames and passwords on all computers. However, that would also decrease the sense of the library being a place where people have access to all materials. Off campus access now requires authentication, and soon users who are on campus may also have to log in to access materials in the library. Without authentication abilities, non-affiliated users will not be able to access many of the databases and other resources to which the library subscribes. This may limit their research capabilities. In some cases, librarians have offered to log in to the system for non-affiliated users, thus allowing for another set of security issues to arise.

Once access to materials has been granted, the next concern is proper use of the information. Excessive downloads of materials, which are a violation of most vendor agreements, is of primary concern. When patrons try to access too many materials at one time or in quick succession, they may be blocked by the server and their access will be denied. Librarians need to be aware of this situation when it occurs and assist their patrons in proper use of electronic resources.

The survey data shows that most public universities in Tennessee do not allow open access to their electronic resources. A few libraries had public access to OPAC machines, but only one of the libraries in the survey allowed open access to their electronic resources. All other libraries required patrons to have log-in credentials. Also, the majority of respondents indicated that wi-fi service was unavailable to non-university users. Two respondents said that non-university users were asked to pay an annual usage fee for access to the library’s resources.

Lending Security Issues

No libraries in the survey allow non-university borrowers to check out media equipment. There are occasional exceptions made for local educators in specific cases. Given the increasing costs of acquiring and repairing media equipment, concern has been expressed at libraries that non-affiliated users should not be allowed to use or check-out audiovisual equipment. One library did mention that they have older laptops that they allow the public to check out. At Paul Meek Library, there was a situation where the public library was closed for several months. People from the community were requesting use of media equipment which is primarily lent out to students for use in classes with their professor’s approval.

Discussion

Accessibility Requirements

Some functions of a library may require certain levels of access. For example, a library that has the privilege of being a federal government document repository has an obligation to provide public access. As government documents are increasingly electronic, this necessarily entails public access, at least at some level, to the library’s electronic resources. Also, considerations should be made for providing access to, and finding aids for, other public collections that a library may have. This would include items such as school textbook collections, genealogy resources, or local historical archives.

Electronic Security Access

Offering access to electronic services subjects the institution to certain security risks. Dangers include viruses that can spread rapidly through the entire university community, malicious attacks upon infrastructure that can be instigated from within, abuse of resources, as well as plain old fashioned vandalism. However, denying access also comes with costs.

Public access to library resources has long been the norm in many places. A generation ago, those resources were primarily physical items that could be individually controlled and accounted for. Allowing access to resources was seen as a public service, perhaps even a duty, and “public service” is still often written into university/library mission statements. Also, a university library may be the only area institution with deep enough pockets to be able to provide access to certain software (Adobe Creative Suite, etc.), or devices (planetary scanners, video editors, etc.). Many institutions are facing increasing pressure to provide services, including electronic access, to alumni.

Frequently, especially in the case of rural institutions, the small regional university may be by far the most comprehensive and robust source of information available to area residents, students, and businesses. Furthermore, as information is increasingly presented in the form of online access, those without dependable online access, either because of financial constraints or geographical limitations, are left at a disadvantage. This is arguably the responsibility of the public library, not the university, but in many areas the public library’s resources (materials, staffing, hours of operation, etc.) are frequently inadequate to meet many such needs.

An academic library in a more urban setting may face a different set of problems that require a different approach to accessibility. Ease of access, due to public transportation and foot traffic, may lead to a situation wherein the university library is playing host to too many members of the public, as well as problems with latch-key kids, vagrants, etc. This can create an untenable situation.
that is both costly and corrosive to the library’s primary function of providing direct support to the university community.

Media Equipment Security

University libraries also tend to have collections of media equipment available to lend. Equipment such as video recorders, digital cameras, and P. A. systems are often used by students and staff for various projects, presentations, and events. The increasingly high cost of purchase and maintenance for up-to-date equipment has led to concern and doubt regarding the lending of AV equipment to non-affiliated users. However, some users feel, as taxpayers, it is not unreasonable for them to be able to access all of the resources the library has to offer. Moreover, AV equipment is often purchased not with “tax” money, but rather with alternate funding sources. These other sources, including student technology fees, may make the “taxpayer” argument invalid.

Conclusion

The conversation on public access to library resources and electronic security implies a tangential conversation about a library’s physical security. No longer merely concerned with the pick-pockets, purse snatchers, and perverts of yesteryear, libraries must now remain vigilant against deeper threats such as campus shooters or mad bombers. Any obligation to public service must be weighed against the university’s obligation to provide for the safety and security of its students and staff.

All in all, there are a great many questions, potential problems, and possible solutions surrounding the issue of non-affiliated user access to public academic library resources. While each library undoubtedly has its own unique challenges based on resource availability, environment, intended mission, administrative style, etc., libraries are facing similar concerns with regard to responsible stewardship of public trust, particularly as libraries move toward an information access model, rather than an information ownership model. While each library would certainly need its own solutions to its own problems, the greater conversation on non-affiliated user access is one that is worth having.

References


Appendix 1 - Survey – Non-affiliated Users’ Access in Tennessee Public University Libraries

Please select all answers that apply to your library.

1. What type of security provisions do you have installed at your library?
   ___ Card swipe limiting access to faculty, staff, and students
   ___ Security guard checking credentials at entrance
   ___ Student/library employee checking credentials at entrance
   ___ A sign that explains who is eligible to use the building
   ___ A security camera that views people entering/leaving the building
   ___ Anyone can walk in and no security cameras
   ___ Other: ___________________

Please select all answers that apply to your library.
2. What definition do you use for non-university borrowers?
   ____ Any adult who is not a faculty member, student, or staff member
   ____ Any adult who lives in a defined geographic area
   ____ Alumni from your institution
   ____ Emeritus Faculty
   ____ Retired Faculty
   ____ Retired Staff
   ____ Individuals enrolled in dual credit classes
   ____ Individuals younger than 18
   ____ Other: ___________________

3. Are non-university borrowers allowed to use library services? Yes  No

4. Please place an X in the box if the service is available to borrowers:

<table>
<thead>
<tr>
<th>Service</th>
<th>Students/Faculty/Staff</th>
<th>Non-university borrowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>access to reference services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check out books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check out DVD/Video collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check out AV equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>access public computers/no login</td>
<td></td>
<td></td>
</tr>
<tr>
<td>access public computers require login</td>
<td></td>
<td></td>
</tr>
<tr>
<td>access Wi-Fi system on own computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>access only OPAC on a public computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check out laptop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reserve room for class/meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>access online databases from building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>access online database from off-campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>copiers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>printers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>overhead scanners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please answer the following questions:

5. Are there specific written policies in place regarding public access to resources? Can you provide a summary statement?

6. What type of informal customs regarding access to building/resources are in place?

7. Do you charge students/faculty/staff a fee per use? If so, for what items?

8. Do you charge non-university borrowers a fee per use? If so, for what items?

9. Do you provide special services for area businesses, law firms, medical staff, or local educators?
10. Is your library considering changing access policies? If so, what changes are being discussed?

## Appendix 2 – Survey Responses- Non-affiliated Users’ Access in Tennessee Public University Libraries

<table>
<thead>
<tr>
<th>Security provision</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Swipe</td>
<td>3</td>
<td>late night study</td>
<td>33%</td>
</tr>
<tr>
<td>Security Guard</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employee</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signage</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camera</td>
<td>6</td>
<td>in the stairways</td>
<td>66%</td>
</tr>
<tr>
<td>Anyone is allowed access</td>
<td>1</td>
<td></td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>Keylab access for staff after hours</td>
<td>11%</td>
</tr>
</tbody>
</table>

## Services allowed to borrowers

<table>
<thead>
<tr>
<th>Services allowed to borrowers</th>
<th>Students/Faculty/Staff</th>
<th>Non-university Borrowers</th>
<th>Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Reference Services</td>
<td>9</td>
<td>9</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Check out books</td>
<td>9</td>
<td>9</td>
<td>Purchase card for $25.00</td>
<td>100%</td>
</tr>
<tr>
<td>Check out dvd/video</td>
<td>9</td>
<td>7</td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>Check out av equipment</td>
<td>7</td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>access public computers no login</td>
<td>3</td>
<td>4</td>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>access public computers with log-in</td>
<td>9</td>
<td>3</td>
<td>Purchase either $25 card or $5 online card</td>
<td>33%</td>
</tr>
<tr>
<td>access wi-fi system on own computer</td>
<td>9</td>
<td>2</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>access only OPAC on public computer</td>
<td>4</td>
<td>5</td>
<td>Can also access databases and internet</td>
<td>56%</td>
</tr>
<tr>
<td>Check out laptop</td>
<td>8</td>
<td>2</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>reserve room for class/meeting</td>
<td>9</td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>access online database from building</td>
<td>9</td>
<td>8</td>
<td></td>
<td>89%</td>
</tr>
<tr>
<td>access online database from off campus</td>
<td>9</td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>copiers</td>
<td>9</td>
<td>9</td>
<td>Purchase online card</td>
<td>100%</td>
</tr>
<tr>
<td>printers</td>
<td>9</td>
<td>5</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>overhead scanners</td>
<td>5</td>
<td>4</td>
<td>Flatbeds, but no public overheads</td>
<td>44%</td>
</tr>
</tbody>
</table>
### Non-university borrowers allowed to use services

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>9</th>
<th>Some</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Charge fee

<table>
<thead>
<tr>
<th>Student / faculty / staff</th>
<th>6</th>
<th>Technology access fee for students, copiers and printers, overdues fees</th>
<th>Students pay a $25 fee</th>
<th>Copiers and printers</th>
<th>printing—cardswipe, copying coin operated machines</th>
<th>copying and printing, students pay fees as part of tuition</th>
<th>66%</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-university</td>
<td>5</td>
<td>$50 borrower card</td>
<td>$50 card</td>
<td>Copiers and printers</td>
<td>copying—coin operated machines</td>
<td>copying and printing, offer $25 borrowers card for purchase on an annual basis</td>
<td>55%</td>
</tr>
</tbody>
</table>

### Definition of non-university borrower

<table>
<thead>
<tr>
<th>Definition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Adult</td>
<td>7</td>
</tr>
<tr>
<td>Geographic Area Adult</td>
<td>5</td>
</tr>
<tr>
<td>Alumni</td>
<td>5</td>
</tr>
<tr>
<td>Emeritus Faculty</td>
<td>3</td>
</tr>
<tr>
<td>Retired Faculty</td>
<td>5</td>
</tr>
<tr>
<td>Retired Staff</td>
<td>4</td>
</tr>
<tr>
<td>Dual credit enrollees</td>
<td>1</td>
</tr>
<tr>
<td>Younger than 18</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

### Provide special services to educators, law, medical?

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>Educators get a free card, others use reference services often</th>
<th>Cooperati ve Law Collection is funded by a TN private act so resources are available to lawyers and the public</th>
<th>Local teachers can borrow for free</th>
<th>Many businesse s and law firms use our Gov. Publicatio ns resources</th>
<th>Outreach to K-12 schools, Cultural programi ng for communit y but no services</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Buy, Not Borrow: Building a Bridge to a Patron-Centric Collection – A Case Study at the University of Tennessee at Chattanooga’s Lupton Library

Melanie J. Dunn and Sarla Murgai

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Introduction

Woody Allen once said “A relationship, I think, is like a shark, you know? It has to constantly move forward or it dies.” That simile is apropos to the world of library resource sharing, where an Interlibrary Loan (ILL) department that is not always moving forward and embracing positive change is dead in the water. Patrons’ demand for convenience and ease of access to resources, based on their experiences with online vendors like Amazon and Netflix, drive their expectations for obtaining materials through libraries. “ILL has continued to be successful by embracing self-service and by adopting the same features users have been trained to expect in the e-commerce world” (Mak, 2012, 29).

