Spring 2009

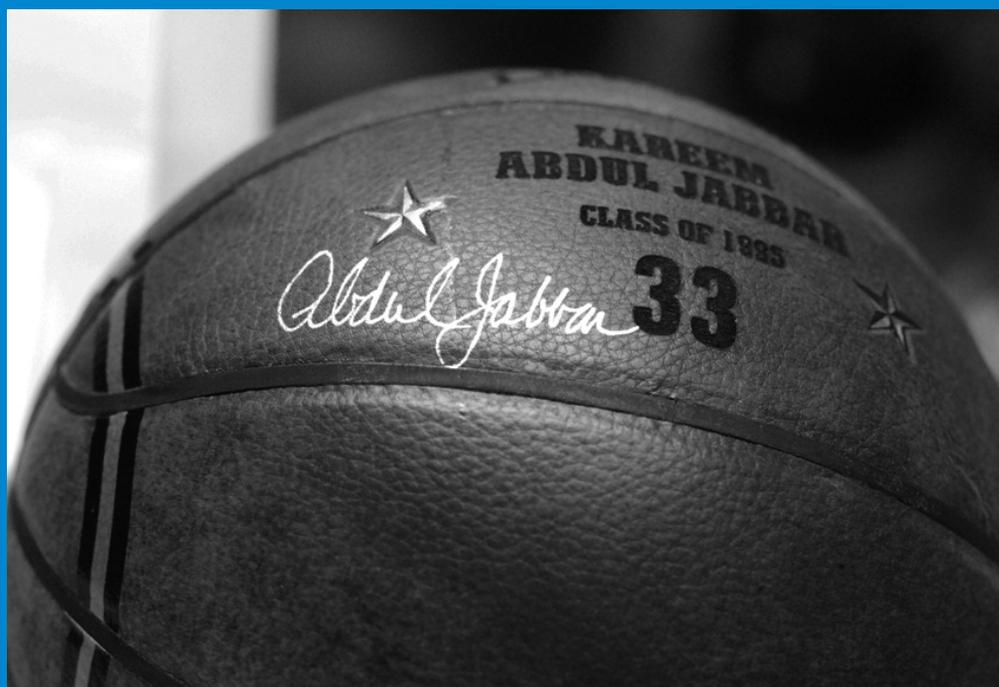# The Southeastern Librarian v. 57, no. 1 (Spring 2009) Complete Issue

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the Southeastern Librarian

The Southeastern Librarian

Volume 57, No. 1 Spring, 2009

Cover: In September, 2008, the Huntsville Library Foundation hosted their 22nd annual "Vive le Livre!" author gala for the library's book fund. Kareem Abdul-Jabbar, legendary sports star, author, and library advocate was the keynote speaker and contributed the autographed basketball (cover) as part of the silent auction. Watching library patrons aggressively bid on the ball was an event in and of itself! Bidding finally ended at $440, which provided several new titles for the library's collection. The ball now resides in a very special place in the home of its new owner.

From the Editor

This issue of *The Southeastern Librarian* contains articles which address a variety of library topics. From technical … to public … to "generic" services and information of relevance to new as well as "experienced" librarians there is something of interest to all.

Night Vision Goggles or Rose Colored Glasses by Mary Todd Chesnut addresses the importance of training graduate students in library instruction. She outlines a program created at Northern Kentucky University for graduate assistants to meet the needs of both the future librarian and the student at NKU. This program could be modeled and adapted for graduate assistants, new librarians, or others new to library instruction.

B. Jean Sibley discusses the particular problems of processing a large gift collection in her article Shifting Gears. Libraries accept donations of various sizes, from single titles to a massive collection. Accepting (or not accepting) serials titles provide their own unique circumstances. This article covers the issues which need to be considered before and after acceptance of these types of donations. Lessons learned are presented for consideration by librarians in their own libraries.

The perspective of a new librarian in the profession lends itself to the opinions expressed by Carley Knight in the article Bibliographic Instruction Lessons from a New Librarian. Though experienced librarians may take these lessons for granted, it is important to have them presented for those just entering the profession. The lessons outlined can also give those considering entry into this specialization a perspective of what to expect and how to meet the challenges they will encounter.

Distance education has become increasingly popular in academia. Angela Whitehurst and Carolyn Willis address the challenges of creating and implementing methods of providing library services to meet the needs of distance education students in their article Building Collaborative Reference and Instructional Services for Distance Education Students. The issues faced and how to address them are outlined through the application of a program at East Carolina University.

The benefits of mentoring are presented by the authors in the article Creating a Culture of Mentoring @ Your Library. This article outlines the benefits for the mentor, mentee and library by the implementation of such a program. In particular, the SELA Mentoring Program is covered as well as ways others can become involved.

In the summer of 2008, I contacted the primary university presses across the south regarding their willingness to provide review copies of their new publications. To my delight I had positive responses from almost all of them. The fruits of this labor is found in this and subsequent issues. The book reviews included are of authors and/or topics pertaining to the south. I hope to continue with numerous reviews in subsequent issues.

Enjoy this issue of *The Southeastern Librarian.* If you have any questions/comments, feel free to contact me.

Perry Bratcher

Editor

NIGHT VISION GOGGLES OR ROSE COLORED GLASSES:
A UNIQUE PERSPECTIVE ON TRAINING THE LIBRARY GRADUATE ASSISTANT IN INSTRUCTION

Mary Todd Chesnut

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The Problem

"Historically, though, there has been a gap in the curriculum at many schools in the area of library instruction, which means that graduates are entering the job market unprepared for the instruction they may need to provide." (Forys 2004, 67)

A review of the course descriptions for the twelve ALA-accredited Library and Information Graduate Schools in the southeastern states identified that the majority offer only one or two elective course related to library instruction (see appendix). These courses cover topics such as curriculum design, learning theory, best practices for teaching, and information literacy strategies. Some graduate program curriculums do not offer specific courses in library instruction, instead including it as a topic in a broader course such as Academic Libraries or in conjunction with a school media specialty.

Since all classes devoted to library instruction are electives, many library students will graduate with little or no graduate coursework devoted to library instruction. The majority of Library Graduate Schools simply do not prepare future librarians to be classroom-ready as they enter their first library instruction position. Before an Education student is granted a teaching certificate, they must prove their ability to teach in the classroom through an intensive student teaching practicum. Instructional librarians are often simply schooled under the auspices of a "baptism by fire" approach, frequently bypassing the student teaching phase. There is a glaring deficiency in the graduate training of librarians hoping to become instructional librarians. Unless a librarian has the good fortune of being accepted into a program like the Association of College and Research Libraries' Immersion Program, or affiliated with a program that offers student teaching opportunities as a part of their coursework, it is likely they will be solely reliant upon instructional mentors, wisdom gleaned from books and library literature, or simply left to their own devices to prepare for teaching.

Since many current library positions (academic and public) include some component of library instruction, there is great need for additional training opportunities in the area of library instruction. All southeastern graduate programs reviewed offer opportunities for experiential learning through professional field experience, practicums, internships or graduate assistantships. It is in these environments that established instructional librarians can take the initiative to supplement the educational training for new professionals through workshops and hands-on learning experiences.

A Solution

"Practitioners are in a position to take over some of the responsibility for ensuring positive, worthwhile, professional experiences for the next generation of academic librarians by taking the initiative to provide quality practicum experiences for today's library school students." (Leonard & Pontau 1991, 29)

As a 2002 graduate of Library School (who earned professional field experience at the university where I am now Coordinator of Information Literacy) I began my instructional librarian career feeling underprepared for the classroom. In 2007, a colleague (who also interned at our library) and I built a foundation at our institution to better prepare library graduate assistants (LGAs) for library instruction. This

framework serves to supplement what the LGAs may or may not have learned in their traditional graduate coursework and helps prepare them for the real world of library instruction. From the unique perspective of two librarians who were recently "in their shoes," we created a manual and training module to orient LGAs for eventual library instruction in an academic library.

First Library Instruction Experience

"Librarians are not trained to teach…Yet many librarians today find themselves teaching in their first position, armed with lots of knowledge about the intricacies of database searching but with little knowledge about how to teach and who they are as teachers." (Susan Barnes Whyte 2008, 50)

Perhaps my own initial experience as a new teacher illustrates the plight of novice librarians. I was two classes away from completing my MSLS degree in the fall of 2002, completing Professional Field Experience at an academic library for a semester. I had recently taken a Bibliographic Instruction course and learned techniques and theory related to teaching and practiced in front of my classmates. In my field experience, I met with the Instruction Coordinator and learned about their philosophy and style of teaching and observed a number of library classes by shadowing six or eight different librarians. I had perused instruction outlines prepared by the librarians and was familiar with the curriculum of many of the classes.

Two months into my internship, I was offered the opportunity to teach a few classes, because I seemed "ready." I was excited at the prospect of providing library instruction. I had discussed my instruction outline with a veteran librarian, prepped for the class, and loaded a cart of books carefully selected for the class. I felt fairly confident about my abilities until five minutes before I was to teach my first class. My stomach began to churn, my sweat glands were working overtime and I felt like my throat was going to close up. I began having second thoughts, seriously doubting my ability to teach, and wanting desperately to flee the building. Somehow I survived, but I'll never forget that

scary and intimidating first solo flight of library instruction. Six years later, I am the Coordinator of the Instruction Program and have taught close to 300 library classes. This first instruction reaction is likely typical for the novice instructional librarian and is to be expected. However, a foundational framework for teaching can certainly minimize some of the uncertainty and raise confidence in the classroom.

Changes in the Scope of Graduate Assistant Orientation

"…sometimes librarians do not do careful planning for the training program for the graduate assistants simply because they do not have the time, or because they think the students can learn gradually, "on-the-job" and a systematic training program is not necessary." (Wu 2003, 146)

Before 2007, there was no established training program for LGAs at our academic library. Instead, experience was gleaned solely through on-the-job training and patient mentoring from veteran librarians. The LGAs scheduled individual meetings with each member of the division to learn the services and responsibilities of each area, and then shadowed librarians for several months at various services (desk, consultations, instruction, and email reference). After this immersion into the program, they begin filling some desk and consultation slots and worked with individual librarians on special projects. With the exception of a select few, most graduate assistants did not advance further than observing instruction classes.

In the fall of 2007, our academic library hired five graduate assistants, with four assigned to the Research & Instructional Services Division. Since our division consisted of thirteen people (11 library faculty and 2 staff) the addition of four LGAs was substantial. In the past, our division had employed only one LGA at a time. Additionally, a new philosophy was established within the division that sought to bolster the experience for LGAs by offering education and mentoring opportunities within the academic culture. This signaled a departure from employing graduate assistants primarily as

laborers to fill gaps in our service areas. To support this philosophical shift, LGAs were invited to attend all weekly division meetings and monthly faculty meetings; were included on the division and faculty listservs; and offered career mentoring opportunities. Contrary to previous intern experiences that had operated more on the principle of "sink or swim," these LGAs were guided more closely through their internships and even granted the right to vote in meetings and play an equal role in much of the decision-making.

In addition to a new level of involvement for LGAs, an increased emphasis was placed on their training. The Director of Research and Instructional Services charged each area in the division with providing more in-depth orientation for the graduate assistants. The Instruction team was the first area in to create a model for training LGAs.

New Training Initiatives

"More reference librarians who have recently mastered the trade themselves should share their experiences with graduate assistants, interns, and new reference professionals—the often overlooked voices in the library profession." (Spencer et al. 2005, 31)

A formal instruction training program for graduate assistants was implemented for several reasons. Since there were four LGAs desiring instruction experience, it seemed a good idea to train them simultaneously. This insured consistency in training and appeared to be the best investment of time. Also, since my colleague and I were in the unique position of having interned in the department during graduate school prior to our employment, we had a personal vested interest in the project.

We began by creating a manual for new librarians and graduate students that highlighted the details of the instruction area to provide a foundation. This twenty-one page manual consisted of five sections: 1) Basic Philosophies Regarding Instruction/Information Literacy, 2) Basic Procedures for Library Instruction, 3) Information about Classroom/Teaching class, 4)

Scheduling Instruction, and 5) Basic Resources for Library Instruction. The manual provided a list of the instructional librarians, information about specific classroom equipment, information literacy competencies for classes, instruction policies, and other information a new instructor in the library would need before teaching in our academic library.

