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From the Editor

Fall is a busy time of the year, and particularly for the Southeastern Library Association. The recent biennial conference in Louisville was a success and it was good to see familiar faces once again. The planning sessions were well attended and the future looks bright for the organization. I appreciate the support of the past president, Faith Line and look forward to working with the current president Kathleen Imhoff. There are several individuals I would like to thank for helping make this publication a success. I would like to thank the editorial board – Tyler Goldberg, Margaret Foote and Catherine Lee – for their help in making final recommendations for publication. I would especially like to than the following reviewers for their input on individual submissions. Their recommendations over the past couple of years have helped make the decision process run efficiently. These individuals are Bryna Coonin, Tim Dodge, Elizabeth Doolittle, Lisa Ennis, Marie Garrett, Paul Haschak, Chris Langer, Camille McCutcheon, Nancy McKenney, Nicole Mitchell, Bede Mitchell, Jodi Poe, Maureen Puffer-Rothenberg, Annabel Stephens and Jane Tuten. If you are interested in becoming a reviewer, feel free to contact me at bratcher@nku.edu.

This quarter's issue includes three articles vastly different in scope. The first, written by Jiannan Wang entitled Toward Understanding International Students focuses on the research needs of international students, how those needs vary from "domestic" students, and how the library can meet those needs. A survey was administered to the international student body of Middle Tennessee State University to determine those needs. Miao Jin and Erin Boyd address the pros/cons of providing consistent Cutter numbers for composers in their study of music collection use in their article entitled Adjusting Cutter Numbers for Composers at the University of Southern Mississippi Libraries. This principle could also be applied in the areas of art (LC class number N) and literature (LC class number P). The article entitled Social Policy and Constructivism by Linda Sizemore and Brad Marcum outlines the use of constructivist learning theory in developing a process-oriented approach to research skills. These skills have been applied to a particular group of social work students at Eastern Kentucky University.

Also included in this publication are three book reviews of books which pertain to the south. More book reviews will be included in the future to cover a wide variety of topics from several publishers. If you are interested in providing book reviews, please contact me. Also, please note that *The Southeastern Librarian* accepts article submissions at any time. If you have an interest in article publication, feel free to send those to me also.

Perry Bratcher

Editor

SELA Mentoring Program

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Check out the Mentoring Program on the SELA Web Page under the Membership link (http://selaonline.org). If you have any questions about the SELA Mentoring Program, contact Hal Mendelsohn, Chair, Membership and Mentoring Committee at hmendels@mail.ucf.edu.

TOWARD UNDERSTANDING INTERNATIONAL STUDENTS A STUDY CONDUCTED AT MIDDLE TENNESSEE STATE UNIVERSITY

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Introduction

The number of international students in American universities has increased over the years and has drawn great attention from librarians, library staff, and researchers. In order to serve this particular patron group more effectively, a number of studies have been conducted to understand their difficulties in using American library systems. In consequence, different approaches have been taken to try to help them. As each university or college may have its own library instruction system, and as the composition and features of international students at different universities may vary, it is difficult to apply available strategies without a thorough understanding of a particular university's student information search behaviors and information needs. This study is designed to understand the current level of information competency skills of international students at Middle Tennessee State University (MTSU). The study focuses on their information needs from the perspective of user services, while determining if a new set of reference and library instruction strategies is needed.

The study was conducted using a questionnaire with answer choices for all but the last survey question, which sought student comments and suggestions. The questionnaire can be seen in the Appendix. The first part of this article provides a literature review and offers a brief introduction to MTSU international students. Details of the software and hardware requirements and a description of the survey process are given in the methodology section. The final section discusses data analysis and findings, followed by conclusions and further discussion.

Background

According to the annual report from the Institute of International Education, more than fifty percent of America's international students come from Asia (Chin and Bhandari, 2008). In their home countries, college students depend highly on textbooks and class notes for homework and study, and to pass exams (Boers, 1994). In recent years, there has been significant change in the condition that "many libraries in Asia are small and have a high proportion of outdated titles" (Liestman, 1992). Nonetheless, libraries in those countries are still primarily places of study rather than information centers. Even more significant is the fact that libraries in some developing countries have closed stacks (Watkins, 1996). This has not only limited students' ability to conduct independent research, but has also widened the gap between students and librarians. The lack of professional staff in academic libraries is another issue in these countries (Bilal, 1990). It is not hard to understand, therefore, that international students may have difficulties in adapting to American library systems. These difficulties have been summarized as culture shock, the language barrier, and a lack in information search skills (Jiao, 1997).

In order to help international students cope with these difficulties, a number of solutions have been tried. Library orientation is one broadly adopted approach. A more intensive approach is to provide bibliographic instruction (BI) classes, preferably in students' native languages (Liestman and Wu, 1990; Spanfelner, 1991). While this is undoubtedly a good idea because it helps students gain quick familiarity with library resources, it is not particularly feasible as

librarians usually do not speak a number of those languages. Further, while it may be possible to find librarians to teach in the students' native language at universities where only a few countries are represented, it is very difficult to find that level of librarian expertise in universities where students come from many countries. To cope with the culture shock, it has been suggested that, where possible, international students be introduced to library staff members who come from different ethnic or cultural backgrounds (Helms, 1995). This is based on the idea that international students would like to turn to someone who can help them better express themselves. An alternative is to have an international student work as a facilitator or translator (Baron and Strout-Dapaz, 2001). Other suggestions include giving individual instruction sessions for international students (Watkins, 1996) and improving communication skills, such as avoiding "baby talk," speaking slowly, and avoiding repetition of the same sentences (Boers, 1994; Greenfield, 1989). With the many ideas presented, the problem is to determine how to relate them to international students' concerns in specific and variant university settings.