Economic reality requires libraries to keep costs low without degrading the quality of service. One of the ways libraries is trying to satisfy the demands of the readers is through ‘Buy, not Borrow’ (BNB) programs (often noted in library literature as ‘Purchase on Demand’) where books requested through ILL are bought when they are deemed to satisfy the customer quickly and at the same time add value to the collection. This is one of the ways libraries are trying to adapt to the patrons’ expectations by reducing the turnaround time, enhancing their own collections, and saving money. This demand driven acquisition (DDA) model - also referred to as patron-driven acquisitions (PDA) - is one of the top trends in libraries (ACRL, 2010; Howard, 2010).

Predicated on research demonstrating books requested through interlibrary loan that are purchased for the collection usually circulate more, cost less, and add value to the collection, Lupton Library’s Dean proposed this patron driven acquisition model. A Buy, not Borrow (BNB) pilot project was implemented at the University of Tennessee at Chattanooga’s Lupton Library in January 2010.

Literature Review

Library literature provides several case studies detailing the implementation of purchase on demand programs at individual institutions. Five representative program studies which profile either public or academic libraries and demonstrate that books purchased under these plans circulate more, cost less, and satisfy user demand promptly are Perdue and Van Fleet (1999), Alder (2007), Foss (2007), and Herrera and Greenwood (2011).

Perdue and Van Fleet (1999) of Bertrand Library at Bucknell University, recognized as one of the first libraries to implement an ILL book purchase program, cite two primary reasons for starting the program: one, reducing the workload of the ILL department; and two, adding value to the permanent collection. Data assessment validated their expectation that ILL book purchases would circulate more and an added benefit of the program was increased collaboration between the Acquisitions and ILL departments.

Megan Allen, ILL librarian at the Thomas Crane Public Library, Suzanne Ward, Head of Access Services at the Purdue University Libraries, Tanner Wray and Karl Debus-Lopez, Head of Access and Chief Acquisitions Librarian respectively of the University of Wisconsin-Madison, detail the procedures for the BNB programs at their individual institutions. Even though the process and the criteria for selection differ slightly from library to library the results show increased user satisfaction during the two years of operation. Based on the reasonable cost and turnaround time of materials ordered through this program and the relevant titles added to the collection as a result, all three libraries have permanently implemented what were originally pilot projects.

Alder (2007) describes the Interlibrary Loan Direct Purchase program implemented at the Brigham Young University Library. Purchases through this program were limited to faculty and were only for books not available through interlibrary loan. Lower cost, equivalent or improved turnaround time, and value for the collection are noted as positive outcomes of the program.

Foss (2007) presents a “Books on Demand” pilot project implemented at the University of Florida Libraries for the purpose of allowing patrons to contribute in shaping the collection. Besides providing a quicker turnaround time for loans, one of the primary incentives for initiating the project was to save on cost. With decreasing budgets and increasing ILL requests, purchasing select items made fiscal sense for the administration. Preliminary assessment
of the pilot project reflected that the majority of the purchases were for social sciences and humanities, the average turnaround time was five business days, and the program received positive feedback from surveyed patrons.

At the University of Mississippi libraries, Herrera and Greenwood (2011) discuss the patron initiated purchasing program initiated in 2009. The program provided a generous maximum cost of $200.00 and all loan requests within a five year publication date of the current year were considered. Seven percent of total purchases for the library were bought through the program’s funding. The majority of the requests came from faculty and staff, followed by graduate students. Review of the data, especially of items which met the publication date criteria, but were not purchased, resulted in revisions of the criteria and re-design of the workflow.

Three other articles that provide a viewpoint on the growth of interlibrary loan and subsequent ramifications are Mak (2012), Reighart and Oberlander (2008) and Deardorff and Nance (2009). Mak contends that the growth in interlibrary loan can be attributed to basic principles of e-commerce: 24/7 online presence, product in demand, acceptable turnaround time and tracking capability. Primary e-commerce features that have proven successful are discussed in detail. Delivery expectations set by successful online businesses – Netflix and Amazon are noted – range from 1-8 days and create user demand for equivalent delivery speed for interlibrary loans.

Reighart and Oberlander (2008) observe that with the constant change in technology and philosophy of service, librarians are continually assessing the value of buying versus borrowing through Interlibrary Loan and examining ways to improve workflows to benefit patrons. They note that on-demand printing from digitized collections is becoming affordable and that commercial services set a standard that will require cooperation and collaboration between Acquisitions, ILL, document delivery providers and vendors to keep up. Only through sharing and testing new ideas can libraries forge ahead.

Deardorff and Nance (2009) address the rise of ILL requests from their patrons after the implementation of WorldCat Local at the University of Washington Libraries. WorldCat Local provides a local interface to over 300 million OCLC records seamlessly prioritizing content based on accessibility. Select databases are also searched providing access to a myriad of article citations. The year (2008-2009) following the implementation of WorldCat Local at their library, they experienced a 92% increase in ILL borrowing. Requests for returnable items were up 150% and article requests went up 41%. Also of interest was the upturn in undergraduate requests with an increase of 339%. Requests for media items (DVDs, VHS, CD, etc.) rose substantially to 21% of returnables in this category.

The University of Tennessee at Chattanooga’s Lupton Library

The University of Tennessee at Chattanooga serves a population of approximately 11,400 students and offers degrees through the graduate level for a wide variety of majors. Lupton Library promotes the University’s teaching and research mission as an engaged metropolitan university by providing the quality services and collections that facilitate UTC users’ access to global information. The collection consists of more than 500,000 volumes, 166 databases, 13,000 plus online journals, and approximately 116 print journal subscriptions. To aid campus users in their research endeavors, Lupton Library is committed to employing innovative services to promote the use of their resources. U.S. News & World Report recently ranked The University of Tennessee at Chattanooga (UTC) as a “Best Value Regional University” in its Best Colleges Guide for 2013.

BNB Taskforce

In the Fall of 2009 UTC Lupton Library’s Dean convened a task force to launch a pilot project to purchase books for the collection requested through interlibrary loan which met the established criteria. The task force included the Dean, the Head of Acquisitions, the Digital Librarian and ILS Manager, and the Interlibrary Loan Librarian. The purpose of the project was threefold:

- To add value to UTC’s book collection through the addition of items requested by UTC patrons, guaranteeing that the item in question would circulate at least once;
- To provide quicker turnaround time for patrons requesting materials; and
- To improve patron satisfaction with the new model of service.

After doing a literature review and tapping the ILL listserv, the taskforce discussed and decided on the following criteria for title selection from ILL monograph requests:

- Publication date: Only items published in the current year plus two previous years would be considered.
- Price: $75.00 and under
- Type: Both fiction and nonfiction would be considered, though the following would be excluded from selection: popular works of ephemeral or dubious quality, such as romances, light mysteries, home decorating, self-help, homemade crafts, etc., mass market paperbacks, textbooks, theses, dissertations, conference papers, proceedings, technical reports, and foreign language items.
o Availability: Items must be listed as “in stock” in Amazon, to allow for speed in processing for patrons.

The Dean initially allocated $5,000.00 in funding for the project.

WorldShare Management Services

In August 2012, UTC implemented WorldShare Management Services (WMS), OCLC's web scale management system. WMS extends the features of WorldCat Local - an interface that serves as a library’s online catalog providing access to all of Worldcat in addition to the library’s individual collection (including digital resources and articles) – to include functionality for circulation, acquisitions and license management. With subsequent changes to the acquisitions workflow with the implementation of WMS, modifications were also made to the original BNB workflow.

Workflow “Pre” OCLC WorldShare Management Services (WMS)

Lupton Library uses ILLiad, an ILL management software system to track ILL requests. Using the software, a Buy, not Borrow queue was set up for review of those titles deemed appropriate for purchase according to the criteria. Titles were checked in the library’s online catalog as well as through the book order lists made available by the Head of Acquisitions. If the title was not owned or not already ordered, it was checked in Amazon and publication date, cost + shipping charge, publisher, and ISBN were added to the appropriate transaction fields in ILLiad. IBNB, the new lender symbol created to identify books bought through this program, was added to the lender and lending string fields in ILLiad. The book was then ordered through Amazon. A separate ILL account was set up by the Head of Acquisitions in Amazon for BNB items to be sent directly to the Interlibrary Loan Unit at Lupton Library. A BNB gmail account was created, where all shipping notifications sent by Amazon could be accessed by both Acquisitions and ILL.

Once the item was received, the book was checked in through ILLiad, IBNB noted as the lender and a one month due date was added. Additional processing included a “UTC Library” stamp on title page and back cover, as well as all three book edges and a barcode affixed to the inside of the back cover by ILL staff members. Amazon paperwork accompanying the item was passed to Acquisitions and a copy was kept in ILL. The book was then placed out on the ILL shelves at the Circulation desk for pickup and the patron was contacted by an ILLiad automatic email notification. Checkout and check-in of all ILL loans is tracked through ILLiad. When the book was returned to ILL by the user, it was checked back in through ILLiad, and passed on to Materials Processing for additional cataloging.

Workflow “Post” WMS

Modifications to the original BNB workflow were made subsequent to the implementation of WMS in August 2012. Titles in the BNB queue considered appropriate for purchase are now checked in WMS using the acquisitions functionality to determine if they are in the collection or have already been ordered. Once the Amazon order notification has been received in the Buy, not Borrow gmail account, it is forwarded to the Administrative Assistant – who creates an order for the title in WMS – and also to the Head of Acquisitions. When the item is delivered, it is processed in the same manner as detailed above, but the original invoice included with the package is passed on to the Administrative Assistant and copies of invoices are kept in the ILL Unit as well as the Acquisitions Department.

WMS has improved the workflow process by enabling ILL staff to use the Acquisitions functionality to determine in a single step whether an item is already in the collection or on order. Previously this was a two part procedure, where the catalog had to be consulted first, and then, if the item was not in the collection, current order lists provided by the Head of Acquisitions had to be checked. [Workflow Charts 1 & 2]

Assessment

After the pilot project had been underway for six months, the following types of data were tracked for the Access Department’s annual report submitted in Fall 2010.

- Number of items purchased through BNB
- Number of items purchased through BNB which had circulated at least one time since having been added to the library’s collection
- Amount spent on the BNB account up to date
- Average turnaround time for items ordered through this process

After evaluating the data, the Dean of the library made the following recommendations:

- In addition to title, author, publisher and date of publication, the ILL department should track on the requestor’s status (faculty, staff, graduate, undergraduate) and reason why an item was not purchased if it met the criteria, but was not selected for BNB;
- The ILL unit should submit this list to the Head of Acquisitions at the end of every semester for review. Reasons given were that books not in stock in Amazon at the time of request might now be available and items costing more than $75.00 deserved a second review. These recommendations were implemented in 2011.
For the purposes of this study, the following data is presented and analyzed.

- Workflow charts (Charts 1 & 2)
- Number of BNB books bought by Subject classification (Table 1)
- Number of books that were not bought under the BNB plan (Table 2)
- Turnaround time for BNB Books and regular ILL loans (Chart 3)
- Number of times BNB books circulated compared to other purchase types (Approval, Firm, Gift) (Chart 4)
- Total amount spent on BNB Purchases by year (Table 3)

Books Bought Through the BNB Program

The total number of books bought under the BNB plan for 2010 and 2011 was 139 books for each of those years. The number purchased in 2012 dropped to 119. Call numbers were used to determine the subject areas of BNB purchases. As Table 1 reflects, the majority of books purchased through this program fell into the humanities and social sciences. Similar findings were reflected in the case studies by Foss (2007) and Allen, Megan, et.al (2003). However, all subject disciplines are represented by the titles purchased, as is also indicated by the table. The percentages of books bought, in descending order by select subject areas are: English (20.56%), History (12.44%), General (8.38%), Philosophy & religion (7.36%), Economics (6.85%), and Education (6.85%).