Next, we initiated the formal training process for LGAs. They had already undertaken an intensive introduction to Research and Instructional Services in their first few months by shadowing librarians at the desk and in the classroom. After this initial training, we began their instruction preparation. We scheduled a series of four Instruction Seminars in a four week period: 1) General Information / Goals for the Seminars, 2) Information Literacy, 3) Active learning in the Classroom, and 4) Managing One-Shot Instruction. In addition to the one hour seminars conducted by two librarians from the Instruction Team, we also required each student to research the topic for the week, share with the others prior to the meeting via email and come prepared to discuss. Each LGA was also required to meet with the two librarians individually twice in the four weeks to share concerns, insights, and questions.

The next phase offered the LGAs practical experience. They were given the assignment of team-teaching a mock English 101 (basic English composition) class for the Instruction Team, employing the techniques they'd learned in the seminar, with each LGA being responsible for an equal share of the class. Constructive feedback was given following the session.

During spring semester, the graduate assistants were paired with librarians with several options for collaboration: 1) the LGA assisting with class preparation (creating the lesson plan, pulling appropriate print resources and creating handouts or guides), 2) team-teaching with the librarian or 3) teaching the class, with the librarian supervising and providing feedback through the process. These decisions were based on the discretion of the individual librarians in conjunction with the LGAs. This phase permitted the LGAs to obtain practical classroom

experience under the safety net of a veteran librarian's supervision.

Results/Investment

"Everyone—students, supervising librarians, and LIS faculty—should remember that an investment in a graduate assistantship is an investment in the future. GAs will blossom into the reference librarians who will lead the profession in meeting the needs of patrons in the twenty-first century." (Spencer et al. 2005, 31)

The anecdotal feedback received from the LGAs seemed to indicate that they benefitted from the investment in their training and orientation for instruction. As they prepared to either team-teach or take a solo flight into instruction, they were better prepared than the average library student, and were aware that teaching a class involved more than just learning theory and curriculum plans. Their experiential learning in the library classroom taught them teaching strategies that library school could not as realistically impart. They learned practical classroom techniques such as recovering when the laptops won't connect, handling a belligerent freshman in the back row, or bringing life to an early morning class.

It seemed that the time investment allotted in the training would greatly benefit our academic library since we had hoped to retain the four LGAs for a second year. Unfortunately, budget cuts left our library with only enough money for one LGA. However, our return on investment was still high since the remaining LGA was assigned to the instruction area for fall 2008 with a heavy teaching load and will continue in the spring semester. Another return on investment will be a more seamless transition for future LGAs since a training foundation has been established.

Benefits to Institution

 "The librarian working with the intern has the good fortune to see the profession through the eyes of someone new to the profession." (Dalton & Oehlerts 2006, 43)

While the focus of the training program was to enable the LGAs to gain practical library teaching experience, there were unexpected benefits to my colleague and myself as we conducted the workshops As the LGAs chose articles relevant to the weekly topics and discussed them via email and in our meetings, we were able to gain valuable insights from those fresh to the profession. Also, as the LGAs questioned us about how certain things were conducted in our instruction program, we were able to view our practices from a new perspective. Additionally, one of our LGAs had previous experience teaching in another discipline, and we were all able to gain beneficial classroom management techniques from him.

Another eventual benefit to the library involved time savings. Once the LGAs became comfortable with teaching, this allowed the librarians paired with them to pursue other projects. This was particularly helpful when LGAs could teach some of the popular (and plentiful!) freshmen core classes. This proved to be a win-win situation as the freshmen seemed to enjoy working with instructors closer to their age and the LGAs were eager to add a new fresh spin to the classes.

From a future outlook, creating the training manual and framework orienting LGAs to library instruction will be a practice that will serve us well. While the manual and training will continue to be a "work in progress" it will be in place for the next time we hire an instructional librarian or LGA.

Conclusions

"They leave school with a theoretical framework, as well as practical experience, in the area of library instruction, and they learn firsthand what it will be like to work as a professional in an academic library." (Forys 2004, 68)

As library graduate students select from the array of electives available to them, some will not be afforded the opportunity to enroll in a class dedicated to library instruction. Many of those who do opt for elective library instruction classes will likely learn theory and teaching strategies, but perhaps will not be presented an opportunity

for application in an academic classroom. Because of the lack of attention placed on library instruction in many library graduate curriculums, students hoping to embark on a career involving library instruction will be at a disadvantage. By creating training initiatives aimed at supplementing traditional coursework for LGAs and new librarians, instructional librarians can help level the playing field for those new to the profession while likely gaining unexpected benefits.

APPENDIX

ALA-accredited Library and Information Graduate Schools in the southeastern states

Library Instruction Curriculum (as of January 8, 2009)

Florida State University College of Information

- LIS 5313: Design and Production of Media Resources – Techniques for designing, producing and evaluating media sources which meet specific instructional needs
- LIS5524: Instructional Role of the Information Specialist – The instructional role of the media specialist and methods of participating effectively in curricular planning, implementation and evaluation

NOTE: This school offers a Reference & Instruction Specialization http://www.ci.fsu.edu/Graduate/Masters_Specializations/Masters_Specialization_Reference_Instruction.asp and also internship opportunities

Louisiana State University School of Library and Information Science

- LIS 7807: Information Literacy Instruction – Theories, techniques, strategies, and current practice for teaching the effective and efficient use of academic, school, public, and special library resources

NOTE: Offers field experience opportunities

North Carolina Central University School of Library and Information Science

- LSIS 5160: The Academic Library – Approaches to the organization and administration of college and university libraries, with emphasis on developing instruction

NOTE: Offers Field Experience, Practicum (LSIS 5620)

University of Alabama School of Library and Information Science

- LIS 542: Instructional Design and Development – Comprises a series of modules that cover the basic skills required to undertake instructional development. Materials needed to plan and prepare instruction, as well as exercises designed to upgrade interpersonal skills, are included. Designed for library-media specialists, supervisors, administrators, and others who assist teachers in the development of instruction.
- CIS 619: Seminar in Education for Librarianship – A study of the major issues in library education. Among the topics considered are theories of education, the university environment, special characteristics of education for the professions, library school faculty, students, and curricula.

• CIS 642: Advanced Instructional Design – A thorough study of the human and environmental factors that impinge upon the instructional design consultation process. Selected steps in the instructional design process are emphasized.
• CIS 690: Practicum in Teaching Library and Information Studies – Designed to give doctoral students interested in a teaching career extensive teaching experience under the direct supervision of one or more faculty members. The goal is to have the responsibilities of a course.

NOTE: Offers internship opportunities

University of Kentucky School of Library and Information Science

• LIS 625: Instructional Services – Examines instructional services that libraries and other information-related organizations offer their clients to provide them resources. Attention is given to the nature of instructional services, the instructional needs of clients, information literacy, methods of instruction, teaching and learning styles, instructional design and the evaluation of students and instruction with the knowledge and skills they need to effectively use information.

NOTE: Offers field experience opportunities

University of North Carolina (Chapel Hill) School of Information and Library Science

• INLS 745 (242): Curriculum Issues and the School Librarian – Considers the educational process, methods of teaching, scope, and sequence of curricular content in grades K-12. Examines the role of the library media specialist in providing access, instruction, and consultation.
• INLS 888 (308): Seminar in Teaching and Academic Life – Provides perspective on professional graduate education and LIS educational programs. Explores changing curricula and discusses ethics, rewards, and problems of academic life.
• INLS 889 (309): Seminar in Teaching Practice – For doctoral students currently involved in teaching activities; regular seminar meetings to discuss relevant literature and aspects of the teaching experience.

NOTE: Offers field experience opportunities and doctoral classes

University of North Carolina (Greesboro) Department of Library and Information Studies

• LIS 672: Instructional Design – Components of the systems approach to instructional design

NOTES: This school is listed as having conditional accreditation. This school also offers a course in Methods of Teaching Computer Literacy and Computer Programming. Field experience and internship opportunities available.

University of South Carolina School of Library and Information Science

• 741: Educational Services in Libraries – Application of principles and research in education to the teaching of library science to library users or practitioners in both formal and informal settings.
• 742: Curricular Role of the School Library Media Specialist – Role of the school library media specialist in integrating the school library media program into a K-12 standards-based curriculum including best practices, needs assessment, collaboration, instructional design, and

resource provision.

NOTE: Offers internship opportunities

University of South Florida School of Library and Information Science

- LIS 5315: Instructional Graphics – Theoretical aspects, planning and production of instructional graphic materials. The theory of graphic communications. Interpreting needs for instructional materials appropriate for given behavioral objectives.
- LIS 6303: Preparing Instructional Media – Fundamentals of preparing and using audiovisuals as they relate to the communication process, basic sources of information in the general library; of bibliographical control of all communication media, with emphasis on those tools of most value to general reference services.
- LIS 6542: The Curriculum and Instructional Technology – The effective utilization of instructional materials as they relate to specific areas of curriculum in elementary and high school programs.

NOTE: Offers field experience opportunities

University of Southern Mississippi School of Library and Information Science

- 525: Instruction and Assessment in Media Programs – The assessment of individualized styles and models of instruction in media programs and media centers. Requires for MLIS (AA)

NOTE: Field experience and internship opportunities

University of Tennessee School of Information Sciences

- 577: User Instruction – Theory, strategy, design, and practice in providing instructional services and technology for end users of information and information systems. Includes practical experience.

NOTES: Practicum opportunities; field experience in school media setting. Also offers 595: Student Teaching in School Library Information Center

Valdosta State University Master of Library and Information Science

- MLIS 7430: Information Literacy – An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.

NOTE: Fieldwork opportunities

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SHIFTING GEARS:
PLANNING AND PROCESSING OF A LARGE GIFT SERIALS COLLECTION

B. Jean Sibley

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Introduction

Mitchell Memorial Library recently received a sizable donation of gift journals and serials from the libraries of several agencies: Mississippi Geological Economic and Topographical Survey, Bureau of Geology in Jackson, Mississippi, and the Mississippi Department of Environmental Quality (MDEQ). The impetus for the donations was the imminent move of the MDEQ. The agency library was being moved to a smaller facility, and there was no space to take everything. The core of the library is the geological library started by the Mississippi Geological Survey a century ago. The state geologist/director of the library was responsible for making decisions about what to give away or discard. The core geological library would be kept intact, including key journals, other state geological survey publications, USGS series and reference books. Reducing the volume of material was mandatory. MDEQ desired that the more valuable of these publications go to an institutional library where they would be incorporated into the collections and made available for use.

This article provides a case study of how an academic library coordinated efforts among several departments to process a large donated collection. Specifically, it describes how Mississippi State University Libraries carried out the project.

Literature Review

A review of the library literature reveals numerous articles dealing with gift policies and evaluating, accepting, and processing gift collections. However, case studies such as the one detailed in this article, which focuses on the processing of a large gift collection from the state and coordinated departmental efforts, are scarce.

Gift materials in libraries are an important source for collection enhancement, yet present unique problems for libraries. Gifts are seldom free. Payment to the donor seldom means any financial cost to the library (Johnson, 1993). Gift materials can strengthen a library's holdings, fill gaps, replace damaged or missing items, and out-of-print material not available for purchase. A focused gift collection, such as the one described in this article, can add both depth and breadth of coverage to a library's holdings. However, large collections are labor-intensive and must be sorted and require much physical handling by staff members. When offered a large collection, the library must decide if the cost of processing and storage is justified by the ultimate gain.

As publication costs continue to rise, gifts will become increasingly important for collection development (Carrico, 1999). It is important to accept and select gifts that fit the collection development policies of the library. Several considerations for accepting and processing gifts include taking into account the condition of the gift, the value to the collection, stipulations placed on the donation, and the cost of adding the gift in terms of staff time. Thought should be given to the processing costs involved in the acceptance of a gift. This is especially true of serials, which incur initial cataloging costs and further costs as more issues come in and additional volumes are bound (Bostic, 1991). Items received as gifts should receive the same degree of care and speed in processing as purchased materials.