Surveys are one effective method to address these problems, and have been widely used in academic libraries. San Jose State University gave a survey to incoming international students to assess their library and computer experience prior to their arrival in the United States. The results suggested that international students would benefit from specialized library information competence and orientation programs (Jackson, 2005). A more thorough survey had been conducted earlier to identify international students' characteristics and their patterns of library use. Out of that earlier survey, course-integrated library instruction programs for undergraduates were recommended for the library (Allen, 1993). The author also conducted a survey of the graduate students in the Engineering School at The University of Iowa in 2005 to compare the information seeking behaviors of international and domestic students (Forys & Wang, 2005). The results indicated that international students used the Engineering library more often, while domestic students were generally more familiar with their subject databases. This study continues the use of survey research methodology to examine the current level of information competency skills of MTSU's international students.

Located in the city of Murfreesboro, Tennessee, MTSU is a teaching university with an annual enrollment of over 20,000 students. Among them, over 200 are international students. Similar to the typical characteristics shown at many other universities, more than fifty percent of MTSU international students come from Asia, with China, India, South Korea, and Japan ranking as the top four, according to the statistics from the MTSU International Programs & Services Office (IPSO). However, unlike the trend at many other universities where science and engineering programs host the largest number of international students, every school at MTSU has attracted nearly the same number of international students, with the number in the Business school being slightly above the average. Among the international students, there is also a small number of exchange students, who study at MTSU for only one year and then return to their home countries to finish their degree programs. These exchange students are all in graduate programs with specific research projects to finish while at MTSU.

Every year, before the fall semester, the James E. Walker Library gives a short tour for new international students. This is led by IPSO. The fifteen- to twenty-minute tour provides a brief introduction to the library's services and facilities. It helps new international students to familiarize themselves with their new learning environment before classes begin; however, due to the short time limit, the tour cannot cover searching for information in specific subject areas. While first year and transfer students can attend regular information literacy classes by taking University 1010, University 2020 (for transfer students), and English 1010, the library does not offer information literacy programs for graduate students, unless such classes are requested by professors or graduate students schedule one-on-one research help.

Since most of the international students are enrolled in graduate programs and the library seldom sees any of them asking reference questions or requesting research help in real life, librarians wanted to know if they experience difficulties when using the library and if the current library services meet their information needs. Furthermore, librarians wanted to know if the students' information search behaviors differ from those of domestic students, who usually take information literacy classes in their undergraduate schools. User services librarians also wished to use the data collected in this study to determine if there were better services that could be provided for international students.

Methodology

Because MTSU had no survey software available for the design of electronic surveys, this author decided to develop one. The form was written in HTML, with PHP code embedded to receive users' input. PHP is a general-purpose scripting language that is widely-accepted for web development. The received data was first stored in a MySQL database and then transferred to an Excel document for ease of further data analysis. MySQL is a popular open source database—stable, powerful, and easy to use. The combination of PHP and MySQL has been considered the best choice for web form development by many web developers for its ease of use, price point, and available software support. Since this survey only targeted international students at MTSU and was not expected to involve a huge amount of data, the author decided to use her own workstation as both the web server and also the database server. In this implementation, an APACHE server was used for web presentation. All three elements—APACHE, MySQL, and PHP environment—were installed at the same time, using the TOMCAT package. A dedicated computer server would have been used if the survey had involved a large amount of data. In libraries with APACHE and MySQL already installed on their computers, developers need only consider PHP programming. Design and completion of this survey were performed with no funding or external technical support;

therefore, a certain level of computer skills for server installation and programming were required.

When designing the survey questions, several factors were taken into consideration. First, the questions needed to be simple and concise. Students lose interest in finishing a survey with too many questions, meaning that each question in the survey had to be short and focused. Second, considering the particularity of the subject group with its challenges in understanding American English, particular attention needed to be paid to each sentence and word choice to ensure that the respondents would understand the questions. After the first draft was finished, suggestions and feedback from several user services librarians, including the team leaders in reference services and access services, were collected. A second draft was created to incorporate their suggestions.

As any survey related to human subjects requires approval from the MTSU Institutional Review Board (IRB), the author submitted a Request for Exemption along with a copy of the survey questions for IRB review. After receiving IRB approval, the author selected a voluntary new international student to take the pilot survey. This enabled the author to engage in a second check of the survey questions to ensure that they were clear and an estimate of the time it might take a respondent to finish the survey. The final step was to contact IPSO to request assistance in sending out an email notice to international students about the survey. The author sent an email and telephoned IPSO about this research. She also made an appointment with the IPSO director for further discussion about the purpose of the survey and its methodology. After securing IPSO approval, the author drafted an email notice with a link to the survey. This was sent by IPSO to MTSU international students.

Results and Findings

The survey was distributed at the end of October, 2007 and was completed within three weeks. Thirty-six student responses were received and this represented about fifteen percent of MTSU's international student body at that time. Among

all the responses, sixty-five percent of the students had been in the United States for only one year or less. Approximately sixty-three percent of the respondents had enrolled in Master's programs, thirty-three percent were undergraduate students, and four percent were PhD students. The respondents were enrolled in thirteen different majors. About thirty-seven percent were from the Business school, and the rest were nearly evenly distributed among the schools of Basic and Applied Sciences, Educational and Behavioral Science, Liberal Arts, and Mass Communication. Among the respondents, more than fifty percent were from Asia, with China ranking first, followed by India and Japan.

