Spring 2011

The Southeastern Librarian v. 59, no. 1 (Spring 2011) Complete Issue

The Southeastern Librarian
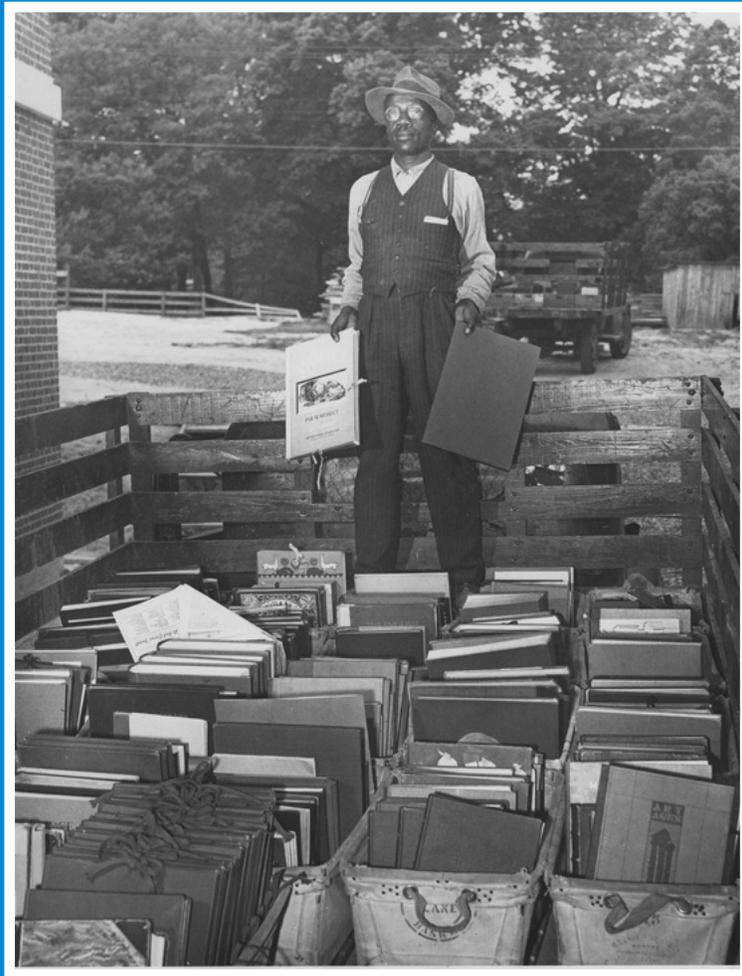
The Southeastern Librarian
Volume 59, No. 1   Spring, 2011

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Cover: In May 1950, library and campus facilities staff placed books in old laundry baskets and moved them from the Carnegie Library to the present Jackson Library, at Woman's College (now The University of North Carolina at Greensboro). Photographs courtesy of the University Archives Photograph Collection, Martha Blakeney Hodges Special Collections and University Archives, University Libraries, The University of North Carolina at Greensboro.

From the Editor

This issue of *The Southeastern Librarian* contains articles covering the gamut of library services - from reference to cataloging and instruction to the opinions of librarians regarding physical disabilities. While some of the information is specific to certain situations, all readers will be able to relate the issues to particular situations in their own libraries.

Donna Braquet and Micheline Westfall discuss experiences in helping their institution attain a university-wide goal of retaining first-year students in their article "Of Fairs and Festivals: Librarians Teach Thematic First-Year Seminars". They are involved with providing information literacy within "themed" seminars in order to generate interest. The positive impact of librarian involvement with the first-year student program is also discussed.

Jackie Brodsky and Muriel K. Wells address the need for increased library awareness of the needs of patrons with physical challenges in their article "Attitudes Toward Library Patrons with Physical Challenges: A Survey of Members of the Public Library Division of the Alabama Library Association". In order to meet the needs of these users, it is necessary to understand the attitudes of the individuals serving them. These attitudes can then be addressed in order to provide the necessary support.

In the article "Stress and Cataloging Paraprofessionals in Academic and Public Libraries in Florida", Edna McClellan outlines several work-related stress issues for paraprofessional catalogers. These issues deal with decisions which need to be made regarding the cataloging record. Over the years, decisions which in the past were made by professional catalogers are increasingly being made by paraprofessionals – without adequate training. This article outlines the areas which need to be addressed in order to reduce stress levels.

Harry D. Nuttall and Carley Knight address the issues involved with de-commissioning a popular database in their article "From Both Sides Now: A Recently-Hired Librarian and a Library Veteran Respond to the Loss of a Favorite Database". It is often necessary to cut resources in tough economic times, but when the resource becomes an integral part of workflow, it is difficult to reconfigure operations in order to maintain service. This article discusses the impacts that elimination of a resource can have on meeting user needs.

Enjoy this issue and enjoy the spring weather!

Perry Bratcher
Editor

OF FAIRS AND FESTIVALS:

Librarians Teach Thematic First-Year Seminars

Donna Braquet and Micheline Westfall

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Introduction

For almost a century, library skills instruction by academic librarians has been a vital component of university programs created to help first-year students adapt to the social and academic environment of college life (Walter, 2004). As retention of first-year students has become a strategic goal for universities, a variety of first-year experience (FYE) programs have been developed over the last decade to address this goal. For many academic librarians, the FYE programs have resulted in an increased collaboration with faculty (Walter, 2004). This collaboration ranges from assisting faculty with incorporating information literacy skills within classroom instruction to embedding librarians within classes throughout the semester. In addition to programs that focus on developing or strengthening learning skills, others have been developed to form social communities for students that are based on shared interests. The University of Tennessee, Knoxville, has created a number of FYE programs that address both academic and social challenges to retention. Creation of a themed FYE class, the Freshman Seminar 129, provided the UTK Libraries with an additional opportunity for librarians to be involved in the University's retention efforts for first-year students.

Retention in U.S. Higher Education

Almost half of all students attending four-year colleges leave before the start of the second year. The first ten weeks of the freshman year are most critical because students have not yet completed their transition to college nor have they made the personal connections that are critical to staying (Tinto, 1998). Student attrition, for whatever reason, has many implications for colleges and universities, including loss of funds to the institution; waste of resources, facilities, and staff; and diminished reputation. Thus, student retention between the freshman and sophomore years is a topic of great concern to institutions of higher learning.

First-Year Seminars

For the past three decades, many U.S. colleges and universities have recognized the importance of one's first year in college and have developed programs for first-year college students (Alexander and Gardner, 2009). Many of these programs are based on Tinto's theory that student retention is not only an issue of academics, but also one of social integration (Tinto, 1987). Tinto's research shows that first-year seminars positively impact both academic achievement and integration of students (Tinto, 1993).

The types of first-year seminars that have developed since the 1990s have been flexible enough to respond to the increased diversity and changing needs of today's college students (Gahagan, 2002). Six first-year seminar types have emerged: extended orientation seminars, academic seminars with generally uniform academic content across sections, academic seminars on various topics (thematic seminars), pre-professional or discipline-linked seminars, and basic study skills seminars (Barefoot and Fidler, 1992).

