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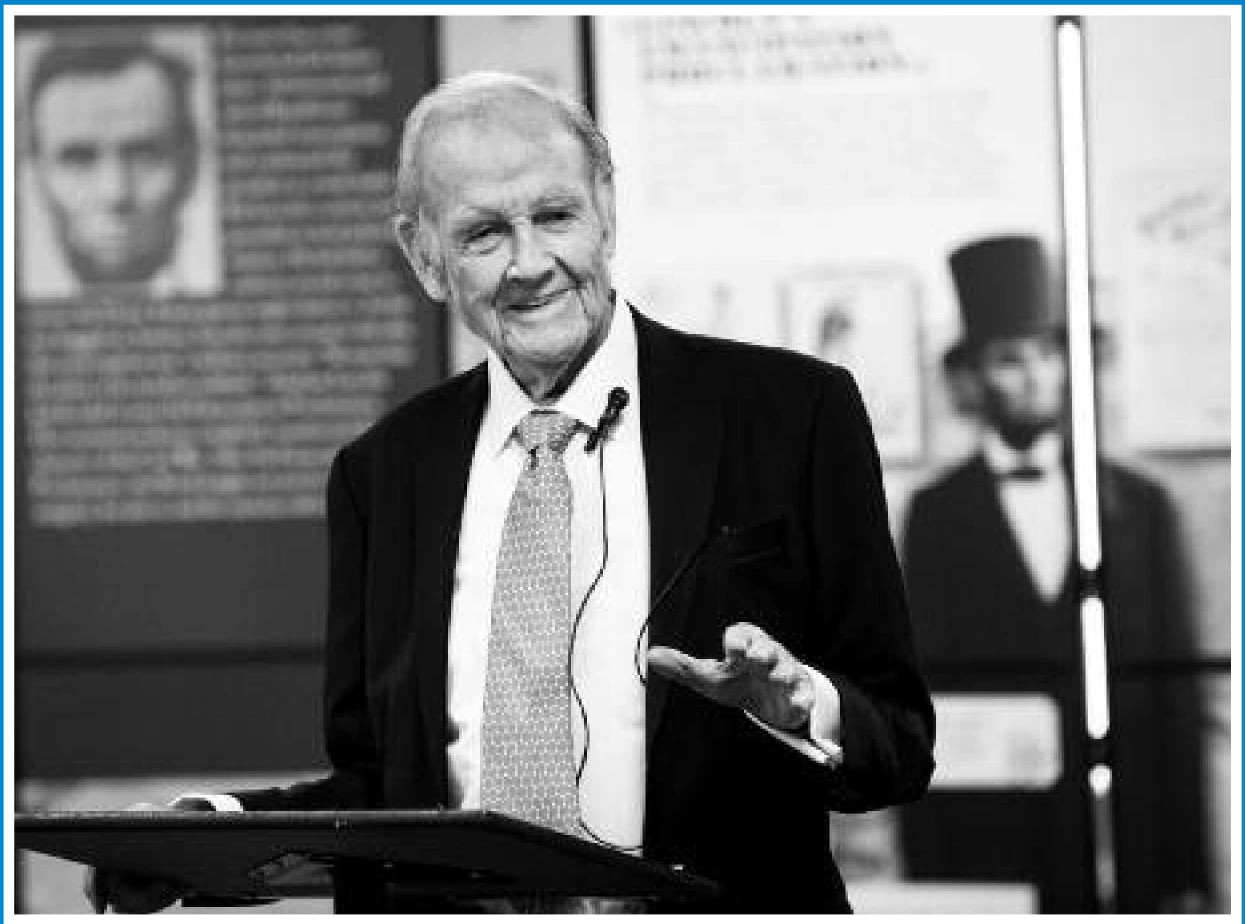

The Southeastern Librarian
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Cover: Senator George McGovern, author of "Abraham Lincoln," (NY: Times Books, 2009) speaking to a standing room only crowd during the opening of UNC Greensboro's Forever Free Exhibit at Jackson Library. Courtesy of The University of North Carolina at Greensboro.

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From the Editor

Now that the academic year is behind us, it's time to take a "breather" during the summer months. Take time to catch up on a few things we didn't have time to do during the semester and perhaps catch up on professional reading. I hope that you will enjoy this issue of *The Southeastern Librarian* which includes articles and book reviews that cover a variety of topics. *The Southeastern Librarian* accepts submissions throughout the year and looks forward to publishing topics related to the work you are doing.

The articles in this issue are varied in scope. Suellyn Lathrop, Sue Lynn McDaniel, and Nancy Richey in their submission "Exposing Ourselves: A Case Study in Collection Management Software Implementation" discuss issues involved in using a particular product for accessing a unique collection. This article also provides insights on areas which need to be addressed when using any type of software package.

Claudene Sproles and Robert Detmering give valuable insight on the hiring process in their article entitled "Job Seeking in an Academic Environment: A Dual Perspective". They provide practical advice on the job application process from both the applicant and hiring manager perspectives. This article also offers observations on what should be considered by both new graduates, and a refresher for those new to the job search process.

William Meehan, Margaret Swanson, Catherine Yates and Emily Decker's submission "Sports Holdings in the Southeastern Conference University Libraries: Football as a Case Study" provides a look at using the checklist method for evaluating a specific topic. Discussion ensues regarding using this method as a basis for evaluating a unique collection as well as comparing holdings to other regional benchmarks.

Also included are book reviews of titles recently released by southern university presses. The generosity of these presses in providing these books for review is greatly appreciated.

Enjoy your reading and have a great summer!

Perry Bratcher

Editor

EXPOSING OURSELVES :

A CASE STUDY IN COLLECTION MANAGEMENT SOFTWARE IMPLEMENTATION

Suellyn Lathrop, Sue Lynn McDaniel, Nancy Richey

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Introduction and Background

In the 21st century, libraries are well aware of the problem of hidden collections and so must seek by computer technology to make these "virtually" hidden collections available to our clients in a single, easy-to-use database. The Kentucky Library & Museum (KYLM), which opened in 1939, houses the special collections department of Western Kentucky University Libraries, and holds materials collected from 1919 to the present. Special collection libraries and archives such as the KYLM are known for their diversity of materials including manuscripts, ephemera, institutional records, maps, images, objects, audio and video recordings. These collections are of great research value to scholars across disciplines. Traditionally, access records for KYLM collections were produced in the analog forms of card files and legacy finding aids, thus limiting their use to in-house researchers. As the library's OPAC developed, bibliographic records were created for books and periodicals housed in the Kentucky Library, as well as some collection level records for manuscript and university archives collections. However, museum objects, photographs and Folklife archives, as well as other non-book collections had never been entered into the library OPAC and were accessed only through paper finding aids. These roadblocks to the collected knowledge of the KYLM primary sources limited the use of our intellectual capital and the production of new intellectual property.

The problem of hidden collections in libraries across the country is one that has been addressed particularly by the Association of Research Libraries special collections libraries survey conducted in 1998. The ARL Special Collections Task Force summarized the results of the survey in 2001 identifying many unique issues. The "hidden" collections are deemed:

- vulnerable to theft
- inaccessible to researchers because of distance or availability and the financial hardships created by traveling to collections
- inaccessible due to dependence on staff for their institutional memory
- unbrowseable
- exceptional, resulting in omission during retrospective cataloging or in the creation of substandard guides (Jones, 2009, p.3).

Barbara M. Jones and Judith M. Pantich (2004) have also observed that "[t]he problem of hidden collections is one of the oldest and most vexing in modern archives and libraries. Unprocessed and under processed backlogs of special collections are, for all intents and purposes, unavailable and often unknown to scholars. They are demoralizing and frustrating to librarians and archivists. They prevent us from realizing to the fullest possible extent our professional commitments to public service, to teaching, and to outreach."

KYLM Software Decision and Description

KYLM personnel were very aware of this problem and of the value of their collections, and knew that other institutions have noted "while the hidden collection problem is a national and even international one, solutions to it must be found at the local level" (Steele, 2008, p. 316-317, 331).

KYLM staff realized that diverse user groups now demand multiple ways of accessing research materials, including subject and full-text searching of institutional repositories, finding aids, search engine indexing and examples of original documents. It is no longer acceptable to get, catalog and preserve materials, libraries are expected to promote the use of the collections through as many means possible (Whittaker, 2006). Therefore, in 2005, the department purchased PastPerfect software to accession and catalog incoming acquisitions. Purchase criteria included price, ease of setup and use, Information Technology (IT) support and the department head's positive history elsewhere with the software. Created in 1996, PastPerfect Software for Museums™ says that it provides affordable collection management software for museums. It has six main components: Accessions, Objects Catalog, Archives Catalog, Library Catalog, Photographs Catalog and People Biographies. It can track loans, exhibits, volunteers and fundraising campaigns. The software has a number of built-in report capabilities and is equipped with the *Revised Nomenclature for Museum Cataloging (Chenhall's Nomenclature), ART and Architecture Thesaurus-Getty Union List of Artist Names and LC Thesaurus for Graphic Materials I: Subject Terms.* The Archives Catalog is further subdivided to provide for the cataloging of maps, music, oral histories, archives and manuscripts. Also, important to the KYLM decision was that the catalog's subsets provide for detailed descriptions of cartographic elements, individual songs, artists, interview indexing, record box and folder lists. These features allow researchers to drill down several layers into the catalog for information. Finding aids can be generated easily and quickly for patrons in-house or as standalone web pages at any point during processing.

While the program does not create encoded archival description (EAD) finding aids from the data, it does allow for the import and export of data information from and to Excel, ASCII, and dBase and FoxPro files. For a fee, PastPerfect conversion teams will assist in transferring data from other sources into the database. The software at first seems more geared to the Museum and Historical Society environment but there is much here that is familiar to the librarian. PastPerfect features fields conforming to international standards and hierarchical description; records can be imported from or exported to MARC and Dublin Core; and search strategies include Boolean and Keyword (Canadian Heritage Information Network, 2003). Google search indexing is also a part of the online version.

