The Southeastern Librarian
Volume 56, No. 1 Spring, 2008

Up Front

From the Editor ................................................................. 2
Charles Beard Award .......................................................... 3

Articles

Successful Liaison Marketing Strategies for Library Instruction: The Proof is in the Pudding
Jamie M. Graham .............................................................. 4

After the System Upgrade or Migration: a Cataloging Checklist
Sheryl Stump and Rick Torgerson .......................................... 9

Getting to Know You: HBCU-ASERL Librarian Exchange
Iyanna Sims and Lynn Sutton ............................................. 13

Promoting Literacy Initiatives Abroad Through Rotary Partnerships
Dr. Carol Walker Jordan ..................................................... 17

Book Reviews

To Make this Land Our Own: Community, Identity, and Cultural Adaptation in Purrysburg Township,
South Carolina, 1732-1865.
Review by Melinda F. Matthews ........................................... 20

Effigies
Review by Linda K. Ginn .................................................... 22

Regular Features

Guidelines for Submission and Author Instructions ........................ 23

Editorial Staff & State Representatives .................................. 24

Cover: Through the cooperative efforts of the Rotary Club of Charlotte (North Carolina) and the Rotary
International Matching Grants Program, funding was provided for needed materials at the St. Xavier's
School Godavari in Nepal. In this photo, children can be seen using the computers, furniture and books
provided by the matching grant of over $18,000.

The Southeastern Librarian (ISSN 0038-3686) is the official quarterly publication of the Southeastern Library Association, Inc. A subscription
to the journal is included with the membership fee. The subscription rate is $35.00, which includes institutional membership. Please send notice
of change of address to SELA Administrative Services, P.O. Box 950, Rex, GA 30273 Ph: 770-961-3520, Fax: 770-961-3712 , or email:
bobfox@email.ajayton.edu. Send editorial comments and/or submissions to: Perry Bratcher, Editor SELa; 503A Steely Library, Northern Kentucky
University, Highland Heights, KY 41099 email_bratcher@nku.edu. Phone 859-572-6309. Membership and general information about the
Southeastern Library Association may be found at http://www.jsu.edu/dept/library/sela/
From the Editor

The changing field of information science provides many avenues for individual growth as well as opportunities to improve services to our users. This issue of The Southeastern Librarian addresses several of these opportunities. Jamie Graham outlines the strategies used at the Kimbel Library at Coastal Carolina University in their instruction program. The article Successful Liaison Marketing Strategies for Library Instruction: The Proof is in the Pudding details the variety of marketing tactics used to reach 97% of the University's first year student population. On the technical services front, Sheryl Stump and Rick Torgerson cover the cataloging concerns that need to be considered when switching from one integrated library system or version to another. Their article After the System Upgrade or Migration: A Checklist provides a convenient method of assuring that through proper advanced planning, a smooth migration or upgrade can be successfully achieved.

Two brief articles in this issue provide information on unique ways librarians can share skills with others, both regionally and internationally. Iyanna Sims and Lynn Sutton cover the HBCU-ASERL Librarian Exchange program and the benefits each of their respective institutions gained from this partnership in the article Getting to Know You: HBCU-ASERL Librarian Exchange. Both the background and history of the program are included as well as the specific activities which were undertaken. Dr. Carol Walker Jordan describes her partnership with Rotary clubs in providing much needed library resources to a school in Nepal in her article Promoting Literacy Initiatives Abroad Through Rotary Partnerships. Many grant opportunities of this type are open to librarians in other organizations outside librarianship in order to meet the needs of others.

The Southeastern Librarian provides publishing opportunities to librarians through the publication of articles and book reviews. If you are interested in submitting an item for consideration, please see the publication guidelines at the end of the journal as well as on the Southeastern Library Association website. Also don’t forget about the upcoming SELA/KLA/KSMA/ARL National Diversity in Libraries conference in Louisville Oct. 1-4.

Perry Bratcher
Call for Nominations for the Charles Beard President’s Award

History and Purpose of the Award

The President’s Award was established by the Executive Board of SELA in March 1988. President Charles Beard, Vice-President George Stewart, and Executive Secretary Claudia Medori were authorized to judge nominations and to select the first recipient. The President’s Award Committee is appointed by the President of SELA and shall include members from a varying number of states in SELA. The award was renamed in 2006 after Charles Beard.

Criteria for Eligibility

The purpose of the award is to honor an individual, group or corporation outside the library profession who has made a significant contribution to the development or promotion of libraries in the Southeast.

Required Information on Application

Nominations are to be made in writing to the Chairman of the Charles Beard President’s Award committee. Individuals submitting nominations should send their nominee’s name and a short statement of the nominee’s significant contributions. Supporting documentation such as newspaper articles, brochures, and letters may be included. Nominations should be mailed to:

Jan Ruskell, Co-Chair
Ingram Library
University of West Georgia
Carrollton, GA 30118.

Jan can be contacted at jruskell@westga.edu and Betsy Griffies, Co-Chair at bgriff@westga.edu.

Deadline for Submission/nomination of Application

The next SELA Conference will take place October 2008. In order to give the Committee sufficient time to review nominations, all nominations must be received by June 15, 2008.

Recognition and timing for announcement of the award recipient

The award will be presented once in a biennium by the Chairman of the Charles Beard President’s Award Committee at the biennial conference. Announcement of the recipient of the award, with a biographical sketch, will appear in the Southeastern Librarian. If no suitable nomination is received, it may be omitted for that biennium.
SUCCESSFUL LIAISON MARKETING STRATEGIES FOR LIBRARY INSTRUCTION: THE PROOF IS IN THE PUDDING

Jamie M. Graham

Jamie M. Graham is an Assistant Library Instruction Coordinator at the Kimbel Library of Coastal Carolina University in Conway, SC. She can be reached at jjigas@coastal.edu.

Introduction

There are many tried and true forms of marketing libraries today. Networking, emailing, calling, and requesting an audience with a department are all common practices. The key to successfully utilizing these practices in your liaison areas is persistence.

Last year, Kimbel Library’s instruction program reached an astounding 97% of first year students. In addition, the instruction program increased the number of upper division courses taught to account for 25% of the program’s instruction load (Kimbel Library, 2006). One of the main reasons the instruction program has been so successful is the high visibility of our instruction librarians. Since the library is rather small, all the librarians in the public services department both teach and serve as liaisons to various departments. In the role of liaison, the librarians are responsible for collection management as well as instruction. Additionally, since the librarians at Kimbel Library have faculty status, they are able to network with various faculty members through committee appointments, meeting, and other activities.