Barefoot suggests that first-year seminars have become popular because they are easily implemented compared to other programs (Barefoot, 2004).   Most first-year seminars consist of a small class enrollment (less than 25), offer credit towards graduation, and are either academic (uniform or thematic) or extended

orientation seminars (Tobolowsky, 2008). Many students who enroll in first-year seminars have higher grades in other classes during their first year (Williford, Chapman, and Kahrigh, 2000—2001). Additional findings indicate that first-year seminar students participate in campus activities more often, have more interaction with faculty outside of class (Fidler, 1991), and develop close relationships with others on campus (Keup and Barefoot, 2005).

Retention at the University of Tennessee, Knoxville ("UTK")

Dr. Robert C. Holub joined UTK as Provost in August 2006 and soon made retention one of his top priorities. The first entry to his online forum dealt with retention, and in it he informed the campus of some sobering facts. Provost Holub bluntly stated that the University was wasting not only the time and energy of the 20% of students who would eventually leave, but also wasting the time and energy of the faculty and staff, as well as the resources that were consumed during those one or two years. Thus, retention of students between their freshman and sophomore years became a new focus in the effort to retain students to completion of their academic career at the University.

First-Year Experience Programs at UTK

Interventions during the first year are important. A study of UTK students showed that 40% to 50% of students who did not graduate left the University during their first year (Darling and Kahrig, 2008). The greatest impact on student satisfaction was the support they received from UTK faculty and staff during their transitional first year (Strayhorn, 2005).

The University of Tennessee, Knoxville, uses several types of activities to increase retention of freshmen: First Year Studies 101 (FYS 101), First-Year Intervention (FYI), Light the Torch: The First Year Experience at UT, and Freshman Seminar 129 (FS 129) (Student Success Center, 2008). FYS 101 is equivalent to "College 101", where students are taught study skills, time management strategies, and techniques for adjusting to college and adult life. FYS 101

classes are taught by a faculty member and two upper classman peer mentors. Light the Torch: The First Year Experience at UT is a compilation of activities to engage freshmen before as well as after they arrive on campus.

Provost Holub brought the thematic freshman seminar concept was brought to our campus. On January 31, 2007, he sent a memorandum to UTK faculty informing them of the creation of the Freshman Seminar 129 course. In the letter he cited several reasons for its creation, including bringing students into close contact with faculty members in their initial year and providing an alternative to the large lecture courses. He explained that the seminars would be one-credit courses with satisfactory/no credit basis, that each seminar would be capped at 18 to 20 students, and any faculty member teaching a seminar would receive a $1500 stipend to use for research purposes (Holub & Diacon, 2007). The current Provost, Dr. Susan Martin, continued the freshman seminar program. In 2010, the University's "Ready for the World" theme was incorporated within the Freshman 129 Seminars (Martin, 2009), which are now under the leadership of Dr. Sally McMillan, Vice Provost for Academic Affairs.

Librarians Teaching First-Year Seminars at UTK

Many articles have been written by librarians about freshman seminars. However, the majority of articles discuss librarians teaching a "library component" for a freshman seminar, while a few discuss librarians teaching information literacy related seminars (Walter, 2004). The authors have not discovered any other articles about librarians teaching thematic freshman seminars similar to the Freshman Seminar 129 at UTK.

The University of Tennessee Libraries has forty-four tenured and tenure track librarians. In addition to the authors, four librarians have taught the Freshman Seminar 129 with course titles: Concepts of Communication and Diversity in Music ; From the Depths of the Pensive: Memory, History, and the Past in the Harry Potter Series; The Language of Clothes; and The Music of the Grateful Dead.

The Freshman Seminar 129 provides an opportunity for faculty to teach a class outside their research interests, but one in which they have a passion. (Donna Braquet, Instructor), a native of New Orleans, has experienced many Mardi Gras celebrations and wanted to share the uniqueness of that celebration. (Micheline Westfall, Instructor) became interested in the world fairs when she moved to Knoxville in 2006 and began researching the 1982 World's Fair that took place in Knoxville.

Mardi Gras: The Greatest Free Show on Earth (Donna Braquet, Instructor)

Mardi Gras is a fun topic, yet also lends itself to the discussion of serious issues such as culture, race, class, history, and family. I created a general outline of topics for the syllabus, which included, Music, Costumes, Krewes, Parades, Mardi Gras Indians, Bourbon Street, Tourism, History, and Food. Since Mardi Gras is a festival of the senses, I used as many multimedia sources as possible, including professional and amateur photos, video, and audio posted on Nola.com (the online site for the New Orleans Times-Picayune), WDSU.com (local New Orleans television station), and YouTube. Readings from books and journal articles were also used.

I incorporated a library assignment into the course. The assignment required the students to find five articles from the New York Times relating to Mardi Gras throughout different decades from 1890-1990; three articles in the New Orleans Times-Picayune from 1890-1990 (stored on microfilm) and two articles about New Orleans' Mardi Gras after Hurricane Katrina, with one being from a national source and the other being from the Times-Picayune. The students were given instruction to read the articles and write an essay describing the changes in Mardi Gras throughout the years, as well as the differences in reporting from a national and a local newspaper.

To encourage group work and peer mentoring, I assigned class presentations on the theme "How Would You Do Mardi Gras?" Meant as a way to promote individuality, creativity, and group bonding, these presentations not only supported the goals of the freshman seminar, but also the lessons and traditions of Carnival.

World's Fairs (Micheline Westfall, Instructor)

I chose "World's Fairs" as my topic for the freshman seminar because the 1982 World's Fair was held in Knoxville, Tennessee. I thought that the topic would be interesting to freshmen because of this "local" connection. Enrollment the first year was about half the maximum (20) that was allowed. The second year I was encouraged to market the course with a title that would draw more students. Changing the name of the course to "Bart Simpson at the Knoxville World's Fair" resulted in maximum enrollment with requests from students to enroll after full enrollment was reached. Both years, the class focused on the Knoxville World's Fair, but also covered selected world's fairs from other years. Topics included each fair's theme, architecture, special exhibits, demonstrations, food, souvenirs, personalities, and funding. Relationships between historical events taking place at the time of each fair and its contributions to society were also discussed.

I used a variety of learning activities: lectures, readings, discussions, multimedia presentations, guest speakers, and a field trip. The guest speakers piqued the students' interest since they were able to hear about the experiences from actual attendees. Jane Row, the Librarian for the 1982 (Knoxville) World's Fair and currently the Head of Research Services at the University of Tennessee Libraries, conducted one class session. Other guest speakers included Betsy Creekmore , a University of Tennessee administrator, who brought her souvenir collection from the 1982 Fair and described the intricacies of souvenir trading; and two UT professors, Dr. Stephen Bales and Dr. Charlie Gee , who presented their cultural study of how outsiders at the 1982 World's Fair were portrayed by the official press. The culmination of each course was a field trip to the Sunsphere, the landmark tower created for the 1982 World's Fair that is now the unofficial symbol for the city of Knoxville.