Methods of handling gifts vary. In most libraries, gift materials necessitate a separate gifts and exchange unit with individual processing procedures. Acquisition of new serial titles through gift or exchange generally involves the cooperation of three or more library services:

subject area specialist for evaluation of the gift, Gifts and Exchange contact person for the donor who coordinates pickup of the gift, and the Serials and/or Cataloging division, which is responsible for entering the title in the public serials list (Stevens & Swenson, 1980). Coordination among these areas is necessary.

Is the accepting and adding of gifts worth the effort? Gifts processing is not part of the daily workflow, and may take staff time away from the processing of firm orders of new books and serials. Library staff should try to make procedures efficient by disrupting the usual processing routines as little as possible (Diodato and Diodata, 1983). Processing serials is complex, due to the fact that serial gift issues must be compared to the serial holdings list. The size of the gift is a factor to consider, for a long run of back issues of a new title has a greater chance of being added than a few scattered issues. Diodato and Diodato concluded in their study of gift usage at a medium sized academic library that despite relatively low use for gifts, there certainly is evidence that some gifts are worth the effort to acquire. Measuring usage of serial gifts would have to include in-library use statistics.

Background

Mississippi State University is a public land-grant institution offering doctoral and master degree-granting programs in a wide array of disciplines, with emphasis on programs related to the life sciences and engineering. The primary information centers that support the research and educational needs of the university's approximately 17,800 students and over 1,200 faculty are the MSU Libraries.

The Department of Geosciences at Mississippi State University (MSU) is the focal point and advocate for the earth sciences at MSU (Mississippi State University Department of Geosciences, 2009). It provides fundamental education in geosciences and specialized education for majors in geosciences subjects. The department also conducts applied and basic research leading to the illumination of the nature of the earth sciences in Mississippi, the southern

United States in particular. No other geosciences program of its kind exists in Mississippi; therefore the department has a unique role within the state. It was believed that this gift donation would enhance the research efforts of the department by providing extensive historical and background materials.

Gift Policy

Mississippi State University Libraries welcome gifts of books, audiovisual materials, journals and other materials which support the curricular and research needs of the University and which fall within its collection development guidelines. The gifts are considered to be materials given outright without expectation of other materials or services in return. The Libraries do not accept gifts upon which the donor has placed conditions, unless they are of sufficient importance to warrant special consideration.

Nature of the Donated Collection

The donation included 378 linear feet of geological surveys from thirty-six states with which the MDEQ has exchanged publications for decades. Many volumes were bound. Some state's holdings went as far back as the 1800s. One-hundred fifty-six journals were offered for donation which comprised 224 boxes of materials. There were two waves of donations – the first wave comprised foreign publications materials; the second wave was state geological surveys. (See Table 1).

Planning and Data Collection

Mississippi State University Libraries was approached early in 2008 about international geological titles that were of interest to the Head of the Geosciences department at MSU, specifically Geological Survey of Canada, British Geological Survey, and Australia. In addition to these international publications, state geological surveys for thirty-six states were being considered. The Serials Librarian reviewed MSU print and electronic holdings for each of the countries and developed an Excel spreadsheet. This research was facilitated by the Association of American State Geologists (AASG), which maintains a website with links to

all the surveys (American Association of State Geologists, 2009). The MDEQ provided the list of states that needed to be released along with linear feet of shelving. Many of the state holdings went as far back as the 1800s, but an inventory was not available. A good portion of the state surveys were bound volumes. Based on evaluation of the MSU holdings, the Head of Geosciences recommended that MSU should receive all of the state surveys.

Processing of the Materials

Table 2 gives an outline of the workflow involved with the project. The Technical Services department, Cataloging division, dedicated two paraprofessionals to the cataloging of the geological publications determined to be serials. The records were downloaded from OCLC. Individual volumes were barcoded, an item record attached to the bibliographic record, and labels printed. The serials were then sent to the Serials department for stamping and stripping. These would ultimately be available for check out.

For titles that were treated as journals, the Cataloging staff imported the bibliographic serial records. The Serials Librarian (in Serials department) was responsible for adding MARC summary holdings statements. These journals were then subsequently stamped, stripped, boxed in Princeton files and shelved in the Bound Journals. These would not circulate.

Preservation of the Materials

Early on a decision was made regarding binding of the material. Some of the materials were already bound. The library's professional binding budget was limited with enough funds to bind only sixty volumes, with the priority being English language materials, such as the state geological surveys, which would probably get more usage than the foreign language materials and be higher priority for binding. Fastbacking the individual journal and serial issues was considered. This is a method of thermal tape binding in which loose printed pages are secured with a strip of tape or plastic strips fused with heat. Due to the limited binding budget, the age

of the material, and space constraints it was agreed that the binding unit of the library would oversee the placement of materials in Princeton file boxes for shelving purposes. Fastbacks presented a height issue when shelving materials. Princeton boxes add width to sparse shelf space, but would be less costly since a good number of them (over 200) were available. However, many Princeton boxes were in poor physical condition and had to be cleaned and repaired. Student assistants from the binding unit wiped them down with Lysol to protect against mildew. Minor tears were repaired with clear book tape. The unit (two staff and three student assistants) was also responsible for creating adhesive paper labels for the front side of the Princeton boxes with the name of the journal and the volumes and years of the holdings. For the items classified as serials, several were put in one box and a call number range included on the label.

Two student assistants in the Serials department were involved with the physical processing of both the analyzed serials and the bound journals. The materials were already marked with property stamps for the Mississippi Geological Survey Library. Student assistants marked through the property stamps with black magic marker, then stamped the items with the MSU Library property date stamp. Security strips were put in all volumes, except those that were too fragile and brittle, or items that were envelopes containing maps.

Shelving the Materials

One complication discovered in the processing led to the decision by the Serials Coordinator to wait until all donated serials had been cataloged before placing them in Princeton boxes. If the materials were boxed as they were cataloged, the possibility existed that additional materials might subsequently be cataloged that would be within the call number range of what was already boxed. When this indeed happened, the situation existed where barcoded items had to be shifted from box to box and the boxes subsequently re-labeled. It appeared to make sense to hold off on boxing the materials until all donated serials were cataloged. The processed materials were being stored on shelves in the Serials department, until Stacks

Maintenance freed up room to shelve them in the general collection.

Change of Direction

After several months of processing of the gifts by the Cataloging, Serials, and Binding departments the decision was made by the head of Technical Services to discontinue further processing. This was done for several reasons: (1) Space issues were a primary concern. Stacks Maintenance simply did not have additional space in the general collection to shelve the added volumes. However, all of the donated journals did get integrated into the Bound Journals collection, shelved alphabetically by title. (2) Cost purposes – the existing supply of Princeton file boxes was depleted. It was estimated that at least $2,500 worth of file boxes would have to be purchased to complete the project. The current budget did not allow for this expense. (3) Staff resources – it was estimated that technical services paraprofessionals spent 35-40 hours per week to process the serials: importing bibliographic records, barcoding items, adding item records, and preparing spine labels. (4) An ultimate consideration in the decision to discontinue the processing was the fact that the MSU Geology department felt that no one was currently doing the type of research that would possibly require these types of publications, so they would probably get very little use.

Alternative Plan

With the need to rethink Plan A (processing the entire collection for circulation in the general collection), Plan B was formulated. Space constraints being the major stumbling block to completion, the project was taken in another direction. The geology serials collection would be kept together, and stored in cardboard boxes labeled consecutively with a box number and the title, "Geology Gift," to be located in a remote area of the library. The Cataloging Department would create a list of publication titles in an Access database that would be published to the library website and searchable by title of the publication or series title. The database would include the following categories: Box number, series title, analyzed title, volume and date range

for the series, and summary holdings (general statement with the caveat that holdings may be incomplete). The public would be required to make an appointment with a library staff person to have access to the closed collection. The geology serials that were already barcoded and processed would be de-processed, withdrawn from the online catalog, and then stored with the unprocessed volumes.

Lessons Learned

The following are suggestions and matters to consider before accepting a large gift donation to ensure that the end results match the expectations for the project and the resources available for processing the materials:

• Review the guidelines of the collection development and gift policy in place with the institution before accepting a donation of any kind.

• Evaluate the costs that will be associated with the processing of the collection. Include hidden costs such as staff time.

• Examine the resources available for storage of the materials prior to processing and the ultimate shelving location of the material.

• Decide if the collection will circulate and be accessible to the public via the OPAC, or searchable database.

• Determine the acceptable condition of the material – will it be preserved or put on the shelf in "as is" condition.

• Last, but not least, question if the donated material will be of use to the library's patrons or of value to the collection, balanced by the costs of preparation.

The author believes valuable insight was gained through this project. It leads the way for future endeavors of this type. MSU's gift policy guidelines may need to be addressed. Hopefully, other libraries can benefit from these recommendations so that they may successfully plan and carry out any project involving a large added collection, donated or otherwise.

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Table 1
Nature of the Donated Collection

Type of Publication
Geological Surveys for 36 states (378 linear feet/ 189 boxes)
International Titles (Australia, Canada, Great Britain)
Annual reports
Bulletins
Proceedings
Special Publications
Technical Reports
Journals (224 boxes)

Table 2
Departments Involved with Processing Donated Collection

Duty	Department and Staff Responsible
Accepting Gift Donation	Technical Services/Associate Dean
Pickup Items	Stacks Maintenance
Storage	Cataloging/Serials
Evaluation	Acquisitions/Coordinator
Download serial records	Cataloging/Library Associates
Barcoding	Cataloging/Library Associates
Stamping and Stripping Assistants	Serials/Library Associates; Student
Holding Statements	Serials/Librarian
Preservation	Binding Unit/Student Assistants
Shelving	Stacks Maintenance

BIBLIOGRAPHIC INSTRUCTION LESSONS FROM A NEW LIBRARIAN

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Although I have worked in the library profession for two years, it has taken longer to understand the phenomenon of bibliographic instruction. My pre-library school background is in education, but marrying the two disciplines has not been as easy as I first assumed. I had read a lot of helpful articles about library instruction in general, but ran across very few that were geared towards best practices and advice for new librarians. In this article I will address some of the key issues that I faced when first confronted with the challenge of library instruction.

In preparation for my first dozen or so library instruction sessions, I spent a good deal of time creating inordinately long handouts. They included various pieces of directional information as well as emails, phone numbers, and URLs. The amount of time I spent at the photocopier could have easily rivaled the amount of time I spent teaching. The heft of papers that I brought to each instruction session had to be carried in a separate bag. I felt wasteful, even though I imagined the load of handouts would far outweigh the benefits of being environmentally conscious, but I was wrong. During these sessions, I realized that the students were more involved with social networking or hastily trying to best their solitaire scores. I couldn't figure out why, but then I began to realize, "Hey, they aren't paying attention because they don't need to, I have written everything down for them. Maybe I am making this class is too easy." As I began to lighten the length of the handout, I realized there were more students asking questions and trying to follow along as I executed searches on the overhead screen. I still use handouts today, but they are less voluminous than they used to be.

Lesson one: Students quit paying attention when they think they have all the information they need.

The second problem I encountered was how to motivate the students to do a little practice research. However, my example searches centered on subjects such as "Parisian architecture" and "Cooking with a crock pot," were not necessarily the most appealing. In one of my sessions as I was slogging through the databases with a half-awake body of students I thought, "Hmm, it is September, and I bet most of these freshmen are thinking about football." So instead of searching for "French cooking in Lyon," I typed in "Alabama football." Suddenly there was lively discussion and interest in what I was teaching. Even though the first comments did not involve technical questions, I soon began getting questions such as "Why can't I see the whole article?" and voilà, they were hooked.

Lesson two: If it is a beginning bibliographic instruction session, choose a subject that may actually interest the students.