There were fewer responses received than expected. One reason could have been the timing of the survey, which was distributed in the middle of the semester when students were busy with their midterms or research. With this concern in mind, any future survey might secure a higher percent return if a follow-up, reminder message is sent. Another challenge occurred when an unexpected power outage caused the author's server PC to shutdown during the first weekend after the survey was distributed. The inactive survey link might have contributed to the loss of some potential responses.

From the survey results, it was learned that international students used the library more frequently than had previously been understood. As shown in Figure 1, twenty-nine percent of the participants used the library every day, and nearly fifty percent of them used the library on a weekly basis. The rest visited the library a few times a month. Only one participant responded that s/he never used the library.

Since one goal was to learn whether international students are generally information literate, respondents were asked how often they used the library's online catalog and databases. The results are shown in Figure 1 and compared with the overall frequency of library usage. While only three percent of respondents said that they never use the library, the percentages of respondents who never use the catalog or databases are sixteen percent and twenty-three percent,

respectively. The relatively high numbers suggest that although some international students use books and journals in the library, more help may be needed on how to use the catalog and databases.

When asked their purpose for using the library (Figure 2), nearly sixty-five percent of the respondents came to find books and journals, over forty percent came to the Electronic Information Center in the reference room to use public computers, and about thirty-three percent used the library as a place to study. Since this question allowed multiple answers, a student might come to the library for both studying and printing class assignments. The data clearly show that the university library is functioning both as an important information resource center and as an attractive study place. Considering the spacious study rooms, comfortable seats, and student carrels on different floors, as well as the convenience of accessing the Internet and free printing, it is not surprising that the library attracts both international and domestic students.

Undoubtedly, librarians and library staff are pleased to have the above data; however, a further question arose. Although many international students come to the library to find books, do they really know how to find them? As shown in Figure 3, eighty-three percent of survey participants answered "yes." For the remaining seventeen percent, it can be surmised that a small number of international students may need more time to become familiar with the book classification system. The results also show that nineteen percent of the students knew how to locate books, but not journals. One reason is that more and more journals are available online, and the library is moving away from print journals. Another reason might be that some students, especially new international students, use journals less frequently than books and need time to acquaint themselves with the way print journals are organized.

Based on the idea that the most effective way to find out if students have gained enough information competency skills to meet their academic information needs is to check if they are aware of the essential databases in their

subject areas, the next survey question asked which database they had used most often. Several heavily used general databases (such as Academic Search Premier, General OneFile, Web of Science, etc.) were listed with a blank slot for them to write in a preferred subject database that might not be listed. It is interesting to note that Chemistry students were quite familiar with Web of Science—all of them chose this as their most frequently used database. Overall, thirty percent of respondents chose Academic Search Premier and twenty percent checked General OneFile (Figure 4). One reason that these two databases are so popular might be that they are placed in a prominent position on the library's information resource page; another reason could be that students might already be familiar with them from their studies in their home countries. Interestingly, although there are many information resources listed on the Business subject guide page, sixteen percent of business school students answered that they had "no idea." It could be concluded that the library's marketing strategies need to be improved for students in the Business School, and that there need to be library information classes targeted towards this group of students.

In replying to which style of library information seminar or workshop was preferred (Figure 5), over thirty-five percent of respondents replied that they prefer one-on-one research coaches while about twenty-three percent prefer class settings. Students appear to benefit most from one-on-one instruction. This result was slightly different from the analysis in an earlier article (Watkins, 1996), in which the author stated that international students preferred class setting instruction because they were shy and wanted to hide among a group of people. Perhaps today's international students are less shy than they were ten years ago.

In order to further understand international students' information search behaviors, librarians wanted to know what students would do when they could not find needed information in the library (Figure 6). Forty-five percent of them replied that they would turn to a reference librarian, and thirty-five percent would search in

Google. Other respondents chose the options of asking other students or requesting interlibrary loan. None of them chose to give up. From these results, many international students seem to know the proper channels to get help in the library; however, when asked what type of questions they had asked most frequently, forty-two percent replied that they had not asked questions in the library. Is this because they do not need help in finding information? Considering the high ratio of international students who do not know how to search databases, this is hardly likely. A possible reason that they do not ask questions is that they are not aware of the abundant information resources available. Among respondents who had asked questions, the most frequently asked question was how to find articles on a specific topic (see Figure 7). This actually reveals the same result as before, namely that quite a number of respondents did not know how to use or were not aware of the existence of article databases.

The survey asked whether respondents felt comfortable using the library's redesigned homepage (Figure 8). Fifty-five percent felt it was easy to use; about forty percent replied the opposite, but also stated that they could still find needed information given enough time; five percent felt the redesign was puzzling.

A request for suggestions or improvements closed the survey. The answers to this question reflect that the biggest concerns were the need for more new books and electronic journals, and extended library hours. Many respondents commented that they were satisfied with the services provided by librarians and library staff. This indicates that the language barrier discussed in an earlier study (Jiao, 2001) is not a barrier for MTSU international students in using the library.

Conclusion and Further Discussion

This is the first electronic survey research on international students conducted by the MTSU university library. Although the number of respondents was not high, it still serves as a guide and a helpful tool toward understanding international students' information search behaviors and information needs.

The survey reveals that quite a few international students, especially new international students in the Business School, are not familiar with or not even aware of their subject information resources. A good library marketing plan is needed. In addition, liaison librarians could be more active in offering library instruction sessions to their subject students.