Literacy components of the course included analyzing web sites and other information

sources about World's Fairs. Library instruction was conducted to help students with their final essay and class presentation on the topic "What did you find the most interesting about the 1982 World's Fair and why?" The assignment required them to find at least three journal or newspaper articles to support their position. Since there is limited indexing of the local newspaper in the 1980s, this instruction introduced many of the students to searching resources not found by "Google".

Students were engaged throughout, as exhibited by their questions, discussions, relationships established, and enthusiasm for learning about a subject that was not directly related to their academic studies but was of interest to them, thus meeting the goals of the Freshman 129 Seminars.

Implications for Librarians Teaching First-Year Seminars

For the Students

Students who have librarians as seminar professors may experience several advantages. Librarians are in the unique position of serving all students on campus, thus they have the ability to assist students throughout their entire academic career. Unlike teaching faculty who are tied to a particular college or department with dedicated courses and subject matter, librarians are always available to students. Students who have librarians as teachers may be more aware of library services and resources and possibly be more likely to contact the librarian in the future with research questions.

Thus far, the Freshman 129 Seminar has become a vital component of the University's retention program. Todd Diacon, Vice Provost for Academic Operations in 2009, stated: "Evaluations indicate strongly that the students enjoy the course. These [Freshman Seminar] 129 alumni indicate that they are more engaged with the University, and will be more likely to persist to graduation from [the University of] Tennessee" (Diacon, 2008).

For Librarians

Librarians typically have limited contact time with students. Public Services Librarians'

interactions with students usually consist of a few minutes at the Reference Desk or a one hour, one-shot instruction session. This interaction is even more restricted for librarians who are in Technical Services, where contact time is often limited to supervising or working with the department's student workers. Teaching a semester-long seminar offers librarians an opportunity to expand their teaching experience in a totally different environment. Librarians are able to connect with the students and follow their progress throughout the entire semester, as well as to become unofficial mentors to the students throughout their enrollment at the University.

The opportunity to teach outside the traditional bibliographic instruction course on a topic of interest to the librarian was cited as one of the reasons the UTK librarians teach the Freshman 129 Seminar. Each year, more UTK librarians participate in this FYE program.

For the University

Even with faculty status, librarians often feel a disconnection from their teaching faculty peers. Librarians, as faculty members, are required to provide a high quality educational experience to undergraduate students, contribute to the common life of the University, and to contribute to the diverse and complex role of the University in society. There are many advantages to librarians teaching the seminars. First, librarians can contribute to an area which has been given high priority by campus administrators. Second, librarians have more contact with teaching faculty and more awareness of curricular issues. By teaching freshman seminars, librarians are able to unequivocally contribute to the teaching mission of the institution.

The retention rate for freshmen at UTK has increased almost three percentage points (from 83.6 per cent to 86.2 per cent from 2009 and 2010) (News Sentinel Staff 2010). Improvement has been credited to the early academic intervention, of which FYE is a part (Cheek 2010). Although no studies have analyzed the relationship between the improved freshman retention rates at UTK and the Freshman Seminar 129, anecdotal evidence reveals that this FYE has contributed.

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ATTITUDES TOWARD LIBRARY PATRONS WITH PHYSICAL CHALLENGES:

A Survey of Members of the Public Library Division of the Alabama Library Association

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History of the Civil Rights Thesaurus

By surveying members of the Public Library Division of the Alabama Library Association, this study sought to determine attitudes toward patrons with physical challenges. The continued growth in the population of persons over age 65, coupled with the fact that nearly one in five Americans report some level of physical challenge, suggests the need for libraries to provide resources and services to this growing constituency. The advent of new technologies and resources for libraries to provide access to information by persons with physical challenges, allows more users to fulfill a more participatory role within their information-seeking activities. The application of Social Role Valorization Theory provides that social integration requires the medium of valued social roles regardless of competency. In libraries, socially isolated older adults are one of the fastest growing segments of the service population, already experiencing problems with their hearing and vision as well as challenges to mobility (Quezada, 2003). This study sought to determine the levels of preparation and professional status of library personnel, attitudes toward patrons with physical challenges, and attitudes toward library services for patrons with physical challenges. The study focused solely on members of the public library division of the Alabama Library Association. Based on analysis of survey outcomes, this study sought to determine if a need exists for improvement in attitudes as a foundation for training for better library service to those with physical challenges.

Background

The profession of librarianship has been a proponent of the protection of intellectual freedom with a dedication to equity of access to information. Equity of access is one of the five key action areas adopted by the American Library Association (ALA) in order to help libraries fulfill their mission of providing equal access to information regardless of age, education, ethnicity, language, income, physical limitations, or geographic barriers (American Library Association, Equity of Access Statement, 2008). The American Library Association Code of Ethics, Article One states: "We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests" (American Library Association Code of Ethics, 2008).

Bonnici, Maatta & Wells (2009, p. 13) state that "people with physical disabilities have the same needs and desires for information to conduct their daily lives as those who are without disability." Major legislation relating to disabilities was passed in 1990. "The Americans with Disabilities Act (ADA) holds information specialists in all types of settings responsible for ensuring equal access to all materials and resources provided" (p. 15). Their survey of librarians for the Blind and Physically Handicapped revealed that one of the four main areas of concern was insufficient funding to meet the needs of the defined population. This may affect library services in general as more patrons with physical challenges are forced to seek

services outside the National Library Service (NLS) Talking Books Program.

Furthermore, there is an increasing accessibility gap between the numbers of those who qualify for services from the NLS Talking Books Program under guidelines of the ADA (U.S. Department of Justice, 1990) and those with invisible, temporary, or moderate physical limitations. A review of the medical literature reveals that the portion of the impaired community who meet the standards of eligibility is small compared to the totality of persons with impairments (Bonnici & Wells, 2011). The 2006 American Community Survey reported 41.2 million people who have some level of disability, representing 15.1% of the population. Of this number 1.8 million people age 15 and older reported visual disabilities, while one million people age 15 and older reported auditory disabilities (U.S. Census Bureau, 2008). In the state of Alabama, in 2008, 13.8% of the population were age 65 and over, while 21.6 % of those over age five report some level of physical disability (U. S. Census Bureau, 2008). By 2030, 19.7% of Americans will be 65 years of age and older, compared to 13% in 2010 (U.S. Census Bureau, 2004). From 2010 to 2035, Alabama's age 65 and over population is projected to increase by 87% to over 1.237 million. "Trends for the future present a demographic picture which assures that the largest growing segment of the population and that which has the highest incidence of ability challenges will be over the age of 65" (Bonnici & Wells). A third factor contributing to the accessibility gap is the reduction in funding for the National Library Service Talking Books Program. Funding levels for the National Library Service (NLS) between the years 2006-2008 showed an average decrease of 12% annually when adjusted for inflation (U.S. Government Printing Office, 2009). Additionally, over the past several years the number of subregional libraries for the blind and physically handicapped across the United States has decreased from 86 to 65. In Alabama, one of the five subregional libraries suspended service in 2010 due to budgetary issues (Alabama Public Library Service, 2010).