Any opportunity to be in front of a group, whether it is students or faculty, is seized. Forums include providing workshops for various programs such as Lifelong Learning, attending department meetings, visiting faculty at least once a semester, participating in training sessions like New Faculty Orientation, and volunteering to speak at Fall Freshman Orientation. Opportunities for exposure are always plentiful provided you keep an open mind about where to look.

Marketing in Writing

One of the major challenges of strengthening liaison relationships is to ensure proper marketing to your target audience. In order to make sure your information is being relayed properly, take the time to explore the communication preferences of your contacts. One way to do this is to split your marketing tactics into two methods: the written word and in-person contact. Creating the written word is probably the most common method that librarians use to inform constituents of new services and policies. The easiest method of communication and the most preferred, according to Tennant, Cataldo, Sherwill-Navarro & Jesano (2006), is email. This makes sense given the amount of time faculty devote to the online environment and the relative convenience of wireless internet. Usually, email lends itself best to quick follow ups such as which database to showcase or confirming the date and time of your instruction. Email is also the most effective means of updating your faculty about new products or changes to services offered. Although email is the most common means of communication, it is not without its pitfalls. One of the common issues that arises when relying on email is the possibility of leaving someone off of the distribution list (Tennant, Cataldo, Sherwill-Navarro & Jesano, 2006). This can happen for a variety of reasons (error in the address or new faculty not yet added to the list) and can take some time to correct once or even if it is identified. Additionally, faculty are often inundated with email which means the sender runs the risk of the message being blocked, deleted or pushed to the bottom of the pile.
To curtail the risk of solely relying on email as your method of contact, creating flyers at the beginning of each semester is another option. This method has proved incredibly valuable to Kimbel Library liaisons. Whereas it is easier to focus an email to a single topic, creating a flyer allows a library to summarize a variety of services or products into one neat package. This medium is also updatable and can serve as a template for future semesters. Using a flyer in addition to email is important because it provides something tangible for the faculty member. They can post the flyer to their door, desk, corkboard, or wherever they are most likely to look for updates or quick reference of information. Handouts or flyers also afford the opportunity to make your presence known. Getting in front of your faculty is one of the most important things you can do. Personally distributing handouts is an easy way to introduce yourself to new faculty and remind others that you are there to support them. It reinforces to the faculty that the librarians are real and available to them outside of the library. As David Isaacson notes about face to face contact, “The social part of this [first] liaison meeting is critical to the success of the intellectual exchanges between librarian and new faculty members. Librarians are much more likely to persuade faculty to consult us about sources they want to acquire or library instruction sessions they want us to teach if we establish this personal rapport first.”

**Marketing In Person**

**Focusing on Faculty**

Although distributing flyers once a semester is a good start toward building relationships, participating in campus events and workshops is one of the most effective means of marketing yourself to the faculty. Not only does participation show your involvement to the larger campus community, but it also affords you the opportunity to meet faculty outside of your liaison areas as well. Networking with various faculty can help to build your credibility and can generate a positive buzz about you better than you can do by yourself.

One of the biggest PR boosters to the Kimbel Library instruction program was working with faculty to integrate an instruction component into the development of the course University 110. This course is required of all incoming freshmen. When the Provost mandated a complete revamp of the university’s freshman course, the library was very proactive in becoming integrated into the curriculum. Two members of the Reference Department served on the committee in various capacities to ensure that the library was included. It was not enough to get instruction onto the syllabus; the library needed to generate faculty buy-in. This component was especially important given the participation of faculty from various areas of campus, many of whom had never used the library for instruction before. When marketing library services to new or unfamiliar faculty, it is essential they understand what instruction can do for them and their students.

The primary way Kimbel Library focused on getting the faculty to actually complete the instruction was to participate during the faculty training sessions. This session was based on what Christy Stevens calls the “teach the teachers model” (2006). Although much of the content focused on the library requirements for the class, the librarians delivered the presentation as a mock instruction session to give the faculty a feel for what their session would be like. In addition to discussing how and why the library was being tied in, the librarians also had the faculty take a module of the library tutorial their students would be completing. Doing the sessions this way was important because it would allow the faculty to see the content students were getting and thus give them the ability to answer routine questions. Actually bringing the faculty into the classroom established an open dialogue and reinforced the idea that the librarians were there to assist and support them in all of their classes. Faculty left with the contact information of all of the teaching librarians (all of whom participated in at least one training session) and were able to contact either the Assistant Library Instruction Coordinator or their liaison directly to schedule their session and consult about assignments. Maintaining close follow up was integral to the success of the program. Over the course of the
fall semester, the Assistant Library Instruction Coordinator tracked the instructors who visited the library and was very proactive in following up with those who needed a bit more encouragement. Due to the combination of the initial training and continuous follow ups, the library was able to teach 63 of the 64 course sections. However, all of the classes at least came into the library. Since the University 110 course was discipline specific, it allowed the library to reach students in colleges which typically did not fully utilize the library’s resources. Additionally, the librarians were able to establish connections with various faculty members both in their liaison areas as well as across campus. The librarians found that once faculty got comfortable with the idea of using the library, many became the program’s biggest advocates during the following year’s training session.

In addition to participating in the University 110 training, the library has also actively established itself as a part of the University’s New Faculty Orientation series. During the fall semester, the library presents an overview of services that might be helpful to new faculty. All areas from collection development to instruction are addressed, including how to contact their departmental liaison. Participating in these sessions provides a great opportunity to allow faculty to ask questions as well as to physically assimilate themselves to the building and the people in it.

Providing specific training workshops for faculty is also a great way to market instruction skills. Typically, when a new database is purchased or a major policy change is implemented (e.g., moving non-book/media course reserves online) the librarians try to offer workshops through the Center for Effective Teaching & Learning (CETL) to inform faculty. Depending on the focus of the database, this is a great way to get in front of your liaison area. When presenting the new features or best searching strategies, make sure to emphasize how great this will be not only for their research, but how useful it will be for their students as well. Getting faculty to realize how much the workshop has helped them is a great stepping stone to getting them to let you present to their classes. Just like in the business world, center the focus of the conversation on how this service will benefit their curriculum goals and expectations, not on your desire to get their students into the library.

Aside from providing training sessions and actual instruction, attending departmental annual or semester meetings is an easy and quick way to promote your program. This provides a forum for you to address your entire faculty at one time, which is usually a feat in itself. Speaking at department meetings can be especially effective if you have already done an instruction session for a member of that department. Usually faculty are very quick to say how much the instruction session helped their students. Having an ally to back up your pitch instantly boosts your credibility.