The survey results also show that international students prefer one-on-one library instruction to group or class instruction. In the MTSU library, graduate students can schedule one-on-one research sessions at any time during the semester; however, it is available to undergraduate students only for a few weeks throughout the semester. The survey indicates this instruction style deserves further implementation in the user services department, and that international students would specifically benefit from it.

Another finding of this study is that the previous summary of typical characteristics or difficulties experienced by international students in using American libraries may no longer be valid. This survey shows that language is not a barrier for international students when using the MTSU library. It would be interesting to explore further how international students' difficulties in using American libraries have changed over years.

As the survey code is self-developed, it can be modified easily and used as a template for future library surveys. To ensure system stability and data security, a dedicated library server is recommended. This research was conducted to focus on user services to international students. A broader and more in-depth library study could be performed in the future to help librarians and library staff gain more understanding of services to international students in order to provide more effective services.

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ADJUSTING CUTTER NUMBERS FOR COMPOSERS AT THE UNIVERSITY OF SOUTHERN MISSISSIPPI LIBRARIES

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Introduction

In music cataloging, two primary methods are used for assigning Cutter numbers for composers. Some libraries maintain a list of composer Cutter numbers and then assign the same number to a composer in all music classes, i.e., Yale University's Composer Cutter List at www.library.yale.edu/cataloging/music/cutter. Other libraries, including the Library of Congress, do not assign fixed Cutter numbers to individual composers, and are only consistent within single music classifications (Smiraglia 2008). There are advantages and disadvantages to the use of fixed Cutter numbers. Catalogers tend to memorize the numbers for major composers. This saves time as catalogers do not have to check the shelflist to find the specific number for a composer within a music class. A disadvantage is that some Cutter numbers would tend to become long (over three digits) due to the need to allow for the possibility of numerous composers with similar names and to keep their Cutters consistent from class number to class number.

At the University of Southern Mississippi (USM) Libraries, a list of composer Cutter numbers was created in the mid-1990s during a music re-classification project. Prior to that, all music materials were arranged by accession numbers. At the time of the project, the music cataloger assigned the same Cutter number to individual composers in all music classes and compiled a list for composers and their Cutter numbers. It was decided that it would be easier to find a Cutter number from this list than having to check the shelflist to find what Cutter number had been used for a composer in a particular class.

Unfortunately, the Cutter number list has not been applied consistently over the past ten years because of human error, lack of maintenance, and changes in personnel. Consequently, the music collection at USM Libraries now faces the following problems:

- In any particular music class, music scores by the same composer are not shelved together. For example, in class M1001 (symphonies), Beethoven's symphonies are located in two different Cutter numbers (B43 and B67), with works by other composers cataloged and located between these numbers. The inconsistency in Cutters might have been caused by exporting catalog records directly from OCLC WorldCat into the local system without editing the call number field.

- Not all Cutter numbers are in alphabetical order. For example, Carl Phillip Emanuel Bach has a Cutter number of B334 while Johann Sebastian Bach has a Cutter number of B324; this would place Johann Sebastian Bach before Carl Phillip Emanuel Bach. Since the purpose of having a composer Cutter number in a call number is to arrange musical works alphabetically by last name, then first name, the above example would be incorrectly classified and shelved.

- Some Cutter numbers are long (over three digits) especially for composers with very common last names. For example, composers with the last name Smith have a five digit Cutter number, which would be unnecessary if their compositions were not in the same music class. But, in order to keep the different composers named Smith and their Cutter numbers in a logical order throughout the collection, a five-digit Cutter number is used.

- The call numbers for music series have not

been cataloged using the composer Cutter numbers. The records for these series were exported to a local system without editing of the call number field.

Do We Need to Change the System

In May 2007, the music collection at USM Libraries was moved from closed stacks to open stacks in order to make the collection more accessible to users. Within a short time, there were user complaints that some scores were not shelved in a logical order and that some composers had incorrect call numbers. The music cataloging unit wanted to fix these problems and posted a message to the listserv of the Music Library Association for feedback from other libraries having similar problems.

Responses from the listserv included: 1) no action has been taken since everything can be searched in the online catalog, and call numbers only serve as a location tool, and, 2) it would be nice to have consistent Cutter number at least within the same class.

The cataloging staff at the USM Libraries felt that the ideal way to correct our problems was to pull all the scores off the shelf and reassign call numbers. However, this would be a very time consuming and expensive project. The question remained, does USM Libraries need to re-catalog the music collection or leave it as is like many other libraries have done?

Literature Review

Little research has been done to investigate whether browsability of a collection will be improved by having logical Cutter numbers across all music classes to justify the efforts and time involved in adjusting Cutter numbers. El-Sherbini and Stalker (1996) studied the nature and extent of Cutter number adjustment at the Ohio State University Libraries. They concluded that adjusting Cutter numbers in classes M, N, and P is worthwhile because in these classes creative works are systematically ordered by Cutter number to achieve effects more complex than mere arrangement by main entry within a specific class. Adjusting Cutter numbers in other classes is not sufficient in justifying the time and

effort required to maintain that practice. Their study did not research on whether they should assign a same Cutter number for a composer across all music classes.

Rodman (2000) conducted another study at the same library to assess the impact on library collection organization if call numbers are not changed to fit into the shelf list sequence. The results indicate that for this library's collection, after three years, only 0.16% of total titles cataloged without call number review may not be easily found in the Online Public Access Catalog (OPAC) and therefore non-review of call numbers in cataloging would seem to be an acceptable decision for cutting costs and increasing productivity. However, the definition of "browsability" is based on readings about user retrieval preferences in the online environment. It may be different when translated to browsing book shelves.