Therefore, the graying of America along with the increase in population with physical limitations and the limited resources for the NLS Talking Books program will necessarily mean that public libraries will see an increase in users with some level of physical challenge. "In 2001, the American Library Association Council approved a policy on services to people with disabilities that translated the ADA legal requirements and recommendations into applications in a library setting" (Burke, 2009, p.44). In brief, the policy states that libraries must provide equitable access for people with disabilities through modified services "such as extended loan periods, waived late fines, extended reserve periods, library cards for proxies, books by mail, reference services by fax or e-mail, home delivery service," remote access to resources, volunteers to help patrons, and various measures to assist those with hearing issues. Potential barriers to people with disabilities not specifically mentioned in the American Library Association policy include web accessibility, staff attitudes, and lack of staff training on how to accommodate people with disabilities (Burke). Perceptions of Public Library Accessibility for People with Disabilities (Burke) sought to determine opinions about efforts by public libraries to be useful to people with disabilities.

Review of the Literature

From an analysis of ALA policies, Schmetzke (2007) found that several policies neglected to address the needs of users with physical challenges, including preparation of future librarians in ALA-accredited Master of Library and Information Studies (MLIS) programs. Walling (2004) found that there was a need for library and information studies (LIS) programs to educate LIS students about ADA and services and adaptive technologies for people with physical challenges. A recent study conducted to ascertain the state of services based on the observations and experiences of the librarians serving the National Library Service for the Blind address and Physically Handicapped found that more than half of the respondents indicated insufficient content in library school curricula addressing special needs access (Bonnici,

Maatta, & Wells, 2009).

Velleman (1990) found that people may unwittingly exhibit fear in the presence of people with physical challenges, perhaps of undue emotional involvement if the person should request assistance. Shannon, Schoen & Tansey (2009) found that negative attitudes can help contribute to barriers preventing full inclusion in society.

Research has shown that interpersonal contact with people from groups of which one is not a member correlates with more favorable attitudes (Olson & Zanna, 1993). According to Krahé and Altwasser (2006), contact should include the perception of equal status, common goals, and institutional support.

Harold E. Yuker conducted extensive research on the attitudes of various groups toward people with physical challenges and developed the Attitudes Toward Disabled Persons (ATDP) scale in 1959 in order to quantify attitudes. Yuker, Block, and Young (1966) found that increased information, by way of courses or workshops about serving people with physical challenges, alone did not result in favorable attitudes. They also found that amount and type of contact with people with physical challenges affected attitudes.

No study could be found in the literature addressing the attitudes of public library personnel other than Dequin and Faibisoff (1983) who surveyed public librarians in Illinois and found that those who held a graduate degree in library science had more positive attitudes than those who did not. The study also found that attending an institute or workshop produced more positive attitudes than attending an entire course or part of a course.

Research Questions

The review of the literature and the evidence supporting the need to serve a growing population of users with physical challenges has lead to the following research questions:

RQ1: What are the attitudes of Alabama public librarians toward patrons with physical challenges?

RQ2: How does level of formal professional preparation affect librarian attitudes toward patrons with physical challenges?

RQ3: How does type of contact with persons with physical challenges affect attitudes of librarians toward patrons with physical challenges?

Method

Participants
This study analyzed a population consisting of 278 public library professionals listed as members of the Public Library Division of the Alabama Library Association. Electronic mail contact information for the members was secured from the membership directory of the Alabama Library Association.

Data Collection Instrument
The authors distributed a web-based survey via a hyperlink in an e-mail invitation to 278 public library professionals in Alabama who were active members of the Alabama Library Association. The survey consisted of nine demographic questions, including age, gender, position at the library, length of employment in a public library, length of employment in present position, level of formal preparation in serving patrons with physical challenges, and type of personal and professional contact with people with physical challenges. Twenty-three questions were included from the ATDP scale, and three additional questions about attitudes toward library services to people with physical challenges were added. The survey is included in the Appendix. The language in the original ATDP questions was updated to utilize People First Language. According to Snow (2009), People First Language avoids the use of a disability or other condition as an adjective to describe a person, such as "a disabled person" or "a deaf person," and instead indicates a person with a condition, such as "a person who uses a wheelchair" or "a person with a hearing impairment." The authors obtained Institutional Review Board approval for the survey instrument

to ensure the protection of privacy and confidentiality of all participants.

Results

Seventy-nine or 28.4% of the 278 possible respondents began the survey. However, seven surveys were eliminated from the ATDP results for omitting more than three responses to the ATDP questions. Thus, 72 respondents completed the survey, for a response rate of 25.9%.

The survey asked nine demographic questions to determine librarians' levels of professional preparation and experience. Seventy-nine respondents answered the question, "What is your current library position?" Twenty-one or 26.6% of respondents classified themselves as library directors. Thirteen or 16.5% were adult reference librarians. Eight or 10.5% were assistant directors, eight or 10.5% were branch managers, six or 7.6% were circulation managers, and 17 or 21.5% classified themselves as other (see Figure 1). Seventy-eight respondents answered the question that asked how long respondents had worked in a public library. Eighteen or 23.1% reported working in a public library for one to five years, 13 or 16.7% stated six to ten years, 17 or 21.8% stated 11 to 15 years, five or 6.4% stated 16 to 20 years, and 23 or 29.5% stated over 20 years (see Figure 2). The survey also asked about educational level. Seventy-seven respondents answered this question. Fifty-seven or 74% reported earning a graduate degree in library science, seven or 9.1% reported attaining a non-LIS four-year degree, and four or 5.2% reported earning a non-LIS master's degree. The survey also asked the level of preparation for serving patrons with physical challenges. Thirty-eight or 48.7% reported training through continuing education, 23 or 29.5% reported receiving no training, 13 or 16.7% received training in part of a library school course, and 6 or 7.7% of respondents reported receiving training from a library school course. Twenty-one or 26.9% of respondents reported training through self-study, on-the-job experience, workshops, or combinations of these. (See Figure 3)

ATDP scores were calculated using a formula that changed the algebraic signs of the response to "positive" statements, such as question #13 (see Appendix), and adding the sum of those results to the sum of the responses to "negative" statements, such as question #10, and adding 90 to the final result. Thus, the highest possible score on the ATDP scale would be 165, indicating the most positive attitude. The lowest possible score would be 15, indicating the most negative attitude. The mean score would be 90, indicating neither a positive nor a negative attitude. The highest score that a respondent achieved during this study was 153, with the lowest score 71, and a mean of 123.04. A one-sample t-test was conducted to compare the mean achieved score to the mean possible score of the respondents to this ATDP. As a result of this test, 36 or 50% of respondents had a slightly positive attitude toward patrons with physical challenges, and 35 or 48.6% had a positive attitude toward patrons with physical challenges. One respondent scored below 90, indicating a negative attitude toward patrons with physical challenges.

ATDP scores were compared across categories according to level of professional preparation for serving patrons with physical challenges. Participants with professional preparation through continuing education and other types of training such as municipal training scored slightly higher. However, there was no significant difference in scores on the Attitudes toward Disabled Persons scale between any of the groups. Scores were also compared between categories according to type of personal contact and type of professional contact with persons with physical challenges. No significant difference in scores could be found, although all other groups scored higher than the one respondent who indicated no professional contact.