Books Not Bought Through the BNB Program

Total number of books considered but not purchased ranged from 304 in 2010, 346 in 2011 and 299 in 2012. Only in 2011 did the ILL unit start tracking specific reasons as to why books were not purchased through BNB, even though they met the primary publishing date criteria of current year plus two previous years (Table 2). The two top reasons discovered for not buying were that either the cost was more than $75.00, or they were designated as “Popular Literature” (PL). PL encompassed romances, light mysteries, mass market paperbacks as well as home decorating, self-help, homemade crafts, etc. A smaller group of titles were not found through Amazon or were not in stock at the time. Additional reasons for not purchasing were also in evidence: dissertations, textbooks, items already owned by UTC or ordered for the collection and foreign language publications. The majority of these exclusions for purchasing are mirrored in other library purchase on demand programs (Allen, et.al. 2003, 139-140; Herrera and Greenwood 2011, 13). In 2012, six books were not assigned reasons for not purchasing due to staff oversight and are categorized as “Not Classified” for the purpose of this table.

Turnaround Time (TAT)

In its first year, the BNB program yielded a turnaround time of 7.69 days. (Chart 3) Using a single vendor (Amazon) and requiring that the item be in stock at the time of purchase helped to expedite the process. In 2011, that number rose slightly to 8.48, but this also mirrored a rise in TAT for all ILL loans. 2012 heralded a trend of increased TAT for BNB books while the average TAT for all ILL loans dropped to its 2010 level. The overall increase might be attributed to a number of factors ranging from a 29% increase in the total number of ILL borrowing requests received from 2010 to 2012, as well as variables such as unavoidable staffing issues and unforeseen weather related closures. Three years may not be sufficiently long enough to provide a reliable statistical model for TAT in this program, so tracking on this matter continues.

Circulation by Purchase Type

The data for average circulation by purchase type was extracted from Virtua (VTLS), Lupton Library’s online catalog before UTC migrated to WMS in August 2012. The ILS and Assessment Librarian ran the report in October 2012 and broke down the data by purchase type – approval, firm, gift, BNB – to display the average circulations. (Chart 4) Items from previous years (2010, 2011) had more time to circulate, which accounts for the higher numbers. For 2010, BNB titles circulated 4.6 to 5.8 times more than other types of acquisitions. In 2011, BNB items circulated 3.9 to 5.6 times more and in the first half of 2012, the ratio changed to 2.6 to 14.36.

Because the library wanted to create a seamless expedited experience for the patron, items purchased through the BNB program were checked out to the user first through ILL, and when returned were sent to Acquisitions for additional processing. Since the patron often did not realize the “ILL” book they checked out was actually an item purchased for the library, patron satisfaction with the program was never evaluated through the library’s annual survey. The catalog data, therefore, does not reflect that the majority of Buy, not Borrow items had already circulated once through Interlibrary Loan.

Budget

While it may form a small percentage of the overall budget for books, the value of the program is clearly demonstrated by the higher circulation of these items once added to the collection. The Library Dean, based upon amounts spent per year since the program was initiated in January 2010, decided to reduce the yearly allocation for the program to $3500 for fiscal year 2012 (Table3).

Conclusion

Based on data analysis, UTC’s BNB program achieved all of the desired goals of increased circulation of items, quicker turnaround time, and a more pertinent collection for its users. There was a positive impact on the program with the implementation of WMS, resulting in a more streamlined process. Collaboration between Acquisitions and ILL through this program has resulted in improved interdepartmental communication, with the Head of Acquisitions suggesting workflow changes after the
implementation of WMS, apprising ILL of total amounts spent on BNB in the Amazon account, and occasionally consulting with the ILL librarian on potential BNB selections. Perdue and Van Fleet (1999) also noted improved interdepartmental communication as an unexpected boon resulting from their POD program. With the imminent move to a new building in 2014, a reorganization of staff is underway and the ILL unit will soon be under the aegis of Materials Processing. This will directly impact how materials are processed and may expedite how quickly patrons receive BNB items and for how long.

While turnaround time for BNB items is better than for traditional ILL, and falls on the upper borderline for commercial service delivery expectations (Mak, 2012, p. 28), improvement is always desired. Further analysis is needed to determine where in the process the delay is occurring; from submission to processing; from ordering to receipt, or from receipt to processing for checkout? Workflow may also need to be revised so requests for consideration in the BNB queue automatically route to ILL processing if not dealt with within 1 business day to prevent delays.

The higher circulation of BNB items when compared to other purchase types for the collection underscores the value of the program, both in terms of economy and relevance. Nationally, the average cost of an ILL loan is $27.38 (Howard, 2010, p.2), while the average cost of a BNB book at UTC is $28.68. Once added to the collection, the item does not incur any more expense and proves its value to the institution if it circulates more than once, as has been true of the majority of BNB purchases at Lupton Library.

The most subjective part of the process for determining relevance for the collection, outside the stated criteria, is eliminating those titles considered of fleeting value: light fiction, self-help, romances, home decorating, etc. When freshman seminars are tied to young adult book series, the lines start to blur. Some libraries have circumvented this issue by limiting BNB purchases only to faculty (Alder, 2007, p.12) or only purchasing non-fiction (Allen, Ward, Wray and Debus-Lopez, 2003, p. 139). After ILL is incorporated into the Materials Processing department, the expectation is that the BNB criteria will be reviewed to determine if they are still valid for the program’s purpose.

While other libraries – The University of Washington, Ohio State University Libraries, The University of Delaware - experienced an exponential growth in Interlibrary Loan requests (returnables) with the implementation of Worldcat Local (Deardorff and Nance, 2009), that has not been the case at UTC. Overall, ILL loan requests (returnables) have dropped since the implementation of WMS. For fiscal year 2011-2012 (before the implementation of WMS in August 2012) there were a total of 4655 loan requests submitted by patrons; 2012-2013 FY reflected a drop to 4494 – a 3.45% decrease. Currently total ILL requests received are being tracked on a week to week basis in order to adapt – either with workflow or staff/student hours (or both) – if any changes are discovered.

Based on the total cost of the program for 2010 and 2011 the Library Dean decided to reduce the funding for this service. As degree programs continue to be added to the university’s academic offerings, and as the BNB program reflects the library’s commitment to creating a patron-centric collection, supporting the needs of its campus users, the Dean may decide to revise the funding if the library budget situation improves.
References


Workflow Chart 1

Patron requests book through Interlibrary Loan

Does it match criteria for purchase?

YES

Check WMS Acquisitions to avoid duplication

NO

Request via Interlibrary Loan

Order through Amazon and add cost + bib details to ILLiad transaction

“ISBN” added as lender in ILLiad transaction

Amazon order confirmation sent to Administration and Acquisitions. Order created in WMS displays in Acquisitions Service Module

Workflow Chart 2

Receive item from Amazon

Check in through ILLiad – 1 month due date added; strap added to book

UTC Library stamped on title page and back cover, as well as all 3 edges. Barcode affixed to back cover.

Paperwork accompanying shipped item passed on to Administration. Copies kept in ILL and Acquisitions

Book placed on ILL shelf for pickup by patron. When returned, it is checked back in through ILL, and passed to Materials Processing for additional cataloging.
### Chart 3

**Average Turnaround Time in Days (ILLiad Reports)**

<table>
<thead>
<tr>
<th>Years</th>
<th>BNB</th>
<th>All Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>7.69</td>
<td>10.29</td>
</tr>
<tr>
<td>2011</td>
<td>8.48</td>
<td>11.18</td>
</tr>
<tr>
<td>2012</td>
<td>8.87</td>
<td>10</td>
</tr>
</tbody>
</table>

### Chart 4

**Average Circulation by Purchase Type**

<table>
<thead>
<tr>
<th>Year</th>
<th>BNB Circulation Compared to all types of Acquisitions</th>
<th>BNB Circulation Compared to all types of Acquisitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Approval 2010</td>
<td>4.67</td>
</tr>
<tr>
<td></td>
<td>Firm 2010</td>
<td>0.61</td>
</tr>
<tr>
<td></td>
<td>Gift 2010</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td>BNB 2010</td>
<td>2.48</td>
</tr>
</tbody>
</table>

### Table 3

**Amount Spent on BNB Purchases by year**

<table>
<thead>
<tr>
<th>Period</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2010 - June 2010</td>
<td>$1,732.00</td>
</tr>
<tr>
<td>July 2010 - June 2011</td>
<td>$4,850.00</td>
</tr>
<tr>
<td>July 2011 - June 2012</td>
<td>$2,686.00</td>
</tr>
<tr>
<td>July 2012 - June 2013</td>
<td>$3,276.25</td>
</tr>
<tr>
<td>Subject</td>
<td>Count</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>General</td>
<td>33</td>
</tr>
<tr>
<td>Phil/Rel</td>
<td>29</td>
</tr>
<tr>
<td>Psychology</td>
<td>17</td>
</tr>
<tr>
<td>History</td>
<td>49</td>
</tr>
<tr>
<td>Soc/Anth/Geog</td>
<td>18</td>
</tr>
<tr>
<td>Health Human performance</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>27</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
</tr>
<tr>
<td>Accounting</td>
<td>7</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>9</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>Social work</td>
<td>1</td>
</tr>
<tr>
<td>Political Science</td>
<td>9</td>
</tr>
<tr>
<td>Education</td>
<td>27</td>
</tr>
<tr>
<td>Music</td>
<td>8</td>
</tr>
<tr>
<td>Art</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>81</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>8</td>
</tr>
<tr>
<td>Theatre and speech</td>
<td>2</td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Biology &amp; Environ Science</td>
<td>5</td>
</tr>
<tr>
<td>Physical therapy</td>
<td>9</td>
</tr>
<tr>
<td>Nursing</td>
<td>11</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Lost Titles</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>397</strong></td>
</tr>
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</table>
Breaking the Ice: Using Non-traditional Methods of Student Involvement to Effect a Welcoming College Library Environment

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Introduction

The Daniel Library at The Citadel hosts library events throughout the year with the expectations that engaging with students will reduce library anxiety and will create a connection between the student and the library. This article seeks to examine whether or not these purposeful efforts to interact with college students in the library are successful. A survey was administered in order to measure the impact these events have on the students’ perception of the library and the librarians.

Background

The Citadel, the Military College of South Carolina, is located in Charleston, SC and has an undergraduate student body of about 2000 cadets, all of whom reside on campus in military-style barracks. The college supports 18 undergraduate major programs, the student/faculty ratio is 13:1, and the average undergraduate class size is 21. The college’s Daniel Library has 8 full-time faculty librarians and 16 staff members. NOTE: Approximately 1000 graduate students are enrolled at The Citadel, but this article will focus primarily on the undergraduate student as library patron. The collection consists of nearly 300,000 print volumes, over 85,000 electronic books, and over 100 subscription databases. Throughout the academic year, faculty librarians teach approximately 150 information literacy sessions to both undergraduate and graduate students. While the military structure, the cadet and faculty uniforms, and the fortress-like architecture make the college unique, the librarian-student relationship is not. Librarians at the Daniel Library are motivated to connect with students just like other academic librarians are; witnessing the students’ library anxiety and seeking ways to minimize it.

Literature Survey

College students are accustomed to campus-wide systems where administrators, professors, and librarians require students to use online procedures to complete course registration, to request information, to submit assignments, to pay institutional fees, and to perform limitless other tasks. At the same time, college libraries have strived to be not only a building wherein students study, interact, and research, but also (and arguably more so) an online portal through which a patron may access scholarly articles, retrieve call numbers, discover digitized material, browse online newspapers, review course guides, and seek research assistance on these and other academic and non-academic efforts. Convenience, ease, speed, and familiarity with and acceptance of electronic research and communication tools are the bases for libraries’ implementation of virtual reference, online library account access, research consultation request Web-based forms, and more. Do patrons’ reliance on and librarians’ endorsement of the use of virtual communication and research methods inadvertently widen an existing void between the students and librarians? The literature shows extensively the apprehension that the majority of students experience in regards to using a campus library, beginning with Constance Mellon’s (1986) library anxiety study that revealed 75-85% of the 6000 students surveyed would describe their library experience as being fear-based (160).