No study addresses whether a consistent Cutter number should be used across all music class. A decision could not be made based on literature review.

Survey

An online survey instrument comprised of eight questions was developed (see Appendix) to seek library users' input. Survey questions were designed in an attempted to answer the following questions:

• Do library users understand that the Cutter number represents a composer's last name?

• Do library users think it is important to use the same Cutter number for a composer in all music classes?

• Do library users shelf browsing?

Initially the survey was planned to be sent to both music faculty and music graduate students at the University of Southern Mississippi, since they are the heaviest users of the music collection. However, there is no efficient method of distributing this online survey to music graduate students since they do not have a listserv. As a result, music faculty is the only group of users

who answered the survey questions.

Profiles of Respondents

Eleven out of forty faculty members responded to the survey with a response rate of 27.5%. All eleven faculty stated that they use the online catalog. Eight of the eleven (72.7%) stated they also browse the shelves. Ten out of eleven (90.9%) have searched online by author, and seven out of eleven (63.6%) always look at the surrounding scores after they select a score from the shelf.

Survey Findings

Do library users understand that the Cutter number represents a composer's last name?

Six out of eleven faculty members recognized that M69 represents Mozart, and that B335 represents Johann Sebastian Bach. Since Mozart and Bach are famous composers, it can be assumed that this is the reason why their Cutter numbers are recognizable and remembered by these library users.

Do library users think it is important to keep the same Cutter number for a composer across the music classes?

Four out of eleven (36.45%) of the faculty members think it is "very important" and the same number think it is "somewhat important" to have consistent Cutter numbering for composers.

Do library users shelf browsing?

Eight out of eleven (72.8%) of the faculty members browse the shelves as a supplement to finding music materials.

Decision

The survey results indicate that some music faculty do relate Cutter numbers to musicians and having a consistent Cutter number for a composer across all music classes are important to a certain degree to music faculty. If an online catalog search is the only way for music faculty to locate library materials, it might be viable to leave Cutter numbers as they are, based on Rodman's (2000) study. However, 72.8% of them browse the shelves, therefore having a consistent

Cutter number for a composer within the same class is necessary.

Since music faculty do understand the correlation between Cutter numbers and the composers' names, the same Cutter number should be applied to all works of any famous composer when possible.

A decision was made to start the project to correct the call numbers of the music collection.

The Project

In order to correct all the call numbers, a reliable composer Cutter number list needed to be developed. To ensure that all composers' names were correctly alphabetized and that all Cutter numbers were assigned numerically, a Microsoft Excel spreadsheet was developed from the old Cutter list which has not been updated for a few years. This spreadsheet was also loaded to the department Web site (http://www.lib.usm.edu/techserv/cat/composers.html) so all music cataloging staff would have access to the most current information.

The benefit of using Microsoft Excel is that it has a function that allows the user to sort by composer names or Cutter numbers in alphabetical or numerical order. After the data was entered, the lists were checked for accuracy between the alphabetical order of the composers and the numerical order of the assigned Cutter numbers. If a problem occurred between the composer's name and the Cutter number order, that composer was highlighted in yellow and a new number was assigned. The purpose of highlighting these changes allowed the staff to re-evaluate the list and make the proper changes needed to the records in the systems as well as the physical scores for shelving purposes. Musical works with different Cutter numbers than those from the list were pulled off the shelves and a new Cutter number was assigned to them. Several student workers were trained to create new call number labels and process the scores.

To avoid long Cutter numbers, the cataloging staff considered to include only composers who wrote more than 20 works on the list. Composers

who had fewer than 20 works would have flexible Cutter numbers in different music classes to accommodate the arrangement of each class. We had to remove from the list all composers, editors, arrangers, and compilers who have not produced a significant amount of work. Researching and reviewing music history and/or music appreciation literature helped in selecting "major" composers. We also consulted with the music faculty members for their feedback as to which composers are most discussed in music school.

For the music series list, the composer Cutter list was introduced to the serial cataloging staff and they were willing to accommodate the needed changes.

Suggestions for Other Libraries

Correcting all the errors in Cutter numbers is a gradual, but achievable process. Having a good Cutter list in place is a top priority. For new items added to the collection, the Cutter number from the list will be applied when assigning call numbers. For existing scores, time should be set aside to correct at least a few hundred musical works each week. The length of this process depends on the size of the score collection and the amount of staff time that can be devoted to this project. Hiring student workers helps to lower the cost for this project. It is possible that this kind of project may never be done in some libraries which are understaffed.

Another benefit of having the cataloging staff change each of the Cutter numbers is that all the records can be checked and updated to the current AACR2 standards. Adding these steps to the project will extend the amount of time it will take to complete it, but the effort may be worth it as the quality of the bibliographic records will be greatly improved, providing better access to all music library users.