Word of mouth has been the number one form of publicity for Kimbel Library. The librarians continually receive phone calls to schedule instruction from new faculty who have been told by a colleague or mentor how useful they have found the library’s sessions in the past. Utilizing contacts you have previously made to get referrals is a smart move. Not only does this process verify that people are using your services, but it provides a perspective outside of your own. These conversations can take place anywhere (campus luncheons, information fairs, etc). The key component to keep in mind is making your “sales pitch” brief and following up with the faculty member later. By following up instead of trying to schedule the session then, you alleviate any pressure the faculty member might feel and allow them time to assess how an instruction session might best fit their course. Even if they do not utilize instruction immediately, the important part is that you have established a dialogue that can lead to further discussion in the future.

Focusing on Students

Participating in events outside of the academic realm can create great contacts. Often times community members or Directors of programs not affiliated with particular departments can be great advocates for your instruction program.
This will not only help to solidify your status on campus, but can assist your library in making partnerships across the community.

Agreeing to play a small part in a large campus event can have a great impact on not just instruction, but all areas of the library. One of the easiest ways to promote your library or program is to get involved with fall orientation. The commitment can be small. Several of our reference librarians gave 10 minute overviews of the library and its services simultaneously during one of the scheduled orientation sessions. Not only did the librarians manage to promote the library to a significant number of incoming students, but they had a forum to remind the faculty and staff in attendance of all the library has to offer. The overview was brief, but also effective. Sometimes a quick reminder is all people need to pique their interest and motivate them to find out more information.

Looking to strengthen community ties led to several opportunities to work with non­traditional student constituencies. Several of the instruction librarians have participated in training workshops for programs like the Lifelong Learning program, which focuses on continuing education for adults. Typically, this program focuses on continuing education courses for the surrounding community. The librarians offered to provide a one hour overview of library resources in addition to providing general question and answer opportunities during their three day orientation session. Although these sessions were not as well attended as typical instruction sessions, they provided a means to establish good working partnerships with the Directors of this program. Similarly, on occasion one of the librarians offers a special instruction session for the local high school’s media club and advanced placement classes. Students are introduced to various college level materials. The library in turn is able to offer a community service type collaboration with the local school district. Developing partnerships outside the university allows your program to become well rounded and allows instructors the opportunity to participate in a community service capacity. This balance can be helpful when validating your program to reluctant faculty or upper administration.

**Conclusion**

Creative approaches to marketing instruction to your liaison areas are a challenging, but highly lucrative practice. It is important to note that generating faculty buy-in involves long term effort. Kimbel Library’s success is a testament to the sustained energy put into the program over the years and the continuous effort of its faculty to seek opportunities to market their program and build upon prior successes (Fain, Stevens, & Bates, 2002). Building relationships and creating positive word of mouth are some of your strongest marketing tools. Create strong enough buy-in and eventually your market will come to you, as evidenced with the Kimbel Library program. Finding unique circumstances to promote your library’s services can come in a wide variety of opportunities. However, a key component to any successful liaison venture is to make yourself and your services as visible and accessible as possible. The proof is in the pudding they say. Remember, marketing the liaison relationship starts with you.
REFERENCES


AFTER THE SYSTEM UPGRADE OR MIGRATION: A CATALOGING CHECKLIST

Sheryl Stump and Rick Torgerson

Sheryl Stump is an Assistant Professor/Cataloger and Rick Torgerson is an Associate Professor/Cataloger at the Roberts-LaForge Library of Delta State University in Cleveland, MS. Ms. Stump can be reached at sheryl@deltastate.edu and Mr. Torgerson can be reached at rick@deltastate.edu.

Introduction

At present, integrated library system (ILS) upgrades and migrations seem to be coming faster and more frequently. The reasons for this trend are many, among them being: 1) hardware upgrades are common due to the need for more memory to run the software; 2) software upgrades and migrations are desired because of the promise of new or improved features; 3) changes in system vendor ownership can affect changes in their software; 4) software and hardware upgrades are needed due to the advanced age of either or both; and 5) system upgrades on a yearly basis may be necessary to prevent the library system from being no longer supported by the vendor.

So, what happens after one has done the upgrade or the migration for what seems to be the hundredth time? What happens, of course, is that, yet again, one needs to test all the cataloging functions and perhaps the online public access catalog (or OPAC) functions. The question then arises, how can these functions be checked in an efficient and comprehensive manner? This article seeks to help the reader arrive at a routine through the means of a checklist. While the focus of this article is limited to a systematic verification of various related functions in the cataloging and public catalog modules, the checklist idea may be expanded to include the circulation, serials, and acquisition modules as well.

The checklist at the end of this article may not be inclusive enough for a specific cataloging unit, but it is a place to start, and it will hopefully get the reader thinking of other functions or aspects that need to be added to the list. Some of the items on this list are just common sense, while other items have come about as a result of specific experiences with upgrades and migrations. One may ask, does one really need to test all these things for every little upgrade? In the authors’ experience, the answer is yes. Even if one has become familiar with the vendor’s report on upgrade changes, these changes can be difficult to interpret and visualize on the front end of an upgrade, possibly leading to surprise and consternation on the back end.

Before embarking on the process of actually checking the database after a migration or upgrade, one may want to give thought to the various kinds of search terms one may want to use. The appropriate search term may bring to light a problem area that has arisen as a direct or indirect result of the migration or upgrade. For example, if one is verifying that diacritics display properly, one may want to use terms that contain more diacritical marks than perhaps an accent or an umlaut. Other marks, like the circumflex, hácek, and ligatures may need to be viewed. It may be advisable to include terms in Czech, Russian, or some Slavic language that uses some of the more obscure diacritics in order to determine the ILS’s ability to display diacritics as a result of a migration or upgrade. Additionally, for each item of the checklist, one may wish to have a search term or terms prepared ahead of time. This preparation will free one from having to concoct searches at the time one is examining the functionality of the system, allowing one to concentrate entirely on matters of functionality, display, and indexing.

Cataloging module

One can start by searching the cataloging module for items known to be held in the library. This should include both bibliographic records for single items as well as records that contain multiple items. Make sure the correct numbers...
of items can be found for each bibliographic record searched. For example, if there is a large number of materials by a particular author or on a particular subject, the number of materials should be about the same as before the upgrade. To that end, it is helpful to have determined these numbers both before the upgrade/migration, as well as after. Different types of searches for a given search term (such as a keyword search on a particular author, followed by a browse search by the same author), should be performed to confirm similarity in results in number of hits. The numbers may not be exactly the same, but the same records should be found. Searches by subject, title, ISBN, and other terms should also be examined to make sure the headings are indexed properly. If searches can be limited by certain parameters (for example, limiting by location, date, or type of material format), a few searches with these limiting parameters should be tried to make sure the search parameters are giving the correct results.

Another useful effort, especially during a migration, is to examine those bibliographic records that have large amounts of items attached to them to make sure that all the items appear with the record. Next, verify that call numbers are displaying in proper sequence and with their proper spacing. Confirm that sample item records for various library locations and sublocations are appearing in the proper fields. Records of different types of material formats, such as DVDs, software, serials, etc., should be examined to make sure the item record data associated with those records are displayed in the correct fields.