Knowing the existence and prevalence of library anxiety, librarians must carefully consider the modern methods used today to interact with students. Lesley Brown (2011) states, “virtual reference is an alternative to face-to-face reference that allows the library to reach a broader audience, giving individuals the tools to gain a better understanding of how information is organized” (314). While that is certainly the intention of the service, it is important to be mindful that the technology may alienate a student or reinforce their anxiety when approaching a librarian in person. Brown continues: In essence, reference librarians remain on the cutting edge of trends in the field of information services, adapting to technological advances and adapting technology to better serve users. Understanding that user needs go far beyond new trends in reference services and new technology is something that librarians must also recognize in the twenty-first century. The profession as a whole must continue to work on developing better interpersonal “soft skills” along with other proficiencies in order to provide the best services in library reference. Perhaps acknowledging the existence of library anxiety is the natural first step. In order to gain a better understanding of the issue it must be recognized as a real dilemma for some, and before librarians can be empathetic to users that suffer from library anxiety, librarians must themselves be better informed of the issue (316).
In a college library, there are continual efforts to reach students through modern technology, but this pervasive library anxiety still exists (Nicol 2009, 278). The librarian’s position is a balance between efforts to appear welcoming while still accepting the reality that reference desk shifts do not necessarily lend themselves to making eye contact with each student individually while appearing friendly and waiting for a student’s question. The literature on college student development reflects what interests librarians as information professionals: the need to connect with, engage with, and involve students to help with their scholarly success (Axelson and Flick 2011; Kuh and Gonyea 2003; Wolf-Wendel et al. 2009). In the library, initial steps toward this goal can be made by connecting with and “breaking the ice” with the student who is struggling with library research and who is fearful when seeking assistance. There is a need for harmony between technological methods for research and conventional face-to-face human contact such as the reference interview, just as electronic books exist alongside traditional print books in the college library. Anecdotally, toward the beginning of each information literacy class, when library faculty introduce electronic books to the students, they are asked informally about their preferences and use of electronic books. Typically about half of the students agree that e-books are better or just as good as print books. The other half usually notes that they prefer to be able to flip the pages and to bring the physical book back to their room. Similarly, library faculty can expect that digital methods of communication and research may alienate some students and can discourage them from interacting with librarians.

Engagement and Involvement

Axelson and Flick (2011) stress that definitions of “student engagement” are “often tangled semantically as well as conceptually” (41), but they point to Alexander Astin’s research wherein he “suggested that a student’s involvement (‘the quantity and quality of physical and psychological energy that students invest in the college experience’) produces learning in direct proportion to that involvement” (40). This concept and the National Survey of Student Engagement’s (NSSE) emphasis on the importance of “faculty-student contact” and “participation in collaborative learning experiences” with regards to student engagement (Axelson and Flick 2011, 40) can and should both be applied to the library. The library, as one unit in the college student’s tenure at the institution, can leverage the roles it plays—as both a place of social refuge and a place for serious researchers—to connect with students in a meaningful way that will, in turn, create a welcoming, scholarly atmosphere. This is in contrast to passively expecting students to seek out the library, automatically know what the reference desk is used for, and understand that librarians’ sole mission is to assist with the customers’ academic.

Making the Connections with Students

Student development researcher Kuh (2003) suggested, “you become integrated through involvement and engagement, by devoting effort to things that promote positive outcomes. You don’t get integrated academically or socially unless you do something.” As a library, and as a component of the institutional mission to cultivate student success, librarians have an obligation to uphold a policy of engagement and involvement with students to enhance their academic experience and to assist in their development. Library faculty also must address the previously mentioned issues of library anxiety and apprehension about asking for assistance. This concept is what Kuh (2003) refers to in her research on students’ information search process (ISP): “The central premise of all this research is that the uncertainty which initiates the ISP causes confusion and doubt and is likely to be accompanied by feelings of anxiety. These feelings are a function of constructing meaning and are natural in the ISP” (369-370). It must not be solely up to the student to approach the reference librarian; it is up to the librarian to seek out the student who needs research help in the ISP. This can be performed directly (through roving reference, for example), but can also be done indirectly and in non-traditional, social ways—by hosting events, parties, demonstrations, and contests that encourage interaction and that begin to fill the chasm between the student and the librarian. These outreach events serve three purposes: to ease library anxiety; to involve and engage students in their campus environment; and to promote library services.

Each semester during reading period (the time between the end of the term and the first day of exams), the Daniel Library hosts “Doggy Day” during which puppies and dogs from local animal shelters are brought to the library. Inspired by similar programs at colleges around the nation, the event has a dual mission: to connect librarians and students in a non-traditional, relaxing setting so the library and its staff members are considered to be open, welcome resources; and to help students relieve some pressure before exams begin. Researchers like Reynolds and Rabshutz (2011) document the benefits of these types of events and show that interaction with animals can have a positive impact on college students’ welfare and emotional health during this tense time of the semester.
Periodically, to incite a conversation with passersby at the reference desk, librarians will hold a Candy-Counting Contest, a Reading Contest, or a brief questionnaire that will be followed by a drawing. During holidays such as Halloween, Christmas, and Valentine’s Day, a large container is filled with candy and students are encouraged to guess the number of candy pieces in it. Similarly, for the Reading Contest, a container is placed at the reference desk that invites passers-by to tell the librarians what book they are reading and to describe it in a few sentences. Using an innocent conversation starter like these contests can help to close the gap between librarians and some students. The drawings will award the winner with snacks, candy, or a gift certificate to the library coffee shop. Minimal effort and money are devoted to these contests, but the face-to-face conversations that encourage an open dialogue between the student and the librarian can be valuable. For example, one of the responses from a recent questionnaire indicated that the student was having difficulty with library journals; the student then has the option to leave an e-mail address for a librarian to follow up with them, which this student did. The value in connecting with a student that may not have approached the reference desk otherwise is evident.

Daniel Demos is an endeavor that highlights databases, citation assistance, or other library resources for the purpose of promoting the service and to once again create a connection with the student body. The informal demonstration is brief and times/days vary in order to reach different students. The fall semester will feature a collaborative Daniel Demo with the campus’ Academic Support Center tutors and will follow a Citadel Graduate College and Evening Undergraduate School Appreciation Party during which pizza, snacks, and drinks are served for these students. The library hosts a similar appreciation event for the Veterans Day Breakfast each year.

Do these events matter? Are librarians reaching students in the way intended? Evidence of the programs’ success and limitations were discovered through a simple survey.

Survey and Results

After Institutional Review Board approval of the brief, six-question survey, contact was made with faculty in the English department and a class visitation schedule was made by the library liaison. Participating faculty members afforded the librarians liaison the first 10 minutes of their classes to introduce the survey, to explain that participation was anonymous and voluntary, and to describe the purpose of the questions. The survey was conducted in six classes, for a total of 116 undergraduate students. The results show that about 71% of respondents use the library for an academic or information-seeking purpose (67% for research and homework, and 3.5% for other directional or “ready-reference” type inquiries). This is significant because these are the instances during which students would have the most contact with a librarian. The other options, printing/copying and checking Facebook/e-mail/other Web sites, would likely require the least amount of interaction with librarians. More simply, this 71% is also noteworthy because it offers librarians a snapshot of what the majority of patrons are seeking when they enter the library.

Two (discouraging, but useful) findings came from the survey. Only about half of the students were either “aware” or “sometimes aware” of the library promotions, events, and parties throughout the semester: about 47%; fifty-three percent answered “No” when asked if they were aware. When asked if they participated in the events, about 82% answered that they did not; about 17% had participated on some level. Perhaps the most encouraging responses are shown in the final two questions where students answered that they felt more welcome in the library (60%) and more comfortable asking librarians (also 60%) when thinking about the library events and their impact. This suggests that perhaps simply knowing that the library is a venue that promotes engagement, and an open, inclusive atmosphere is enough to at least make a positive impression on college students.

The purpose of the survey was to get feedback on students’ use of the library, their awareness of library events, and their perceptions of the library and of librarians in the context of feeling comfortable and welcome. While this process was intended to measure these issues, conducting the survey itself became a method of reaching out to students and marketing
library resources; allowing the students to see a library presence within their traditional classroom reinforced the idea that librarians want to cultivate their college development and success.

It is worth noting that at The Citadel, some freshmen are under the impression that they are not permitted to participate in special events such as these. During the fall semester, “knobs” (freshmen cadet recruits) have not been “recognized” yet—meaning that the Fourth-Class System, the military training system, is still in effect. Furthermore, cadets are at ease in the library, but not outdoors, so some undergraduate students (especially undergraduates) may be hesitant to relax and socialize outdoors. This survey was conducted before the spring semester Doggy Day. Daniel Library’s most successful event, so those freshmen who felt they were not allowed to participate in the fall event and who had yet to participate in the spring event would have answered negatively to the survey.

Library faculty announced the events through various methods on campus—e-mail, intra-campus listserv, and flyers—but, based on feedback, improvements can be made. Some students overlook e-mails from campus entities as reflected in the comments section of the survey: “They are not always easy to figure out when the events are. Spread the word better (e-mails)”; “More well known! Want to know about more events”; “I don’t even know what Puppy Day is. It would be cool for e-mail notifications”; “Maybe I am oblivious, but I never saw any promotion for said events.” Efforts to promote it face-to-face and to increase the frequency of the announcement e-mails will be made for future events.

Daniel Library faculty also learned about the programs’ success in other ways: “The events are a great way to decompress. The library is a great place to study and relax”; “Very welcoming atmosphere. Easy to study”; “I am already comfortable asking for assistance”; “They are very helpful in accomplishing your goals in which you set out to accomplish there”; “The library is a safe haven for knobs, thank you”; “You guys are great!” Librarians are on the right track with persistent efforts to involve students in the library, to reduce library anxiety, and to promote library services. There are improvements to be made specifically with communication about the events to the student body, and there is a need for continual research on how special events and promotions impact students, but initial examination of library faculty efforts is encouraging; gradually, with consistent efforts, the library can expect to minimize anxiety. Furthermore, with each new class that matriculates, the library is presented with another 700 freshmen with whom librarians will need to connect.

References


Survey Instrument:

Please circle which category of student you are:
Graduate Student
Evening Undergraduate Student
Cadet
Veteran Student

1. How often do you use the library?
   (a) daily
   (b) a few times a week
   (c) a few times a month
   (d) a few times a semester
   (e) I never use the library.

2. For what do you *primarily* use the library?
   (a) Checking email, Facebook, various Web sites
   (b) Researching, working on homework
   (c) Printing, copying
   (d) Directional, informational questions
   (e) I never use the library.

3. Are you aware of various Library promotions, events, parties, etc. throughout the semester?
   (a) Yes
   (b) No
   (c) Sometimes

4. Have you participated in any Library events i.e. Puppy Day, CGC/EUGS Appreciation Day, Veterans Appreciation Events, Reading Contests, Daniel Demos, other promotions?
   (a) Yes
   (b) No
   (c) A little

5. Thinking about these Library events and their impact, what is your impression of the Library?
   (a) I feel *much more* welcome and comfortable using the Library.
   (b) I feel *a little more* welcome and comfortable using the Library.
   (c) I feel *much less* welcome in the Library.
   (d) I feel *a little less* welcome in the Library.
   (e) There is no change in how I feel about the Library.

6. Thinking about these Library events and their impact, what is your impression of the Librarians?
   (a) I feel *much more* comfortable asking Librarians for assistance.
   (b) I feel *a little more* comfortable asking Librarians for assistance.
   (c) I feel *much less* comfortable asking Librarians for assistance.
   (d) I feel *a little less* comfortable asking Librarians for assistance.
   (e) There is no change in how I feel about asking Librarians for assistance.

Are there any comments, questions, or observations you would like to share about Library events and promotions and their impact?

________________________________________________________________________________________
________________________________________________________________________________________
SELA NEWS:

Charles E. Beard Award

SELA is now accepting nominations for the Charles E. Beard Award. The purpose of the award is to honor an individual outside the library profession who has made a significant contribution to the development or promotion of libraries in the Southeast.

Criteria and Guidelines

1. The award is given to an individual outside the library profession who has made a significant contribution to Southeastern libraries in one or more states.

2. The award will be made to one person in a biennium, typically at the SELA conference. If no suitable nomination is received, may be omitted for that biennium.