The software also allows images to be scanned or imported from digital cameras. Multiple images can be assigned to a single record which aids in the description and identification of KYLM three dimensional objects. The software has zooming capabilities which are useful to end users when high resolution images are imported. Metadata is automatically imported regarding file size, format and location of file, eliminating the need of double data entry by staff. Additional metadata can be recorded such as a caption, creator, date created, resolution, mode, software and equipment used to acquire an image giving researchers more searchable information. With this metadata, researchers can determine if an image meets publication needs. Several websites offer helpful feature comparisons for PastPerfect and other software systems. One that our faculty found particularly useful is located at http://www.chin.gc.ca/English/Collections_Management/index.html

Training and Setup

Initially, KYLM staff received a two-day training session from a member of the PastPerfect team along with an instruction notebook. Since that time, new employees have been trained by staff and/or have received training via webinar from the PastPerfect support team. Staff members train student employees. The most tech savvy staff member, by default, became the system administrator, receiving additional training and support. She worked with the PastPerfect team to set up accounts at various levels for data entry. Currently, KYLM uses a single administrative account, twelve staff accounts, student/volunteer accounts, each permitting varying levels of access and editing rights. The student account can be used by multiple students on multiple computers simultaneously. Staff members have access and edit rights in the six main components as well as access to the research/reports features. Students are allowed input into the four catalogs with proper supervision to insure that no two individuals are editing a single record at the same time. This setup has allowed each area's collection (library, photographs, manuscripts, university archives and museum) to be processed at a faster rate so that now the public can see it results almost immediately.

Five faculty members representing the five main areas formed the PastPerfect Task Force. Early on, the group created a KYLM PastPerfect Guide. Project objectives and outcomes were quickly developed and included:

- Provide a database of the KYLM collections that can be made available to the public, initially through work stations in the KYLM and eventually via the Internet.
- KYLM personnel are to focus on entering enough data to provide a basic level of access but not worry about cataloging every item in detail.
- In large collections, KYLM personnel are to exercise discretion as to the number of items that are scanned and added to the database.
- Items that generate a recurring or high number of requests for publication-quality images should be considered for inclusion in the [department's] Virtual Library & Museum (VLM) (Staebell, 2009).

The Guide also includes basic instructions and protocols for data entry to ensure reliable searching and output such as the assignment of accession numbers, entering contact/donor records, entering accessions, use of museum nomenclature and scanning standards. The image metadata features of PastPerfect will eliminate the need to maintain the existing VLM database as data is transferred into PastPerfect. Over time, as issues of data entry standardization and changes in procedures have come up, the Task Force has revised the guide.

Implementation

Data entry commenced and was accessible to patrons only through staff-performed searches. By the fall of 2008, with over 6000 records, it was time to investigate upgrading to PastPerfect's online version in order to open the collections to the public. In our ensuing discussions with PastPefect's Technology Department and Western Kentucky's IT, we discovered that WKU operates a UNIX system which was found to be incompatible with the Past Perfect's online catalog. Therefore, the decision was made to allow PastPerfect to host the site.

The members of the task force prepared for the online upload by running authority file reports against the People Biographies, Subjects and Search Terms in order to correct typing errors, check consistency of data entry and do a general cleanup. The *Thesaurus for Graphic Materials* is supplied as an authority file in the subject field as a picklist. Entries can be modified and new terms added as needed to speed up the data entry process. The search term field is empty and is populated by catalogers who have the option of adding terms to create a picklist or entering data directly into the field which also becomes part of the picklist. The people and subject reports were twenty-eight pages, two-column reports. A fifty-seven page report was generated on search terms indicating the number of times each search term appeared in each of the four catalogs.

Staff then had the documentation to further revise *KYLM PastPerfect Ground Rules* and to continue to standardize data entry. As mentioned earlier, PastPerfect comes with three thesauri/authority files already loaded which can be used as picklists. Several users were not aware of this and were typing entries into data fields. As a result, the search term and subject term fields were not being used consistently. Several meetings were needed to resolve these issues and cleanup of the records took a full week.

The Task Force decided to use the picklist supplied in the Subjects field. Duplicates in the Search Term field then had to be moved to the

Subject field and deleted from search terms. Furthermore, LC headings that did not appear in the combined thesauri would be added to the picklist by copying headings found in the library catalog. Lastly, all users were expected to always check the picklists before doing any original data entry in order to improve consistency and eliminate typographical errors.

Internally, our Task Force agreed to use the Search Term field for geographic terms, corporate entities, families (e.g. Gibbs family) and terms not found in the Subject picklist. Debate continues about the entry of names for natural language name searching. Once the site was live, it became apparent that this is not necessary as the keyword search feature finds words regardless of placement.

As time permits, catalogers are beginning to populate the People Biographies records. Available fields include full name, first name, last name, other names, birthdates, birthplace, death date, death place, mother, father, spouses, children, places and/or geographical areas of residence, titles and honors, relationships, education, role, nationality, publications, occupation/sphere of activity and notes. Additional discussions need to occur concerning the appropriate amount of information to include in the public catalog about living people. Alphabetical picklists are created as names are entered. We decided early on to enter data in the surname, first name, birth year (when known), and death year (when known) fields to create a basic standardized entry and identify individuals with similar names. From there, we found the following types of entries and the confusion can be seen when we do not follow standardized rules:

Chandler, Happy
Chandler, Albert
Chandler, Albert Benjamin, 1898-1991
Chandler, Albert Benjamin (1898-1991)
Chandler, Albert Benjamin “Happy”

Women with multiple marriages posed a similar problem. We learned that some catalogers were familiar with the persons of interest, while others lacking that knowledge simply had to rely on the item in hand to select the name authority at the time of data entry. The more knowledgeable staff members have edited the people records. While PastPerfect does have a search and replace feature, the staff have been reluctant to use it, so for every term that needed to be revised or moved, each record had to be opened and changed. Changing the picklist does not affect the entries already in the catalog.

Image files were also reviewed and several were over the size limit set forth in the guidelines. These files were pulled, resized and reloaded. Communication was the key to getting the authority files cleaned up. The Task Force updated the internal guide to reflect decisions made, including procedures for data entry.

With the installation of PastPerfect’s online version, Task Force members have access to a new field, the “Include in Web Export” check box. As the data entry is cleaned up, each record meeting the minimum data entry requirements must be checked in order to load to the PastPerfect server for web viewing by researchers. During this time, staff discussed which fields should be made available for researchers, labels for those fields, search options and website design. Everyone checked existing PastPerfect sites to see what was being done in other institutions. In doing so, the staff were unaware of a disconnect between what they were seeing and how the data entry had been done at these sites. It is not readily apparent in looking at a site which fields the data is being pulled from for the search results, reflecting the localized nature of cataloging in repositories. The Task Force met and created our website, through a multi-step process: fields to be searched were chosen from each catalog, display order determined, field names modified for ease of use, and all images watermarked. After three hours of intense discussion, the Task Force was ready to upload the website.

Some glitches occurred during the first upload on February 13, 2009. The PastPerfect server wanted to communicate only with the administrator’s computer / IP address. It takes between 24 and 72 hours for a site to become visible. Once up and running, the site was reviewed. Some fields were marked for deletion and the order of fields was revised. HTML links were not functioning and the detailed box and folder listings in the Archives Catalog were not accessible. University Archives staff had been doing most of their data entry in the box and folder lists. The next week saw the revolution of the look of the website in terms of matching the existing KYLM website, changes in field order and removal of some fields. All HTML links were revised and made workable. More records were reviewed, revised and marked for inclusion on the website. Of the approximately 7000 records, a little over 2000 were now available online. As data entry is done by personnel and students with varying expertise, the appropriate Task Force member reviews the records to provide record enhancement and ensure quality control. The need for review creates a lag between initial data entry and uploading for public use.

No one has entered data using the music or oral history detail sections yet. The music detail section allows for listing track numbers, track length, song title, composer, artists and instruments. The oral history detail section provides space to record media id number, side, start time and subject. A similar solution will need to be created in order to make this information available online.

The additional features of "email this site," "feedback" and "order image" were activated during the second upload. The feedback and order photo email are routed to the KYLM Reference email account. Again, we encountered glitches. Test emails and photo orders were rejected as undeliverable. During the testing, it was found that email was being read as spam when sent to non-WKU email addresses. This problem was quickly corrected. The university archivist also discovered a work-around solution for the container lists. A report can be generated for each record group or series. These reports are marked up using Dreamweaver™ and posted online as web pages. They are also converted to PDF files and loaded in TopScholar, the university's institutional repository. A hyperlink is provided from the KYLM site to the finding aid in TopScholar.

Maintenance

After several months testing and revising, the PastPerfect online catalog was named KenCat and links were created from the KYLM and main library's websites. Data entry continues daily. The system administrator uploads data once a week. As of July 21, 2009, there are 13,227 records with 4650 available online, which means that data entry is progressing at about 900 entries per month. As reported by Mugridge and Edmunds, and others as they have opened access doors, and hidden collections, our library has also seen "significant increases in use of electronic resources and microforms within days (and sometimes within hours)" as materials are uploaded into KenCat because "use of electronic resources is inextricably linked to discoverability" (Mugridge & Edmunds, 2009). Additionally, since loading and using the site, staff have found some interesting features of KenCat. A count of the type of records appears at the top of a search result. This count includes all the records entered, not just those available online. Search terms become hyperlinks while subject terms do not. Subject terms are searchable through the "Click and Search" feature which provides field specific picklists. A search report is generated automatically which indicates how researchers are using the site and lists the top ten search requests. The staff has received information regarding unidentified photographs. The feedback form makes this easy for the researcher and KYLM staff by placing the photo number in the subject line of the email. Use and reproduction requests of photographs have increased as well. One example, the Pershing Rifles digital collection has recently been added to University Archives and is being uploaded into KenCat as additions are received via email. The donor is alerting others to the collection resulting in additional donations. Thus, our library has begun to eliminate the barriers of distance and travel expense by providing online access to a wider variety of materials. Patrons can search for themselves without relying on or having to find the "resident expert" on a particular topic. Collections are becoming browseable through the "random images" feature. Portions of collections are being cataloged "on demand" as researchers request materials or artifacts go on exhibition. Lastly, and best, patrons have come in looking for sources that they found on KenCat. These items were not easily accessible prior to the implementation of KenCat, certainly not online. Once in the door, these researchers are gaining access to our remaining "hidden collections" through the traditional access methods. KenCat is allowing us to introduce many previously unused materials to existing and new users.

Conclusion

Overall, PastPerfect is a good solution for WKU Libraries' Department of Special Collections. It has the flexibility needed to handle the range of materials housed in the Kentucky Library & Museum and allows for description at all levels: collection, series, sub-series, box, folder, item and multiple parts of an object. Promotion of our collections is built-in and word is spreading via the email page and other common web features. Lastly, PastPerfect allows us to no longer fear the donor who comes in with a "closed box." We may not know what treasures or trash are hiding in there, but we can now, from intake to dissemination, speed up the process, get valuable cultural data out to the researcher, and produce a very useable researcher-friendly digital presence in accordance with the ACRL/SAA Joint Statement on Access to Research Materials in Archives and Special Collections Libraries (ACRL/SAA Joint Statement, 2009).