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Acknowledgement

Library Survey for Music Faculty

1.How many years have you been at USM?
      A. Up to 2 years
      B. Between 2 and 5 years
      C. More than 5 years

2. How do you search for music scores (choose all that apply)?
      A. Search online catalog, ANNA (anna.lib.usm.edu)
      B. Browse the shelves
      C. Ask library staff for suggestions
      D. Ask colleagues for suggestions

3. How many times have you used the library's online catalog, ANNA, to search for scores during the last six months?
      A. 0
      B. 1-10
      C. 11-25
      D. 26-50
      E. 51-100
      F. More than 100

4. When you search the online catalog, ANNA, which part(s) of a catalog do you search (choose all that apply)?

      A. Title
      B. Author/Composer
      C. Subject
      D. Series
      E. Keyword

5. When you select a score from a library shelf, do you look at other scores nearby?
      A. Always
      B. Sometimes
      C. Rarely
      D. Never

6. Symphony No. 39 by Mozart has a call number of: M1001.M69 K.543 1900z. Which of these facts did you know?
    A. M represents Music
    B. M1001 represents Symphonies
    C. M69 represents the composer, Mozart

7. *The Well-tempered Clavier* by Johann Sebastian Bach has the call number: M22.B335 W64 1983. Which of these facts did you know (choose all that apply)?
    A. M represents Music
    B. M22 represents Piano Collections
    C. B335 represents the composer, Bach

8. How important is it to you that all composers have a consistent unique number to represent them? For example: Mozart = M69; Bach = B335; Beethoven = B43; Poulenc = P688
    A. Very important
    B. Somewhat important
    C. Neutral
    D. Somewhat unimportant
    E. Very unimportant

SOCIAL POLICY AND CONSTRUCTIVISM USING CONSTRUCTIVIST LEARNING THEORY IN TEACHING SOCIAL WORK STUDENTS RESEARCH SKILLS

"What we have to learn to do, we learn by doing." Aristotle

Linda Sizemore and Brad Marcum

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Introduction

Principles of constructivist learning theory were used in developing a process-oriented approach to research skills instruction as applied to real world social problems and social policy responses. Building upon past experiences in establishing collaborative relationships with social work faculty, the theories of constructivism, Kuhlthau's Information Search Process, and collaborative learning were incorporated into the framework of efforts to provide library instruction at important developmental phases, also known as "zones of intervention", in student coursework involving three successive social work classes. This article will attempt to describe the above concepts and articulate how these concepts were employed in efforts to improve student-learning outcomes in library instruction aimed at the undergraduate social work program at Eastern Kentucky University.

EKU Instructional Background

Eastern Kentucky University is a comprehensive public university offering bachelor and masters' degrees with a full-time student enrollment of 14,322. EKU undergraduate social work students are required to construct portfolios through three successive courses in their social work curriculum. Their assignments progress from the general— identifying a social problem, to the specific—proposing legislation that addresses a particular problem within a larger social issue. The students' skill set progressively improves in each class because each assignment requires students to build upon their acquired knowledge and to develop new competencies to meet new goals. Skills progress from basic research skills involved in writing a research paper to the intermediary level of public policy research to the specific skills used in legislative history research and finally to proposing change with supporting argument and evidence as to the need and effect of the proposed change.

Constructivism

Constructivism is a broad descriptive term for a set of theories that focus on the student, not the instructor as the driving force behind learning. The student actively constructs knowledge utilizing prior knowledge and experience as building blocks. Knowledge construction is an active rather than a passive process, students must become actively engaged in their learning experience rather than act as passive recipients of information. (Leonard, 2002).

Information Search Process

Kuhlthau's Information Search Process (ISP), is an application of the constructivist learning theory. The ISP is useful when working with students who have different levels of experience and confidence in using the library and finding appropriate information resources. Kuhlthau advocates a constructivist (a building-upon-knowledge) approach to teaching rather than the traditional transmission (a transferring-of-knowledge) approach. The ISP outlines six stages of the information search process with corresponding emotions and thoughts involved in each stage. These stages include: initiation,

selection, exploration, formulation, collection, and presentation. Active learning opportunities known as "zones of intervention" emerge within each stage for librarian and instructor to collaborate with each other and students. (Kulhthau, 1988).

Library Instruction and Constructivism

In surveying the literature for new approaches to library instruction, EKU librarians discovered constructivist learning theories and were struck by their applicability to their instructional needs. The work of several researchers and authors helped identify areas of concern and define the needed approach. Leckie (1996) and Bodi (2002) describe how faculty, through their experience and training, are typically regarded as "expert searchers." Faculty members understand the methods of communication in their disciplines and are familiar with the experts in their fields. Undergraduates, on the other hand, are "novice searchers." They lack subject expertise and therefore lack confidence in their ability to conduct research, or even worse, are over-confident in their research ability until asked to perform real research. Students' lack of knowledge extends beyond their unfamiliarity with the subject matter of a discipline. Many undergraduates do not understand basic research-related concepts, such as when and how to use a book index, an encyclopedia, an online database, or a library catalog. In an attempt to fill this research gap, many instructors schedule library instruction limited to a "one-shot" session for their classes.

In this session, the librarian may have less than one hour in which to cover accessing print and electronic resources, evaluating information, and determining which resources to use at various stages. Kuhlthau's ISP model emphasizes that in the initial stages of choosing a topic or exploring a topic, students may be confused and not yet aware of their actual information needs. At this stage in the search process, a library instruction session may prove relatively useless to students. Unfortunately, this session may be the only formal library instruction session for the research assignment. This scenario often results in an inadequately researched and poorly constructed paper, instances of plagiarism, or a non-learning experience.

Academic librarians recognize the inherent problems of one-shot instruction and the frustrations students feel over the research process and recognize that research-skills instruction, like subject-specific instruction, works best when process-based. Christopher Hollister and Jonathan Coe (2003) surveyed a group of librarians on their views of patterns of library instruction. Eighty-nine percent of the librarian respondents indicated that a departure from the traditional one-hour/one-shot model of library instruction was a positive development. Thirty-six percent indicated that the one-time session is "counter-productive and pedagogically ineffective."