3. Nomination must be made by an SELA member. The recipient need not be a member of the association.

Deadline for submission of nomination: August 27, 2014

Required information:

Persons nominating an individual should forward a resume of the nominee including professional/business and association activities, membership in civic organizations, writings if pertinent, single events and or other honors received. The person making the nomination will include a short statement outlining the nominee’s major contribution(s) to the Librarianship in the Southeast. Supporting documentation such as articles in local, statewide and national press, brochures, correspondence, letters of commendation, etc. are welcome and encouraged.

Nomination materials should be sent to:

Ann Hamilton
Associate Dean of the Library and Associate University Librarian
Zach S. Henderson Library
Georgia Southern University
P.O. Box 8074
Statesboro, GA 30460-8074

E-mail nomination packages are welcome.

Questions about the award or nominations may be addressed to any member of the Charles E. Beard Award Committee:

- Vicki L. Gregory (gregory@usf.edu)
- Gregory Walker (gwalker@houserwalker.com)
- Joi Phillips (jiphilip@deltastate.edu)
- Melinda Matthews (Matthews@ulm.edu)
- Ann Hamilton (ahamilton@georgiasouthern.edu), chair.

SELA University & College Libraries Section: New Voices Program Call for Submissions / Papers

New Voices is an opportunity for new librarians in the profession to present and publish their ideas or perspectives on current library issues.

The University & College Libraries Section of the Southeastern Library Association (SELA) will select one librarian to present a paper at the 2014 SELA/Georgia Library Association (GLA) Conference in Augusta, Georgia. The winning paper will be published in the peer-reviewed SELA journal, The Southeastern Librarian. The editor asks papers to be between 2,000 – 4,000 words and written according to the latest edition of the Chicago Manual of Style.

What: Paper to be presented at the 2014 SELA/GLA Joint Conference, and published in The Southeastern Librarian.

Theme: A current library issue of interest to the academic library community.

Who: Professionally employed librarians with less than five years of experience. MUST be able to attend and present paper at the conference.

When: October 1-3, 2014

Where: SELA/GLA 2014 Joint Conference in Augusta, Georgia

Deadline: Completed papers MUST be received by July 1, 2014

Winning author to receive an honorarium sponsored by EBSCO!

Please submit your paper and/or inquiries to Allison Day, SELA UCLS Chair, at allison.day@wku.edu.
LIBRARY NEWS:

Georgia

University of West Georgia News

Ingram Library and Houser Walker Architecture Receive AIA Georgia Award

AIA Georgia, an association of The American Institute of Architects, awarded a 2013 Georgia AIA Citation Design Award to Houser Walker Architecture of Atlanta and the Ingram Library and Tom Murphy Archives at the University of West Georgia in Carrollton. The award of architectural distinction was presented “in recognition of commitment to the design profession and the pursuit of architectural excellence.” Steven Raike, AIA, served as the Design Awards Jury Chair. Submissions were evaluated on creativity, design excellence, and for innovation beyond the current trends of form and image making. Hank Houser of Houser Walker Architecture served as principal architect on the project. The design and construction team included TVS Design, the Jaeger Company, Sykes Consulting, Minick Engineering, Parrish Construction, and Avient Museum Services, which designed interpretive exhibits highlighting Georgia House Speaker Tom Murphy’s life and political career. Lorene Flanders, Dean of Libraries, and Michael Conley of the university’s AEC Project Services joined Hank Houser and other members of the firm at the awards ceremony, held in Columbus in October.

Commemoration of Georgia House Speaker Tom Murphy’s 90th Birthday

The University of West Georgia’s Irvine Sullivan Ingram Library, and its friends organization, the Penelope Melson Society, commemorated the 90th birthday of the late Thomas Bailey Murphy, former Speaker of the Georgia House of Representatives, who was born in Bremen, Georgia March 10, 1924. Following Murphy’s death in 2007, the Georgia General Assembly honored him by appropriating $8 million to renovate Ingram Library and replicate his iconic State Capitol office within the facility. The Murphy Office was dedicated April 19, 2012 in a ceremony attended by every living speaker of the Georgia House of Representatives, and former governors Roy Barnes and Sonny Perdue. The Sunday afternoon event drew some 130 members of the Murphy family, Capitol staffers, state representatives, and members of the university community. Speaker Murphy’s Chief Aide, Steve Anthony, Class of 1973 spoke, and Representative Calvin Smyre of Columbus gave a powerful statement concerning Speaker Murphy’s mentorship of him as a newly-elected legislator. Elected in 1974 as the youngest member of the Georgia House, and appointed floor leader by Governor Harris for the 1987 session, Smyre was the first African American leader in the House since Reconstruction. He has served as president of the National Black Caucus of State Legislators since 2006. Smyre attributed his success during his forty year legislative career to Speaker Murphy’s willingness to place him in positions of learning and leadership.

Ingram Library’s Annie Belle Weaver Special Collections hosted “White Gloves” tours during the afternoon. The event showcased a selection of books, photographs, and archival materials representing the breadth and depth of the collections. Highlights included a 1579 early English printed bible, an 1887 prospectus promoting the mineral and timber riches of Tallapoosa, Georgia, a 1999 memorandum written by then U.S. Congress member Bob Barr pertaining to the impeachment trial of President Bill Clinton, and 1917 photograph of the Fourth District A & M football team. The event was organized by the Head of Special Collections, Blynne Olivieri, with assistance from UWG graduate student Brian Crews. Participants in the white gloves event interacted with graduate students who answered questions about the items and tours into the storage areas were given.

On Monday, March 10, ninety visitors enjoyed cupcakes in the Ingram Library lobby in honor of the Speaker's 90th birthday, beginning an annual tradition to reach students and involve them in exploring why the Murphy Office is replicated on campus, and how Murphy's leadership changed Georgia and the nation.

Steve Anthony, former Chief of Staff to the late Georgia House Speaker Tom Murphy, Judge Michael Murphy, and Representative Calvin Smyre pose with a portrait of Speaker Murphy by Carrollton, Georgia artist Steve Penley commissioned by Judge Murphy’s daughter Lauren Murphy Ray. The University of West Georgia replicated Speaker Murphy’s State Capitol office in Ingram Library with funding from the Georgia General Assembly honoring Murphy’s decades of service to the state. The portrait was displayed at an event commemorating the late Speaker’s 90th birthday. Photo courtesy UWG Communications & Marketing

Mississippi

University of Southern Mississippi Libraries Completes NHPRC Grant Project to Preserve Records Documenting History of South Mississippi’s Timber Industry
A National Historical Publications and Records Commission (NHPRC) Detailed Processing Project Grant of $113,198 to the University of Southern Mississippi in 2011-2013 funded archival processing activities for materials highlighting the timber industry of South Mississippi. Three large collections are now available for researchers: “Tung Oil Research and Development,” “Thigpen (S. G., Sr.) Papers” and “Tatum Family Business Records” (totaling approximately 515 cubic feet of materials).

The **Tatum Family Business Records** include the holdings of the Tatum family, prominent land holders, business and community leaders of the Forrest County, Mississippi area. Beginning in 1893 with the first sawmill, the Tatum Lumber Company came to employ hundreds of local residents and spanned approximately 63,000 acres of timber land and railways. W. S. F. Tatum, the patriarch of the family, led Hattiesburg as mayor from 1922-1924 and 1928-1936. During his terms as mayor roads were paved; extensive additions were made to the municipal water and sewer system; a public library, a municipal airport and the Saenger Theater were built; and the movement was started to bring natural gas to Hattiesburg. During the 1960s, land in Lamar County owned by the family and known as the Tatum Salt Dome was used by the U.S. Atomic Energy Commission to conduct underground nuclear detonations known as “Project Dribble.” The scope of the Tatum Family Business Records includes a view of Forrest and Lamar County, Mississippi, areas as the land turned from a timber industry waypoint into a vital, industrial city. The collection is comprised of approximately 443 cu. feet of materials from 1881-1991. A complete 494-page finding aid (and related catalog record) is online at [http://www.lib.usm.edu/spcol/collections/manuscripts/findings_aids/m316.html](http://www.lib.usm.edu/spcol/collections/manuscripts/findings_aids/m316.html) and 196 selected digital images can be viewed at [http://digilib.usm.edu/cdm/search/collection/tatum](http://digilib.usm.edu/cdm/search/collection/tatum).

**S. G. Thigpen, Sr., of Picayune, Mississippi**, was an area entrepreneur, historian, and writer who operated from his hardware store from 1919 until his death in 1981. The collection contains financial records, personal papers, essays, photographs, scrapbooks, sound recordings and newspaper articles of Thigpen’s life and the Pearl River County, Mississippi, area. The collection is comprised of approximately 38 cubic feet of materials from 1899-1996. A complete 75-page finding aid (and related catalog record) is online at [http://www.lib.usm.edu/spcol/collections/manuscripts/findings_aids/m446.html](http://www.lib.usm.edu/spcol/collections/manuscripts/findings_aids/m446.html) and 255 selected digital images can be viewed at [http://digilib.usm.edu/cdm/search/collection/thigpen](http://digilib.usm.edu/cdm/search/collection/thigpen).

**Tung Oil Research and Development** was an effort of many organizations utilizing Mississippi and Argentinian tung oil crops in a variety of methods, most notably in paints and varnishes, from the 1930s to the 1970s. The collection contains a variety of materials from laboratory notes, business records, photographs, and various correspondences from around southern Mississippi. The collection is comprised of approximately 34 cubic feet of materials from 1930-1974. A complete 137-page finding aid (and related catalog record) is online at [http://www.lib.usm.edu/spcol/collections/manuscripts/findings_aids/m447.html](http://www.lib.usm.edu/spcol/collections/manuscripts/findings_aids/m447.html) and 23 selected digital images can be viewed at [http://digilib.usm.edu/cdm/search/searchterm/tung%20oil/ordernoSort](http://digilib.usm.edu/cdm/search/searchterm/tung%20oil/ordernoSort).

For more information, visit the McCain Library & Archives at The University of Southern Mississippi ([http://lib.usm.edu/spcol.html](http://lib.usm.edu/spcol.html)) or contact Steve Haller, curator of historical manuscripts and archives, at 601.266.4345 or [Stephen.Haller@usm.edu](mailto:Stephen.Haller@usm.edu).
The “Echoes of Lloyd-Ricks-Watson” project can be viewed and explored online at http://library.msstate.edu/echoes.

For more information on Mississippi State University Libraries, please visit http://library.msstate.edu. For information on the Mississippi Historical Society and its awards, please visit http://mdah.state.ms.us/new/government/mississippi-historical-society/.

North Carolina

The James B. Hunt Jr. Library Awarded Stanford Prize for Innovation in Research Libraries

Cited for “the creative and bold vision that went into designing an innovative model for a research library as a high-technology research platform,” the James B. Hunt Jr. Library at North Carolina State University has been awarded the prestigious 2014 Stanford Prize for Innovation in Research Libraries (SPIRL).

Judged by an international panel of library and academic leaders, SPIRL was established by the Stanford Libraries in 2013 “to single out for community attention and to celebrate functionally significant results of the innovative impulses in research libraries worldwide.”

“Our vision was to give NC State a signature library that would help us recruit the very best students and the very best faculty and to serve the community as an inspiring place of excellence and passion and ideas and vision,” says Susan K. Nutter, Vice Provost and Director of Libraries at NC State. “We could not be more honored that our vision and hard work have been awarded the Stanford Prize.”

NCSU Libraries Now Lending Google Glass for Research Projects

The North Carolina State University Libraries has acquired one of the limited number of available Google Glass and has begun a pilot program to make the wearable computer available to researchers on campus as part of our Technology Lending Service.

The NCSU Libraries always aims to provide the university community with access to the latest technologies that can enable the transformational learning and research at the core of our mission.

Currently the Libraries lends over 200,000 technology items a year, including everything from DSLR cameras and e-readers to digital media equipment, design and modeling tools, and electronic prototyping platforms such as the Arduino and MaKey MaKey inventor kits. Adding the Google Glass helps to ensure that our researchers have access to a key tool that is promising to dramatically change how humans interact with computing resources.
Computer Science graduate student Arpan Chakraborty checks out the Libraries’ first Google Glass, for accessibility and augmented reality work in the department’s Knowledge Discovery Lab.