Over time, my instruction sessions took on a more focused and fun tone. Despite the enthusiasm, there were still distracted students who failed to do any research. At this point, I began to realize that they might be feeling a little overwhelmed with all of the communication and bored at hearing me ramble on for thirty minutes. Therefore, instead of combining both the search for books and the search for articles, I began breaking down the instruction session into two parts. The first lesson dealt with searching the catalog and the second consisted of searching databases. After the discussion of each search method I would circle the classroom and check to see how the students were performing. In this way I could address individual questions and make students feel that I was accessible. By giving the students time to apply what they had learned, I could see where they were having trouble or perhaps decide to show them more advanced search techniques.

Lesson three: Pare down the information, and give the students time to practice what they have learned.

Each class is different. In the more advanced classes, it is easier to capture the students' attention and help them focus on their research to find what they need. In the freshman and introductory classes, it is a struggle to get the students motivated to begin learning how to research. Keeping the lessons simple and to the point makes it easier. When students see how to apply their knowledge of the library, the information becomes more relevant. The best teachers often come in with a specific assignment for their students, but that is not always the case. In some instances, teachers drop off their students without a lesson or a focus for their instruction session. The challenge within these sessions is learning how to motivate students. Part of this motivation lies within the librarian. If the students do not have a specific task at hand, it is the librarian's job to create one. When the freshmen first come into the library, I try to encourage them to use the library as their hangout. It is free, and it is a great place to meet people and mingle. There are magazines, books, and even CDs that can be checked out without spending a dime. Once students begin to find their own interests within the stacks, they see that the library is not just for class but also for recreation.

Lesson four: Be willing to transfer your own enthusiasm for the library to your instruction sessions.

While researching this article, I ran across several recent publications that addressed the basics of library instruction. Lisa Nichols from Morehead State University writes a wonderful article entitled "Pushing Your IL Program Forward: Five Lessons from My Immersion Experience." In it she describes several difficulties in teaching library skills.

> Too often we feel the pressure to teach students everything we can possibly cram into one session for two reasons: one, we fear this may be our only opportunity to reach this student; and

two, we don't really know what these students in this class already know. If our goal is to help students develop the ability to think critically and use information effectively, we must face the reality of the situation: this ability may not be demonstrated in the same way by every student and cannot be learned in one 50-minute session. (Nichols 5)

Understanding that the goal of library instruction cannot be accomplished within one class session is important. Rather than talk nonstop throughout an entire class, it is vital to allow sufficient time for the students to absorb what they have learned. In another extremely helpful article by Annie Downey, Lilly Ramin and Gayla Byerly entitled "Simple Ways to Add Active Learning to Your Library Instruction," they discuss methods to get students more involved in the library instruction class. These practices reflect the idea in lesson three which centers on the concept of giving students time to execute their own searches instead of passively watching the librarian do all of the work. The following tips the authors give can be incorporated into your lesson and allow the students to participate more fully in the instruction session.

- Talk informally with students as they arrive in the classroom

- Expect participation

- Rearrange the classroom to make it better at facilitating discussion

- Provide non-threatening opportunities for everyone to participate

- Give students time to think when asking questions

- When students answer questions, reward them with praise or small treats

- Reduce anonymity by asking students about their previous experiences in the library

- Draw students into the discussion by making eye contact with students that look interested

- Allow time to answer questions informally at

the end of the session (Downey, Ramin, Byerly 53)

There are many simple methods and techniques for the beginning library instructor. Sometimes you have to use trial and error to learn how to best manage a class, however these ideas have been tried and tested many times. You will find your own methods that work best for you. Every class is unique, and not all of the methods described here will apply one hundred percent of the time, but have fun, be enthusiastic and positive with your class, and you will see your attitude reflected in that of your students.

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BUILDING COLLABORATIVE REFERENCE AND INSTRUCTIONAL SERVICES FOR DISTANCE EDUCATION STUDENTS

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Introduction

To meet the needs of rigorous educational programs, academic libraries must make a commitment to serve growing distance education (DE) populations. Students who participate in distance education are typically older, nontraditional students with unique characteristics who need special services provided by their university library in order to obtain an education equal to their on-campus counterparts. Creating a successful reference and instructional service for distance education students not only takes planning, collaboration, and assessment, but also requires knowing your audience, constantly experimenting with new technologies, expecting the unexpected, and being ready to problem-solve at a moment's notice. In this article, the authors will discuss the process of creating reference and instructional services for distance students and faculty: challenges to expect, ways to address these challenges, and the constant need to plan for the future.

Addressing the Guidelines

As distance education programs began to grow rapidly, the guidelines established by the Association of College and Research Libraries (ACRL) and other accrediting associations provided direction for academic libraries to become more involved in distance education. The ACRL guidelines state "library resources and services in institutions of higher learning must meet the needs of all their faculty, students and academic support personnel, regardless of where they are located." (Association of College and Research Libraries, 2004). The guidelines further state that services for off-campus students and faculty must be equal to those for on-campus students. ACRL argues separate funding, planning, and promotion of library services for distance education programs should be implemented (Association of College and Research Libraries, 2004). The guidelines provide libraries with a worthy goal; however, in practice, they present many challenges to librarians who seek to meet the information needs of DE students.

In this article, distance education is primarily defined as a program of delivering instruction and services to students via online applications; however, some students participate in a blended environment of online and a few on-campus classes. The library and information needs of this population are different from traditional on-campus students, and providing reference and instructional services poses many challenges, not only because of the distance factor, but also because of the students' age, family and work obligations, and the great variation in the level of their technical and research skills. Distance education programs and library services must be designed to meet the distinctive educational needs of these students.

Trends and Challenges

A decade ago, Gloria Lebowitz noted an emerging trend: the majority of students participating in distance education programs were older than traditional college students, had careers, and attended school part-time. Career and family obligations prevent many from relocating to further their schooling, thus leaving them with few options for additional educational opportunities (Lebowitz, 1997). The increase in technology during the 1990s supplied the means to develop more distance education programs and this growth provided a convenient option for

people wanting to participate in degree and certification programs (Cooper, Dempsey, Menon, & Milson-Martula, 1998). The merging of technology and the need to obtain additional education created explosive growth in the number of both distance education students and programs.

Over time, the focus of distance education programs in institutions of higher learning shifted from the traditional face-to-face onsite visits, to teleconferencing, to online technologies, thereby enabling students to participate in classes from home by providing them with very flexible learning schedules. Because of these developments, Jill S. Markgraf (2005) argues students must be proficient with emerging technologies in order to succeed; however, many students lack these skills. Cooper et al (1998) believe there are vast differences between on-campus remote users and distance education students who live away from campus. The authors' state on-campus remote users are usually motivated, proficient with library research and technology, and are familiar with electronic resources; however, distance education students are often older. Many have little familiarity with electronic resources or have limited technical knowledge (Cooper et al, 1998). This shift in technology provides the means for distance learning students to take classes, but also causes great challenges for them, especially if they are not members of the "technologically savvy" Millennial generation.

Anecdotal evidence suggests many distance education students gain their technical skills in the workplace while others have no computer-related experience at all. Even for students with computer skills, those proficiencies may not translate well into the use of library electronic resources for research purposes or in the use of course management software. Furthermore, those who lack keyboarding and mousing skills entirely are at an even greater disadvantage when using online resources. All of these factors lead to a demand for additional assistance from librarians and staff at the point of need. These transactions can become very time consuming and often have to be conducted via telephone or

e-mail, although some students do visit the library in person when they feel their needs are great. Further anecdotal evidence suggests many students in this population prefer some sort of human contact when they need to be introduced to new technology or resources. For convenience, distance learning students often use public libraries and other college libraries close to their homes or places of business. Nevertheless, problems can arise because services such as document delivery, interlibrary loan, and in-depth instruction are rarely provided by libraries other than that of the student's home institution. It is ultimately the final responsibility of the home institution to provide and communicate these services to the students (Parnell, 2002).

In an effort to provide reference assistance and instruction, it is helpful to determine the type of information the students need and the types of technologies available to them. Depending upon the population, knowing the level of students' technical abilities is advantageous because some can become easily frustrated with using library resources from a distance when they lack the proper research skills and technical abilities. Students' lack of technological skills and their frustrations are evident in the results of a survey conducted by Lesley Moyo and Ellysa Cahoy with students from Penn State University's World Campus. Several identified themselves as adult learners even though they were not asked any questions related to age. Many commented they became frustrated and discouraged when using technology, because it was either completely new to them or changed so rapidly they could not keep up with the changes. The authors concluded librarians must "understand the peculiarities and challenges of serving patrons at a distance" before developing ways to assist them (Moyo & Cahoy, 2003). Knowing your audience is of the utmost importance.

Other trends related to distance education and the services libraries need to provide are becoming evident. Higher education is experiencing rapid growth in distance education programs as more people take advantage of the flexibility the programs offer. Moyo and Cahoy (2003) contend "virtual academic communities" are being

created, and they believe libraries are very important in making these communities successful. As more and more students are studying via distance education, students, faculty, and librarians are learning library resources are still vital to the educational process. Students cannot find all the resources they need on the free Web; they need credible resources that are easily accessible, but often do not know how to effectively use ones provided by their libraries. They will need librarians to help them locate, access, and evaluate information resources (Ramsay & Kinnie, 2006).

For example, the University of Rhode Island serves a growing number of DE students; online courses there have more than doubled since 2004. In order to reach out to distance education faculty, URI librarians started a program where they embed themselves into WebCT as a teaching assistant if a professor signs up for the service. They send e-mails or post discussion threads in WebCT to teach students about the research process and resources. They post the steps of the research process for students to use as they move through such assignments as finding subject encyclopedias and using the online catalog. Later, accessing journal articles is discussed when students need more current and focused information. They advertise point of need instruction and reference help to the students through course management software (Ramsey & Kinnie, 2006). In the future, libraries need to consider providing more of the following: full-text, fast document delivery services, point of need assistance using as many forms of communication as possible, and knowledge of other local libraries' resources. More outreach to faculty and administrators may be necessary to educate them about the information needs of DE students and the challenges they face, as well as to learn about their expectations for students and libraries related to the provision of resources and services (Moyo & Cahoy, 2003).

Lack of awareness of library resources and services appears to be another major problem recognized by many academic libraries. The Penn State survey illustrated distance education students enrolled at the university wanted access

to credible, good quality information, but were not aware of the many resources available to them; therefore, they were not taking full advantage of the library resources of their home institution (Kelley & Orr, 2003). Faculty members may also not be aware of the numerous resources available to students and the assistance librarians can provide. They may assume students already know how to use the library or that they can find everything they need on the Internet (Lebowitz, 1997).

The expectations of both faculty and students about the library can be a stumbling block to providing services. Parnell (2002) contends many faculty members and students cannot differentiate between the library's online subscription resources and the free Web or believe that the Internet is an alternative to library resources. In either case, they must be educated about the differences and taught to evaluate the resources used. Even in the cases where faculty members are very knowledgeable of library resources and use them in their online classes, they may embed persistent links to those resources; consequently, the students may not be aware that they are using library resources instead of free Web sources (Parnell, 2002). Communication, collaboration, and instruction among librarians, faculty, and students are the keys to providing consistent expectations, knowledge, and learning outcomes.

Of these, collaboration with the teaching faculty is essential for reaching students who may never use the physical library of their home institution (Markgraf, 2005). Students enrolled at the University of Maryland's University College noted the two best ways to communicate with them about library services is through the library's home page and their instructors (Kelley & Orr, 2003). Nichols and Tomeo (2005) assert librarians must remember the library's web site is the library to distance students and faculty and it must be well designed to avoid patrons' confusion and frustration. In a study of 100 academic library web sites, they found many universities do not link to the library from their home pages or from the distance education programs' homepages; therefore, students may

assume there are no library services available for them (Nichols & Tomeo, 2005).

To raise awareness and provide communication to students and faculty, librarians should consider participating in online courses through a course management system. They can observe discussion threads pertaining to research and interject appropriate comments as necessary. Participation within a content management system provides librarians with more access to students, additional knowledge of the curriculum, and information to evaluate the students' research skills. However, lurking involves a considerable investment of time, the expectations of those involved may differ greatly, and some participants may be concerned about privacy issues related to instruction, communication, or grades (Markgraf, 2005). Markgraf states "the librarian is wise to look, listen, and learn so that he/she can best determine how the library can support online faculty and students. To be able to observe and participate from within the course management system provides an ideal vantage point" (2005); however, the advantages and disadvantages of lurking must be considered carefully before embarking on this endeavor.