Research supports the idea that the teaching of research skills should be integrated into the curriculum in a process-oriented approach rather than covered in one isolated library session. Linda Stein (1998), from the University of Delaware, designed a program to expand her one library session into a program of continuous faculty-librarian support for senior-level psychology students. The results indicated that the students increased their confidence in their ability to complete the assignment, their understanding of the multiple steps required in the research process, and their enthusiasm for their work.

Edward Owusu-Ansah (2004) proposes that the two most viable vehicles for integrating information literacy into the curriculum and bridging the research-skills gap are course-integrated instruction and an independent credit course. Ruth Small (2004), who found that collaboration between librarians and professors is essential to the success of IL skills instruction, has provided additional support. Research and practical experience in teaching indicate that students respond to instruction that is connected to the curriculum and tied to course activities or assignments. Without some concrete goal or perceived utility by the student, the efforts of the librarian are most often wasted.

Collaboration, EKU Librarians, Social Work Faculty, and Students

Librarians and social work faculty members collaborated on improving the assignments, discussing the students' experiences and examining their learning outcomes of the past semesters. Strategies were developed for changing the assignments, examining the goals and objectives of the class, and improving students' learning outcomes. Most importantly, the social work professors were willing to devote time in class to time in the library.

Librarians collaborated with students by providing increasingly focused instruction, in formal class group meetings, to small groups of students, and individually, at each course level. These meetings served as actual work time where the librarian and students worked together on developing solutions and answers for their projects. Students were not just passive receivers of knowledge in this partnership. They met with librarians via reference appointments at important stages in the research process that parallel Kuhlthau's zones of intervention in order for librarians to help them build upon the knowledge and skills acquired in each previous class. In these meetings, librarians allowed students' learning styles to guide the settings that best suit their styles; for example, some students learn better in a smaller group of their peers and some prefer a one-on-one approach.

Students also had access to the librarians through email. Email serves as a useful communication tool to most students and offers opportunities for open communication and collaborative learning. The additional flexibility also helped students through the emotions and anxieties of the information search process as discussed in Kuhlthau's research.

Results

Did we improve student outcomes? Unfortunately, we do not have statistical data to provide quantitative evidence of our impact. This project grew organically from the need of the social work faculty and students without the librarians' full realization of the potential of the project. However, qualitative evidence does support the argument that the librarians' presence and guidance have provided a positive change in the students' experience in the research process and have improved students' knowledge of the legislative process and the politics of public policy. Students actively utilized prior knowledge at each level to construct new ideas.

The students gained a broad knowledge base of important legislation and sources of the legislation affecting the social work profession and client base. The students' and professors' overwhelmingly positive response to the librarians' presence in the class provides the most compelling evidence of the need for instruction suited to many learning styles and taught over multiple sessions. One library instruction session would not have been nearly enough to help students through the completion of their successive assignments or through their own personal learning processes and anxieties.

Next Steps

As we look to the future, we examine the lessons we learned the most from our experience with this pilot project. We discovered that students need discussion, flexibility and personal interaction to successfully navigate the research process. It has become clear to us that Web 2.0 technology offers the flexibility we need in order to reach out to students in a variety of ways, such as blogs, libguides (online subject guides), wikis, and social bookmarking tools and we are beginning the process of integrating these tools into our efforts. The combination of meeting face-to-face combined with the power of Web 2.0 tools enables the librarians to be even more integrated into the classroom experience and serve in the role as an information consultant.

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Book Reviews

Powell, Dannye Romine. *A Necklace of Bees : Poems.* Fayetteville, AR: The University of Arkansas Press, 2008. ISBN 978-1-55728-879-0 1-557288-879-8. $16.00

Sitting by her husband, Lew Powell, the Manager of the Letters to the Editor at the Charlotte Observer, she seems petite and elegant in her long skirt and colorful necklace of precious stones. She clutches a cell phone as she walks to the podium to deliver an author's talk about becoming a writer.

With a soft strong voice that carries us into her life's story, she explains she is awaiting a call from the hospital to tell her that a grandchild is born. "Never", she said, "Did I think he would come tonight when I committed to be with you!"

Yet, here she is and from deep inside she connects with us as she tells of her love of words. Reciting lines from poems we immediately repeat silently with her, she speaks of her mother's insistence that she memorize and recite poetry and read aloud to her. We learn she takes reflection as a tool to understand the challenges that life brings to her and to those around her.

Many of us know her as a newspaper columnist, book reviewer, and successful journalist; however, as she talks to us about her life's journey as a writer, we come to know her as a wordsmith who pulls at our emotions as well. In A Necklace of Bees, she gives us an inside look at loss in its many forms—loss of innocence, loss of loved ones, loss of dreams unfilled, loss of connectedness, and loss of youth. Poems take us where we'd rather not go but we must and Dannye Romine Powell takes us there and lets us be thankful for her presence among us. Her poetry helps us to see those things we'd rather not see but once there, deepens our understanding of our own losses.

October 16, 2008, Friends of the Library, Queens University of Charlotte, Fall Event.

Dr. Carol Walker Jordan

Everett Library, Queens University of Charlotte, Charlotte, North Carolina

Conkin, Paul K. Revolution Down on the Farm: *the Transformation of American Agriculture Since 1929.* Lexington, KY: University of Kentucky Press, 2008. 978-0-8131-2519-0 $29.95

In his newest book *A Revolution Down on the Farm,* Paul Conkin sets out to give voice to the technological, political and pragmatic changes that have altered that bastion of American identity, the family farm. At first glance, the text seems to be simply a memoir for a way of life to which the author is obviously tied. Born in east Tennessee in 1929, on a tobacco farm, Paul Conkin is both literally and figuratively a child of the Depression. It should not be surprising then that during his career, which is pushing its sixth decade, Conkin has found nothing that has eclipsed the power of the Great Depression in shaping the American character.