Initially, our Google Glass pilot program will be available to selected faculty and graduate students with an urgent research need for the technology. In mid-March the Libraries began accepting requests from other researchers working with augmented reality, innovative computer interfaces, and other key uses of the new tool.

South Carolina

Greenville County Library System News

Sensory Story Time - In the Fall of 2013, the Greenville County Library System broadened its reach with a new monthly story time designed for children with special needs and their families. With the expert advice of various organizations including Greenville Health System’s Children’s Hospital, the Youth Services department created this modified story time that offers fun and educational activity for children while giving parents time to bond and network.

PERSONNEL NEWS:

Alabama

Mervyn Sterne Library’s Stephens to Retire After 40 Years at the University of Alabama at Birmingham (by Jim Bakken)

Jerry W. Stephens, Ph.D., librarian and director of the Mervyn Sterne Library since 1985, has announced his retirement after a 40-year career at UAB, effective May 31.

“Dr. Stephens has been an exemplary leader for our library over a period of time that has seen university libraries undergo significant changes,” said Provost Linda Lucas. “I thank him sincerely for his service to our university.”

Stephens is only the second librarian UAB has had for its main academic library. He joined the library in 1974 as an accountant when it was a part of the former University College. While holding the title of librarian and director, Stephens also served as assistant vice president for academic affairs and fiscal officer for University College.

“A lot has changed in 40 years, and it has been a great experience to have contributed to the development of UAB,” Stephens said. “As an alumnus, I am proud to say that UAB afforded me the opportunity to gain knowledge that changed my world. It has been an honor and a privilege to have worked with every president and with an extraordinary group of faculty and staff from across UAB. It is easy for an organization to be successful when so many talented and dedicated faculty and staff are focused on helping students and faculty succeed in academic careers. During my tenure at Sterne, I have been blessed with a great team, and it has been an honor to have worked with them.”

Stephens received his bachelor’s degree in accounting and his Master of Business Administration degree from UAB, and has been an Accounting faculty member in the Collat School of Business. He received his Ph.D. in administration in higher education, as well as his Master of Library Science degree, from the University of Alabama.

A national search for the dean of libraries is underway.

The library was named for Birmingham stockbroker and philanthropist Mervyn H. Sterne. He and his wife, Dorah, were significant benefactors of UAB.

Florida

Kelly Robinson Receives the Shirley Olofson Memorial Award

The American Library Association’s (ALA) New Members Round Table (NMRT) and the Shirley Olofson Memorial Award Committee announced that Kelly Robinson, Reference Librarian at the Universal Orlando Foundation (UOF) Library at the UCF Rosen College of Hospitality Management, will receive $1,000 to attend the 2014 ALA Annual Conference in Las Vegas, NV this summer.
The Shirley Olofson Memorial Award is presented annually in honor of Shirley Olofson, a well-respected former NMRT President who died during her term in office. The award is intended to help defray costs to attend the ALA Annual Conference. Eligible applicants must be members of ALA and NMRT and have attended fewer than five Annual Conferences. Applicants must also be active in the library profession, show promise or activity in the area of professional development, and have valid financial need.

Kelly Robinson joined the UOF Library as full-time Public Services Librarian in March 2012. Robinson has a Master’s in Library and Information Science degree from Florida State University, as well as a Master’s in Education from Fairfield University. With prior experience at King College, Florida State University, and Embry-Riddle Aeronautical University, Ms. Robinson was well-prepared to jump in and start making a big impact at the UOF Library. She has several articles to her credit and has done presentations and poster sessions at a variety of conferences: Florida Chapter of the Association of College and Research Libraries (FACRL); Florida Library Association (FLA); Information Fluency Conference (Orlando); Appalachian College Association Summit, Asheville; and Georgia International Conference on Information Literacy, Charleston, SC.

“I’m not surprised that Kelly won this award,” commented Tim Bottorff, head librarian at the UOF Library, “because she’s very dedicated to improving herself as a librarian. She is exceptionally active in professional development, service, and research activities, especially for someone so early in her career. She also works well with students and does a tremendous job in her day-to-day duties at the Rosen Library. She represents UCF and the UCF Libraries very well!”

Hal Mendelsohn Receives Excellence in Librarianship Award

At the University of Central Florida Founders Day convocation April 2, 2014, Mr. Hal Mendelsohn, reference librarian and Patents and Trademarks Librarian at the John C. Hitt Library, was honored with the 2014 Excellence in Librarianship Award.

The University has been awarding the Excellence in Librarianship since 1984. Mr. Mendelsohn is the 30th recipient. Chosen by vote of the library faculty coordinated by the Library Faculty Advisory Committee, based on professional activities and letters of recommendation from university faculty, colleagues serving with him on nationwide committees, and fellow UCF librarians and management, it is a highly regarded award and confirmation of the appreciation and respect of the awardee’s contributions to the library and librarianship.

Mr. Mendelsohn joined the University Libraries faculty in April 2001 as a reference and library instruction librarian with collection development duties. Later he took on the role of Patents and Trademarks Librarian. Prior to coming to UCF, he was a librarian at the Arnold LeDoux Library at Louisiana State University at Eunice. He received his MLS from San Jose State University.

Mr. Mendelsohn enjoys being a reference librarian which allows him to interact with students, faculty, staff, and community members by assisting them with their professional, personal, and educational research needs. In addition to his other duties, he organized and coordinates the highly successful Campus Connections program designed to enhance students’ college experiences by introducing them to the different departments on campus. For the first weeks of each semester, departments and organizations such as Diversity Initiatives, Campus Police, Student Academic Resource Center, UCF Radio and TV, Financial Aid, and many more, have an opportunity to interact face-to-face with students.

In October 2012, the Southeastern Library Association created the new “Hal Mendelsohn Award” in his honor recognizing continual, dedicated, and outstanding service to SELA, and presented the first award to Mr. Mendelsohn for his “overall service to librarianship and the Southeastern Library Association.”

Barbara Tierney, Research & Information Services department head, calls Mr. Mendelsohn “a role model to us all for his phenomenal success in sharing the riches of UCF Libraries with students, faculty, and community members. Hal is an extraordinary teacher and colleague who offers his services with exceptional kindness, courtesy, generosity, and a huge smile.”
UCF Librarian Appointed to Federal Depository Library Council

Davita Vance-Cooks, Government Printing Office’s (GPO) Public Printer, announced the five new members to the Depository Library Council (DLC), among them is University of Central Florida Libraries Government Documents Librarian Rich Gause. His three-year term on this prestigious committee begins June 1, 2014. One of an elite group of 220 appointees in a little over 40 years, Mr. Gause is only the fifth representative from a Florida institution. The last Florida member of the Council was appointed in 1996. The Public Printer gathers information from current Council members, library associations, and other appropriate sources before appointing members to the 15-person committee.

Established in 1972, the DLC is an advisory committee to the Public Printer and the Superintendent of Documents. The Federal Depository Library Program was created over 150 years ago as Congress and the GPO, the world’s largest publisher, began looking for ways to get government publications into the hands of the public. Eventually federal depository libraries were established throughout the United States and its territories to further promote the mission to Keep Americans Informed by providing access to and assistance with government publications. The DLC is comprised of representatives from a cross-section of the federal depository libraries and takes on issues equally diverse from technical services issues such as indexing and cataloging to administrative matters like distribution and storage of depository collections to policy recommendations pertaining to the FDLP.

Mr. Gause has been the Government Documents Librarian for the UCF Libraries since April 1998. Prior to his coming to UCF, he was a public librarian for twelve years in the Orange County [Florida] Library System. A native Floridian, he served five years in the Navy after graduating from the US Naval Academy in Annapolis, MD. He received his MLIS from Florida State University. Mr. Gause’s dedication and expertise in promoting GPO materials makes him a favorite of students seeking research assistance at the John C. Hitt Library as well as colleagues throughout the state and nation. He has created or gathered the over 200 research guides on documents for the UCF Libraries (http://guides.ucf.edu/govt?hs=a). Throughout the years he has made presentations at professional association conferences and more recently become active in producing webinars. Mr. Gause’s philosophy of librarianship: Know your collection; know your colleagues; know your profession; and share your knowledge. He has remarked that “the joys of librarianship come from the endless opportunities to learn new things and to teach others. Be passionate about whatever you do.”

Dr. Penny Beile, UCF Libraries Associate Director for Research Information & Scholarly Communication, heartily agrees with the new appointment. “The Public Printer could not have selected a more engaged or dedicated librarian from its list of nominees. We are all extremely proud of Rich and pleased that he’s been recognized for his experience and hard work. I cannot imagine anyone more deserving of this honor.”

Georgia

Clayton State University

Laura Herndon is a compulsive reader and a lifelong Georgia resident who pursued the cataloging track in Valdosta State University’s Master of Library and Information Science program, earning her degree in 2011. She has been employed at Clayton State University Library for over 15 years and is delighted to continue serving the library in a professional capacity as Serials Librarian.

Christopher Stotelymer is 2012 graduate of the MLIS program at Valdosta State University and is the new Electronic Resources Librarian. Prior to coming to CSU, Christopher worked at Georgia State University as a Library Technical Assistant in the Learning Commons. In addition, Christopher has a Pharmacy Degree from Purdue University and an English degree from Georgia State University.
Valdosta State University

Scott Piepenburg has joined the faculty of Valdosta State University Odum Library, Valdosta, GA as Associate Professor of Library Science and Head of Cataloging and Metadata Services. His prior experience includes the position of Cataloging Coordinator at the University of Wisconsin—Stevens Point and District Cataloger/System Administrator for the Dallas Independent School District where he was instrumental in bringing up the initial DALLINK project, the first large-urban union catalog in the United States. Scott is the author of the popular Easy MARC series as well as articles on the future of library automation, the history of disc-based recording technology and the role of cataloging AV materials for school and public libraries. He has lectured around the United States on the topics of cataloging in general and authority control in particular and considers himself an “authority control junkie.”

University of West Georgia Faculty

Anne Barnhart, Assistant Professor and Head of Instructional Services, has been promoted to Associate Professor and granted tenure at the University of West Georgia effective July 1, 2014. Ms. Barnhart was appointed at UWG in 2009. She previously served as Librarian for Latin American & Iberian Studies, Religious Studies and Chicana/o Studies at the University of California, Santa Barbara. She holds the M.S. in Library and Information Science from the University of Illinois at Urbana-Champaign, the M.A. in Latin American and Caribbean Studies and in Religious Studies, and the B.A. in Spanish and Religious Studies with a certificate in Latin American and Caribbean Studies from Indiana University.

Blythe Olivieri, was appointed Head of Special Collections at the University of West Georgia following the retirement of Suzanne Durham. Ms. Olivieri was appointed Assistant Professor and Special Collections Librarian at UWG in December, 2012. She previously served as Pacific Northwest Curator and Assistant Librarian in Special Collections at the University of Washington Libraries in Seattle. She holds the Masters of Library and Information Science, the Master of Arts in Art History, and the Bachelor of Arts in Art History with Distinction from the University of Washington. She received the Certified Archivist designation from the Academy of Certified Archivists in 2013. She is active with the Rare Books and Manuscripts Division of the American Library Association, the Society of Georgia Archivists, and a number of other professional organizations.

Shelley L. Rogers, Associate Professor and Senior Cataloger, has been granted tenure at the University of West Georgia effective July 1, 2014. Ms. Rogers was appointed at UWG in 2008. She previously served as Technical Services Librarian at the Arrowhead Library System in Mountain Iron, Minnesota. She holds the M.L.I.S. in Music Librarianship from the University of Michigan, and the M.Ed. in Cultural Foundations and the B.A. in Music from Kent State University.