Information and Library Services at the University of Maryland, University College serves a large distance learning population with online studies accounting for almost 50% of their total enrollment. In 2001, UMUC librarians conducted a needs assessment to identify trends in the use of their libraries' resources and services by the distance learning population (Kelley & Orr, 2003). Their findings provide a good summary of points to consider as librarians begin to develop distance education services or find themselves in the position of playing catch-up as more programs are offered. In general, students and faculty are using the physical library less and turning more to online resources; this is especially true for students who take their classes online. Materials and services need to be integrated into electronic tools as much as possible whether it is through the library catalog, databases, or course management software, and access to full-text materials is extremely important. Also, online instruction regarding the library's resources that can be accessed 24 hours a day is preferred by many students (Kelley & Orr, 2003).

When embarking on the process of creating new reference and instructional services, librarians need to educate themselves about the current trends in distance education, the degrees or programs being offered through distance education at their institution, how the courses are taught, the enrollment figures, and the expected growth rate of the programs (Lebowitz, 1997). Also, it is important to acquire information regarding the demographics of the student population in an attempt to determine their overall level of technical abilities. This information provides librarians with an idea of the types of technology the students may be comfortable using and can help pinpoint technologies they may be willing to learn. It is important to remember some students will need a personal touch or human interaction to be successful in navigating library resources and the human element should always be an option as a means of assistance, especially as rapid change will continue to occur as new technologies develop.

History of Distance Education at East Carolina University

East Carolina University (ECU) located in Greenville, North Carolina, has a longstanding commitment to distance education. Over the last 60 years, ECU provided courses through extension, where professors traveled throughout eastern North Carolina to hold classes, correspondence, on-site visits, and teleconferencing. With the development of course management software, the university adopted newer technologies to provide instruction at a distance. Since the beginning of the 21st Century, ECU's distance education population has grown exponentially. The university's commitment to distance education is summarized well by Dr. Elmer Poe, Associate Vice Chancellor for Academic Outreach, who stated, "ECU has a tradition of service to our region and our region is large geographically, people are spread out. So the idea that somebody

can't come to campus is not a new idea to us. We take education to them" (Tuttle, 2007).

In the fall of 2007, the university's population numbered more than 25,000 students making ECU the third largest academic institution in North Carolina and the largest producer of distance education students and programs in the University of North Carolina (UNC) system. The latest figures show 18% of the university's total enrollment are students who are enrolled in distance education courses only. Other students participate in a blended environment; for example, on-campus students taking an occasional Internet course or distance learners who are required to meet on campus at certain intervals in their program but take the majority of their classes via the Internet (Office of Institutional Planning, Research, and Effectiveness, 2006-2007). In 2000-2001, the university's distance education enrollment totaled only 899 students; currently, 5,270 distance students are enrolled, and the curriculum has grown significantly, now offering more than 50 degree and certificate programs (Office of Planning and Institutional Research, 2000-2001).

Other demographic information illustrates that students at ECU reflect national trends. The average age of ECU distance learners is 36, 68% are women, and 86% have two or more children at home and are employed. Most students choose distance education because of work; others for ease of accessibility. Community college graduates/transfers compose 68% of the ECU undergraduate population in distance education, and the teacher education programs attract the majority of students accounting for 45% of the distance education enrollment figures (East Carolina University Purple Alert, 2006.)

The College of Education, which has the largest contingent of distance education students at ECU, is one of the best examples of Joyner Library's collaborative efforts. The faculty members of the college have been willing to experiment with the library in providing new reference and instructional services to their students. Librarians at ECU have observed that many of the DE students do not have adequate research skills and we have learned that human

contact is the preferred method for introducing new technology and resources to our older/nontraditional distance education population.

Wachovia Partnership East

Wachovia Partnership East, collaboration between ECU's College of Education and Wachovia Bank, started with cohorts in three eastern North Carolina counties. Since it is difficult to retain teachers in rural areas, these students are recruited from their local areas specifically because they are place bound and are therefore willing to stay and teach in their communities. The first group of students from this program graduated in the spring of 2006.

Students spend the first two years in a community college before transferring to ECU to complete their undergraduate degree in education. After the first two years are complete, the students have a choice of taking online classes or a traditional face-to-face setting at the community college with a professor from ECU. Once this partnership was established, it became clear Joyner Library needed to take a role in supporting the students' needs and addressing the challenges they faced. Although the library was not involved in the initial planning process, it became apparent that the library needed to collaborate actively in order for the students to be academically successful.

Our Teaching Resources Center (TRC) librarians realized the cohorts were lacking the necessary state-adopted textbooks needed to complete their coursework. The TRC librarians, the community college librarians, faculty from the College of Education, and representatives from the Golden Leaf Foundation met to devise a solution for this particular challenge. With financial assistance from the Golden Leaf Foundation, Joyner Library purchased the core collection of K-5 teacher editions adopted throughout the region and placed copies in each community college library participating in the partnership. After this initial purchase, only newly adopted textbooks would be acquired and distributed accordingly.

The Distance Education Co-Coordinators, TRC

librarians, and the Interlibrary Loan Librarian provide an orientation for teaching faculty and students. Information packets are distributed, the web page is shown, interlibrary loan accounts are established, and emphasis is placed on identifying key contacts within the library. The students are encouraged to identify themselves as DE students when contacting the library for assistance, so staff members can make them aware of the services specifically designed to meet their needs. In the future, assessment of these introductory orientation sessions will be developed and implemented.

Working with the Wachovia Partnership East program has highlighted several issues that will require solutions in the near future. Cataloging and auditing issues have arisen because a paper trail must be present before the textbooks can be placed in the community colleges. It is very difficult to account for these resources because they are housed outside of Joyner Library. Several students reported other libraries within the UNC system did not allow them to check out books with their university identification card as they were told they could during the information sessions. We realized the problem may extend to all of our distance students and as a result we have begun communicating with various departments on campus to find a solution (L. Teel & H. Walker, pers. comm.).

Our ability to work with the faculty, knowledge of our resources, and contact with distance students have all increased, and the collaboration has provided librarians at Joyner Library knowledge of difficulties encountered by all parties. These are challenges other libraries need to be aware of when developing distance education services.

ECU@Ft. Bragg

Providing resources and services to military personnel presents the newest challenge to librarians at Joyner Library. In 2005, ECU established a partnership with Fort Bragg, a large military base for the United States Army located near Fayetteville, North Carolina. The program is designed to provide soldiers and their dependents the opportunity to earn degrees through distance education. Classes are available to troops no matter where they are deployed and library resources and services must be available as well (The Daily Reflector, 2005). Anticipating the needs of troops presents an exciting opportunity for marketing the library's resources and services, but we anticipate encountering issues which may have never arisen previously.

These new demands may require us to devise creative solutions in order to meet the soldiers' information needs. To date, the only challenge reported by those working with the military students was the need for information explaining how to access and navigate the Joyner Library homepage and its electronic resources. The Distance Education Coordinator quickly created a basic guide to the library and its resources for distribution through the Military Outreach office at ECU (Y. Hollingsworth, pers. comm.). Joyner Library plans to continue investigating the needs of this unique student population and will attempt to raise awareness of the resources and services the library can provide, the challenges we believe the students may face, and ways the Military Outreach office can assist us in helping the students succeed academically.

LibQual

Finding a reliable method of assessment to evaluate the library's distance education services has proven difficult. Often we have had to rely on anecdotal evidence gained through interactions with students and faculty in one-on-one situations or on occasions when working with a class as a whole. During the spring semester of 2007, the Joyner Library administration targeted this population for assessment and decided to use the LibQual Survey as the instrument to measure opinions about the library's resources and services. The university's Division of Continuing Studies Office distributed the LibQual Survey for the library. All 6,007 students enrolled in an online course during spring semester 2007 received a request to complete the survey. The response rate totaled only 5.9%, making it difficult to generalize the results of the survey, but the analysis of the statistics and the comments given by the students proved helpful and provided basic

information for further investigation (J. Lewis, pers. comm.).

The analysis of the results revealed several themes to consider for both enhancing the library's services and correcting difficulties encountered by students. In the comments, many praised the library and its services. The students reported being very happy with the amount of online resources available; although, the desire for more electronic journals was often noted. They liked such special services provided as having books mailed to them from Joyner Library and the opportunity to access libraries at other state universities. Many commented being pleased with the assistance they received citing the employees as professional, courteous, helpful, and providing quick responses to their needs.

As at other academic libraries nationwide, students' lack of awareness of resources appears to beleaguer Joyner Library. Comments provided by students revealed they were either not aware the library offered any resources to them at all or did not know about certain specific resources and services. Finding efficient methods to market the library's reference and instructional services will be of great importance in our effort to provide equal access to these students. Some students living within a reasonable driving distance of the university reported having difficulty using the library in person; parking near the library presented serious challenges. Also, several students reported having difficulty getting assistance from knowledgeable staff members during the hours they frequented the library, mostly in the evenings and during weekends. At the present time, several departments use graduate assistants to provide public service during off-peak hours, but because these are the times most distance students visit the library, we will re-evaluate staffing patterns to provide the best assistance we can at times when DE students frequent the building. Increasing the number of full-time staff members during evenings and weekends may be the best option.

Students reported having difficulty using some of the library's online resources most frequently; specifically using databases to find popular and scholarly journal articles. Many respondents asked the library to provide more online guides and tutorials as instructional aids (Association of Research Libraries Libqual+, 2007). As a result of these requests, the Reference Department increased its experimentation with screen casting software and began producing more online tutorials on a wide variety of research-related topics. In the future, the department plans to collaborate with other departments within the library to create additional tutorials to instruct students how to use many of the library's resources and services.

One additional technical problem the library encountered this year is an important one to note for any library working with distance education students overseas. One of our students traveled to Australia for work-related reasons. While there, she tried to access several of our online databases to complete her coursework for the semester. She never gained access to the databases and received error messages stating the connection had timed out. After a thorough investigation of the issue, it was determined the "Time to Live Settings (TTL)" needed to be increased (M. Williams, pers. comm.).

As a result of the LibQual survey results and anecdotal evidence our goal is to improve the usability of the library's web site and experiment with innovative online reference and instructional methods, including Camtasia screen casting software, LibGuides, Facebook and other social networking tools, podcasting, virtual classroom chats through course management software, streaming videos, one-on-one research consultations, and instant messaging, to improve service. These new technologies demand more complicated work, time and patience than the traditional mode of instruction delivery, but we feel it is important to provide assistance and make students and faculty aware of our resources and services through as many forms of communication as possible; however, we will not abandon the traditional methods of reference and instruction for those students who still need human interaction.

Conclusion

Over the past few years, librarians at Joyner Library have gained considerable experience with the needs and challenges DE students face. We often gained our information through repeated interaction with students and faculty and through trial and error. We learned librarians also face unique challenges while serving this population and the authors believe it is important to convey this knowledge to other librarians who face similar challenges developing reference and instructional services for DE students now and in the future.

In the future, as we meet with more students, physically or virtually, our intention is to illustrate the use of research tools, provide practice opportunities, build confidence, and make them feel comfortable using the library effectively. Proper planning, collaboration, experimentation, and assessment shape an effective distance education program, but learning about your distance population, having good problem solving skills, and constant experimentation with technology are also very important components. It is our hope that other librarians will embrace DE students, make them feel a part of the campus community, and use this model to build effective reference and instructional services at their libraries.

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CREATING A CULTURE OF MENTORING @ YOUR LIBRARY

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Why Create a "Culture of Mentoring" at Your Library?

The need to find and retain high quality leadership for libraries is one of the top seven issues for academic libraries. With a significant percentage of librarians planning to retire in the next decade, retaining professionals is imperative. Librarians must not only be retained, but mentored and developed for future leadership roles in the academic library community (Hisle, 2002).