Though best known as a historian of American Religion, Conkin cannot seem to escape the power that the Great Depression wields in shaping his own choice of subject matter. His dissertation, published in 1959 as *Tomorrow a New World,* discussed the efforts of FDR and the new Deal to drag the country out of the Depression. In 1964, he published *Two Paths to Utopia,* tracing the efforts of idealists to create new communities that could avert the catastrophe of the Depression. In *FDR and the Origins of the Welfare State* (1967), he took FDR and the New Deal to task for being inadequate and far too conservative to actually solve the problems they faced. Even in his essays grappling with Southern identity, diminishing autonomy on the local level and governmental paternalism, the Great Depression lurks like the boogey-man under the bed.

Needless to say, the happenings behind *Revolution* are familiar territory for the author. When Conkin claims that the book is based on research as well as memory he is not only speaking in terms of his own personal memory, but also of the memory of a seasoned researcher who knows his topic intimately. It is precisely the previous fifty years of work that helps Conkin take the reader beyond the traditional memoir's narrative and into a more critical look at the play between farm policy and reality. Unfortunately, it is also this reliance on previous work that leads to the one shortcoming of the text. The author has not made those decades of research immediately evident in the Notes. As a new reader coming to Conkin's catalog it would be easy to dismiss the work as not scholarly enough.

Even so, *Revolution* clarifies an immensely complex topic, not only changes in American agricultural practices and technologies, but also the politics of definition and the long term repercussions of what many might simply ignored as banal. The time spent discussing the rhythm of the labor and sharing of work with others in the community hints at how drastic some of the changes in labor and community are. Giving the reader a look at the ideal and the reality of the "family farm" is paramount to the revelation. The Great Depression remains the present pivot point which drove changes in Federal Policy. Without these changes in policy, market prices for crops would not have stabilized and this "revolution" might not have happened. Ultimately readers are left with an understanding that just as the "family farm" is not dead, changes in technology have allowed it to survive in name if not in traditional function, neither is the "revolution". Agricultural legislation, as recently as May 2008, is a complex effort that continues to affect the cost of our food as well as the cost of our fuel.

Dana L. Hettich

Sterne Library - University of Alabama Birmingham

Benedict, Jennie C. *The Blue Ribbon Cook Book*. Reprint of the 4th ed. 1922. Lexington, KY: The University Press of Kentucky, 2008. 978-0-8131-2518-3. $19.95

During the early part of the twentieth century, Jennie C. Benedict became a mainstay in Louisville Kentucky culinary circles. Her catering business became regionally renowned and in 1923 she was offered $1 million to move her operations to St. Louis – local outcry prevented the move. She published several editions of "The Blue Ribbon Cookbook" which quickly became a favorite in many kitchens. Her 4th edition (1922) is now being republished with an introduction by former Louisville Courier-Journal restaurant critic Susan Reigler. Cooks will once again be able to prepare these simple, Southern-style recipes for a new generation.

With so many cookbooks available in the market, this publication does fill its own niche. Many of today's cookbooks specialize in a variety of areas. Benedict's cookbook on the other hand provides a variety of over 300 recipes. The cookbook is easy to use with many practical suggestions for novice and experienced cooks. While it doesn't offer as many recipes as the general Betty Crocker or Duncan Hines cookbooks, it is similar to the many "church cookbooks" that are difficult to obtain in the mass market. Southern recipes are evident throughout the book including Dixie biscuits, okra soup, gravy, mashed potatoes, molasses pound cake. The book includes a glossary which includes practical suggestions such as the sequence for adding dry ingredients for a cake mix, the proper method for cooking vegetables, and also basic definitions – "Boiling is to cook in boiling water"! The book is divided into the major sections found in most general cookbooks (breads, soups, desserts, etc.). The book also contains "unique" sections appropriate to the era of publication – "Simple dishes for the sick (toast water, creamed oatmeal, etc.), and "Dainty menus convalescent patents". The book also contains menu suggestions for luncheons and dinners. Surprisingly, none of Benedict's editions contains the recipe for one of her most noted recipes – Benedictine spread, a sandwich made with cucumber juice and cream cheese. Reigler includes this recipe and variations in her introduction.

Evidence of the era of publication can be found throughout the text. Due to the lack of temperature controls in early twentieth century ovens, consistent temperatures could not be maintained. This is evidenced throughout the text in two major ways: 1) lack of temperature indicators in the recipes and 2) lack of length of cooking time for some of the recipes. Cooks today are used to seeing exact temperature and timing requirements for recipes. This text delineates temperature ranges with the following verbiage: "bake in a quick oven, bake in a moderate oven, bake in a hot oven" and variants in between. Timings are not indicated or if so are vague – "bake slowly". While experienced cooks may know what is considered "a quick oven", etc. it would have been helpful to define this for novice cooks. Also, some recipes do not list ingredients in a separate listing and must be taken from the cooking directions.

This text will be useful both for the novice and experienced cook to locate those long lost recipes which were often passed from cook to cook. Libraries especially in the south will find this a popular book for their collection.

Perry Bratcher

Steely Library, Northern Kentucky University

Guidelines for Submissions and Author Instructions
The Southeastern Librarian

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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.

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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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