KenCat, our customized version of PastPerfect Online, is available at http://wku.pastperfect-online.com/35749cgi/mweb.exe?request=ks

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JOB SEEKING IN AN ACADEMIC ENVIRONMENT: A DUAL PERSPECTIVE

Claudene Sproles, Robert Detmering

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Introduction

Libraries, unfortunately, are not immune to the current economic climate, which translates not only into budget cuts, but also into fewer vacant positions being posted and filled. Library school graduates entering the profession not only are forced to compete for fewer jobs, but face stiff competition from other applicants with previous professional experience. In the current economy, many applicants in various stages of their careers are competing for the few entry-level positions available. Furthermore, applicants seeking tenure-track positions in college and university libraries often confront challenges that are unique to the academic environment.

In this essay, the Chair of the Search Committee for a recent entry-level, tenure-track reference librarian position at the University of Louisville and the successful candidate for this position share their perspectives on the search process. The Chair provides insights into applicant selection and hiring procedures in academic libraries, while the candidate reflects on the experience of preparing for and negotiating the particular demands of an interview in this setting.

The Search Committee Chair's Perspective

Having recently served as Chair of a Search Committee, I witnessed the academic search from a completely new perspective that I lacked as a job seeker. Before, I had little understanding of how academic searches were conducted or what was expected of successful candidates. Now that I have gained this insight, I hope my observations will help new library school graduates secure their first professional academic job.

In August 2008, I was named Chair of a Search Committee for a Teaching & Reference Librarian in the Humanities, an entry-level, tenure track position. Although I had served on Search Committees for both professional and paraprofessional positions, this was my first time serving as Chair. The position was a popular one, receiving approximately 100 applicants at all levels of experience. The sad reality for the applicants is that 80% met the minimum qualifications and were capable of doing the job. I was surprised by the number of applicants, but I was also surprised by the amount of work required of the Chair. The task of finding the one applicant that would be the best fit for our department, the library, and the University was a daunting task, and, as the Chair, I had a huge responsibility to insure we selected the best person.

At the University of Louisville, the Dean of Libraries forms a Search Committee once a professional position is approved to be filled. Based on recommendations from the Personnel Committee, the Dean names a Chair and five other members of the Committee. Often, but not always, the Chair is the supervisor of the vacant position. The Committee strives to be a representative mix of library employees, including a paraprofessional and a member of an under-represented minority.

Once formed, the Search Committee develops a timetable and plan for filling the position. Agreements are reached concerning the duties of the position, salary, and proposed start date. The Committee then writes a job announcement that describes the work environment, outlines the job duties, lists required and preferred qualifications, and states salary and benefit information. The Dean must approve the final advertisement before the position can be officially posted.

When approved, the Search Committee recommends venues to post the advertisement. Depending on the nature of the job, ads are posted in a variety of places, such as the library's website, professional listservs, library job sites, and print publications. Since our position was an entry-level job, we posted it on state and national library job sites and library school listservs.

The Chair of the Search Committee has several duties to keep the search moving forward. The Chair keeps track of all applicants during the process, thus insuring they complete all steps of the application process. They notify the candidates of the status of their application/search. The Chair also distributes files and applications to the rest of Search Committee, creates evaluation sheets to rate candidates, and develops list of questions to ask references and candidates. Once applicants are selected for interviews, the Chair creates the interview schedules for each candidate. Confidentiality is very important, and committee members should be careful not to disclose any personal information about any of the candidates.

After the application deadline, the Chair develops a rating system to rate the applicants' qualifications vis-à-vis the requirements listed in the job ad. After a period of review, the Committee meets to rate all the applicants as either not qualified, qualified, or highly qualified. The Chair then contacts the applicants deemed "not qualified" and informs them they are no longer under consideration for the position. From the "highly qualified" group, the Search Committee selects a small group of applicants, usually six, to contact the references.

For academic job searches, references are normally handled in one of two ways. Either the Search Committee contacts the references after the interview for final verification, or, as in the case of the University of Louisville, the Committee contacts the references before the interview to narrow the field. The University of Louisville places extreme importance on references. Reference checks are conducted through a 15-30 minute phone call in which the references are quizzed about the candidates' qualifications for the job, experience, and performance in a work environment. The references are also asked if they would hire the candidate themselves.

The Search Committee reads all the reports from the references and selects three or four candidates to bring in for formal interviews. Once a date for an interview is chosen, the Chair creates an interview schedule and distributes information about the candidate to all involved parties in the library. The actual interview is quite rigorous and begins the night before the interview. The candidate is treated to dinner at a local restaurant with three library employees selected by the Chair.

The day of the interview requires meetings with many different people in the library. One can expect to have a meeting with a personnel officer concerning benefits, tours of the library, a personal meeting with the supervisor or anyone else who will work closely with the new employee, a meeting with the Dean, lunch with three more library employees, a meeting with the department (where the candidate will most likely be asked interview questions), a presentation on a pre-selected topic, and an actual interview with the Search Committee.

After the interview, the Chair asks everyone who met with the candidate for an evaluation, even dining partners. The Search Committee then reviews all the evaluations and notes and selects a candidate for the position. Once a decision is made, the Search Committee forwards their selection to the Dean for approval. If acceptable, the Dean will contact the candidate with an offer of employment. If the candidate accepts the offer, the Dean will make a written offer of employment and determine a start date. The candidate must supply official transcripts and sign authorization forms. The selection is then forwarded to the University for formal approval. After the paperwork is complete, the Dean's Office will officially announce the hire to the library.

After we filled the position for the Teaching & Reference Librarian, I quizzed members of the Search Committee and other people who had been recently involved in interviews to ascertain the most common mistakes they noticed on resumes:

• *Not submitting the entire application*

Follow the application instructions carefully. Applicants for our search were not considered if they did not submit all the required pieces of the application.

• *Submitting an obviously form cover letter*

The best candidates tailor the cover letter to the position. The cover letter is an opportunity to demonstrate how you meet the specific job qualifications. One of the dangers of submitting a generic cover letter is failure to remove the information from the last application. The Search Committee won't enjoy reading how much you would love working for another library.

• *Glaring or numerous typos*

When I polled the librarians at UofL, this bothered the catalogers much more than the reference librarians. A typo won't discount an application, but numerous ones imply that you are not taking the application process seriously. Also, if one of your strengths in your resume is "attention to detail," typos will not further your cause.

• *Casual or arrogant tone of the cover letter*

Some members of the Search Committee will have to work directly with you. If you come across as difficult, condescending, or flip they will hesitate to seriously consider your application.

• *Not addressing the job responsibilities in your application*

The Search Committee looks at each application for proof you meet the qualifications. If you don't address the stated job responsibilities specifically in your application, the Search Committee may assume you don't qualify and disregard your application.

• *Putting non-library related activities on your resume*

Listing non-library related activities is always a danger, particularly when you cannot relate the activity to the job description. It implies that your passion is not librarianship, but some other cause. Your fervent cause could also offend a member of the Search Committee.

• *Poor choice of references*

Always ask the person before you list her or him as a reference. It sounds really bad when a reference tells a Search Committee, "I don't feel comfortable giving the applicant a reference." Also, select references that can address your ability to perform the job. References are not useful to the Search Committee when they cannot speak to any part of the applicant's qualifications for the job.

At the interview phase, these were the most common mistakes noted by my informal panel:

• *Not clearly answering the question asked; rambling*

In an interview, candidates get unexpected questions, but the majority of the questions asked come directly from the job ad. Anticipate common questions Search Committees ask and practice your answers. Rambling tells the Committee you are unprepared and that you put no thought into the question or the job.

• *Not doing your homework about the library/university*

The Search Committee expects you to know something about the university and the library. Look at the website, read the strategic planning documents, look at initiatives of the university. The best candidates are able to talk intelligently about the goals of the library/university and discuss how they can contribute to this mission.

• *Not having defined research interests*

As a tenure-track librarian, you are expected to contribute to the profession. Be prepared to discuss your plans, ideas, and involvement to this point.

• *Wanting the job for personal reasons*

If you want the job because you can't move or you need the tuition remission or whatever, keep it to yourself. When you tell the Search Committee you want the job for a non-career-related reason, they will assume that you will only stay around until the job you really want appears.

• *Being too open/chummy about yourself*

At this point, the members of the Search Committee are not your friends. Avoid casual attitudes and revealing lots of information about your personal life. It will make some people feel uncomfortable and will give the impression you are not a professional.

• *Not showing interest in the library/job*

I cannot stress enough the importance of giving the impression you want the job. Show interest when we talk about the library. Talk about how the job fits you perfectly. Most importantly, ask lots of questions. Asking questions tells us that you are really interested and want to know more. When you have no questions for us, we will assume you really don't care about the job.

I hope this essay can give entry-level applicants some insight into the academic hiring process. When you are applying for a job or get an interview in an academic environment, be prepared. Your application should address all the areas of the job and clearly explain how you qualify. Once you get an interview, do your homework. Be prepared to be asked lots of questions, both formally and informally, and be able to intelligently discuss the position and the library/university. And good luck!

The Candidate's Perspective

The phone call that delivers news of a job interview for a tenure-track position in an academic library can conjure up somewhat contradictory emotions in the candidate. When I learned that I was going to be interviewed for such a position in the Reference Department of the University of Louisville's Ekstrom Library, I was beyond excited to have a real job prospect and ready to jump in and wow my potential employers. At the same time, with an interview schedule that included meetings and meals with numerous important people over the course of an entire day and a requirement that I make a formal presentation to many of these complete strangers, I was a bit terrified. Happy to have the interview, yes, but scared to go through with it. I imagined myself standing helplessly before a wall of discerning librarian eyes, eyes that shelf-read at superhuman speeds and scan MARC records in record time, eyes awaiting a nervous twitch or frustrated fidget, any sign of weakness. Or perhaps I would be subdued by the information literacy inquisition, a panel of pedagogues determined to figure out whether I know my competency standards by heart or I'm simply incompetent. Maybe I would order the wrong salad dressing at dinner and hear the dreaded condemnation, "Everyone knows that *real* academic librarians prefer the red wine vinaigrette. Why are we interviewing *you*?"

Fortunately, these exaggerated images from the interview of my nightmares never became reality, but I think they convey the feelings of anxiety and paranoia that many of us, myself clearly included, associate with tenure-track academic library interviews. Hours of interrogation and small talk. The fear of failure or faux pas. Indeed, I felt a tremendous amount of anxiety when I found out about my interview for the entry-level position of Teaching and Reference Librarian in the Humanities at Ekstrom Library. Although I was eventually offered this position (which I accepted), I certainly don't know a job seeking or interviewing strategy that will guard against failure completely or guarantee success absolutely—the cliché that says you have to be the right person at the right time in the right place is probably accurate in most instances. That said, by reflecting on my individual interview experience, particularly in regard to managing my anxiety and channeling it into a confident performance, I hope to offer some insight into the uniquely frightening but potentially rewarding academic interview process.