Stacey Snyder, who is completing a two year appointment at the University of West Georgia as Ingram Library’s Information Literacy Fellow, has been appointed E-Learning & Instructional Technologies Librarian with Massachusetts Institute of Technology Libraries. Ms. Snyder received the Master of Library and Information Science from the University of Illinois at Urbana-Champaign in 2012, and the B.S. in Business Administration with a concentration in Women’s Studies from Drake University. The Information Literacy Fellowship afforded her opportunities to teach Ingram Library’s for-credit LIBR 1101 class “Academic Research and the Library” on both the Carrollton and Newnan campuses of UWG and in the online environment, to provide in-person and online chat reference services, and to attend the American Library Association Annual Conference in 2013 and the Georgia International Conference on Information Literacy during both years of her fellowship.

North Carolina

University of North Carolina at Chapel Hill

Sonoe Nakasone has been appointed as Special Formats and Metadata Cataloger. Ms. Nakasone will catalog geospatial and statistical data, maps, and other data resources. She will advise Library staff members on cataloging and metadata issues related to materials in digital format and will contribute to national cataloging standards. She will also be involved in developing tools and workflows to support the Carolina Digital Repository, which provides access and safekeeping for the scholarly work of UNC researchers.

She worked most recently as a cataloger at the District of Columbia Public Library and previously as the cataloging coordinator for the Field Book Project at the Smithsonian Institution. Both are in Washington, D.C.

She holds a B.A. in English and political science from Howard University and an M.L.I.S. from the Pratt Institute.
Rachel Reynolds has been appointed Coordinator of Special Collections Exhibits and Outreach. Ms. Reynolds will manage the Melba Remig Saltarelli Exhibit Room calendar, assist staff with the design, fabrication, and installation of exhibitions and displays; assist with improvements to public spaces in the Wilson Special Collections Library; and assist staff of the North Carolina Collection Gallery with the management of historic objects and curation of Gallery exhibits.

Prior to her appointment, Ms. Reynolds served as senior museums officer at the Clifton Park Museum in Rotherham, England, as well as working at a number of other cultural institutions in the United Kingdom, including the British Museum and the Museum of London.

She holds the M.Sc. in museum studies from the University of Leicester, England, and a B.A. in history and Latin American Studies from Newcastle University in Newcastle upon Tyne, England.

Stewart Varner has been appointed as the Digital Scholarship Librarian. He will manage a portfolio of digital scholarship – including digital humanities, digital collections, and library technology projects – in close collaboration with faculty, campus partners, and within the Library. He will actively partner with subject librarians and staff from Library departments such as Library and Information Technology and Special Collections.

Prior to this appointment, Mr. Varner served as the digital scholarship coordinator at the Woodruff Library at Emory University.

He holds a B.A. in English literature and American studies from Queens University, an M.A. in popular culture from Bowling Green State University, an M.L.I.S. from the University of North Texas, and a Ph.D. in Philosophy from Emory University.

South Carolina

Florence County Library System

The Florence County Library Board of Trustees has named Philip Alan Smith as the new director of the Florence County Library System. He succeeds library director Ray McBride who retired last year after six years of service. Smith started in his new position on March 10, 2014.

A graduate of the University of South Carolina’s College of Library and Information Science, Smith holds an undergraduate degree from Charleston Southern University. Previously, Smith was appointed Director of the Marion County Library in June 2011. During his tenure there, Smith successfully pursued and acquired funding for branch improvements through a capital projects sales tax and completed a technological overhaul of the library system. The technological improvements were accomplished without additional funding. Smith previously worked in library positions in Horry and Dorchester counties.
Francis Marion University

The James A. Rogers Library at Francis Marion University announces several staffing changes in recent months. Included in the changes was the December 31\textsuperscript{st} retirement of longtime Systems Librarian Pamela B. Radcliffe. Nathan E. Flowers was appointed to serve as interim Systems Librarian and Tammy Ivins was appointed to serve as interim Head of Public Services/Reference Librarian. In addition, Circulation manager Steven C. Sims, was hired as Access Services Librarian and assumed additional responsibilities of managing the Interlibrary Loans operation.

West Virginia

West Virginia University

Dr. Jon E. Cawthorne, Associate Dean for Public Services and Assessment at Florida State University Libraries, has been named dean of libraries at West Virginia University.

“Dr. Cawthorne brings a winning combination of experience and visionary thinking to WVU,” said Michele Wheatly, WVU provost and vice president for academic affairs. “As we work to achieve some ambitious goals for our libraries, I am excited to know that we will do so under his leadership.”

Dr. Cawthorne said, “I am thrilled to join a great institution at this time in their history. With so much support from the students, faculty and administration, I look forward to working with everyone to advance WVU Libraries in the years to come.”

Dr. Cawthorne, who began his new position on March 17, currently manages assessment, services and staffing in Strozier, Dirac Science and Engineering libraries and leads a writing institute for librarians and staff called, Braggin’ Writes. He recently completed his Ph.D. dissertation, Viewing the Future of University Research Libraries through the Perspectives of Scenarios, and is working on a guidebook for libraries on the process of scenario planning.

Dr. Cawthorne is co-principal investigator on two national Andrew Mellon Foundation grants. One explores new library service models (Centers of Excellence) and the other investigates the competencies needed to support Digital Scholarship in leading international universities. Dr. Cawthorne is scheduled to travel to Brazil, China, the U.K. and Japan in 2014.

He has consulted on creating underrepresented minority internships in research libraries and published articles on diversity, shared leadership and the importance of outreach. Prior to his current position, Dr. Cawthorne worked at Boston College Libraries, San Diego State and Detroit Public Library and participated in Association of Research Libraries’ Research Library Leaders Fellows Program, UCLA Senior Fellows and the Frye Leadership Institute. He holds a Bachelor of Arts in English and Radio Communication from Evergreen State College and Master of Library Science from the University of Maryland at College Park.

The WVU Libraries have an annual budget in excess of $14 million, more than half of which is committed to maintaining and adding to the collection. The libraries’ collections include more than 2.1 million books. In addition, the libraries provide access to more than 350,000 eBooks, 45,700 electronic journals and 246 electronic databases, and house the West Virginia and Regional History Center. The libraries are central to WVU’s teaching and research missions and goals.

Robert Jones, dean of WVU’s Eberly College of Arts and Sciences, led the search committee that chose four candidates from a pool of applicants to visit campus in late 2013.

“Jon has an impressive vision for all three missions of the land grant university and a record of successful collaboration across disciplines and academic units. His excellent leadership skills are going to serve WVU well as we strive for the next level of national prominence,” Jones said.

Executive search firm Greenwood-Asher assisted the university with the search.

Myra Lowe, a long-time WVU librarian and administrator, has been serving very capably as interim dean of libraries since January of 2012. This was Lowe’s second time serving as interim dean; she served in the same capacity from 1998-1999.

“Myra has been invaluable to the WVU libraries and to the whole university over the past few years,” Wheatly said. “We are so grateful to her for assuming a leadership role during a critical transition period.”
BOOK REVIEWS


How does being Irish and Catholic affect writers living in the south in the 19th century? And how did their ethnic identity affect their work? Randolph-Macon College professor Bryan Giemza spends almost 400 pages trying to answer those questions.

Giemza writes about dozens of Irish Catholic southern writers who struggled with their own Irish identity; their beliefs about their religion; and their views on the south. Some joined the Confederate side as many others perceived themselves as outsiders in the South.

The author’s premise is that Irish Catholic writers had an especially unique experience living in the South. Furthermore, Giemza asserts that being Irish or Catholic in the south was, in some points of view, living a life that was “un-Southern.”

He scrutinizes the works and lives of Flannery O’Connor; Kate Chopin; and Joel Chandler; Margaret Mitchell, among many others.

And how Irish, Southern or Catholic did Giemza’s subjects need they be to be included in his study? “Not very,” Giemza admitted.

Giemza bases his book on letters the authors wrote to other acquaintances; their literary works; and his own correspondence with some writers, namely Valerie Sayers and Anne Rice.

The author’s premise of writers who were Irish, Catholic, and living in the South as having a strong common denominator wasn’t always well demonstrated. Nor does he ever explain what connection these writers have to the “invention of the American South.”

But Giemza’s study is a strong beginning point for researchers of Irish Catholic writers of the South, as it has a very detailed bibliography. This book could very well complete certain research sections in library collections, including studies of Irish writers; Irish Catholics; of Southern Catholics.

This book is clearly written for scholars. Readers with a casual interest in this topic may find this book hard to delve into.

This book would make a good addition to academic libraries.

Peter R. Dean
University of Southern Mississippi


I’m not sure how many children these days have the experience of sitting back and listening to an “old-timer” tell the tales of our past. All ghost stories by nature have at least a bit of the past involved. They have to. Somewhere, sometime there was always a sad tragedy, a murder, or an unexplained event that benefited the listener by a retelling. Not only were these tales entertaining but often a learning experience for the kids and adults who heard them even if it was only, as the authors of Kentucky Hauntings point out, learning how to handle fear.

While visiting my mother’s relatives in West Virginia one summer when I was a child, I had the pleasure of listening to a great uncle tell the tales he could remember from his boyhood about local ghosts, family experiences, and strange events. It was late in the evening after sundown. No TV in the house. Only the sounds of the creek and the
woods could be heard outside the window. I still remember those tales and that evening as if it were yesterday. I especially remember the ones in which family were involved even though several of them were family members I had not met or who were long gone.

One of my great disappointments at the time was that my mother, who had also had that experience, could not remember a single tale her great uncle told them when she was a small girl. Apparently they were so scary she blocked them out completely! This is one of the reasons Kentucky Hauntings is a special book. It has recorded tales and traditions that are local to Kentuckians, (one story was from my own hometown), and helps to insure they will not be lost when the great story tellers are no longer with us and the details begin to fade.

Kentucky Hauntings is divided into sections of stories including “Stories from History,” “Stories from Headlines,” and “Stories from Homefolks.” The last section, “Stories from Homefolks,” is easily the longest section of the book and probably my favorite as it does the very things discussed above. The tales reveal customs and traditions that many from outside the area are not familiar with or are too young to remember. They are tales told by people who have experienced the tale themselves or are in some way connected to the story.

Each section and each story has an introduction about the times or traditions in which the action is set. A nice addition at the end of the book is a section where the authors have included their website and contact information in case readers want to share a tale of their own. They have also listed some places to visit and contacts for information and ghost tours of several of the locations in which the tales were set.

This is a fun read whether you are into ghost stories or just enjoy learning about things in the past. Not all of the tales are scary. Some are about loving, caring acts by those who have crossed over but who are still looking out for friends, family, and loved ones. However, there are definitely enough hair-raisers here to satisfy anyone who wants to be scared out of his wits or wants to scare someone else out of theirs on some dark and stormy night. I’ll say no more…spoilers, you know.

Paris E. Webb, Librarian
Marshall University Libraries

Ghost Stories of Old New Orleans. deLavigne, Jean.

Ghost Stories of Old New Orleans is a collection of stories based on eye witness accounts, old newspaper articles and local lore of the apparitions that appeared in houses, buildings or locations around New Orleans. Each chapter presents a different account of ghostly encounters throughout New Orleans, which occurred over several centuries. New Orleans evidently has a long history of ghostly hauntings, partly due to its richly diverse culture and some of its unsavory activities and the people who flocked to populate the area.

A reprint of her original work, deLavigne has intertwined the oral accounts and articles with her own story telling. She tries to keep the language of the time and the teller, taking you back into southern slave speak or a foreign language from someone not long off the boat. Her style helps you feel more connected to the story and its people; however, it can be difficult to understand in parts where there are several phrases in a foreign language. It is also hard to tell where eye witness accounts and deLavigne’s embellishments occur. The stories are so interesting, though, that it does not alter the thrills and chills of the narrative. She has a gift of drawing the reader in and creating an interest in the paranormal and in the haunted history of New Orleans.

Each story describes incidents of ghost sightings and gives details about who they were when they were alive, what their life was like and what events led up to their death. Each seemed to have an unnatural death, which left them drawn to that area to haunt. Whether they died from a tragic illness, or were an executed prisoner, murdered, or were a scorned lover, each ghost has a story to tell. Most would tell or show anyone who came across their haunts, sometimes violently.

While it may not be easy to tell if a story is mostly true or mostly fiction, each account is very interesting and entertaining, creating an interest in exploring New Orleans’ dark and haunted past. This book would be of interest to
those interested in New Orleans folklore and the supernatural, primarily public libraries.