Verify that diacritics are displaying properly in the cataloging module. If one cannot determine what diacritic is displaying, it is very difficult to do authority work correctly. The solution to a diacritic display problem may be as simple as correcting a configuration setting, or as complex as to require a future upgrade in order for corrections to take place.

After the above functions are working properly, it is then time to start testing other cataloging functions. Create a new bibliographic record (nothing elaborate—just a short test record). Then item and/or volume records should be added to it. Review the OPAC to see both if it displays, as well as how it displays. If the system can duplicate a record, that function should also be tested. Verify that an item/volume record can be moved from one bibliographic record to another. Determine if a test bibliographic record can be modified. Repeat the same check with one of the test item or volume records. If the system has the capability to accommodate one bibliographic record item physically “bound with” another, then some test “bound with” records should also be created, and then attached to the main bibliographic record.

Once the creation and modify functions have been verified, then one can determine if the created item, volume, and bibliographic records can be deleted.

New bibliographic records should be imported from your normal bibliographic utility. Confirm that the bibliographic records index correctly, and display correctly in the OPAC. If the system has Z39.50 capability in addition to the way records are normally imported, the Z39.50 function should also be tested to make sure it is working correctly. If bibliographic records need to be exported from the system, that function should be checked, too.

The running of all normal reports should be tested. Ensure that the reports that are used daily, weekly, monthly, and especially those that are only run on an occasional basis are working correctly. There is little that one can compare to the helplessness of trying to run a report six months after an upgrade and finding out it no longer works.

Authority module

As with the bibliographic records, one can start examining the authority functions by looking for known authority records. Verify each type: personal names; corporate names; series titles; and subjects.

A new authority record should also be created. One should make sure the “see” references and “see also” references display correctly. The test authority record should be checked to see if it can...
be modified. If the system will globally correct the heading in the bibliographic records when the 1XX in the authority record is modified, this function should also be tested to ensure it is working correctly. Then make sure the authority record can be deleted.

New authority records should be imported into the system. The cross references need to be checked to make sure they are working properly. If authority records need to be exported as well, then that function should also be tested.

**OPAC (Online Public Access Catalog)**

If one has verified that all of the functions in the cataloging module are working correctly, and everything seems to be in proper order, can one assume that everything is right in the OPAC? The answer is, no, not really. Relative to this point, one might also question whether monitoring the OPAC functions is the responsibility of the cataloging unit. That, of course, will vary with each library, and whether someone else or some other department in that library has the responsibility to monitor the OPAC. In any case, after an upgrade or migration, whoever has responsibility for the OPAC functions will need to verify that the proper bibliographic information is being displayed (since upgrades can wreak havoc on the OPAC display settings of bibliographic records).

Again, one can start by searching for materials known to be in the library collection. Verify that the item is located in the correct library location, and/or in the correct sublocation. Be sure that the same number of items is found as was found when searching the cataloging module (taking into account those items that aren’t supposed to appear to the public in the OPAC). Browse for known items, using author, title, and subject browse searches. Search by the call number if the OPAC has that option, and make sure the call numbers sort in the correct sequence. Determine if the diacritics are displaying correctly. Verify that the “see” and “see also” references display correctly. Make sure that the search parameters are working properly. Finally, try any special features your OPAC might have, such as creating bibliographies or allowing patrons to see what materials they have checked out.

**Summary**

Since libraries are going through upgrades and migrations more often, it is desirable to have an organized routine for checking the functionality of both the OPAC as well as the cataloging module. The checklist below, though not exhaustive, can serve as a good starting point for this routine, although it may need to be modified to meet a particular library’s needs. It is suggested that a representative search term or two be devised for each of the items in this checklist. While this suggestion may seem tedious on the front end of the migration/upgrade process, having some already-devised search terms will: 1) speed up the actual task of checking the database; 2) remind the checker of various search problems to test, and 3) assist in exposing search results that have previously been known to be problematic. In addition to working with the cataloging and public catalog modules discussed in this article, each library could develop similar checklists for the circulation, serials, and acquisitions modules as well.

**Checklist**

Check all functions in the cataloging module:

- Search for known items
- Keyword search for author, title; followed by browse search for author, title
- Search by subject, title, ISBN, etc., to make sure results are indexed properly
- Limit searching using search parameters
- Check large records to make sure they have all items attached
- Check to verify items are in the correct library locations, and/or sublocations, and that the type of material is displayed
- Check to see if diacritics are displaying properly
• Create bibliographic record—view in OPAC
• Create item and volume records—view in OPAC
• Duplicate record
• Move item record from one bibliographic record to another
• Modify bibliographic record
• Modify item record
• Create “bound with” records to a bibliographic record
• Delete item record
• Delete bibliographic record (including test “bound with” records)
• Import bibliographic records and authority records from bibliographic utility (and/or through Z39.50 if it is available or possible), and check to see they index and display properly
• Export bibliographic records from the system (if this is needed)
• Check reports (daily, weekly, monthly, occasional)

Check all functions in the OPAC:
• Search for known items, check that they have proper library location and sublocation, and number of items equals the number of items for that record when searched in the cataloging module
• Browse for known items (using author, title, and subject browse searches), check that they have proper library location and sublocation, and number of items equals the number of items for that record when searched in the cataloging module
• Browse by call number, and check that the call numbers display in the proper sequence
• Check to see if diacritics are displaying properly
• Check that cross references display properly
• Limit search using search parameters
• Check any special features (e.g. bibliographies, lists, patron check-out record, etc.)

Check all functions in the authority module:
• Search for known authority records: authors (corporate and personal), series, subjects
• Create authority record, and check that the “see” and “see also” references display properly
• Modify authority record
• Determine if changes in an authority record’s heading will change the heading(s) in corresponding bibliographic records
• Delete authority record
• Import authority records

The Southeastern Librarian
GETTING TO KNOW YOU: HBCU-ASERL LIBRARIAN EXCHANGE

Iyanna Sims and Lynn Sutton, Ph.D.

Iyanna Sims is an Electronic Resources Librarian for the F.D. Bluford Library of North Carolina A&T State University in Greensboro, NC. She can be reached at iyanna@ncat.edu. Lynn Sutton, Ph.D. is the Director of the Z. Smith Reynolds Library of Wake Forest University in Winston-Salem, NC. She can be reached at suttonls@wfu.edu.