For me, the most useful strategy in the job search, prior to even getting an interview, was to ask for advice from my mentors in academic librarianship. How do I write a cover letter? What questions can I expect during an interview? Why do they want candidates to give presentations? Having previously been a graduate assistant in an academic library, I knew people who had already had success on the job market and who had significant knowledge of what academic libraries are looking for from new hires. I stayed in contact with some of these individuals after I completed my assistantship, and they became an invaluable resource when I entered the job market myself. The conversations I had with mentors not only helped me prepare for the practical aspects of academic job seeking (cover letters, CVs, presentations, etc.) but also minimized my anxiety, both before and after I found out I had an actual interview. I felt like I had a window into the mysterious tenure-track world of reappointment and promotion, sit-downs with deans and provosts, late nights spent writing articles and planning conferences. All this advice gave me at least some measure of self-confidence regarding what I knew would be a challenging and time-consuming job search.

During this early period in my search, I was beginning to apply for various positions, so I was composing a lot of cover letters and compiling a carefully organized and edited CV. For each position, I created a unique cover letter that addressed the specific responsibilities and qualifications outlined on the job posting. For example, the University of Louisville's Teaching and Reference Librarian ad indicated that the position involved the provision of information literacy instruction and reference service (no surprise there), as well as collection development duties and work with emerging technologies. In addition, qualified candidates were required to have, among other things, a masters degree from an ALA-accredited program (again, no surprise) and teaching experience. So, when I sat down to draft the cover letter, I kept the job ad in front of me the entire time, using it as a guide for connecting my experience and training to the library's stated requirements for the position.

While writing, revising, and revising some more, I also researched the library itself, pouring over the website to learn as much as I could about programs and ongoing initiatives. Given the nature of the position for which I was applying, I focused extra attention on the Information Literacy Program. I read all about the program's philosophy, goals, and services, and I incorporated some of this information into my letter to demonstrate how my approach to instruction would be a good fit for the library. Consider the following excerpt from my letter, where I quote the website directly:

These [teaching] experiences have given me the skills to adapt to a diverse range of instructional contexts; such adaptability is necessary in an instruction program that rightly emphasizes, as UofL's does, the "disciplinary context" of information literacy.

As this example shows, I put a great deal of effort into establishing that connection between me and the library, to make it clear that I understood and agreed with the program's philosophy and that I had the appropriate experience to help put this philosophy into practice. In putting together my CV, I took a similar approach, emphasizing my experience as a college composition and literature instructor along with my library experience, since the job required teaching. I also listed publications, presentations, and relevant service activities because the library expected "demonstrated potential to meet University promotion and tenure requirements." This is another instance where mentors helped me understand the academic system and therefore know what information to include.

Obviously, when I heard I had an interview, I celebrated with an awkward happy dance: they must have liked something about my application—maybe I've got a shot! It wasn't long, however, before the dance turned to nervous pacing and the panic set in. They want me to interview with the Search Committee and the Reference Department? They want a fifty-minute presentation? They want to pick my brain in ten separate meetings? I knew the interview process in theory, but the prospect of actually going through with it was another matter. I felt like the last book being squeezed and shoved onto an overcrowded shelf. There was some pressure involved, to say the least. Eventually, though, I regrouped and figured out that the best thing to do would be to channel my fears into extensive preparation and practice, ignore my doubts and move forward. Where to begin?

Ultimately, I dedicated most of my time to the presentation because, in my mind, it was my chance to demonstrate my abilities as an information literacy instructor. I couldn't control what the observers would think of my style or pedagogical approach, but it was still the best opportunity I had to show what I could offer, so I wanted to make the most of it. The presentation topic centered on Web 2.0 technologies, and I had the option to either discuss a specific program or explain how to integrate one or more programs into an instruction session. Without hesitation, I chose the latter option—it was all about teaching, and teaching was a big part of the job. After some brainstorming, I decided that I was going to present on incorporating wikis into library instruction. In my view, wikis weren't necessarily the hippest or most innovative technology, but I was familiar with them from classes I had taught in the past, I understood how to work them, and I knew how to use them to teach critical thinking about the research process, an important aspect of my philosophy of information literacy. In other words, I focused on what I knew and what I could learn more about in a reasonable amount of time. I didn't want to look like a novice in what, for all I knew, was a roomful of experts.

Once I had a topic, I read everything I could find in the library literature on wikis and instruction, including peer-reviewed articles, book chapters, short columns, anything at all. Since I was interviewing for an academic position with faculty status, I thought it was important to incorporate the literature into my presentation as a way of showing that I could not only do scholarly research but also integrate that research into my practice as a librarian. As part of my presentation, then, I discussed current trends with wikis and instruction, and I went on to demonstrate assignments that I created on an actual wiki that were influenced in part by my research. In the days leading up to the interview, I spent many hours fine-tuning this presentation and practicing it to get the timing exactly right. Talking to the blank television screen in your living room is a bit different from presenting to real librarians with real expectations (and sometimes blank expressions), but, in the end, I think the practice paid off. In spite of my nervousness, everything seemed to fall into place on the day of the interview because I had put so much effort into preparing and planning all the details of the presentation.

I also put effort into preparing for the actual interview portions of the interview, those formal question-and-answer sessions where I imagined I would be grilled without mercy. *Sir, please define 'information literacy' in two sentences or less, then provide a detailed overview of the major historical trends in library instruction, citing relevant theorists to support your claims and describing at least six implications for classroom practice in today's complex academic environment. . . . We're waiting, sir.* Okay, so I knew I couldn't be ready for something on that level, but I did want to be prepared for what I assumed would be specific questions about my qualifications for the job. Thus, just as I did when writing my cover letter, I used the posted position description as a resource, this time for potential interview questions. They want somebody who can teach, so they'll ask about my teaching philosophy and experience. They want somebody who can provide reference service, so they'll ask about my past work in reference. And so on. I practiced discussing my qualifications in regard to the position's primary responsibilities, hoping to have examples in my mind for easy recall during the tense moments of the interview, when nerves might become a problem. I focused on this particular information literacy session and how I planned for it, and that particular reference question and how I responded to it. I even thought about library school classes I had taken and what I learned from them, especially my collection development class, since that was an area I only had limited work experience in when I applied. I also continued researching the library, trying to learn as much as I could about the place I wanted to work, trying to familiarize myself with topics that might come up in interview questions or conversations. Although the questioning turned out to be much friendlier than I had feared, more good cop than bad cop, I was still glad I had taken the time to practice because nearly every subject I concentrated on in practice arose during the interview.

On the advice of a mentor, one additional step in my interview preparation was to compile a portfolio consisting of concrete documentation of my library and teaching experience. As with everything else, I tailored the portfolio to the position, including library-related materials such as instruction outlines and research consultation notes, as well as teaching materials such as syllabi and assignments. My mentor indicated that the portfolio would help with any anxiety, giving me something to fall back on if I lost my place or started to trip over my words. In addition, from my perspective, because documentation is crucial to the promotion and tenure process in a faculty position, another bonus of the portfolio is that it shows that you're already comfortable with that sort of thing. When I interviewed, the Search Committee didn't have time to look over my portfolio in depth, nor did I expect that they would. But they did pass it around the room, and the overall effect of the portfolio, more important than any single item in it, seemed to be positive. There was some nodding and smiling anyway, which was good enough for me. It didn't really matter that no one examined my consultation notes for a meeting with a music appreciation student in detail. Just the simple act of bringing the portfolio added to my self-confidence and demonstrated a sense of professionalism.

Eventually, the day I was simultaneously looking forward to and dreading arrived, and my strategies for preparation were put to the test. Though I was still a bit edgy (all those meetings with all those people!), I resisted the urge to sneak away into the stacks during my tour of the library, never to return. Primarily thanks to those helpful mentors who had given me expert advice, I wasn't overly surprised by anything that happened during the interview. I had to discuss my philosophy of information literacy and talk about collection development. I had to teach wiki-based pedagogy before discerning librarian eyes. I had to decide on an appropriate salad dressing while chatting about my research interests over dinner. Fortunately, despite the pressure of such weighty matters, my anxiety subsided, and my planning kicked in. When I first started teaching, several years before I went to library school, a composition professor approaching retirement told me that if you aren't at least a little nervous in the classroom, then you might not belong there. I wouldn't say that this sentiment can be universally applied, but, in my case, it's certainly true. I felt like my nerves gave me the energy to perform well and reinforced the fact that I needed to take the interview process very seriously.

Nevertheless, there were some challenges, as there always are with interviews. For example, a member of the Search Committee asked what I expected from a supervisor, a question that, for whatever reason, I had never been asked during an interview. The question threw me off track for a few seconds because I hadn't thought much about what I expected them to do if I got the job. *If you just hire me, please, you can make all my decisions for me. I have no expectations. Please, supervise as you will. Did I mention please?* On the other hand, I thought then and still think now that supervisors should mentor new employees to a certain extent but also challenge them to take initiative and progress as independent individuals. So, that's what I said, only much less articulately, I'm sure. I had no way of knowing if that was the right answer or best answer, but I was happy not to be groveling or babbling incoherently.

It was also challenging to be asked, as I was in three separate meetings, why I wanted this particular position at UofL, why I wanted to work there. While I had anticipated this question, its obvious weight made it stressful to answer. Say the wrong thing, say goodbye. In responding, I wanted to express my genuine passion for information literacy and reference work in the humanities, but I didn't want to sound like an unprofessional weirdo or cheesy motivational speaker. Similarly, I wanted to say why the library appealed to me as someone interested in critical thinking, social engagement, and scholarly activity, but I didn't want to seem like a desperate suck up or a shallow, shameless dropper of buzz words from the library's website. As with the question about my expectations for a supervisor, the solution here was simply to say what I was thinking, to just be myself. The exact wording of my answer varied from meeting to meeting, but, in every instance where I was asked why I wanted to be a Teaching and Reference Librarian at UofL, I made sure to indicate that this kind of position was what motivated me to go to library school in the first place. In other words, this position included all the elements that made me want to be a librarian: the dream job. Now, I was lucky to be in an interview situation where I could say this and mean it; I wouldn't recommend, for example, declaring your enthusiasm for cataloging maps if you would rather be teaching people to find maps in the catalog or walking dogs or whatever—the Search Committee will probably see right through your insincerity. But if your passion is authentic, then I can say from experience that you should express it without reservation. Well, puppet shows of reference interviews or performance art of any kind might be going too far.