Included among the ATDP questions was question #31, "Patrons with physical challenges may require a librarian to fill a caretaking role." Seventy-five respondents answered this question. Twenty-four respondents or 30.2% agreed or slightly agreed with this statement, and none of the respondents strongly agreed. However, 33 or

44% disagreed or slightly disagreed, and 11 or 14.7% strongly disagreed with this statement.

One question was asked regarding the provision of equitable services to patrons with physical challenges. The question, #33, was, "Patrons with physical challenges receive library services equitable to that of the general public," with 75 responses. Fifty-eight or 64% agreed or strongly agreed, and 23 or 31% disagreed or strongly disagreed.

Limitations of the Study

Results of this study are difficult to generalize due to the low response rate of 25.9%. Additionally, valid comparisons within some categories were not attainable because some categories contained only one response. The original ATDP scale was not designed to include a neutral choice for responses. Included in this study was the zero or neutral choice in order to provide an additional option for respondents. The addition of the neutral position into the scale affected the results by allowing respondents to choose a neutral position and thus avoid expression of a positive or negative attitude.

Although the authors asked the respondents to be completely honest and assured them that all information would be completely confidential, it is possible that social desirability affected respondents' answers due to the sensitive subject matter and respondents' possible desire to present a positive image. Furthermore, because the respondents in this study were members of the Public Library Division of the Alabama Library Association, it is likely that their membership in a professional organization indicated their interest in professional development and best practices. Thus, the results could not necessarily be generalized to the entire population of public library personnel in Alabama.

Discussion and Suggestions for Further Research

Outcomes suggest that future studies should be conducted with larger populations of public library professionals. Similar studies should also be expanded to include academic and school library personnel as well in order to gain further understanding of attitudes toward patrons with physical challenges and resources and services provided to them.

The ATDP, although widely used, assesses only the affective dimension of attitude, or how a person feels about various statements about people with physical challenges. Respondents were offered an opportunity to provide information they felt was not adequately addressed within the questionnaire in an open ended comment section. Three respondents stated that the ATDP made assumptions that people know how people with physical challenges feel. One commented, "Some of these questions are difficult to answer because I don't know how people with physical challenges feel - for example do they resent those without physical challenges" (see Appendix, Question #22).

Further research could be conducted using other scales, such as the Multidimensional Attitudes Scale (MAS), which presents scenarios about people with physical challenges, followed by three sets of questions that measure the affective, cognitive, and behavioral dimensions of a person's attitudes (Findler, Vilchinsky & Werner, 2007). This type of assessment, which asks what a person would do in various situations, could provide assistance in construction of better training opportunities for library professionals in serving people with physical challenges.

Although questions in the ATDP scale that were used were reworded where possible to reflect current terminology, and questions were added to determine attitudes toward library service to people with physical challenges, attitude scales such as the ATDP and the MAS were constructed to reflect general attitudes and not attitudes in a specific circumstance such as the library professional/patron relationship. Therefore, to determine attitudes in library-specific situations, construction of a new survey instrument may be necessary.

Reductions in funding resulting in budget constraints and reduction in services of the National Library Service Talking Books program

would suggest that public libraries will struggle to provide equitable services. The response from the library professionals to question #33, which sought to determine if they believe that patrons with physical challenges receive equitable services to those of other patrons, revealed that 64% believe that these patrons do receive equitable services. Due to the general nature of the question, it is not clear what "equitable services" meant to each respondent. Additionally, public libraries in Alabama vary in size as well as number and type of patrons with physical challenges, so the results may not be significant. As budget restraints inevitably result in reduced specialized services, more training of librarians to provide services to patrons with physical challenges will likely be necessary.

But it does mean that more training is necessary. Respondents who indicated that they had continuing education training or "other" training tended to have higher ATDP scores than those who had "none" or had a library school course or part of a library school course. "Other" and "continuing education" training may be more relevant and more recent. As one respondent stated, "Training employees helps to develop awareness and lessens discomfort - or at least that is what we are trying to do."

Although this study showed overwhelmingly positive attitudes of public library professionals in Alabama toward patrons with physical challenges, the small sample size and the validity of the revised survey instrument should be taken into account, as well as factors such as position in the library, and library size and location. Many respondents were library directors, who may not have as much daily contact with patrons as reference librarians, etc., but who are responsible for decisions regarding policy. Indications of more positive attitudes by those who have had formal training than those who have had none, suggest that targeted specialized training in library school courses, continuing education classes, and municipal training workshops can positively affect attitudes toward patrons with physical challenges.

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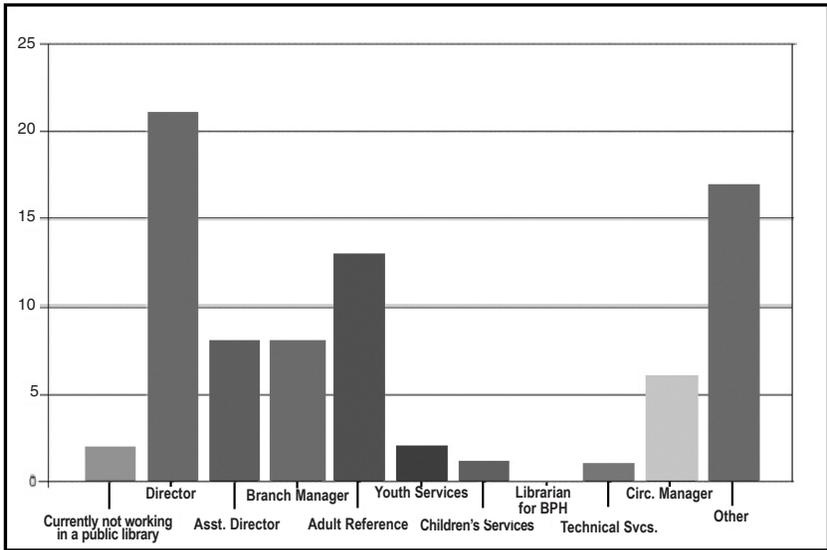
Figure 1. Public library position measured in number of respondents.
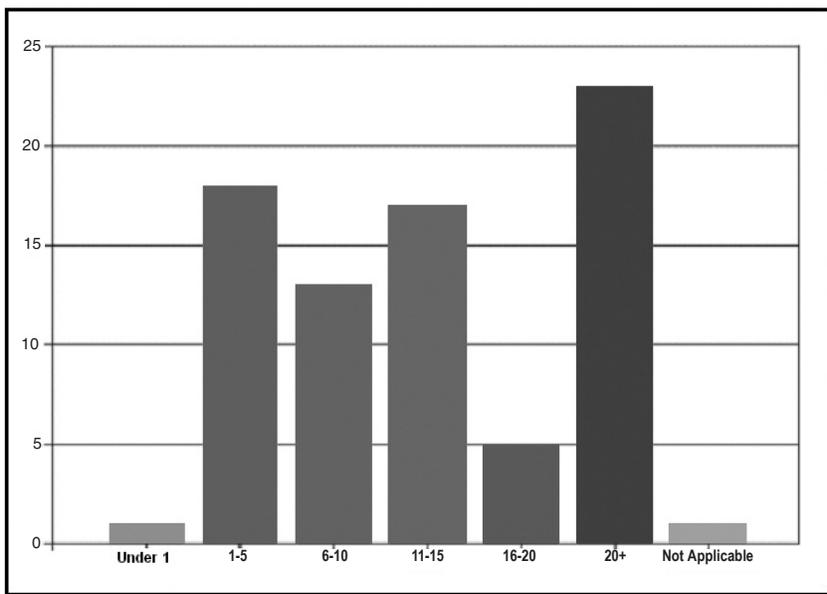
Figure 2. Years worked in a public library measured in number of respondents.