In June, 2006, two librarians from North Carolina participated in an exchange program sponsored by the Association of Southeastern Research Libraries (ASERL) and the Historically Black College and Universities (HBCU) Alliance. Iyanna Sims, Electronic Resources Librarian from North Carolina Agricultural &Technical State University, spent two weeks on the campus of Wake Forest University in the Z. Smith Reynolds Library, at the invitation of Lynn Sutton, Director. The exchange experience is part of a comprehensive leadership initiative of the HBCU Alliance.

Background

As stated on their website, the HBCU Library Alliance is a consortium that supports the collaboration of information professionals dedicated to providing an array of resources designed to strengthen Historically Black Colleges and Universities and their constituents. HBCU libraries serve as the gatekeepers for history, culture and the African-American experience. The Andrew Mellon Foundation has provided funding for a leadership program designed to provide theoretical and practical instruction to develop leadership skills in HBCU librarians.

One facet of the leadership program was the idea of an exchange program. Twenty thousand dollars from the Mellon grant was set aside to host a pilot exchange for five associate-level librarians from the HBCU Leadership Program to spend two weeks at an Association of Southeastern Research Libraries (ASERL) institution during the summer of 2006. The stated goals of the program are to provide the HBCU librarians with an opportunity to address a specific issue of strategic importance to their library with the assistance and expertise of ASERL library leaders, and to foster additional collaboration between ASERL and HBCU libraries. John Burger and Lillian Lewis (Burger and Lewis 2007, 34) have described the benefits of the regional program.

ASERL is the largest regional research library consortium in the United States. The ASERL mission is to bring together leaders from research libraries in the southeastern region to foster a high standard of library excellence through inter-institutional resource sharing and collaborative efforts. The exchange program was seen by ASERL library directors as an excellent match to this mission. The program included a site visit by the participating ASERL library dean to the HBCU library prior to the two-week exchange.

The Exchange

Iyanna Sims is Electronic Resources Librarian at the Ferdinand D. Bluford Library, North Carolina A&T State University in Greensboro, North Carolina. Founded in 1891, North Carolina A&T is one of the nation’s leading Historically Black Colleges and Universities. The University is classified as Carnegie Doctoral/Research Intensive and offers degree programs at the baccalaureate, master’s and doctoral levels. With a current enrollment of more than 10,000 students, it is recognized as one of the top producers of African American engineers and technologists. Ferdinand D. Bluford Library maintains a balanced collection of print and non-print materials with an ever growing collection of electronic databases, e-journals and e-books. The Library maintains special collections in Archives, Black Studies and Teacher Education materials.

Lynn Sutton, Ph.D. is Director, Z. Smith Reynolds Library at Wake Forest University. Wake Forest was founded in 1834 in Wake
Forest, North Carolina and later moved to Winston-Salem, NC in 1956. Wake Forest is presently a private, Carnegie Doctoral/Research Intensive University, ranking in the top 30 U.S. News and World Report, and has a total student body of 6,500. The Z. Smith Reynolds Library is one of three libraries on campus and contains 1.4 million volumes with strengths in the use of instructional technology, information literacy and a relentless service approach.

From June 11-23, 2006, Iyanna Sims lived and worked on the campus at Wake Forest University in the Z. Smith Reynolds Library, at the invitation of Lynn Sutton, Library Director. The questions and answers below give a detailed account of the value of the experience for each participant.

**Why were you interested in participating in the exchange program?**

**Iyanna Sims:**

John Donne’s 17th century meditation, “no man is an island, no one is self-sufficient, everyone relies on others” is a personal philosophy. I feel it is extremely beneficial to engage in information sharing with other librarians to provide optimum services for patrons. The basis of the Historically Black Colleges and Universities (HBCU) and Association of Southeastern Research Libraries (ASERL) Exchange Program piqued my interest as a great opportunity to have extensive dialog with other librarians in the areas of electronic resources management and providing dynamic web services.

**Lynn Sutton:**

When I first heard about the HBCU exchange program at an ASERL membership meeting, I was immediately interested in the project. When I wrote the application for Wake Forest, I practically begged the coordinators from ASERL and the HBCU Alliance to include us. I was fairly new to the southeast region and I saw this as an excellent opportunity for collegiality and collaboration. I was thrilled when we were accepted and matched with Iyanna Sims from North Carolina A&T in nearby Greensboro since it would allow us to develop a lasting relationship with a neighbor.

**What were your personal goals for the exchange program?**

**Iyanna Sims:**

As electronic resources librarian at North Carolina A&T State University’s F.D. Bluford Library, my responsibilities include web services and maintaining access to electronic resources. Therefore, my goal was to exchange ideas on providing dynamic web services using scripting languages such as JavaScript and creating databases for information retrieval. Also, I was interested in seeing how other libraries were handling digitizing archival material and what tool they were using for maintaining metadata for finding aids. I also wanted to see how other electronic resources librarians were handling workflow in regards to electronic journal management.

**Lynn Sutton:**

My first priority was to make Iyanna feel welcome and nothing does that like food and fellowship. To kick off our relationship, I hosted a welcome party in my home for Iyanna and our department heads. During the two week exchange, we organized as many lunches and dinners with staff as we could so that everyone would feel comfortable with each other and develop personal relationships. At least half of the staff had at least one meal with Iyanna.

I also wanted to structure an experience that would meet the goals of Iyanna’s leadership program. To that end, I arranged for Iyanna to meet with members of each team in the library and to spend extra time with technology staff and the electronic resources librarian. We gave her the opportunity to team-teach a class in podcasting with our Systems Librarian and to address our monthly staff meeting.

Another goal was to develop a collegial relationship with a neighboring library. Our Wake Forest staff gained from the many ideas and experiences that Iyanna so enthusiastically brought to us. Hosting her for two weeks provided an enriching experience for our staff and the opportunity to develop a lasting relationship.
Describe a typical day during the exchange:

Iyanna Sims:

Before the exchange, I assumed the majority of my days would be spent with the Information Technology and Resource Services teams, specifically those involved with web development and electronic resources. As a delightful surprise, Lynn had arranged for me to spend time with all of the Library's teams including Access Services, Research & Information Services, and Special Collections & Archives. A typical day would include discussions with the aforementioned teams extensively about team responsibilities, workflow, and projects. On several occasions, I had the opportunity to attend a variety of team meetings that ranged from beginning a digitization project to a library leadership meeting. The days were full of valuable information and allowed me to stand back and really see the whole picture of the organization.

Lynn Sutton:

We gave Iyanna an office down the hall from the Administrative suite, so we saw her every morning when she came in to start the day. She met with every team in the library, since her interest in digital information cut across nearly every unit. A typical day might be a three hour session with the Electronic Resources Librarian in the morning, followed by a group lunch, and then an afternoon session where Iyanna taught a staff development class jointly with our Systems Librarian on podcasting. At 4:00 p.m., Iyanna had an hour in her temporary office to catch up on email or write in her daily journal. In the evening, we would line up willing staff members to host a dinner at a local restaurant. Even though Greensboro is only 30 miles away, Iyanna had not been to many Winston-Salem restaurants. After dinner, Iyanna would return to the Residence Inn about a mile from campus to unwind from the day and prepare for the next one.