Perhaps unsurprisingly, the most challenging aspect of the interview was simply its duration. There's no getting around the fact that the lengthy, whirlwind process of questions and answers, constant greetings and goodbyes and more greetings, is a demanding one. However, though I was exhausted by the end, I realized that this long day of angst and excitement was just as beneficial to me as it was to the library trying to get to know me. As a job candidate, I had many opportunities to demonstrate my skills and personality, and I felt like the library truly cared about my ideas and previous experience. Why else would they take me to lunch and dinner? Or ask me to give a presentation? The length of the interview also meant that I had time to get to know the library, to get at least some sense of what it would be like to work there. I've been on much shorter interviews for non-tenurable librarian positions, and I often felt like I didn't have time to show who I was or learn who they were. In these interviews, it's hard enough to impress your potential employers, let alone determine if you actually want the job or if you will be a good fit for the organization. Thus, I prefer the long interview format, even though it takes more time to prepare and may create obsessive worry that somewhere along that long road you'll blunder your way out of a job. That kind of worry will never go away, but it can push you to work hard on your interview performance and focus on success in your chosen career. With any luck, you'll impress your colleagues-to-be so much that they won't even be thinking about the red wine vinaigrette.

Further Reading

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Appendix I: Search Committee's Job Ad

The University of Louisville (UofL) Libraries invites applications from creative and energetic entry-level candidates for the position of Teaching & Reference Librarian in the Humanities. The position reports to the head of the Reference Department and would be a part of a collegial, service-oriented, and progressive department of 8 librarians, 3 professional staff, and 8 student assistants.

The University of Louisville (http://louisville.edu) is a Carnegie I research university with a national reputation for its high-quality undergraduate program and over twenty nationally recognized research, graduate, and professional programs, as well as a strong commitment to the community in which it resides. Recently, the University began a ten-year improvement process called Ideas to Action (I2A) that is designed to highlight critical thinking in the undergraduate curriculum and to connect students' learning as much as possible to real-world experience and engagement in their community.

The University Libraries, as part of our strong commitment to student development, completed an addition in the last two years with three flexible instructional labs and an automated storage area, in addition to a Learning Commons, which opened in 2007. These innovative facilities complement and reinforce the University's concepts in teaching and learning.

The city of Louisville (http://www.loukymetro.org/) offers hospitality, warmth and smaller city advantages like shorter commutes and lower cost of living alongside major city amenities like world-class performing arts, great sports, incredible dining and a nationally-acclaimed parks system.

Responsibilities

- Provide reference support to library patrons through desk service, special training sessions, phone, e-mail, or other means
- Collection development responsibilities in several humanities subject areas
- Perform information literacy instruction in assigned disciplines as well as lower-division level courses
- Develop and promote information literacy materials and instruction
- Explore library applications for emerging technologies (such as Web 2.0 tools) and advocate adoption of these where applicable

Required Qualifications

- Masters degree from an ALA-accredited program
- Demonstrated excellence in written and oral communication
- Demonstrated ability to work in a collaborative environment
- Teaching experience
- Demonstrated ability to work with and think creatively about emerging technologies as well as established technologies

- Education or experience in a humanities-related field
- Demonstrated potential to meet University promotion and tenure requirements

Desirable Qualifications

- Experience at a public services library desk
- Graduate degree in a humanities-related discipline
- Ability to read/write/speak a second language
- Academic library experience

The appointment rank and salary will be commensurate with qualifications. The annual salary is a minimum of $37,000 with a comprehensive benefits package and annual vacation of 22 working days. Library faculty appointments are twelve-month, tenure-track positions. Promotion and tenure require demonstration of scholarship and other criteria. With leadership from the Dean of University Libraries, the Libraries recently became a member of the Association of Research Libraries. The University Libraries values its collaborative efforts both within the university and with other organizations. UofL is Kentucky's metropolitan university serving 21,000 students in the state's largest urban area.

Applications received by November 28 will be given full consideration in the initial screening. Applications are accepted until the position is filled. Submit an online application via UofL's Human Resources office http://louisville.edu/hr/employment/applicants. In addition, applicants are required to submit a letter of application, resume, unofficial graduate transcripts, and name, address, phone number and e-mail addresses of three references to:

XXXXX
Reference Department
Ekstrom Library
University of Louisville
Louisville, KY 40292

The University of Louisville is an Equal Opportunity/Affirmative Action Employer committed to cultural diversity. Women and minorities are encouraged to apply.

Appendix II: Candidate's Interview Schedule

Wednesday
6:00 – Dinner with XXXXX, XXXXX, and XXXXX.

Thursday

8:45-9:00	Meeting with Search Committee Chair
9:00-9:30	Meeting with Associate Dean concerning benefits
9:30-10:00	Tour of Ekstrom Library with Director of Ekstrom Library
10:00-11:00	Candidate's Presentation
11:00-11:15	Break
11:15-12:00	Meeting with Reference Department
12:00-1:30	Lunch at the University Club with XXXXX, XXXXX, and XXXXX
1:30-2:00	Meeting with Acting Head of Reference and Coordinator of Information Literacy
2:00-3:00	Interview with Search Committee in Room W210
3:00-3:15	Break
3:15-3:45	Meeting with Dean of Libraries
3:45-4:00	Wrap-Up with Search Committee Chair

SPORTS HOLDINGS IN THE SOUTHEASTERN CONFERENCE UNIVERSITY LIBRARIES: FOOTBALL AS A CASE STUDY

William F. Meehan III, Margaret A. Swanson, Catherine O. Yates, Emily N. Decker

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Introduction

Of the twelve National Collegiate Athletic Association's (NCAA) Division I Football Bowl Subdivision conferences, the Southeastern Conference (SEC) has attained prominence. But how do the SEC's university libraries fare when evaluated for their football holdings? While university libraries develop their collections mainly to support research and teaching functions, according to accepted collection development practice, the extent to which sports of local importance are represented in their collections is a subject given little attention in the professional literature.

In order to help close the gap, this study evaluates the football holdings of the 12 SEC university library systems using the checklist method of each library's Online Public Access Catalog (OPAC) system from a remote location. The evaluation is meant to serve as a case study of sports holdings in the SEC libraries by using an authoritative checklist consisting of the best fiction and nonfiction football books. The checklist method, which compares a library's holdings to an authoritative list, is an effective means of identifying collection strengths and weaknesses.

The Southeastern Conference

Formed in 1933, more than six decades after intercollegiate football officially kicked off in 1869, the SEC numbers 12 member institutions divided into two groups. In the East Division are University of Florida (Gainesville), University of Georgia (Athens), University of Kentucky (Lexington), University of South Carolina (Columbia), University of Tennessee (Knoxville), and Vanderbilt University (Nashville). In the West Division are Auburn University (Auburn), University of Alabama (Tuscaloosa), University of Arkansas (Fayetteville), Louisiana State University (Baton Rouge), Mississippi State University (Starkville), and University of Mississippi (Oxford). The conference traces its beginnings to the Southern Intercollegiate Athletic Association (SIOC), established in 1894 and renamed the Southern Conference in 1920, while a restructuring in the early 1930s gave rise to the SEC (Dunlap, 2009, p. 2-3).

The SEC calls itself "the nation's premier conference" (Dunlap, 2009, p. 4) and makes clear its standing: "The Southeastern Conference, with its storied 76-year history of athletic achievements and academic excellence, has built perhaps the greatest tradition of intercollegiate competition of any league in the country since its inception in 1933" (Dunlap, p. 4). The SEC takes four of the top ten spots in the rankings of "America's best sports colleges" (Taylor, 2002) and three places in the "ten best college sports towns" (Ballard, 2003).

Football in the Southeastern Conference

Football's history and traditions are valued like in no other sport (Weiberg, 2009), and the SEC's are highly respected. The October 19, 2009, cover of *Sports Illustrated* names the SEC "The Nation's Toughest Conference," while Karp (2009) calls it "the most prestigious [conference] in college football" (p. W5). According to Bradley (2009), "[No]body does it quite like the SEC, where … football is played in front of packed houses and is rivaled only by the high-spirited traditions surrounding the games" (p. 37). Moreover, ESPN's *SportsCenter* believes the conference is "SEC-ond to none" (Drake, 2010) and, when it comes to financial worth, the SEC is the most valuable of all major college football leagues (Schwartz, 2010, p. 51).

The SEC's position in college football record books is well-established. One statistic that displays the importance of football in the SEC is game attendance. The SEC in 2009 recorded its 27th straight year as the nation's leader in the largest total and average football attendance categories (NCAA Accumulated Attendance Report, 2009). National recognition for a player or coach underlines not only the team but also the conference in the record books. SEC first-team consensus football All America selections total 631 (Dunlap, 2009, p. 176-179; Inabinett, 2009) and inductees into the College Football Hall of Fame 91 (Dunlap, p. 174), while eight SEC players have won the Heisman Trophy, the oldest and most celebrated of the individual honors in the sport ("Winners," n.d.). SEC coaches, additionally, have received the College Football National Coach of the Year Award 14 times (Dunlap, p. 194).

Bowl game berths and national championships are primary goals of the major college football programs. Bowl games, which are played after regular season competition, have been central to college football since 1902, when the Rose Bowl, known as the "Granddaddy of all bowl games," was inaugurated (Chipman, Sadler, Krebs, Laninga, & McCall, 2009, p. 27). The SEC's total bowl game appearances since 1933 number 335 (Dunlap, p. 191-192). Winning the national championship, to be sure, is the most important gauge of success for any university with a top-tier football program, and SEC teams have been crowned national champion 20 times (Dunlap, p. 203-208). The SEC is the first conference to win four straight national titles, repeating in 2006, 2007, 2008, and 2009 (Drake, 2010).

College football traditions on and off the field are linked to game records, and the SEC's are well-regarded. The Georgia-Florida and Alabama-Auburn games are 2 of the 10 greatest rivalries in college football, according to Bradley (2006). Three of the dozens of college football games known as "trophy games," which award the winner an artifact symbolizing the long-standing significance and spirit of the rivalry, are SEC contests (Walsh, 2006). Of the 25 "best college football weekends," the SEC accounts for 6 spots, including 4 in the top 10 (Waxman, 2004). The Georgia-Florida game, a contest played at a neutral stadium in Jacksonville, is considered "the world's largest outdoor cocktail party" (Walsh, 2006, p. 67), and Tennessee fans known as the Volunteer Navy join a "floating tailgate party" on the Tennessee River by arriving at games by boat (Walsh, p. 16). Since 1990, tailgaters at South Carolina have gathered before home games near Williams-Brice Stadium at the Cockaboose Railroad, nearly two dozen posh cabooses called "the ultimate in decadent tailgating" (Walsh, p. 102). The best location for social gathering at football games across the country, however, belongs to Mississippi's The Grove (Walsh, 202; Hamilton, 2006).