N=78. "Other" included self-study and on-the-job experience.
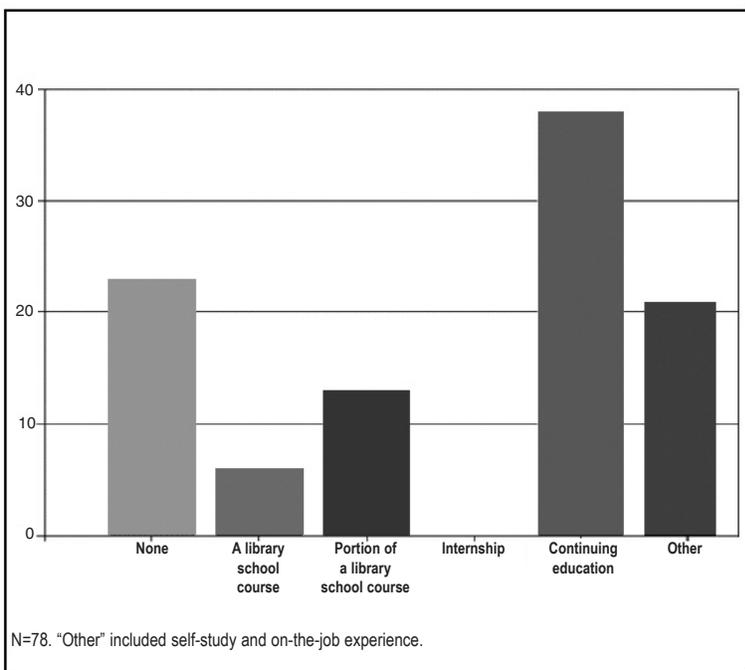
Figure 3. Level of formal preparation for serving patrons with physical challenges measured in number of respondents.

Appendix

Demographic Questions

1. What is your gender?
   - O Male
   - O Female

2. What is your age?
   - O Under 25
   - O 25-30
   - O 31-40
   - O 41-50
   - O 51-60
   - O 60+

3. What is your current library position?
   - O Currently not working in a public library
   - O Director
   - O Assistant Director
   - O Branch Manager
   - O Adult Reference
   - O Youth Services
   - O Children's Services
   - O Librarian for the Blind and Physically Handicapped (BPH)
   - O Technical Services
   - O Circulation manager
   - O Circulation staff
   - O Govt. Docs. Librarian
   - O Other (please specify)

4. How long have you worked in a public library?
   - O Under one year
   - O 1-5 years
   - O 6-10 years
   - O 11-15 years
   - O 16-20 years
   - O 20+ years
   - O Not applicable

5. How long have you been in your current public library position?
   - O Less than one year
   - O 1-5 years
   - O 6-10 years
   - O 11-15 years
   - O 16-20 years
   - O 20+ years
   - O Not applicable

6. What is your highest level of education?
    O High school diploma
    O Associate's degree
    O 4 year degree
    O Master's degree (ALA accredited program)
    O Master's degree (non LIS)
    O Ph. D.
    O Other

7. What is the level of preparation you have had for serving patrons with physical challenges? (Choose all that apply)
    O None
    O A library school course
    O A portion of a library school course
    O Internship
    O Continuing education/workshop
    O Other (please specify)

8. With whom do you or have you had contact with physical challenges? (Choose all that apply)
    O Self
    O Family member in household
    O Other relative
    O Friend
    O None

9. With whom do you have, or have you had, contact with professionally with physical challenges? (Choose all that apply)
    O None
    O Co-worker
    O Patron
    O Other (please specify)

The following are statements regarding persons with physical disabilities. Please use the following scale to indicate your level of agreement with each statement.
    +3 agree very much
    +2 agree
    +1 agree somewhat
     0 neutral
    -1 disagree somewhat
    -2 disagree
    -3 disagree very much.

10. People with physical challenges are often unfriendly.
     +3   +2   +1   0   -1   -2   -3
11. Most people with physical challenges are more self-conscious than other people.
     +3   +2   +1   0   -1   -2   -3
12. We should expect just as much academically, socially, and mentally from people with physical challenges as from people without physical challenges.
     +3   +2   +1   0   -1   -2   -3
13. People with physical challenges show as much enthusiasm for life as other people.
     +3   +2   +1   0   -1   -2   -3
14. People with physical challenges are more easily offended than other people.
     +3   +2   +1   0   -1   -2   -3

15. People with severe physical injuries have poor personal hygiene.
    +3   +2   +1   0   -1   -2   -3
16. Most people with physical challenges believe they should be given the same consideration as others in academic and social situations.
    +3   +2   +1   0   -1   -2   -3
17. People with physical challenges are usually sociable.
    +3   +2   +1   0   -1   -2   -3
18. People with physical challenges are usually not as conscientious as other people.
    +3   +2   +1   0   -1   -2   -3
19. Most people with physical challenges do not feel sorry for themselves.
    +3   +2   +1   0   -1   -2   -3
20. There are more people with eccentric personalities among those with physical challenges than among the general population.
    +3   +2   +1   0   -1   -2   -3
21. Most people with physical challenges do not get discouraged easily.
    +3   +2   +1   0   -1   -2   -3
22. Most people with physical challenges resent those without physical challenges.
    +3   +2   +1   0   -1   -2   -3
23. Most people with physical challenges are able to take care of themselves.
    +3   +2   +1   0   -1   -2   -3
24. People with physical challenges do well when they live and work within the same environments as people without physical challenges.
    +3   +2   +1   0   -1   -2   -3
25. Most people with physical challenges are as ambitious as those without physical challenges.
    +3   +2   +1   0   -1   -2   -3
26. People with physical challenges are as self-confident as other people.
    +3   +2   +1   0   -1   -2   -3
27. Most people with physical challenges need more praise than other people.
    +3   +2   +1   0   -1   -2   -3
28. People with physical challenges are often less intelligent than other people.
    +3   +2   +1   0   -1   -2   -3
29. People with physical challenges do not expect more sympathy than others.
    +3   +2   +1   0   -1   -2   -3
30. The way most library patrons with physical challenges act is irritating.
    +3   +2   +1   0   -1   -2   -3
31. Patrons with physical challenges may require a librarian to fill a caretaking role.
    +3   +2   +1   0   -1   -2   -3
32. Patrons with physical challenges make me feel uncomfortable.
    +3   +2   +1   0   -1   -2   -3
33. Patrons with physical challenges receive library services equitable to that of the general public.
    +3   +2   +1   0   -1   -2   -3
34. Patrons with physical challenges are often disruptive.
    +3   +2   +1   0   -1   -2   -3
35. Patrons with physical challenges are no more difficult to assist than other patrons.
    +3   +2   +1   0   -1   -2   -3
36. The research team is very appreciative of the knowledge and insight you have shared regarding attitudes toward patrons with physical challenges. If there is additional information you would like to share with us that has not been addressed in these questions, please do so in the space below.