Creating a "culture of mentoring" helps the organization, individuals in the organization, and those with whom they interact. This culture provides integrity (accountability) throughout the organization, and opportunities for learning, for feedback and for improvement of performance throughout the organization. Libraries are using mentoring to orient new librarians, to assist them through the promotion and tenure process, and to provide information to librarians interested in advancement.

How You Can Help Prepare Your Library For a "Culture of Mentoring"

Developing a "culture of mentoring" at your library is a gradual process. You can create an atmosphere that welcomes learning and promotes a "culture of mentoring" not only to benefit individuals, but the library as an organization. For a "culture of mentoring" to persist, it is important that people be enthusiastic about participating and that there is acceptance across

the board in your library from top to bottom. A "culture of mentoring" should be visible in all directions up and down the hierarchical chain in the library or any organization from support staff to management.

Consider the size of your library. A formal mentoring program in a smaller library may be hard to accomplish due to limited faculty and staff members. However, smaller libraries can still have an informal "culture of mentoring" that provides encouragement for employees to become involved in professional development, whether it is participation in opportunities within the organization, e.g. in committee work and faculty organizations, or outside activity in professional associations.

Potential Benefits of Starting a Formal Mentoring Program at Your Library

As mentioned earlier, in order to promote a "culture of mentoring", it is important that people understand the benefits of mentoring for themselves and for their organization. For example, in academic libraries mentoring can provide guidance or advice for reappointment, tenure and promotion; enhance knowledge about the library and/or campus culture; and provide research direction and help with vita preparation.

Mentoring Culture in Academic Libraries: Benefits for Mentees and Mentors

Faculty organizations, usually at larger universities, have orientations for new faculty

members and mentoring programs that are structured and related to college, departments and institutional goals. Academic librarians on tenure track will benefit from mentoring programs as they must meet specific tenure and promotion criteria.

Ideally, the library administration assigns each new faculty member a mentor, preferably from the senior faculty. Ideally, this professional mentoring relationship will last throughout the new librarian's career, but particularly during the first five years as he/she builds the faculty portfolio to submit for tenure and promotion.

Perhaps most valuable to the library and the college/university, are mentoring benefits shared across the organization by junior and senior faculty, as well as by administrators. Senior faculty members can build their portfolio by "counting" their responsibilities as mentors as service to their profession. Also, senior faculty members can learn from their mentees as they share knowledge and guide mentees through the tenure and promotion process. Mentoring can provide senior faculty members with a way of keeping up with new and emerging trends in the profession.

Junior faculty members engaged in building their portfolio can benefit from senior faculty members advice and guidance through the tenure and promotion process. New faculty can share their knowledge of technology and trends with senior faculty and likewise, senior faculty can show junior faculty how librarianship has been done in the past, providing background and rationale for why things developed the way they did in the library. Also, taking part in a mentoring relationship may increase junior faculty members networking opportunities; senior faculty members "friends" may become their friends.

For library administration and management, mentoring benefits include having proud, productive and connected faculty. Strong relationships are formed and faculty are "in it together" to produce and prepare outstanding library faculty for tenure and promotion. The torch is passed, and the library's legacy and institutional history is preserved and passed on as

senior faculty take an extended role in teaching new faculty the ins and outs of the operation, management of new faculty, and a variety of administrative responsibilities.

Other Organizational Benefits

A successful formal mentoring program contributes to a healthy organizational climate and positively impacts the organizational culture. The program reflects an organization's commitment to, and investment in, their employees. Mentoring programs are low cost opportunities organized to meet the training and workforce development needs of less experienced employees.

Mentoring promotes a clear understanding of the professional responsibilities and expectations within a particular workplace. As the mentor coaches and guides the mentee, he or she stays focused on the skills, characteristics, and styles valued by the organization. Mentoring may also increase a new employee's satisfaction and reduce any sense of isolation. It is a valuable tool for recruitment and retention, an effective succession planning strategy and can be an effective tool for building diversity. Mentoring also contributes to the development of partnerships or allies that may later be useful to the organization.

Starting a Formal Mentoring Program at Your Library

To start a formal mentoring program at your library, you need to have a clear purpose and direction, goals and a plan for assessment. For a program to be successful, mentoring should be operationally defined to reflect the needs of participants and institutional goals, and these goals must be linked to the choice of mentoring activities and to the assessment of mentoring outcomes (Wunsch, 1994).

Good communication and visible support from management/administration are necessary for a formal mentoring program to be effective. If the administration does not support the program, it is hard to get acceptance and participation from other employees. There must be communication from the administration so both mentors and

mentees will know they have continued support for the process.

Roles and responsibilities for the coordination of the program should be clearly identified. How is the program coordinated and by whom? Is there a coordinator or a committee? Who will select the participants for the program? How will mentors/mentees be matched and trained? Should participation be voluntary?

What are the responsibilities, characteristics, and expectation of the mentors/mentees? The role of mentor/mentee needs to be clearly understood by the individuals involved in the process. When is the pairing terminated or may successful mentoring relationships continue after the agreed upon time period elapses? These are questions which should be answered before starting a formal mentoring program.

As part of a formal mentoring program, a reward system needs to be in place and tied to goals, achievements and professional development. A reward could be publishing an article or getting promoted, or simply being recognized for completing the mentoring program. Education and training should be valued, encouraged and maintained to keep the mentoring program visible and active.

Anticipate obstacles; people leave, drop out, and goals are not accomplished for one reason or another. Some things are beyond the mentor's control, for example campus politics, a change in the organization (i.e. job positions), the mentor becoming a mentee's supervisor, etc. Therefore, it is important to develop plans for changes and adjustments before they are needed.

Finally, how will the program be assessed? Goals and objectives should be defined and measurable so that progress can be ascertained and the mentoring program can be re-adjusted as needed for future participants.

Ways to Create a "Culture of Mentoring" at Your Library

If you have no formal mentoring program at your library, you are not alone. According to a survey by Wittkopf (1999), only 26% of the Association of Research Libraries (ARL) reported having formal mentoring programs. If it is not feasible to establish a formal mentoring program at your library, it is important to know that there are other ways to promote a "culture of mentoring." The library as an organization can provide support structures for informal mentoring. Some alternatives to full-fledged formal mentoring programs in academic libraries include library faculty organizations, library committees geared toward research, and welcome/orientation committees for new librarians.

The Library Faculty Organization (LFO)

A Library Faculty Organization (LFO) is a voluntary organization, a means of structured support that can improve the quality of life for academic librarians. A strong LFO will "offer daily support to its librarians, providing a forum for discussion, innovation, and camaraderie" (Spencer & McClure, 2008, 92).

For example, at the University of Alabama, the LFO identifies specific discussion topics that are of interest to academic librarians such as "tenure and promotion standards, travel funds, salary compression, the annual review process, and release time for scholarly pursuits" (Spencer & McClure, 2008, 92). The LFO also welcomes new faculty members, partners with other campus faculty groups, encourages communication with the library administration, and promotes continuing education and professional development (Spencer and McClure, 2008).

The Research Committee

The research committee is a vehicle of support that is especially helpful for the tenure-track librarian. For example, the research committee at Mississippi State University, "is charged with:

- Developing programs to enhance the research skills of the library faculty
- Sponsoring informal discussions of research ideas, strategies, methodologies, and opportunities
- Apprising faculty members of upcoming conferences and deadlines for paper

submissions
- Providing individual mentoring as needed, including editorial advice
- Recognizing faculty publications in appropriate ways
- Recommending to the dean improvements to support research (Lee, 2005, 711).

Topics discussed in workshops included: the editorial review process, a research resources overview, evaluating research articles, and choosing research topics and types of methodologies (Lee, 2005).

The Welcome, Orientation, and Mentoring (WOM) Committee

Another way you can promote a "culture of mentoring" throughout the library is by creating a committee that welcomes, orients and mentors librarians new to the profession or new to your library. Committee activities can include developing orientation materials and organizing events such as meet and greet receptions.

 For example, at the University of California-Santa Barbara, the WOM committee sponsors sessions that address the progression of librarian careers; dynamics of the mentoring relationship and the formal review process; and activity in professional organizations, research and publication, and grant writing. Other topics include time management, library cultures, integration of individual and organizational goals, and building support networks in the workplace (Martorana et al. 2004).

How Mentoring 2.0 Can Help You Create a "Culture of Mentoring"

Benefits of Mentoring 2.0

Mentoring 2.0 is a trendy term for a very simple concept—taking the traditional mentoring relationship to an online format, using the many web tools available at your disposal. We can now use technology in place of or in conjunction with face-to-face time for all aspects of mentoring. With the use of web tools, mentoring relationships can overcome many of the geographic, time, and social limitations of in-person communication. Online tools can now

help in creating a mentoring program, finding a mentor, and providing a mentoring time and space.

Creating a Web Mentor Program

 Free blog services such as Wordpress or Blogger, can be used to create a simple website for a mentoring program featuring contact information, times and places for events, pictures of events, a manual, and anything else you can dream up to help your mentors and mentees. Mentoring programs can also use SurveyMonkey or other survey software to easily create an online application process. With an online process, mentoring programs can reach non-traditional participants, who would not be accessible otherwise. Example: USC CMCIS Alumni Society Mentoring Program Blog http://cmcismentorprogram.wordpress.com/

Finding a Mentor, Contacts & Introductions

If you are not eligible for a structured mentoring program, you can find informal mentoring opportunities through social networking sites such as Facebook and LinkedIn. You can find alumni of Library Science programs and search for colleagues in the same fields as you. Do not underestimate the friend-of-a-friend relationship either; you never know who works in your dream job and would be happy to chat. At Ning.com, you can search user-created social networks—there are several specific library networks for you to explore. Examples: Business Librarians on Ning http://businesslibrarians.ning.com/ Texas School Librarians on Ning http://txschoollibrarians.ning.com/

Mentoring Time & Space

Where social technology really shines is in its ability to create online spaces where mentoring can take place, freed of physical restraints. Web 2.0 tools can be used successfully in the mentoring process for both synchronous and asynchronous communication. From email to Second Life, there are many ways that mentoring can be accomplished from a distance; these solutions also work for busy people who must fit mentoring into a hectic work life. Email can be

used to send discussion-worthy articles and basic keeping-in-touch conversation. Instant messaging is a great way to have one-on-one real-time discussions that can be less formal than a telephone conversation.

Social networking sites also have built-in spaces for conversations that can be used for formal and informal mentoring. For instance, Facebook provides email, chat, message boards, group discussions, and other communication tools. iMantri is an "online exchange and a social network for mentors and mentees" with resources to help guide the goals of both sides of the relationship. Second Life is also a unique space that can be used to meet online in a pair or groups. In Second Life, you can create an avatar and "meet" to text chat or actually talk via microphones in online spaces. There are many common areas and several libraries have spaces set up within Second Life to feature their resources. Example: South Carolina State Library's Second Life Library http://slurl.com/secondlife/Cyprary%20City/44/36/24 (link works only in Second Life); University of South Carolina School of Library & Information Studies Second Life http://students.libsci.sc.edu/secondlife/http://slurl.com/secondlife/Eduisland%204/34/175/25 (link works only in Second Life)

Difficulties

While Mentoring 2.0 provides mentoring relationships with many avenues of communication, there are some difficulties which should be noted. Both mentors and mentees need to be aware that ideas and feelings may not expressed clearly in an email, instant message, or Second Life chat as in-person. Also, there may be issues with maintaining access to technology and resolving technical difficulties. However, using some of these online social tools can result in productive conversations about the technology itself and provide learning opportunities on both sides of the mentoring relationship.

Benefits of Becoming Involved in a Career Mentoring Program

Many professional library associations at the state, regional, and national level offer career mentoring programs. Becoming involved in a career mentoring program affiliated with a state, regional or national library association offers many benefits to the mentor and mentee. Some of the general benefits include learning library philosophies, policies and procedures, interacting with individuals from different library settings, and expanding one's professional network.