Jennifer Culley
The University of Southern Mississippi


Many who might wish to read and review Carolyn Ross Johnston’s new book, “Voices of Cherokee Women” are those like me who were introduced on summer family weekend vacations to Cherokee women, children, men and the Cherokee Indian Reservation in Western North Carolina. Frequent trips to see “real Indians” in our North Carolina mountains were summer adventures we happily joined our parents and friends, gleefully expecting we might come home with a tom-tom, an Indian head dress, a Pocahontas doll or if we were lucky bows and arrows! Little did we focus upon the real people—the Indians—, or the food they ate, the rituals they valued, their health and wellness, their strange language we ignored, or their customs of hunting and gathering food.

From a child’s view, the Cherokee Indians we saw were like make-believe characters—super human warriors with spears, women who made baskets and pots and carried babies and small children on their chests or backs in woven cloth sacks. Colorful painted faces for the men and scant clothes for children made us think they may have arrived by some type of space ship to the mountains of North Carolina.

From those long ago days to today, many Indian tribes in the United States living on reservations in various states in the northern, southern and western regions of our country may provide these same impressions to children whose parents take them on summer weekend visits to “see the Indians”. However, Carolyn Ross Johnston provides a documented and beautifully researched collection of stories, letters, diaries, newspaper accounts, oral histories to paint a deeply moving panorama of the lives of the Cherokee culture and society.

Upon first read, I was overly impressed with the quality of research and sensitivity of Dr. Johnston’s determination to give the reader truth and justice in her selection and variety of documents. Reading Dr. Johnson’s research documents on the lives of Cherokee women revealed to me the misguided early American beliefs—social, political, religious, and folk lore—of the lives of our first American women. Additionally my childhood impressions were enlightened and my adult prejudices were shattered about the role of women in Cherokee life and culture. For anyone who explores and seeks to understand the role of women in the United States, Dr. Johnston’s “Voices of Cherokee Women” is a critical research text.

Carol Walker Jordan, Ph. D.
Librarian, Consultant to Higher Education and Libraries


Who said, “history is written by the winners”?

This phrase continued to flow through my thoughts as I grappled with the introduction and ten essays written by the doctoral students who surrounded Professor William Archibald Dunning (1857-1922) at Columbia University’s graduate studies program on the reconstruction period following the American Civil War. Brilliant Professor Dunning was of such great charisma and intellectual rigor that he immediately attracted the brightest and most passionate of graduate students. Their desire to record, analyze and interpret the evoking American historical landscape following reconstruction of the southern states was passionate.

In those early days after the Civil War, Professor Dunning seemed to believe and promote opinions and passions of American citizens who said, “black people did not belong in American political society and had no business wielding
power over white people “ (p. 38). Dunning’s students’ writings affirm they enthusiastically invested great energy in engaging research to prove those beliefs and expand the prejudice and intolerance of those who questioned what reconstruction meant or what it was to offer and ensure to black individuals.

Over the ten essays included in this book, all graduate student authors held highly respected academic credentials but the tolerance and openness to discussion and debate over long held biases emerged rarely. Professor Dunning and his followers in the higher levels of academia shock and alarm us today. We see the highest goal of education as tolerance for others rights and beliefs. The greatest success of a debate is to bring a black and white issue to gray.

Any students or faculty of history of America after the period of the Civil War and throughout the era of Reconstruction will find this collection of essays of great interest. John David Smith and J. Vincent Lowery have provided an intellectually rigorous text for students and faculty who study reconstruction and the influence of academia on historical events.

Yes, history is written by the winners but sometimes it is rarely won without time being the ultimate deciding factor.

Carol Walker Jordan, Ph.D. Librarian, Consultant to Higher Education and Libraries


As the civil rights movement of the 1950’s and 1960’s recedes into the past it becomes more important than ever to hear the stories of those who directly participated in the struggle while there still is a chance. Bernard LaFayette, Jr. is not a name as immediately recognizable as some in the pantheon of civil rights heroes but his behind-the-scenes work (by design) was crucial in setting the stage for one of the civil rights era’s greatest triumphs. His story is remarkable and inspiring.

LaFayette (born 1940) became interested in civil rights starting with the Montgomery bus boycott of 1955-56. Inspired by Martin Luther King, Jr. and then by his study of Mohandas Gandhi’s ideas concerning nonviolence and social change, LaFayette quickly became active in the movement shortly after starting college. He participated in the Nashville lunch counter sit-ins, the Freedom Rider campaigns of 1961, and the Mississippi Nonviolent Movement before joining the Student Nonviolent Coordinating Committee’s (SNCC) Southern Regional Council’s Voter Education Project. Promised a directorship in the Project, LaFayette was initially disappointed when he was informed there were no vacancies but leapt at the chance to take on the Selma, Alabama Voter Registration Campaign. Others had deemed it a hopeless endeavor thanks to the longtime brutal regime of white supremacy and the resulting hopelessness and “complacency” of Selma’s black population.

LaFayette provides a fascinating account of his courageous organizing work as, slowly and carefully, he organized the few local black activists willing to participate in a campaign to register black voters. Crucial to his ultimate success was LaFayette’s ability to get local people to start taking control of the movement. His preference was to work behind the scenes once he had established his credibility with local activists. In the process he had to contend with the fearsome brutality of such segregationists as the infamous Dallas County Sheriff, Jim Clark: “his posse was tantamount to a legalized state-sponsored lynch mob” (28). LaFayette took courageous risks and at times encountered physical violence and was thrown in jail as well. Carrying him through the struggle was his strong belief in using nonviolence. For LaFayette, nonviolence included the capacity to recognize the humanity of one’s oppressor.

LaFayette’s other main insight was to use a strategy of legal point of challenge. The Voter Registration campaign had two main goals: to implement nonviolent direct action and to build a case for the federal government to prove that Dallas County was discriminating against black people’s right to register to vote. Getting federal power behind the cause was crucial to its success. In fulfilling both goals LaFayette and those he encouraged to work as advocates and organizers, were successful. The event now known as “Bloody Sunday” in March 1965 as peaceful, nonviolent marchers were brutally attacked while they attempted to cross the Edmund Pettus Bridge going out of Selma, received national television exposure. The actual Selma to Montgomery march which took place after a cooling off period drew in thousands of participants including celebrities such as Martin Luther King, Jr. and Harry Belafonte, and the resulting publicity that dramatized the sheer injustice of denying African Americans the vote, helped ensure that President Lyndon B. Johnson would sign the Voting Rights Act, thus guaranteeing federal enforcement.
Bernard LaFayette’s explication of his nonviolent organizing tactics is both fascinating and illuminating. Far from being a spontaneous action, the Alabama Voter Registration Campaign was a carefully planned operation that entailed significant risk of life and limb. At the same time, it addressed a longstanding wrong during a time of national turmoil as the broader civil rights movement proceeded to break down racial barriers on many fronts at long last. Although Bernard LaFayette saw himself more as a catalyst who preferred to mobilize the population at large than as a charismatic leader such as Martin Luther King, his wise and brave actions in Selma, Alabama, based on an unwavering foundation of nonviolent action, were absolutely crucial to securing the right to vote for all citizens.

The history of the civil rights movement may be history but it is very relevant to the present day. On October 2, 2013 the U.S. Supreme Court decision in Shelby County, Ala. v. Holder weakened enforcement of the preclearance provision required of states having a history of obstructing voter registration in Section 5 of the Voting Rights Act and is a reminder that liberty requires vigilance. LaFayette’s book should be required reading for anyone who takes the right to vote for granted. LaFayette’s book is recommended reading for those interested in the history of the civil rights movement, the history of Alabama and the South more generally, and African American history.

Tim Dodge
Auburn University


Originally published in 1999, this updated edition of a well-loved guide book offers much more than a directory of tourist destinations for the literarily inclined. The book begins with a detailed historical overview divided into distinct time periods, which covers the writers, editors, publishers, booksellers, and other important figures who helped create and sustain the literary culture for which New Orleans has become famous. Well-written and full of fascinating anecdotes throughout its pages, the updated introduction also includes an entirely new section covering the time period during and immediately following Hurricane Katrina, which details the history of how writers and publishers, both nationally and locally, responded to the disaster and the rebuilding that continues to this day.

The middle section of the book provides multiple directories to assist travelers planning to visit New Orleans, including a “Literary Address Book” describing essential landmarks and their significance, a “Literary Date Book” which provides a calendar of the many annual festivals and events the city offers, and a descriptive directory of New Orleans’ numerous independent, specialty, and antiquarian bookstores. This is followed by a section of “New Orleans Reading Lists” compiled by the author, which recommend New Orleans literature in many different categories, including fiction, nonfiction, poetry, children’s books, and books specifically dealing with Hurricane Katrina as well. These lists may be just as useful to librarians who want to build their libraries’ Southern Literature collections as they will be to travelers who enjoy reading about places they are visiting. The book concludes with a unique section where New Orleans authors offer their own lists of favorite things about the city.

Though it is easy for travel guides to become outdated and because of this, librarians may hesitate to purchase them for their collections, the historical and cultural focus of this book will make it a worthwhile read even after the functional directory of addresses, phone numbers, and web site addresses listed for each location changes or becomes obsolete. It offers a snapshot of literary New Orleans which will continue to be of interest.

Allison Faix
Coastal Carolina University

In this impressive work, T.R.C. Hutton, a lecturer in history at the University of Tennessee, sheds light on the history of the very unique and interesting county of Breathitt, Kentucky and its reputation for “feuds”. After extensive research, Hutton has concluded that much of the violence associated with Breathitt County had little to do with “feuding” and more to do with the politics of the county. It all started during the Civil War when Breathitt County, in the eastern pro-union region of Kentucky, remained staunchly Confederate and Democrat in politics.

The book covers the period between 1860 and 1910 with emphasis on the bloodiest period during the Reconstruction years. It was during that period that the county began to be called “Bloody Breathitt” because of the large number of murders and other violence. The author’s research reveals that the majority of the so called “feuds” did not meet the conventional definition of a feud but had more to do with what was happening in the region during that time. Breathitt was a Democratic stronghold surrounded by equally fervent Republican counties. In order to remain in power, the leadership of the county, mostly the rich landowners and other powerful people, sometimes used violence to keep the small Republican faction (mostly the poor, the landless mountain men, workers, and the small number of African Americans) in compliance. Often violent resistance by the weaker Republicans added to the conflict.

It suited the Democratic leadership in the state and federal governments and the newspapers to label the violence in Breathitt as “feuds” to hide the political nature of the bloody savagery. During election related violence, the newspapers reminded their readers of the bloody history of the county and again labeled it as a “feud”. Although the writing style is sometimes difficult to follow, the author adequately makes his point and convinces his audience that most of the violence in “Bloody Breathitt” was not really caused by “feuds” but more because of money, power, and politics.

Close to half of the book consists of Notes, almost fifty pages of references, and an index. It was thoroughly researched and is of historical interest, covering the history of Breathitt County and also some Kentucky history from the Civil War through Reconstruction. Historians and citizens of Kentucky and the Appalachian region would find this interesting and informative.

Sue Alexander
Middle Tennessee State University
Guidelines for Submissions and Author Instructions

The Southeastern Librarian

The Southeastern Librarian (SELn) is the official publication of the Southeastern Library Association (SELA). The quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association’s research objective. Two newsletter-style issues serve as a vehicle for conducting Association business, and two issues include juried articles.

1. Articles need not be of a scholarly nature but should address professional concerns of the library community. SELn particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.

2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources of information.

3. Submissions should be directed to: Perry Bratcher, Editor SELn, 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309, 859-572-6181 (fax). Email: bratcher@nku.edu.

4. Manuscripts must be submitted in electronic format as attachment to an email, preferably in MS Word or compatible format. Articles should be written in a grammatically correct, simple, readable style. The author is responsible for the accuracy of all statements in the article and should provide complete and accurate bibliographic citations. Although longer or shorter works may be considered, 2,000- to 5,000-word manuscripts are most suitable.

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