STRESS AND CATALOGING PARAPROFESSIONALS IN ACADEMIC AND PUBLIC LIBRARIES IN FLORIDA

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Introduction

Over the years and particularly with the advent of OCLC, more and more tasks once considered the realm of the professional cataloger area being completed by paraprofessionals. This article confines itself to the cataloging paraprofessional, the cataloging record, workload, and training. Who is creating the cataloging record, or, if not responsible for the record in its entirety, who is responsible for parts of it? Does the assuming these higher level tasks, such as creating the call number and subject headings, cause any undue stress for the paraprofessional? What is the stress from workload and pace?

Literature Review

The stress concept has had a variety of meanings and theories. Terms in this paper are "stressors" (from the environment) and "stress reactions" (in the individual). Sonnentag and Frese note that one category of stressors is "task-related job stressors." Included in this category are "high time pressure," "work overload," and "high complexity" among others. One prevention of stress (stress invention or moderator) is increase in skills or competencies (Frese, 2003) which in this paper is referred to as "training."

The literature of "job stress," "work stress," and "occupational stress" is quite extensive. In considering the factor of stress called work overload, French and Caplan (1972) found that not only was overload prevalent but that a distinction can be made between qualitative (too easy – too difficult) and quantitative (too little – too much) overload. Newton and Keenan (1987) noted that time pressure is also important – "More work than can be done in the allotted time." Bolino and Turnley (2005) concluded that overload is highly correlated to stress. Spector and Jex (1998) noted that "workload concerns tasks more than people."

One category of moderators of stress is training, experience, longevity, or age. Articles by Pronto and Leith (1956), Capretta and Berkun (1962), Harvey and Raider (1984), Whitehead (1987) and Lee and Ashforth (1993) indicate that people differ in the amount of stress as a function of experience. Pronto and Leith (1956) experimented with groups both prepared and unprepared for possible emergencies. Those with training had the least "behavior disintegration." (Leith, 1956) Capretta and Berkun (1962) reported that those with prior experience had "significant reduction in reported stressfulness." Harvey and Raider (1984) concluded that a potential moderator for stress is "advanced education." Whitehead (1987) concluded that there was an inverse relationship between age and stress – that more experienced workers could share coping skills with newly hired staff. Lee and Ashforth (1993) concluded that job tenure moderated several of the effects of stress such as "exhaustion" and 'depersonalization." Theorell, Emdad, Arnetz, and Weingarten (2001) reported that training lowered serum cortisol levels in managers who attended biweekly training sessions for sixty hours.

There are a few studies regarding stress in libraries but mostly in regard to librarians. Caputo (1991) reviewed seven studies from the 1980's on librarian burnout. Stressors, pertinent to this study, that Caputo identified by reviewing the literature of library science and others professions included: "frequent technological changes," "heavy workloads," and "the constant need for speed." Library research cited by Caputo included: Smith and Nelson (1983a), Smith and Nelson (1983b), Smith, Birch and Marchant (1984), Haack, Jones, and Roose (1984), Smith, Watstein, and Wuehler (1986), Taler (1984), and

Bunge (1987). The samples in these studies were composed of reference librarians, library school students, and library directors mostly with the exception of Bunge which will be discussed below. They were also concerned with burnout which is beyond the scope of this study.

Fimian, Benedict, and Johnson (1989) studied stress and burnout in media specialists (30% had only a bachelors degree). They found that "time and workload problems caused the most stress for the specialists."

Sharpley, Reynolds, Acosta and Dua (1996) conducted a survey in Australia of university faculty and staff. The survey included 3.1% library staff but they did not differentiate between librarians and paraprofessionals. They concluded that "age appears to moderate the incidence of self-perceived anxiety and daily hassles."

Merwin (2003) conducted a survey of 35 academic librarians in South Carolina. The survey was entitled, "Librarians and Stress." When asked if they ever felt stressed at work, 77% responded yes. Four types of "non-human sources of job related stress" were measured: "too much work, not enough time" (57%), "constantly learning new technology (29%), "constantly learning new procedures" (20%), and "having tasks assigned minus the authority" (9%). In this survey, the "overwhelming number" of the respondents held "the top position in their library. Ennis wrote a thesis in 1995 on "Technostress in the Reference Environment" and updated it ten years later. She found that the biggest stressors were "pace of change" and "lack of technological standardization." Training was recommended for relief. In the technology area, studies by Mikkelsen, Ogaard, Lindoe, and Olsen (2001), Beckers and Schmidt (2001), and Venkatesh (2000) found that training reduced computer anxiety.

Siamian, Shahrabi, Vahedi, Rad, and Cherati (2006) reviewed five studies from 1990-2001 regarding stress and burnout primarily in bibliographic instruction librarians. They also conducted their own research project on "stress and burnout" in academic libraries in Iran. Libraries cited included: Patterson and Howell (1990), Becker (1990), and Affleck (1996). Their research was concerned with bibliographic instruction librarians.

The only research on library staff and stress was conducted by Charles A. Bunge and Dorothy Jones. Bunge conducted workshops and tallied the comments regarding stress. Support staff reported that workload (9.2 %), inadequate training, knowledge (5.3%), frustrations on the job (including fear of making mistakes) (3.9%) were among the stressors on the job. Dorothy Jones surveyed the library staff of three university libraries in 1988 and 1998 regarding technology in the workplace. Regarding whether technology made work more stressful, "only 7.1 percent of the staff reported job difficulty as a source of job stress but 12.7 percent indicated that insufficient training is a source of job stress." Specifically, "there is too little training," "things are too complicated," "the rate of change is too fast," and "the pressure to produce is unrealistic."

No one has researched stress, cataloging paraprofessionals, the cataloging record, and training.

Methodology

One of the most popular methods of data collection in stress research is self report. Spector and Jex (1998) say that there is a "sound theoretical reason behind this" and cite three reasons: (1) "perceptions represent an important mediating process in the occupational stress process" (2) many of the strains are psychological in nature so the "only viable means of measurement is to ask people how they feel," (3) that "objective measures can be less accurate measures than self-reports." Dollard and Jonge (2003) concluded also that in regard to self-report methods, "empirical evidence has provided support for the accuracy of self-report measures."

A research instrument was developed for measuring work stress in cataloging paraprofessionals by constructing a test similar in design to a test developed by Ivancevich and Matteson (1980). In this test, the worker selects one of the three options on a scale from "rarely," "sometimes," and "often."