Did you do anything for fun?

Iyanna Sims:

The exchange experience was the perfect balance of professional and social networking. Lynn began the festivities with a welcoming reception for me at her home. Wonderful lunches and dinners at area local restaurants throughout the exchange followed suit. Not only did the lunches and dinners give me a chance to experience the culinary offerings of Winston-Salem, it also provided a great opportunity to get to know the staff outside of the work environment. Towards the end of the exchange experience, Lynn and I, along with her husband, enjoyed a movie on a Saturday evening on the front lawn of the Reynolda House. The social activities truly enhanced my exchange experience.

Lynn Sutton:

As much as we could! The highlight for me was the Saturday night midpoint in the two week exchange where my husband and I took Iyanna to dinner at the local favorite Village Tavern, then walked over to Reynolda Gardens to admire the roses, followed by an outdoor movie (Spike Lee's Do the Right Thing) on the lawn of Reynolda House. It was a perfect North Carolina summer night with a new friend.

What ideas and skills did you take away from the experience and how have you implemented them?

Iyanna Sims:

The insights I have gained from the exchange experience have been priceless. Advanced cascading style sheets (CSS) and the introduction of basic JavaScript are skills I have implemented since the exchange. We have redesigned our library's intranet page using advanced CSS and are currently in the final stages of implementing JavaScript to provide a dynamic website for our users. In addition, from conversations with the Resource Services team, I have a mental rolodex of the tips of the trade for future use. The team shared good advice on electronic resource management including handling license agreements with the use of a checklist to choosing an ERMS (electronic resource management system).
Lynn Sutton:

We learned as much from Iyanna as she learned from us. She was full of ideas on how to enhance services to users that she shared freely with us. One example was her suggestion to our Archives staff to sponsor a picture identification party at our upcoming Homecoming and 50th Anniversary celebration. A&T had successfully done this with their local photograph collection. This was an ideal way for us to identify campus photographs that we were preparing for inclusion in our collaborative Digital Forsyth project. When we held the party three months later during Wake Forest’s homecoming, Iyanna and her Archivist came back to visit.

*What possibilities do you see for future collaboration with your exchange partner?*

Iyanna Sims:

After the initial exchange, A&T and WFU archivists took advantage of the recently formed relationship. The archivists collaborated on the development and implementation of an archival picture identification project - soliciting the help of alumni, faculty, and staff to help in the identifying archived photographs. As of this date, A&T is brainstorming future areas of collaboration specifically in the area of library technology.

Lynn Sutton:

We are still trying to schedule a visit by our Wake Forest technology staff to Iyanna and her colleagues to discuss common issues. We had also talked about the possibility of a true “exchange” by sending a Wake Forest librarian for two weeks to A&T to experience the immersion in another library that Iyanna enjoyed. I would still like to do that.

*Would you recommend this kind of exchange experience for others?*

Iyanna Sims:

I am a strong advocate for the Historically Black Colleges and Universities (HBCU) and Association of Southeastern Research Libraries (ASERL) Exchange Program. Any librarian willing to learn and share expertise should take full advantage of an opportunity to participate. Not only does it serve as an invaluable practical professional experience, it also encourages collaborative relationship among libraries.

Lynn Sutton:

Absolutely! It was a win-win all the way around. We had a very enjoyable experience and learned a lot on both sides. The HBCU Alliance has won a second Mellon grant for the continuation of the Leadership program and to conduct a second round of exchanges next year. I highly recommend the program to anyone.

### References


Historically Black Colleges and Universities Library Alliance. Exchange program.  
PROMOTING LITERACY INITIATIVES ABROAD THROUGH ROTARY PARTNERSHIPS

Dr. Carol Walker Jordan

Dr. Carol Walker Jordan is the Dorothy Colmer Bailey Librarian of Everett Library at the Queens University of Charlotte, Charlotte, NC. She can be reached at jordanc@queens.edu

In the Spring of 2005, on a trip to Atlanta, an article in the US Airways Magazine, August 2005, p. 75, caught my attention, “Universal Literacy: And How Room to Read Contributes To That Goal,” by Michael Ybarra. Michael described how John Wood in 1998 quit his job as a marketing director at Microsoft to go trekking in Nepal. Invited by a local teacher to visit a classroom of a village school at Bahundanda, Wood described the conditions to be appalling—80 kids in one grade with 20 books described as backpacker castoffs—for example, Danielle Steel and Lonely Planet’s guide to Thailand. According to Michael, Wood sent an email to friends back home and requested book donations be sent to his parents’ home in Colorado as he thought he’d return to Asia with the books the next time he visited. Arriving home, he found 3,000 books waiting for him. Later, he returned to Bahundanda with his father and 8 mule-loads of books. This was the beginning of Wood’s decision in 2000 to found a non-profit foundation named Room to Read.

Reading this article led me to think that Wood’s project to enhance and enliven literacy in Asia might be a goal I could share. My membership in The Rotary Club of Charlotte gave me insights into grants that are available to promote various educational, health and cultural projects in international settings. The Rotary International Matching Grants Program seemed a natural entrée for an application to support a literacy project.

Returning to Charlotte and contacting a colleague at Bank of America, I questioned if her family in Nepal might be interested in assisting me in joining with a Rotary Club there to apply to Rotary International for funds to provide books, furniture, reference materials and computers to a school they may identify. Immediately, she suggested a club in Kathmandu where her brother is a member and also a school just outside Kathmandu, St. Xavier’s School Godavari. Working together, my colleague coordinated with her brother and the Principal at St. Xavier’s School Godavari to make an application with the Rotary Club of Charlotte to acquire a matching grant which totaled $18,055 to purchase books, computers, furniture and reference materials for the children and teachers of St. Xavier’s Godavari School.

Matching grants programs require a US Rotary Club to seek funds from its members, from the District Rotary Office and from the Club of the Host Country (Nepal). These funds are then matched by Rotary International to bring a substantial amount of funding to a project. Literacy is a strategic initiative for Rotary International and applications are considered very carefully.