Benefits to the Mentee

A career mentoring program affiliated with a national, regional or state organization can help expand a mentee's professional network. Participating in a professional organization's career mentoring program can also provide the mentee an outlet to discuss issues such as professional goals, staying up-to-date in the profession, learning organizational culture, planning for promotion/tenure, dealing with difficult situations at work and becoming a leader. Having a career mentor who is outside the mentee's library can give a different perspective from what the mentee may learn from those he/she works with on a daily basis.

Benefits to the Mentor

Mentors can benefit both personally and professionally from becoming involved in a career mentoring program affiliated with a professional library association. Involvement in a career mentoring program can bring mentors a sense of personal fulfillment at being able to give back to the profession. Mentors help the association by training the future leaders. For example, the mentor may explain how a particular library association functions to the mentee who in turn, may bring new ideas to that professional association.

Southeastern Library Association (SELA) Mentoring Program

One example of a career mentoring program is that developed by the *Southeastern Library Association* in 2007. The SELA Mentoring Program offers SELA members the opportunity to improve their professional library skills and to gain knowledge about a library organization by

working with a library professional. In this way, SELA is developing future leaders for the organization. The SELA Mentoring Program embraces the idea of having library professionals at all levels (library science students, library paraprofessionals, and professional librarians) participate in their mentoring program.

As part of the SELA Mentoring Program, a mentee is matched with a mentor who either has a similar background or is currently working in the area of librarianship in which the mentee is interested. The mentoring program does allow either the mentee or mentor to excuse himself or herself from working with each other for any personal reason. The goals for the mentee include obtaining, improving, and expanding library skills, discussing and investigating work related issues with an experienced library professional, and gaining knowledge of the SELA organization and how each part of the organization functions. Some of the main points of the SELA Mentoring Program are the one-on-one attention the mentee receives from the mentor, the communication and its frequency between the mentor and mentee (generally speaking, the mentor and mentee will not be working in the same work organization), and the variety of opportunities the mentee can experience.

An important aspect of the SELA Mentoring Program is the flexibility that the mentees have in fulfilling the requirements of the program. For example, as part of the SELA Mentoring Program, the mentee is required to attend either the SELA BiAnnual or Leadership Conference. If a mentee is unable to attend either conference, alternative projects will be developed for that person.

SELA's Mentoring Program requires that mentors and mentees work together as team members. Through their relationship, an agenda is created so the mentee receives the training needed to improve current library skills or to learn new library skills for future employment.

If you are interested in becoming a member of the SELA Mentoring Program, contact Hal Mendelsohn at: hmendels@mail.ucf.edu or (407) 823-3604.

Other Career Mentoring Programs Affiliated with Professional Library Associations

See the appendix at the end of this article for examples of other professional library associations' mentoring programs. This is not an all-inclusive list but it will give you some idea of career mentoring opportunities available at the national level.

Conclusion

We all want to feel that we have the power to change things for the better. Creating a "culture of mentoring" in your library can provide a sense of empowerment and an opportunity to better both the organization and those who work there. Whether you are interested in starting a formal mentoring program at your library, supporting an informal program, or seeking a mentoring relationship or career mentoring program outside of your organization, it is important to start somewhere. It only takes one person to make a difference - be that one.

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http://www.coachingnetwork.org.uk/ResourceCentre/Articles/Default.asp

Mentoring
http://www.sonic.net/~mfreeman/mentor/mentsupp.htm

Mentoring Group.
http://www.mentoringgroup.com/

Professional Library Associations - Mentoring Programs

American Library Association (ALA)

ALA New Member Roundtable (NMRT) Mentoring program
http://www.ala.org/ala/mgrps/rts/nmrt/oversightgroups/comm/mentor/mentoringcommittee.cfm

The Mentoring Committee of NMRT helps newcomers to librarianship navigate their way in the profession. Programs include a conference mentoring and a career mentoring program. Conference mentoring participants may choose to extend into the career mentoring program at their discretion.

ALA Library Research Roundtable (LRRT) Mentoring Program
http://lrrtmentor.ci.fsu.edu/home.html

This program promotes and supports the development of substantive and rigorous research in information and library studies. By providing a means for interaction and collaboration, the LRRT Mentoring Program brings together professionals with varying levels of expertise who share an interest in research.

Library Administration and Management (LAMA) Mentoring Program
http://www.ala.org/lamatemplate.cfm?Section=lamacommunity&Template=/CFApps/Rosters/lama_com.cfm&committee=LAM-MENTORING

This mentoring program is designed to facilitate and encourage the professional development of current and emerging library leaders.

IIRT International Librarians' Conference Mentoring Program
http://www.ala.org/ala/mgrps/rts/irrt/irrtcommittees/irrtorientation/orientation.cfm

This mentoring program organizes the orientation for international visitors at annual conference and works closely with the ALA International Relations Office to develop a mentoring program for annual conference.

Association of Research Libraries (ARL) Leadership & Career Development Program
http://www.arl.org/diversity/lcdp/

The ARL Leadership & Career Development Program (LCDP) is an 18-month program to prepare mid-career librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries.

Association of College and Research Libraries (ACRL)

ACRL has seventeen sections to help members individualize their ACRL experience. Listed below are some examples of mentoring programs that these sections offer.

ACRL-IS Mentoring Program
http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/iscommittees/webpages/mentoring/ismentoring.cfm

The Association of College and Research Libraries Instruction Section (ACRL-IS) Mentoring Program contributes to the professional development of academic librarians interested in information literacy instruction and improving their teaching skills by pairing librarians experienced in teaching with librarians new to instruction or to the Instruction Section.

ACRL-LES Mentoring Program
http://www.ala.org/ala/mgrps/divs/acrl/about/sections/les/lesmentoringform.cfm

The Literatures in English Section (LES) members are involved in the acquisition, organization, and use of information sources related to the study and teaching of literature written in English from around the world.

ACRL-RBMS Mentoring Program
http://www.rbms.info/committees/membership_and_professional/mentoring_program/index.shtml

The Rare Books and Manuscripts (RBMS) mentoring program, facilitates communication between RBMS members and supports their professional development as special collections librarians, curators, and archivists. It is open to all members of RBMS, old or new, who need help in becoming more involved with RBMS and in navigating the rare books and manuscripts profession.

ACRL-STS Mentoring Program
http://www.ala.org/ala/mgrps/divs/acrl/about/sections/sts/publications/ACRL-STS_Brochure.pdf

The ACRL-STS program mentors new science librarians.

ACRL Dr. E. J. Josey Spectrum Scholar Mentor Program
http://www.ala.org/ala/mgrps/divs/acrl/proftools/mentorprogram.cfm

The ACRL Dr. E. J. Josey Spectrum Scholar Mentor Program links participating library school students and newly graduated librarians, who are of American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino or Native Hawaiian/Other Pacific Islander descent, with established academic librarians, who provide mentoring and coaching support; serve as a role model in academic

librarianship; and provide guidance in seeking a career path and opportunities for leadership in the profession.

ACRL College Library Directors Mentor Program
http://www.ala.org/ala/mgrps/divs/acrl/about/sections/cls/collprogdisc/collegelibrary.cfm

The program is designed to enhance leadership capabilities of new college library directors and to help them meet the challenges involved in directing libraries in small colleges. This program meets this need by fostering a mentoring relationship with an experienced library director.

American Association of Law Libraries (AALL)
http://www.aallnet.org/committee/menret_com.asp

The Mentoring and Retention committee plans and implements programs designed to provide a network through which the newer members of AALL, and members contemplating job changes or desiring career guidance, can establish personal contact with experienced law librarians who can serve as resources for information and advise on the profession and the Association.

Medical Library Association (MLA) Mentoring Program
http://www.mlanet.org/mentor/

This MLA mentoring program helps students who are interested in exploring a career in health science librarianship and to those interested in changing their career to medical librarianship. New members are encouraged to attend the Annual Meeting and promote MLA committees.

Special Libraries Association (SLA)
http://www.sla.org

Many state chapters have mentoring programs. In addition see:

Virtual "career coaching"
http://www.sla.org/content/jobs/advisor/index.cfm
Virtual "career coaching" is available 24/7.

Business and Finance Division Mentoring
http://units.sla.org/division/dbf/resources/index.html

Individual divisions provide mentoring, such as the Business and Finance Division.
http://units.sla.org/division/dbf/index.html

The Public Library Association (PLA)
http://www.ala.org/Template.cfm?Section=pressreleases&template=/contentmanagement/contentdisplay.cfm&ContentID=86286

The Public Library Association (PLA) supports the American Library Association's (ALA) Spectrum Initiative. PLA funds Spectrum Scholars interested in pursuing public librarianship as a career.

American Association of School Libraries (AASL)
http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/recruitmentlib/learningabout/learningabout.cfm

Individual districts have mentoring programs for their new employees. Reforma, the National Association to Provide Libraries and Information Services to Latinos and the Spanish-Speaking, provides a mentorship program providing services to Latinos.

BOOK REVIEWS

Smith, Mark A. and Wade Sokolosky. *"No Such Army Since the Days of Julius Caesar": Sherman's Carolinas Campaign from Fayetteville to Averasboro.* Discovering Civil War America Series, No. 3. Ft. Mitchell, KY : Ironclad Publishing, 2006. ISBN: 0967377064. 260 p. $19.95.

A masterfully written, nicely paced review – from the perspective of two career Army officers – of the physical, political and situational demands placed on the participants of the Carolinas Campaign near the end of the Civil War.

Both authors bring considerable real-world Army expertise and archival-digging and networking skills to the book. Maj. Mark Smith's knowledge of Sherman's "March to the Sea" and the Battle of Averasboro is considerable. And, Col. Wade Sokolosky, a Carolina native and life-long Civil War buff, wrote his master's thesis while at the U.S. Army's Command and General Staff College on "The Role of Union Logistics in the Carolinas Campaign of 1865." Their co-authorship brings together two talented writers whose knowledge of the Campaign is likely unsurpassed by any present writer or historian.

Opening with a discussion of the situation facing Gen. Sherman after his taking of Savannah, readers will find the authors' ability to get into Sherman's mind-set and consider with him, his options, fascinating. Risks, rewards, and challenges of each option are weighed and considered as Sherman designs and places in motion his strategy for the Union Army's expedition through the Carolinas.

Then, as Sherman moves into South Carolina, the authors switch their perspective to the situation facing the opposing Confederate officers; first profiling the careers of prominent decision-makers and then outlining the options they each faced. Just as we often find ourselves – in our daily work lives – having to "manage by personality," the actions and results of strategies implemented by the principal players of both side are examined in light of their personality, intellect, experience and predisposition to risk. The authors adroitly bring the reader into the mind-set of these generals and other soldiers as they played real-world chess with limited resources, difficult terrain and unknown outcomes.

While the principal focus of the book is on the fighting in and around Fayetteville and Averasboro, North Carolina, the authors provide a helpful, detailed, running narrative of the events leading to these battles. The book's presentation reminds this reviewer of a briefing he happened upon while visiting the Chickamauga and Chattanooga National Military Park. The Park Historian was conducting a tour for a group of 25-35 military officers from Air University (the U.S. Air Force's equivalent of the Army's "War College.") and gave a detailed blow-by-blow briefing of what happened – one military expert to another – and, then responded to questions, not just from the printed historical record perspective, but with a detailed analysis of the motives and probable rationale as to why certain strategies were employed.

Maj. Smith and Col. Sokolosky treat their reader in the same manner – as a fellow expert – and one can't help but enjoy the vicarious pleasure and enthusiasm of listening-in as two very interesting career-Army, Civil War experts narrate the story of the campaign and the concluding battles that served as the closing chapters of the Civil War.

Profusely illustrated with photographs and maps and illustrations drawn by Col. Darrell Combs, USMC (Ret.), this book is a captivating read and is highly recommended for all academic and public libraries in the Southeast with an interest in the Civil War.