Football in the SEC differs from football in any other part of the country, according to Ernsberger (2000), because in the South nearly everybody "cares deeply and truly about college football" (p. 2). Ernsberger explains:

> In the SEC, the football traditions are old and deeply cherished. In fact, college football is one of the few things which, in a sense, divides the South. When the time comes to tee up the pigskin, the South stops being a region and reverts to earlier times: it becomes a collection of hugely competitive states, each with an overweening pride in its major-college football team. Autumn Saturdays are reserved for feuding—for trash-talking and a settling of grievances as twenty-two young men throw themselves at one another on verdant fields—in Oxford and Knoxville, Gainesville and Tuscaloosa, Auburn and Athens, Baton Rouge, Lexington, and Starksville. (p. 3)

The SEC's place in college football records and legend is well-established.

Southeastern Conference Universities and Libraries

SEC literature refers to the league as "A pioneer in the integration of higher education and athletic competition" (Peevey, 2008, p. 10), and its mission statement mirrors this belief: 'The purpose of the Southeastern Conference is to assist its member institutions in the maintance [sic] of programs of intercollegiate athletics which are compatible with the highest standards of education and competitive sports" (Dunlap, 2009, p. 9). Notably, the SEC's performance in the classroom leads the nation: In 2008-2009 the SEC's 41 athletes named to the *ESPN The Magazine* CoSIDA Academic All-America Team outnumbered all Division I conferences (Dunlap, p. 6).

The conference's member institutions, in 2005, formed the SEC Academic Consortium, in order "to provide a collaborative structure in which the 12 universities can promote learning, scholarship and academic achievement," including the sharing of library resources (Dunlap, 2009, p. 5). The SEC's undergraduate enrollment totals 227,000 students and its graduate student enrollment 60,000; its faculty numbers 22,000 and its staff 92,000; its funded research amounts to $2.6 billion annually; and its doctoral degrees awarded in 2006 came to 3,302 (Dunlap, p. 6). The Carnegie Foundation for the Advancement of Teaching classifies Alabama, Auburn, Arkansas, Mississippi, and Mississippi State as research universities with high research activity, while Florida, Georgia (Athens), Kentucky, South Carolina, Tennessee, and Vanderbilt are research universities with very high research activity (n.d.). Eleven SEC universities are public, while Vanderbilt is private. Louisiana State (Baton Rouge) is not included in the classifications.

Nine SEC university libraries, except for Arkansas, Mississippi, and Mississippi State, belong to the 113-member Association of Research Libraries (Association of Research Libraries [ARL], n.d.). According to the most recent *ARL Statistics,* SEC libraries hold 33,033,112 volumes and 595,957 serials, while employing full-time 708 professional and 1,077 support staff members (Kyrillidou & Bland, 2009). The current ARL's *Library Investment Index at University Research Libraries, 2007-08* ranks the SEC's Florida in 37th place, with total library expenditures of $28,573,302; Vanderbilt in 51st with $24,727,583; Georgia in 53rd with $24,451,142; Tennessee in 55th with $23,556,230; Kentucky in 66th with $21,414,484; South Carolina in 77th with $19,742,585; Alabama in 92nd with $16,623,179; and Louisiana State in 102nd with $14,576,026 (*The Chronicle of Higher Education,* Almanac 2008-2009).

Football in LIS Literature and the Online Market

Sports have received comparatively sparse attention in the library and information science literature. Several factors alone or in combination might explain this lack of research. Because some sports books pertain to mechanics and technique, reading them might be thought limited to an audience with in-depth knowledge gained by participation as a player or coach. Many sports books are written by journalists, and negative portrayals of sportswriters is common (Boyle, 2006; Deford, 2010). Sportswriting itself is thought "an essentially banal, trivial and ephemeral pursuit" (Boyle, 2006, para. 16), and the rise of multimedia, around the clock coverage of sports might have rendered the sportswriter redundant (Deford, 2010, p. 58). Sports books also might be associated with "escapist summer reading" ("Aethlon," n.d., para. 1), while undergraduates enrolled in sports literature courses usually are "drawn to the sports aspect of the course rather than the literature one" ("Syllabus," n.d., Introduction section, para. 2). The alliance between sports and academics on a campus, in addition, has been an uneasy one due to the detrimental influence of money (Yost, 2010). What is more, since collection development work is considered subjective and biased (Evans & Saponaro, 2005, p. 16), the personal interests of LIS researchers might fail to see sports as a suitable subject.

Only a small number of items address the application of traditional library functions to sports materials. None of the principal collection evaluation bibliographies published in the last thirty years (Ottersen, 1971; Nisonger, 1982; Gabriel, 1995; Nisonger, 1982; Kaag with Cann and others, 1991; Strohl, 1999, and Nisonger, 2003) identifies a study devoted to the evaluation of a sports collection in a library. As of September 2009, the Library, Information Science & Technology Abstracts with Full Text (LISTA) and Library and Information Science Full Text database contains two items pertaining to evaluation of rowing collections in major American libraries (Meehan & Nisonger, 2007; Nisonger & Meehan, 2007). Searches on January 8, 2010, for the term *football* in WorldCat produced 36,089 printed books in English, while at amazon.com the results numbered 10,896; a search in LISTA and Library Literature & Information Science databases for the title term *football* resulted in 386 items, although the word appears as a metaphor in the phrase "political footballs" and in titles pertaining to European football, known in the United States as soccer; and a search for *football* as a subject term produced 620 items.

The Checklist Method

The checklist method is one of the oldest collection-centered tools available. The first reported collection evaluation in North America, conducted in the late 1840s by the Smithsonian Institute's Assistant Secretary Charles Coffin Jewett, used the checklist method. Applying a checklist evaluation is "a common way" to assess holdings (Baker & Lancaster, 1991, p. 40) and "one of the most frequently used" (Dennison, 2000, p. 24). It is a practical approach undertaken "to gather data *useful* in problem-solving or decision-making activities" (Lancaster, 1993, p. 1). The checklist method also reflects local needs of patrons and identifies strengths and weaknesses of a collection (Crawley-Low, 2002), provides reasons to rethink collection development policy and make improvements (Halliday, 2001), and establishes a "framework for future collection assessment projects" (Bergen & Nemec, 1999, p. 37). According to Lundin (1989)

> Lists are a connection between the ages, the voice of one bibliophile to another, the hand passing a book over the generations. Lists are such a basic form of communication among libraries and among scholars that their viability remains constant. (p. 111)

The major advantages of the checklist method, according to Lockett (1989), are the following: the variety of lists from which to choose; it is extensive and provides the investigator many options that can meet the objectives of the evaluation; if no list suits the purpose of a library evaluation, then one easily can be compiled; checking a list is fairly routine work and yields objective data that can be analyzed and interpreted subjectively; examining the collection against a list also is an excellent way not only to expand the evaluator's knowledge of the items but also to sharpen understanding of publishing patterns in the subject (p. 6). From the numerous "best-of" lists published annually to the most-recent list of acquisitions of a specialized library, the checklist remains "an old standby for evaluators," a basic and reliable method of objective quality evaluation (Evans & Saponaro, 2005, p. 319).

The disadvantages of the checklist method counter what at first glance appears an easy, quick method of evaluation. List checking is in no way as clear cut as it seems. The method is time-consuming and requires patience and precision. Among the disadvantages are difficulties locating or compiling an appropriate list that is current, is suited to the library's needs, and has not been consulted previously as a buying guide; accessing titles through interlibrary loan or other means; and interpreting the results (Lockett, 1989, p. 6). Because interpretation of results is subjective and the acceptability of percentages usually not addressed, the checklist evaluation leaves unanswered a significant question: "What percentage of a list is adequate?" (Dennison, 2000, p. 26). List checking through the OPAC also increases the probability of hitting "potholes along the information highway," notably the certain variances in local cataloging practices and the temporary technological glitches in the database system (Meehan & Nisonger, 2005).

Meola (2004), furthermore, criticizes the checklist method on several points, arguing for example that it overestimates a librarian's expertise to judge the worth of the information generated and that it is overly mechanistic and lacks critical thinking ability.

The Checklist for this Evaluation

The checklist used in the study consists of the 12 football books contained in the "*Sports Illustrated* Top 100 Sports Books of All Time," a list of materials for an opening day collection, or a core collection of the most important materials on the topic. It is considered a "specialized" list—one of 15 possible checklist sources outlined in the American Library Association's *Guide to the Evaluation of Library Collections* (Lockett, 1989, p. 5). The list possesses a broad range of literary talent and significance and is an authoritative instrument for evaluating sports collections.

The "*Sports Illustrated* 100 Top Sports Books of All Time" appeared in the December 16, 2002, issue of the magazine. The list was compiled by the publication's staff and the article authored by four staff writers. According to the authors,

> Many of the country's best writers have long been fascinated with sports, and that passion shows up in their prose. After all, when done right, sportswriting transcends bats and balls to display all the traits of great literature; incision, wit, force, and vision, suffused with style and substance." (McEntegart et al., 2002, p. 128)

The 100 books include the following 12 football titles, presented by place on the list and identified as fiction or nonfiction:

- 4. Friday Night Lights, by H. G. Bissinger (nonfiction)
- 7. Semi-Tough, by Dan Jenkins (fiction)
- 8. Paper Lion, by George Plimpton (nonfiction)
- 20. Instant Replay, by Jerry Kramer (nonfiction)
- 21. Everybody's All-American, by Frank Deford (fiction)
- 25. North Dallas Forty, by Peter Gent (fiction)
- 26. When Pride Still Mattered, by David Maraniss (nonfiction)
- 29. About Three Bricks Shy of a Load, by Roy Blount Jr. (nonfiction)
- 30. A Fan's Notes, by Frederick Exley (fiction)
- 45. End Zone, by Don Delillo (fiction)
- 63. Out of Their League, by Dave Meggyesy (nonfiction)
- 87. Only a Game, by Robert Daley (fiction)

Football books rank high on the *Sports Illustrated* list. Three of the top 10 titles, and 9 of the top 30, pertain to football, while 10 football titles appear in the top 45 books on the list. The 12 football books are evenly divided into 6 fiction and 6 nonfiction titles.