The time and effort involved during the year, especially the long project of a grant application, may seem challenging at times but the end result is overwhelmingly fulfilling. St. Xavier’s School Godavari is a primary school for both boys and girls (unique in a region where education is often limited to boys). Founded in 1950-51, 15 kilometers from Kathmandu, St. Xavier’s School Godavari admitted its first group of 65 students. The school quickly grew to 250 boarding students. The two founding goals for the school were: 1) its decision to be co-ed, as one-half of the country’s population is women and the literacy rate among them is very low, and 2) that the school will cater to the students from the surrounding neighborhood, especially those who are economically poor and socially disadvantaged.
Today, St. Xavier's Godavari School has 875 students, 35 teaching staff and 15 non-teaching staff. The students are writing their high school board exams. Prachanda Shrestha, of the Rotary Club of Kathmandap Kathmandu, recently wrote to the President of Charlotte Rotary, “I take great pleasure in informing you that the Matching Grant of USD 18,056 equivalent to Nepalese rupees 1,171,834 @ 64.9 for St. Xavier's Godavari School Library Project has been received on 13th August 2007…….I specially rejoice that your initiative and your Club’s efforts in this project has successfully materialized. I along with Fr. Mathew, the new Principal,…….will ensure that the project is successfully executed at the earliest.”

Along with the email to The Rotary Club of Charlotte were pictures of the library at St. Xavier's Godavari School, of the children, teachers and staff. Clearly in front of them were books, furniture, computers and materials funded by the Matching Grant.

John Wood's impact is going forward at a very swift pace in helping with literacy efforts in Asia in his Room to Read Program, http://www.roomtoread.org/. Fellow Rotarians across the United States can help John by finding Rotary Clubs in Asia to join their literacy efforts in making applications to The Rotary International Offices for matching grants, http://www.rotary.org/en/Pages/ridefault.aspx, just as The Rotary Club of Charlotte found and pursued grant funding.

For more information on St. Xavier's School Godavari, see http://www.six.edu.np/

A library or librarian wishing to coordinate with local Rotary Clubs for help in funding literacy projects is relatively easy. Rotary Clubs have various priorities for awarding gifts—literacy, health and human services, the arts and education. The Rotary Club of Charlotte provides funds to support Classroom Central, a non-profit service for public school teachers, providing free classroom supplies and materials to aid in instruction and learning. Also a local initiative, Charlotte Reads, receives donations of requested books for elementary schools that serve a significant number of minority children who are economically disadvantaged. Both of these efforts are reviewed yearly to assess need and funds are donated to the local community. New projects are encouraged and Rotary members are free to submit projects that they perceive to be worthy.

A library or librarian wishing to create a partnership with a school, a community or an institution abroad and request Rotary support for the project may find the challenge takes more time and effort but is often successful. The steps in a search for funding an international project are as follows:

• Find a local Rotarian that is willing to listen to a proposal.
• Identify a Rotary Club in the host country (where you want to conduct your project).
• Secure a Rotarian in both clubs to agree to your proposal.
• Secure the approval of the Club in your city or town to enter into the application process for matching funds from both clubs - the Rotary district office and the grants officer of Rotary International.

While this may sound daunting, once you have the local Rotarian to help you, and you identify the international club and a contact there, you are on your way.

The challenge to gaining approval of a matching grant for an international literacy project is the building of a strong relationship with your local Rotary Club and your sponsoring Rotarian. You do not have to be a member of the Club to bring an idea to a Rotarian but you may elect to join a local Rotary Club as you find you can become a spokesperson for literacy initiatives and for projects and activities that you believe are worthwhile for funding.
From my experience with the Nepal project, I encourage you to think big, think wide and think out of the box as I am confident a Rotarian and a Rotary Club will be interested in your strong desire to serve your community and communities around the world.
**BOOK REVIEWS**


*To Make This Land Our Own* is an astoundingly excellent staggeringly investigated narrative of Purrysburg the first township in South Carolina. Resplendently included in the brilliant exploration of Purrysburg are an accurate contents, stunningly detailed illustrations of figures, maps, and tables, a moving and eloquently written foreword by Lawrence S. Rowland, a thought-provoking preface, acknowledgments, seven superior fully researched chapters, a conclusion, seventy-eight pages of voluminously extensive scholarly notes, a tremendously vast bibliography, a superbly exact index, and of chief significance about the author. The titles of the chapters are Chapter One “The Founding Vision,” Chapter Two “The Precarious Contexts of Settlement,” Chapter Three “A Neighborhood of Families,” Chapter Four “The Search for a Sacred Community,” Chapter Five “The Lineaments of Commercial Life,” Chapter Six “The Social Bonds of Commerce,” Chapter Seven “Wars and Rumors of Wars,” and Chapter Eight “No Longer Strangers.”

The description starts as Jean Pierre Purry, a representative of Switzerland and England, asks England for Swiss settlers to have land in South Carolina in exchange for producing silk in South Carolina for England. Table two on pages seventy to ninety is a complete listing of who owned Purrysburg land and the amount. Heat and new illnesses caused death. Snakes, alligators, animals, food contamination, measles, smallpox, beriberi, malaria, and others resulted in death and health problems. The Purrysburg doctors practiced releasing blood to cause good health. Some persons moved from Purrysburg to Ebenezer and to Savannah Georgia.

French and Germans married one another in Purrysburg. People from Purrysburg travelled to Ebenezer and Salzburg for worship. Lutherans, Anabaptists, and Presbyterians composed some of the worshipers in Purrysburg.

The Savannah River was used to escort travelers while the boat drivers drank alcohol. Ferries utilized on the Savannah River hurt jobs in Purrysburg. The ferries escorted persons to jobs across the Savannah River away from Purrysburg. The Indians and other settlers liked South Carolina over Georgia because the use of alcohol was allowed. There was more trade with Ebenezer not Savannah.

Farm people had food, while town people relied on shops. South Carolina was known as the best economy in the world due to rice, indigo, and silk being produced in the mid-eighteenth century. People with extra land were called planters and ranchers. All members of families were involved in the silk industry. Purry thought about a wine industry in Purrysburg in addition to silk. The American Revolutionary War prevented the silk industry in South Carolina.

Purrysburg was ready for war with England as a result of its location on the Savannah River near the Atlantic coast. There was the thought that Spain would attack Savannah. Purrysburg was ready to prevent. French and Indian wars occurred north of Purrysburg.

Purrysburg stopped stolen goods going down the Savannah River. Britain invaded the north initially in the American Revolution. Then, later on in the war, Britain invaded the South including Georgia and South Carolina. England wanted to use America to replenish West India.
General Benjamin Lincoln established a hospital and forces at Purrysburg. Loyalists attacked for Britain. The main problem was the soldiers leaving. A soldier disguised himself as a female to go on a date. There were not enough troops at Purrysburg. It was easier for the American troops to cut down residences’ fences than cut fire wood. The Purrysburg houses were taken over. Purrysburg had to file claims for what the military took. The Purrysburg families loaned servants to each other. Maroons, previous slaves who left in the war, remained escaped living together.