R. Neil Scott
James E. Walker Library, Middle Tennessee State University

Eller, Ronald D. *Uneven Ground: Appalachia Since 1945.* Lexington, KY: The University Press of Kentucky, 2008. ISBN: 9780813125237 (hardcover: alk. paper) 0813125235 (hardcover: alk. paper) 326 p. $29.95

In *Uneven Ground,* Professor Ronald Eller undertakes the ambitious task of exploring the "politics of development" in the mountains of the Appalachian states from World War II to the present day. The author attempts to address the complex interplay of diverse factors that shaped post-war developments in the region. Eller also discusses regional development in the context of "the idea of progress as it has evolved in modern America itself." He contends that during the course of events covered by this history, Appalachia ceased to be a region apart: "growth had indeed come to the mountains, with its uneven benefits and hidden inequalities. … It was America, and the region's uncertain destiny stood as a warning to the rest of the nation."

The very broad scope of *Uneven Ground* makes it a useful overview of the history of Appalachia. It is also a study of the perils and pitfalls of regional approaches to problem solving, the unpredictable results of the economic growth policies, and the importance of grassroots efforts. This work brings together valuable information on a number of national, regional, state, business, charitable, and other programs which have endeavored, with mixed results, to solve problems of material poverty and educational deficiencies in Appalachia. The author does mention the Appalachian Volunteers, the subject of Thomas Kiffmeyer's recent *Reformers to Radicals: The Appalachian Volunteers and the War on Poverty* (Lexington, KY: University of Kentucky Press, 2008), but as only one of many players in the field.

Perhaps the strongest aspect of this book is Eller's treatment of the impact of the coal industry on regional development, and the related issues of environmental devastation and ravages of black lung disease. In this vein, *Uneven Ground* carries forward some of Eller's earlier work which focused on regional industrialization and labor, such as his 1982 publication from the University of Tennessee, *Miners, Millhands, and Mountaineers: Industrialization of the Appalachian South, 1880-1930.* Readers may also find Uneven Ground reminiscent of C. Vann Woodward's treatment of earlier colonialist developments in the southern states, Origins of the New South, 1877-1913.

A major thread throughout *Uneven Ground* is the role played by "the idea of Appalachia," or, more accurately, contradictory ideas concerning Appalachia held by different players. According to Eller, the region and its people have been viewed either as remnants of a simpler frontier life, to be treasured and preserved intact, or as isolated and backward, culturally and materially deprived, in need of mainstreaming and uplift through education and industrialization. He notes that both ideas are heavily value-laden, and merit thoughtful scrutiny.

Eller and his family come from Appalachia; he writes from the perspective of a participant observer as well as an historian. This may constitute both a strength and weakness in this work. The author has a lifetime of first-hand experiences and family traditions to aid his understanding of the topics he documents. His evident personal identification with, and championing of, the local people does raise concerns of a possible lack of objectivity regarding certain issues.

It is unfortunate that Eller did not include any maps of the Appalachian region, to assist the reader unfamiliar with the geographic and political divisions under discussion. There are notable photographs that contribute to Eller's story, showing the literally and figuratively uneven ground of Appalachia, e.g., images of lovely, steep mountains juxtaposed with areas devastated by strip mining; the exhausted dignity of mine workers laboring under dangerous conditions, for inadequate wages, to provide coal to the nation; a local widow resisting big coal companies' destructive practices being hauled off to jail by law enforcement; and billboards touting modern conveniences.

Karen Cook
University of Louisiana, Monroe

Moore, Winfred B., Jr. and Orville Vernon Burton, editors. *Toward the Meeting of the Waters: Currents in the Civil Rights Movement of South Carolina during the Twentieth Century.* Columbia, S.C.: University of South Carolina Press, 2008. ISBN 13: 978-1-57003-755-9, ISBN 10: 1-57003-755-8. 470 p. $49.95.

This book is a joy to read. The product of a conference on civil rights history held in 2003 at the Citadel (located in Charleston, S.C.), *Toward the Meeting of the Waters* is an engrossing collection of essays, addresses, question-and-answer sessions, and first-hand accounts concerning the civil rights era in South Carolina. The format of this work is unusual in that it is a mixture of scholarly essays and first-person accounts by South Carolinians, black and white, who were direct participants and witnesses of the civil rights movement in South Carolina during the 1950's and 1960's.

An important theme arising out of the conference was the relative silence of journalists and academics sympathetic to the civil rights cause during this era. This silence is explained but not excused by the rigidity of segregation at the time and also by the self-censorship often practiced by journalists and others. However, this book is not a collection of *mea culpas* but is, instead, a far more interesting investigation into the rise and ultimate success of the civil rights movement in one of the strongholds of the segregated South.

The context for the civil rights era is set by several of the historical essays covering the early and mid twentieth century concerning topics such as lynching and the Ku Klux Klan. This is followed by more essays in regard to civil rights efforts by the NAACP, the freedom riders, and others, and then a section about those who fought back against the rising civil rights movement. The "Retrospectives" section is particularly fascinating with assessments of the success (or lack thereof) of the civil rights movement in South Carolina made by historians as well as participants of the movement.

For this reviewer, one of the most affecting accounts was provided by the major civil rights historian, Dan Carter (Emeritus Professor of History at the University of South Carolina), who provides an assessment of the changes he has witnessed over the course of his life. Growing up as a rural white South Carolinian, Carter noted that he at first uncritically accepted segregation as the "normal" order of things even though he had no personal animus toward blacks. However, his growing awareness of the evil and injustice of racial segregation is vividly depicted starting out in 1952 when as a 12-year old boy he witnessed the harsh enforcement of back-of-the-bus seating by a bus driver on a terrified young black girl. Tellingly, Carter notes that what struck him at the time was the rudeness of the bus driver rather than the injustice of his action. A more personally disturbing encounter with the consequences of segregation occurred to Carter while fishing with a couple of older black friends one day. Carter thought he was being complimentary when he innocently remarked upon the attractiveness of the young black women he and his friends (on different days, thanks to segregation) had seen at a burlesque show at the Florence County Fair. To Carter's shock, his friends immediately "recoiled as though they were physically struck" and one walked away.

The authors and speakers at the 2003 conference include such notable historians as John Hope Franklin, Dan Carter, and Tony Badger; civil rights activists such as Harvey B. Gantt, Matthew J. Perry, and Constance Curry; as well as public figures such as former South Carolina Governor and U.S. Senator Ernest "Fritz" Hollings.

Toward the Meeting of the Waters makes an important contribution to the historiography of the civil rights movement in general and it is especially important due to its focus on South Carolina. Compared to other Southern states such as Alabama and Mississippi, relatively little has been written about South Carolina's experience of the civil rights movement.

This reviewer can enthusiastically recommend the book to anyone interested in the history of the civil rights movement and it would be appropriate for both public and academic libraries. This title fits perfectly in collections emphasizing Southern history, African American history, and civil rights history. Thanks to its unique combination of short essays and first-person accounts, *Toward a Meeting of the Waters* would be a

good work for college professors to assign to students to read either selectively or as a coherent whole. *Toward the Meeting of the Waters* is that relatively rare book that will appeal to both the academic community and to members of the general public.

Tim Dodge
Auburn University

Brinkmeyer, Robert H. *The Fourth Ghost: White Southern Writers and European Fascism, 1930-1950.* Baton Rouge, La.: Louisiana State University Press, 2009. ISBN 13: 978-0-8071-3383-5. 413 pp. $49.95.

In this study, Brinkmeyer, professor of English and southern studies at the University of South Carolina, focuses on the ways white southern writers of the 1930s and 1940s were influenced by the rise of European fascism, and to a lesser extent, communism, in their depiction of the south. The title refers to the three ghosts which Lillian Smith, in <u>Killers of the Dream,</u> cited as major influences on southern culture: black women, whose liaisons with white men cast a shadow over southern life; the rejected children of such liaisons; and the black mammy, who was adored by white children and then rejected. Brinkmeyer argues that, during the 1930s and 1940s, southern white writers "turned outward" and emphasized European fascism to the extent that it became a fourth ghost.

The author discusses both non-fiction and fiction writers. Among non-fiction writers, he includes the Agrarians, a group of intellectuals centered in Nashville, Tennessee, including Allen Tate, John Crow Ransom, Donald Davidson, and Robert Penn Warren. Their most famous work was a book of essays entitled <u>I'll Take My Stand,</u> whose title implies a defense of the traditional southern way of life. The Agrarians found much in the pre-modern feudal society of Europe which they admired, but they rejected comparisons of their ideas with those of the Nazis. William Alexander Percy, a Mississippi writer whose most famous work was his memoir <u>Lanterns on the Levee</u>, also favored traditional southern ways but felt that modern industrial society had killed those forever. As a first hand observer of events in Europe, Percy blamed modern, not traditional, society for the rise of fascism.

Two other non-fiction writers, W.J. Cash and Lillian Smith, equated southern culture with fascism. Cash, whose major work The <u>Mind of the South</u> emphasized continuity between the old south and new, saw a resemblance between the Nazis and the Ku Klux Klan. Smith, a native of Clayton, Georgia, opposed segregation and warned parents not to raise their children like "little Nazis."

The fiction writers also emphasized the connections between southern culture and fascism. Carson McCullers and Lillian Hellman agreed with Cash and Smith that southern culture resembled the authoritarian state of Nazi Germany. Hellman, a strong defender of the Soviet Union, saw an unbroken line of capitalist influence running throughout southern history, but Katherine Anne Porter changed from attacking traditional southern culture to defending it and connected fascism with modern society. William Faulkner, Thomas Wolfe, and Robert Penn Warren all became nationalists in the 1940s. Faulkner and Wolfe both supported World War II, but Wolfe kept his prejudices against blacks and Jews, while Faulkner called for a gradual move toward integration of the races. Warren, on the other hand, thought that writers should stay away from promoting the war effort, believing that there should be "many contending voices' rather than just one or two.

Brinkmeyer's book is an interesting and clearly written review of some of the most important writers of southern literature. The author makes a convincing argument that European fascism strongly influenced these authors. He does not, however, show that fascism rose to the level of importance of the three ghosts (black women, rejected children, black mammy) presented by Lillian Smith. These ghosts, all tied to the concept of race, are deeply ingrained in southern history and culture over time. European fascism was a

short term event which has the value of clarifying race and other aspects of southern life. Nevertheless this is an important book which should be purchased by all academic and large public libraries.

Roger Hux
Francis Marion University Library

Ziegler, Eugene N. *When Conscience and Power Meet: A Memoir.* Columbia, SC, University of South Carolina Press, 2008. ISBN 978-1-57003-744-3 384 p. $39.95

Eugene Ziegler has been called a "true renaissance man" and that may be true. In this memoir we follow him from his growing up years in Florence, South Carolina through his studies at the University of the South and law school at Harvard, a stint in the Navy, his law practice and finally into public service in South Carolina. In between, we see his interests in acting, playwriting, teaching, and archeology among other things. And there is an underlying theme of race relations and his dedication to the idea that "all men are created equal." He has some great stories about some of his black friends as well as others he meets along the way. At times he seems to go off track to tell someone else's story but eventually comes back to his own. This makes it a slow read since the flow of the story is often interrupted by another, seemingly unrelated, idea.

The title, *When Conscience and Power Meet,* is definitely apropos in this case. Most of his adult life is a battle between what his conscience tells him is right and the powers that exist in politics and even in his own party. It starts in Florence with his fight to get a Fine Arts Council and the Florence Museum initiated. He organized the Big Brothers Association of the Pee Dee and was involved with juvenile offenders and the state prison system. As a reluctant politician, he served in the South Carolina House of Representatives for one year and then moved to the State Senate. This is where his struggle to do what his conscience said was right for his constituents and the power of the existing political system was mostly fought. Although he did not always win, as in his campaign to win the U.S. Senate seat against Strom Thurmond, there were still many victories to fuel his determination. Those interested in the politics of the South will find this memoir interesting since the politics and the thinking of the 1960's in the south is revealed in Ziegler's persistence in passing the legislation that is still working for the people of South Carolina today.

Sue Alexander
Middle Tennessee State University

Guidelines for Submissions and Author Instructions

The Southeastern Librarian

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

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

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

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

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

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:

    - Gilmer, Lois C. 1994. Interlibrary Loan: Theory and Management. Englewood, Colorado: Libraries Unlimited.

    - Childress, Schelley. 1994. "Planning for the Worst: Disaster Planning in the Library." The Southeastern Librarian 44 (2) (Summer): 51-55.

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.

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