Sports Illustrated, which published its inaugural issue August 16, 1954, ("Sports Illustrated," 2009) and currently reports a weekly circulation of more than 3 million readers (Laguardia & Katz, 2008, p. 882) is "the most popular and influential of general sports magazines" (Laguardia & Katz, p. 882). It is suitable for elementary and middle school readers or university students, and it is indexed in the following databases: Book Review Index, Canadian Business & Current Affairs Complete, Children's Book Review Index, Film Literature Index, Magazine Articles Summaries Ultra School Edition, Physical Education Index, Reader's Guide to Periodical Literature, and SPORTDiscus (Laguardia & Katz, p. 882).

Methods

The checklist method is identified as an effective way of evaluating the football holdings in the SEC libraries. In the checklist technique, a list of items is checked against the holdings of the library or library system under evaluation, as specified by its OPAC. Each item is recorded as a "match" (between the list and catalog), meaning it is held by the library, and a "non-match," meaning it is not held. (When identifying variants of a title is critical, evaluators will apply a "near match," meaning it is held in another edition.) The percentage of listed items held by the library or library system then is calculated and used as an indicator of collection strength.

In the current study, performed from Valdosta, Georgia, the 12 football books on the *Sports Illustrated* list were checked first by title and, if not identified, second by author in the OPAC systems of the 12 SEC university libraries. An item was recorded a "match" if any edition of the title was identified in system as owned by the library or "no-match" if no edition was located. For purposes of this study, both exact and near matches have been combined into a single category. Classic football books often are issued in multiple editions, so holding any edition met this evaluation's requirements. While it is a time-tested approach to the evaluation of library collections, the checklist method is rarely employed from a remote location via a library's OPAC.

Results

The checklist results are summarized by SEC East and SEC West in Tables 1 and 2, respectively. As discussed previously, an acknowledged criticism of the checklist method is determining what constitutes a strong, weak, or mediocre collection, a difficulty complicated by the lack of comparative data for sports collections and specifically for football books. Given the demonstrated role and importance of football in the SEC, however, these results (which are current as of November 12, 2009) point to the quality of football holdings in the conference's university library systems.

In the East Division, as Table 1 shows, Georgia holds all 12 football books (100%), South Carolina 10 (83.3%), Florida 9 (75%), Kentucky and Tennessee 8 (66.6%), and Vanderbilt 4 (33.3%). In the West Division, as Table 2 illustrates, Auburn holds 11 books (91.6%), Mississippi 8 (66.6%), Louisiana State 7 (58.3%), Alabama 6 (50%), Mississippi State 5 (41.6%), and Arkansas 4 (33.3%). The SEC East owns 70.8% of the books on the checklist and the SEC West 56.9%, while the SEC overall owns 63.8% of the books. Nine of the SEC university libraries (Alabama, Auburn, Georgia, Louisiana State, Mississippi, South Carolina, Florida, Kentucky, and Tennessee) own at least half (50%) of the books, while 3 (Georgia, Auburn, South Carolina) own at least 10 (83.3%) books on the list. Only one library in the SEC East (Vanderbilt) owns less than half (50%) of the books and 2 in the SEC West (Mississippi State and Arkansas), although none holds less than one-third (33.3%).

Because the checklist method assumes that the library has identified a need for the collection being evaluated, these results suggest how each SEC university library is meeting the information needs of its community. The study thus indicates that large academic libraries do have substantial holdings pertinent to a local sports interest.

Conclusions

The study leads to the following conclusions:

- Football books are among the best in the sports literature genre
- Football has received little attention in the library and information science literature, but, given its importance in the SEC, the 12 university libraries of the SEC own important titles in the subject
- The SEC East football holdings are stronger than the SEC West's
- Football serves as a useful case study for sports holdings in the SEC.

This research is significant because it helps fill a void in the literature by applying the traditional library function of collection evaluation to sports materials. Challenging collection development assumptions, it demonstrates that major American research university libraries have noteworthy holdings related to a sport of local interest, thereby corroborating the results of an earlier investigation (Nisonger & Meehan, 2007). Although not the first study to use an OPAC for checklist evaluation (see Smith, 2003), it is only the third to be conducted from a remote location via OPACs and focus on a particular sport (see Meehan & Nisonger, 2005; Nisonger & Meehan, 2007).

The study contains limitations that should be acknowledged. If a title were owned, it still might not be available: it could be checked out or shelved incorrectly. Because the findings represent a snapshot of a moment in time, the holdings could be different if checked at a later date. The results could suggest a difference in library mission, level of treatment, financial or space limitations, or selector bias, but these are beyond the scope of the study. A larger sample size usually is preferable, but the select list of the most important, high-quality titles compiled by the *Sports Illustrated* staff meets the requirement of this case study.

Further research might include using the checklist to evaluate football holdings in additional academic libraries across the Southeastern United States. Evaluating the football collections at major research universities grouped by an athletic conference (e.g., The Big Ten, PAC Ten, or Big 12) also is a suggestion for further study. In order to test the conventional collection development wisdom that presupposes public libraries are more likely than academic libraries to collect sports materials, the authors of the current study are evaluating football collections at the main public libraries in each SEC university town.

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Table 1.

Matches and No Matches with Percentage in Southeastern Conference University Library OPACs: East Division (M=match; NM=no-match)

Book	Florida	Georgia	Kentucky	South Carolina	Tennessee	Vanderbilt
Friday Night Lights	M	M	NM	M	M	M
Semi-Tough	M	M	M	M	M	NM
Paper Lion	M	M	M	M	M	M
Instant Replay	M	M	M	M	M	NM
Everybody's All American	NM	M	NM	NM	NM	NM
North Dallas Forty	M	M	M	M	M	NM
When Pride Still Mattered	M	M	M	M	M	NM
About Three Bricks Shy of a Load	NM	M	NM	M	NM	M
A Fan's Notes	M	M	M	M	M	M
End Zone	M	M	M	M	M	NM
Out of Their League	M	M	M	M	NM	NM
Only a Game	NM	M	NM	NM	NM	NM
Total	9 (75%)	12 (100%)	8 (66.6%)	10 (83.3%)	8 (66.6%)	4 (33.3%)

Table 2.

Matches and No Matches with Percentages in Southeastern Conference University Library OPACs: West Division (M=match; NM=no-match)

Book	Alabama	Arkansas	Auburn	Louisiana State	Mississippi State	Mississippi
Friday Night Lights	M	M	M	M	M	M
Semi-Tough	NM	NM	M	NM	NM	M
Paper Lion	NM	NM	M	M	M	M
Instant Replay	M	NM	M	M	NM	M
Everybody's All American	NM	NM	NM	M	NM	NM
North Dallas Forty	M	M	M	NM	M	M
When Pride Still Mattered	M	NM	M	M	NM	NM
About Three Bricks Shy of a Load	NM	NM	M	NM	NM	M
A Fan's Notes	M	M	M	M	M	M
End Zone	M	M	M	NM	M	NM
Out of Their League	NM	NM	M	M	NM	M
Only a Game	NM	NM	M	NM	NM	NM
Total	6 (50%)	4 (33.3%)	11 (91.6%)	7 (58.3%)	5 (41.6%)	8 (66.6%)

BOOK REVIEWS

Voices from the Nueva Frontera: Latino Immigration in Dalton, Georgia. Edited by Donald E. Davis, Thomas M. Deaton, David P. Boyle and Jo-Anne Schick. Knoxville: University of Tennessee Press, 2009. 190 pages. ISBN 978-1-57233-653-7. $37.00.

This is a unique and welcome book as – with one of the highest concentrations of Latino workers in the United States – the area surrounding the carpet-manufacturing city of Dalton, Georgia can be viewed as a window through which scholars, government officials and others from throughout the South can see how Latino immigrant workers and their families adjust to, and assimilate into American work and cultural communities.

Divided into four topical areas – Economics, Culture, Education and [Social] Problems – contributors offer their scholarly expertise, observations, published data, and transcripts from interviews with more than 100 individuals to explore conditions that attract and retain Latino immigrants to the area. After discussing their impact on the local labor, housing and small business markets, the authors relate how Latino culture "has taken root" through: observance of religious festivals and social and cultural events; participation in soccer competition; the establishment of Latino newspapers, and radio and television stations; and, as recipient of services provided by the local Catholic church and local faith-based organizations.

Readers will find chapters devoted to education particularly useful. With fifty percent of the local population being Latino, Dalton's schools enroll more than 3,700 Latino students and employ thirty-eight ESOL teachers. "White flight," pedagogical problems and standardized test scores are discussed. Then, informed by the fact that most of the contributors are on the faculty of nearby Dalton State College, the authors provide a good discussion of the impact of Latino students and their experience on that college's predominately Anglo student body, including: race-related problems in the classroom; whether Latino culture devalues higher education; and, the impact of increasing Latino enrollment on the student and academic programming.

The final chapters explore a variety of social challenges confronting the local community. For medical and social work practitioners, it's the language barrier that's the most challenging problem; most healthcare employees speak only English while many Latino immigrants speak only Spanish. Then, compounding this problem is the fact that the delivery model for medical care and social services is complicated by the present shift from federal control to another model funded and delivered by state and local government. A somewhat disappointing finding is that – even though the higher pay and dependable employment cycles of the carpet mills offer are offering Latinos social stability – police are having to deal with increased property and gang-related crime.

Highly recommended for public and academic libraries serving communities with a growing Latino population. The inclusion of an interview and photograph at the end of each chapter of a local Latino citizen discussing their personal experience regarding the topic discussed adds a context seldom seen in academic studies of this nature.

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Craig, Tom Moore, ed. *Upcountry South Carolina Goes to War: Letters of the Anderson, Brockman, and Moore Families, 1853-1865.* Columbia, SC: University of South Carolina Press, 2009. ISBN 978-1-57003-798-6. $29.95.

In the final letter of *Upcountry South Carolina Goes to War: Letters of the Anderson, Brockman, and Moore Families, 1853-1865,* John Cunningham tells his uncle, former Confederate soldier Franklin Anderson, about the challenges of developing a viable sharecropping system in the wake of the Civil War. "Frank," he writes, "I feel as if I was commencing the world over and I can assure you it is anything but an agreeable thought" (p. 168). Although the modern reader may not sympathize much with hardships resulting from the rightful emancipation of an enslaved people, Cunningham's succinct expression of loss and fear nevertheless encapsulates a world in transition and turmoil, a world reflected in *Upcountry South Carolina Goes to War*.