After the American Revolution, South Carolina purchased each other’s land and houses and married among themselves. President George Washington visited Purrysburg in spring 1791. The advent of steamboats and the onslaught of stagecoaches were created for usage with the Savannah River.

Sherman demolished Purrysburg completely in the Civil War. No town remained. The town had been lessening due to people building plantations on the outskirts. The conclusion, interestingly, states over the years, there were different spellings of Purrysburg because people were from different countries.

Professor Arlin C. Migliazzo is a history professor at Whitworth College in Spokane Washington. Two other monographs by Migliazzo are Teaching as an Act of Faith: Theory and Practice in Church-Related Higher Education and Lands of True and Certain Bounty: the Geographical Theories and Colonization Strategies of Jean Pierre Purry. To Make This Land Our Own is of paramount importance and indispensably priceless to South Carolina historians and tremendously invaluable to any academic library, public library, or southern United States history collection.

Melinda F. Matthews

University of Louisiana at Monroe Library
**Effigies**

The third book in the Faye Longchamp Archaeological Mysteries series is set near Philadelphia, Mississippi, against the backdrop of the Neshoba County Fair and in the shadow of Nanih Waiya, the sacred mound of the Choctaw nation. The series protagonist, Faye Longchamp, a graduate archaeology student, is part of a team studying the site where a small road project is planned.

The first of two mysteries in *Effigies* relates to the work of the team. Across the road from the study site is a large mound on private property and there is just enough evidence to suspect this is an effigy mound, a special mound built in the shape of an animal. When the landowner is found dead soon after he tries to destroy the mound, the suspects are many.

A second mystery is introduced during a speech at the Fair when a retired Michigan congressman asks for help to solve the 40-year-old racially motivated attack on himself when he was a teenager living in Neshoba County. In short order, the congressman experiences life-threatening medical complications of unknown origin.

Evans places her story in the present but recalls a time when an African American teenager would leave Mississippi rather than report he had been attacked. She also places her story squarely in the middle of the controversial nature of archaeology work and addresses the cultural sensitivities of unearthing ancient burials for the purposes of studying history and developing real estate and infrastructure. To provide context, Evans uses the character of Mrs. Nail, mother of one of the archaeologists, to tell the stories of the Choctaw people. The narrative progresses over the period of the Neshoba County Fair, beginning with the Prologue on the evening before the Fair opens. Each set of chapters (one day of the Fair) ends with one of Mrs. Nail's stories, which serve to fill the gap between what Faye knows about her own world of science and what lies in the background for each of us: the lore and learning that each culture passes from one generation to the next.

Evans' mysteries are written for an adult audience but are becoming popular with high school students. Teachers will find opportunities to engage students in discussions about the cultural and social aspects of archaeology, as well as the recent and current history of Mississippi. *Effigies* is recommended for any popular reading and mystery fiction collection.

Linda K. Ginn
University Libraries
The University of Southern Mississippi
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.

5. Notes should appear at the end of the manuscript in a section titled “References.” The editor will refer to the latest edition of The Chicago Manual of Style is followed for capitalization, punctuation, quotations, tables, captions, and elements of bibliographic style. The basic forms for books and journals in the reference list are as follows:


6. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else in the document.

7. Digital images should be sent as separate email attachments rather than in the body of the text.

8. No other publisher should be simultaneously considering a manuscript submitted to SELn until that manuscript is returned or the editor provides written permission.

9. Upon receipt, a manuscript will be acknowledged by the editor. Incoming manuscripts are added to a manuscript bank from which articles are selected for each issue. The editor assigns manuscripts to at least two reviewers who receive the manuscript with no direct information on the author or the author’s affiliation. Following the review, a decision will be communicated to the writer. A definite publication date is given prior to publication. Publication can be expected within twelve months.

10. Beginning with Vol. 51, #3 (2003), The Southeastern Librarian has entered into an agreement to license electronic publishing rights to H. W. Wilson Company. Authors agree to assign copyright of manuscripts to The Southeastern Library Association, subject to certain limited licenses granted back to the author.

11. Advertisements may be purchased. The appearance of an ad does not imply endorsement or sponsorship by SELA. Contact the editor for further information.

12. Readers who wish to comment on articles in the journal should address the letters to the editor. Letters should be succinct, no longer than 200 words. Letters will be published on a space available basis.
The Southeastern Librarian

Perry Bratcher, SELn Editor
503A Steely Library
Northern Kentucky University
Highland Heights, KY 41099
bratcher@nku.edu

Editorial Board

Margaret Foote
Coordinator, Systems and Technical Processing
Eastern Kentucky University Libraries
521 Lancaster Ave.
Richmond, KY 40475
margaret.foote@eku.edu

Tyler Goldberg
Director, Technical Services
Ekstrum Library
University of Louisville
Louisville, KY 40292
tyler.goldberg@louisville.edu

Catherine A. Lee
Director of Learning Resources
Cape Fear Community College
Wilmington, NC 28401
catherine.lee100@gmail.com

SEL A State Representatives

Alabama: Linda Harris
Head of Reference Services
University of Alabama @ Birmingham
748 Glen Ridge Dr
Fairfield, AL 35064
lindaharris@aub.edu

Arkansas: Dwain Gordon
Associate Director
Arkansas State Library
1401 N. Pierce, #3
Little Rock, AR 72207
dgordon@asl.library.arkansas.gov

Florida: Debra Sears
Administration & Operations Manager
Leon County Public Library
200 West Park Avenue
Tallahassee, FL 32301
searsd@leoncountyfl.gov

Georgia: Michael Seigler
Director
Smyrna Public Library
100 Village Green Circle Smyrna, GA 30080
mseigler@comcast.net

Kentucky: Lisa Rice
Assistant Director
Bowling Green Public Library
1225 State Street
Bowling Green, KY 42101
lisar@bgpl.org

Louisiana
Vacant

Mississippi: Deborah Lee
Coordinator, Library Instructional Services
Associate Director, Corporate & Statistical Research Center
Mississippi State University
P.O. Box 5408
Mississippi State, MS 39760
dlee@library.msstate.edu

North Carolina: Betty Meehan-Black
University of North Carolina
Davis Library
Acquisitions Department
CB 3902
Chapel Hill, NC 27514-8890
bmbledger@email.unc.edu

South Carolina: William (Bill) McRee
Chief of Extension Services
Florence County Library System
509 S. Dargan Street
Florence, SC 29506
bmerree@florencelibrary.org

Tennessee: Sue Alexander
User Services Librarian
Middle Tennessee State University
805 Bradyville Pike, #1101
Murfreesboro, TN 37130
salesand@mtsu.edu

Virginia: Vacant

West Virginia: Judy K. Rule
Director
Cabell County Public Library
455 Ninth Street Huntington
WV 25701 jrule@cabell.lib.wv.us