Edited by Tom Moore Craig, a retired history teacher and descendent of the Andersons and Moores, this collection of correspondence among members of three upper-class planter families from Spartanburg County, South Carolina exemplifies the connection between the personal and the political, as individual lives shape and are shaped by difficult circumstances. One of two brothers, Andrew Charles Moore or Thomas John Moore, and their Spartanburg neighbor, John Crawford Anderson, wrote or were the recipients of most of the more than 120 letters in the book, which also features two short letters written by enslaved persons. Through short narratives focusing primarily on daily activities and private concerns, the collected letters map the larger cultural and political history of South Carolina and the Confederacy in the mid-nineteenth century. They document the horrors of war and the inhumanity of slavery, the politics of secession and the ideology of the Confederacy, in sometimes subtle, sometimes graphic ways. However, they also capture the details of everyday life in the midst of great change: romantic relationships, educational endeavors, unexpected illnesses, and much more.

Some of the most intriguing correspondence from before the start of the Civil War occurs between Andrew Moore and his mother, Nancy Montgomery Moore, in a series of letters written while Andrew was studying law at the University of Virginia. Among other things, Andrew seeks his mother's approval of his engagement to his second cousin, discusses his participation in moot-court, monitors activities on the family plantation, and refers to the "very threatening" (p. 19) political situation in Virginia after John Brown's raid. This group of letters as well as many others in the collection offer a vivid portrait of life during the period in all its aspects.

Unsurprisingly, after the war breaks out, the letters begin to emphasize the Confederate cause, violence on the battlefield, and the various disruptions to daily life caused by the conflict. The Moore brothers and John Anderson all served in the Confederate army, and their wartime letters are among the most disturbing in the collection. For example, even as he criticizes what he believes is the North's "wicked fanaticism," Andrew describes the "horrid spectacle" of the Union dead after the First Battle of Bull Run with solemn awe (p. 52). In many ways prophetic, this letter takes on a more tragic quality when, less than a year later, Thomas John Moore writes to his sister about finding and burying their brother Andrew's body after Second Bull Run. Though fortunate to be alive, Thomas and other survivors of the war still faced the trials of a new way of life, one that they did not entirely understand, nor consent to with happiness. Upcountry South Carolina Goes to War suggests, through absorbing personal accounts, that no one truly came home from the war, at least the home they knew before.

Complementing the letters themselves, Craig's introduction, coauthored with historian Melissa Walker, provides a brief history of the relevant families, an overview of the cultural and economic climate of South Carolina during the Civil War era, and a discussion of the war's impact and aftermath. Although they contextualize the correspondence effectively, focusing on the destructive effects of the war and the complicated reality of slavery, Craig and Walker are perhaps too cautious in their attempts to achieve objectivity and avoid controversy. For instance, they describe a horrifying story about the punishment of enslaved people in one of the letters as simply "remarkable" (p. xix). While they are to be commended for allowing the letters to speak for themselves, Craig and Walker's unwillingness to engage with the moral implications of slavery and the war may be understandably off-putting for some readers.

That said, the introduction offers essential guidance for interpreting the letters, especially for non-specialist readers. Likewise, Craig's explanatory comments and footnotes throughout the text are quite helpful. The brief appendices, which feature relevant historical documents such as an 1866 sharecropping agreement from Thomas John Moore's farm, not only provide additional context but are also intriguing in their own right. Providing unique insight into the experiences and values of people writing history as they live it, *Upcountry South Carolina Goes to War* will be a fascinating read for anyone interested in the Civil War, professional scholars and lay enthusiasts alike. It would make an excellent addition to any library collection of historical works, particularly those collections emphasizing social or cultural history.

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Bass, Jack & Poole, W. Scott. 2009. *The Palmetto State: The Making of Modern South Carolina.* Columbia, SC: University of South Carolina Press, 2009. ISBN: 978-1-57003-814-3. $24.95

When one hears the term "South Carolina," several things probably come to mind: Historic Charleston, the Civil War, the struggle for racial equality and Strom Thurmond. As with any state, the story is more complicated than that. In Louisiana, New Orleans became a cultural melting pot by way of its port, becoming the unofficial capital of the state. *The Palmetto State* by Jack Bass and W. Scott Poole explains how a similar process has driven the history and the politics of the state of South Carolina by way of Charleston.

Originally a land grant stretching from Virginia to Florida and one of the original 13 colonies, South Carolina's history is just as relevant as its more popular English colony counterparts, like Virginia or Massachusetts. Religion was a driving force in colonial Carolina, and the complexities of the religious diversity would surprise the casual reader. Most of this religious diversity centers around Charleston, and when you take that and mix it with the population and the money generated by the Port of Charleston, it's easy to see how Charleston became the engine that makes the state move.

Bass and Poole do a good job of making the history of South Carolina digestible. The French and the Spanish have an early influence on the state, but there is also influence from Barbados and the rest of the Caribbean. South Carolina is the only state where slavery was legal from the outset, setting up the inevitable clash over racial equality two centuries later. The Civil War started in South Carolina when secessionists opened fire on Fort Sumter, but how the state handled itself during the Reconstruction Era is arguably more important in analyzing how inequality and oppression can be controlled through a state legislature. Another problem that arose during Reconstruction was the internal divide between the upcountry and the lowcountry. The divide further complicated things because each section of the state had their own interests and needs that sometimes competed against each other as the South Carolina struggled to find its balance between rural/agricultural and its textile economy.

As the Civil Rights era started, a number of South Carolinians rejected the state's policies and worked towards racial equality, many becoming prominent players in state and national politics in the decades to come. South Carolina was also where the Republican Party began its political renaissance starting with the grassroots movement that got Ronald Reagan elected in 1980. Bass & Poole go into detail on how the state economy changed during the early 1990's, and how their elected leaders worked with private sector colleagues to create a higher education system and a technical college system that would help recruit new businesses to the state by providing a ready workforce once they arrived.

There are some sections of the book that could use some additional explanation. Some events of importance would benefit from some clarification and detail. *The Palmetto State* can primarily serve as a basic introduction to the history of South Carolina for undergraduate students. Students of history and southern politics could use *The Palmetto State* as a guide to information but also as a springboard to other applicable topics, such as race relations as well as personalities that helped shape the state and also the region, like Ben Tillman and South Carolina's most popular son, John C. Calhoun. Recommended for academic libraries and public libraries that offer South Carolina history.

Charles Sicignano, Ingram Library
University of West Georgia

Northern Money, Southern Land: the Lowcountry Plantation Sketches of Cholotilde R. Martin. Edited by Robert B. Cuthbert and Stephen G. Hoffius. Columbia, SC: University of South Carolina Press, 2009. ISBN 978-1-57003-822-8. $34.95.

In the 1930, William Watts Ball, editor of the *Charleston News and Courier* hired Chlotilde R. Martin of Allendale, South Carolina asking if she would be interested in "temporary work provided you have an automobile and can take pictures." Upon giving a positive reply, he asked if she could write a series of "illustrated stories on coastal estates purchased and improved by wealthy men, from the Savannah River to Georgetown."

The subject of her assignment—northerners buying South Carolina coastal plantations—was a phenomenon of which many South Carolinians were aware as it had been going on for decades. Of the eighty estates she described in over fifty articles, seven properties had been bought before 1900, and they were almost all extensive. Tens of thousands of acres were bought for clubs to serve northern hunters. Wealthy men from Philadelphia, New York, Boston, and Baltimore bought over 13,000 acres of land that previously had been part of the Cotton Hill plantation.

There was only one businesswoman among these people from Boston, Cleveland and Cincinnati, the remarkable Kate Gleason, who became one of the largest property owners in Beaufort County. Almost all of them said they were coming for sport, especially, bird hunting.

The African-American farmhands hired by the northerners who longed to travel to New York City to see their "bosses' homes, which they had been assured were piled high with gold and silver."

When Mrs. Chlotilde wrote about Hilton Head Island, she estimated that there were only fifty white residents there and on nearby Jenkins Island. She described beaches so wide and empty that private planes landed between the waves and the dunes.

Her sketches included stories of wealthy young playboys who brought showgirls down to decadent parties. The affairs of Harry Cram at Foot Point are familiar lowcountry legends. In some cases such activities are forgotten as there were no paparazzi in 1930s Bluffton or Ridgeland. As the editors state, "what happened in Yemassee stayed in Yemassee."

There were tales of the first nudist colony in America on Cat Island. Residents there were a bit disingenuous that they were part of an "alleged love cult, band of nudists, health fanatics and whatnot." Mrs. Martin said in an interview that nudism was commonplace at Cat Island: "A secluded area of the island is especially set apart for sun bathing, where those seek health through the sun's rays, or the perfect tan, may stroll freely in their birthday suits without fear of prying eyes and peeping Toms."

Cuthbert and Hoffius continue Mrs. Chlotilde's articles bringing the reader up to date on the disposition or current status of the plantation and providing more information on the owners, and change of owners and the vexing tensions between development and conservation that continue to this day. Some of the plantations were developed while some remained undeveloped and in private hands. The book contains many photographs and maps of the counties that contain the plantations described.

J.W. McRee
Florida County Library System

Stewart, George G. *Yoknapatawpha: Images and Voices: A Photographic Study of Faulkner's Country with Passages from Classic William Faulkner Texts.* Columbia, SC: University of South Carolina Press, 2009. ISBN 978-1-57003. $49.95 hardcover, $24.95 paperback.

Retired academic librarian and talented photographer George G. Stewart's book *Yoknapatawpha: Images and Voices* presents a stunning survey of Faulkner's landscapes and locales.

Through his dramatic black-and-white photography, Stewart illustrates many of the most famous settings of Faulkner's fictional works, pairing each photograph with a well-chosen and relevant quotation from the appropriate novel or story. Stewart's goal is to stay true to the spirit, not necessarily the exact physical locations, of Faulkner's settings. To accomplish this he does not limit himself solely to the section of northern Mississippi that is traditionally associated with the imaginary county Yoknapatawpha. Even as early as the end of Faulkner's lifetime much of the rural landscape of this area had already been much altered by progress, and Faulkner himself recognized and mourned these changes. Instead, Stewart seeks out places throughout rural Mississippi and other parts of the deep South that, to him, are still evocative of the spirit of the novels and stories. He expertly searches out the ideal illustrations for Faulkner's words, giving modern readers a glimpse into the bygone world that was Faulkner's inspiration in order to assist them in understanding and appreciating Faulkner's work on an even deeper level.

Though there have been other photographic surveys of Faulkner's imagined county in the past (notably Dain 1967 and Morris and Eggleston 1990), Stewart's photographs, shot between the years 1989 and 1999, are made even more compelling because of their currency. The pictures offer undeniable proof to Faulkner aficionados everywhere that even though Faulkner lived and wrote more than 60 years ago, real-world traces of the places and vistas that inspired his imaginary Yoknapawpha, though fast disappearing, still do exist in the modern world.

This book is recommended for all libraries with collections in Southern literature and history, and should be popular with students as well as casual readers of Faulkner's works.

Allison Faix
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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.

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

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

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