In the spring of 2006, ninety-seven questionnaires were sent to academic and public libraries in Florida. Fifty-one were sent to academic libraries with thirty-four returned for a return rate of 66.6 per cent. Forty-six were sent to public libraries with 29 returned for a return rate of 63 per cent. Each envelope contained one questionnaire for a cataloging librarian and one questionnaire for a cataloging paraprofessional. Also, a postcard was included for each librarian and paraprofessional to drop in the mail when the questionnaire was returned so that I would be alerted as to who had returned their questionnaires and still allow the questionnaires to be anonymous. The librarians were asked the same questions to establish validity. The answers of the librarians and paraprofessionals corresponded closely throughout the study. Maslach and Jackson (1981) note that "one type of validating evidence comes from outside observers whose independent assessments of an individual's experience corroborate the individual's self rating." Because of this close correspondence between the ratings of the librarians and the paraprofessionals and for the sake of clarity, only paraprofessional statistics will be reported.

The libraries were chosen from the 2004 Florida Library Directory with Statistics for Public and Academic Libraries. This directory is maintained by the State Library and the Archives of Florida. The criteria for selection into this study included the following: a cataloging paraprofessional must work at the library, and the library must have at least 70,000 titles. The size was applied in order that the libraries selected did have a paraprofessional devoted to cataloging.

The size of the libraries varied from 70,000 to 4 million titles. However, 27 of 63 (42.9%) were in the range of 150,000 to 499,999 titles. Those libraries with over 500,000 titles made up 17 of 63 (27%). The smallest libraries (70,000 to 149,999) made 16 of 63 (25.4%). Data was missing for 3 of 63 (4.8%). The sample is quite evenly divided between public and academic libraries with 34 of 63 (54%) being academic libraries and 29 of 63 (46%) being public libraries.

Using the US mail was chosen over email because the research showed that the response rate for the US mail was higher than for email. One initial request with two follow-up requests were sent in order to receive the most responses possible. As noted by Bourque and Fielder (2003), "to date, online survey response rates appear to fall well below those of mail surveys." Data was analyzed using Fisher's Exact Test (which is used for small samples and two categories in contingency tables).

Results

There is no significant difference between the responses of the academic and the public libraries except for type of classification used. One hundred per cent of the academic libraries reported using the Library of Congress Classification while 100 per cent of the public libraries used the Dewey Decimal Classification.

Who are we?

The questionnaires allow a picture to be drawn of paraprofessionals in academic and public libraries in Florida. Twenty-four of the 63 respondents (38.1%) have less than five years experience in cataloging. Twenty-four of sixty-three (38.1%) have 5-15 years of experience. And 15 of 63 (23.8%) have over 15 years of experience. Fifty-eight of the sixty-three (92.1%) work more than 30 hours per week. Their educational attainment includes: 21 of 63 (33.3%) have a high school education or some college, 18 of 63 (28.6%) have an associate's degree, and 24 of 63 (38.1%) have a B.S. degree or higher.

The usual definition for paraprofessionals is that they do not have a master's degree in library science. This is true in this study also with the exception of three individuals with a master's in library science working in a paraprofessional position. In the past, a definition of paraprofessionals in cataloging were those who did only copy cataloging but this has not been true for sometime as will be shown below.

What do we do?

Forty-two (66.7%) of the 63 libraries have

paraprofessionals doing at least one aspect of original cataloging (once considered the domain of the professional cataloger). In 20 libraries (31.7%), one paraprofessional is doing aspects (parts) of original cataloging. In 16 libraries (25.4%), two to four paraprofessionals are doing aspects of original cataloging. In six libraries (9.5%), five or more paraprofessionals are doing aspect of original cataloging.

For this study, original cataloging involved "creating" rather than "checking." I investigated five aspects of original cataloging: (1) creating the description, (2) choosing the non-subject entry headings, (3) determining the form of the non-subject entry headings, (4) assigning the subject headings and (5) assigning the classification number.

Five Aspects of Original Cataloging

Paraprofessionals were asked whether the above five aspects of original cataloging were "not important," "desirable," or "essential" for them to be able to do. As seen in Table 1, paraprofessionals overwhelmingly thought that these five aspects of original cataloging were "desirable" or "essential" for them to be able to do. Thirty-eight of 39 (97.4%) respondents think that being able to transcribe the description is a "desirable" or "essential" skill. The lowest aspect considered "desirable" or "essential" was the "entire record" with 34 of 38 (89.5%) Respondents indicated that subject headings were considered "desirable" and "essential" by 35 of 39 (89.7%) and classification by 35 of 38 (92.1%).

Format Complexity

The book format was most often designated as "desirable" or "essential" to know with 37 of 40 (92.5%) of the paraprofessionals responding that this was important. Following in importance were videos (31 of 38 - 81.6%), electronic resources (27 of 39 - 69.1%) and sound recordings both with 26 of 38 (68.4%), continuing resources (22 of 37 - 56.4%), and music (20 of 38 - 52.7%) with all respondents indicating "desirable" or "essential" knowledge. There is a high percent of some formats that are not considered important

by the paraprofessionals: 3-demensional objects (30 of 37 - 81.1%), graphic materials (27 of 38 - 71.1%), micro-materials (26 of 37 - 70.3%), and cartographic (27 of 39 - 69.2%) It is possible that these other formats are cataloged by librarians or could just be cataloged in limited numbers.

Stress

In this study, stress coming from three sources is considered: the environment, the cataloging record, and the format of the material. Stress from the environment covered five concepts: (1) "It is hard not to make any mistakes" (2) "There is so much to know" (3) "It is hard to keep up with the changes" (4) "I have to work fast" and (5) "I have to balance the requests from different depts."

Stress from the Environment

In Table 2 below, we can see that see that stress coming from the environment is "sometimes" noticed by 40.5% and "often" noticed by 10.5%. Or, in other words, over 50% of paraprofessionals in cataloging report "sometimes" or "often" have stress because of qualitative or quantitative overload. Sixty-one per cent (25 of 41) of the respondents reported "sometimes" or "often" feeling stress because there is "so much to know." Reported as over 50% were also the topics "It's hard not to make mistakes" (22 of 40 - 53.7%) and 'It's hard to keep up with changes" (22 of 41 - 53.7%).

Stress from the Cataloging Record

In regard to the cataloging record, assigning subject headings and classification numbers cause the most stress. Assigning subject headings "sometimes" or "often" causes stress for 5 of 14 (35.7%) of the paraprofessionals reporting. Assigning classification numbers "sometimes" or "often" causes stress for 15 of 34 (44.1%) of the paraprofessionals. From the chart, we see that more of the paraprofessionals are assigning classification number (34 of 41) than are assigning subject headings (14 of 41).

Stress from the Format

Respondents indicated that cataloging books

"rarely" causes stress for 27 of 38 (71.1%), but cataloging books "sometimes" causes stress for 9 of 38 (23.7) and "often" for 2 of 38 (5.3%). Cataloging videos "sometimes" or "often" causes stress for 13 of 26 (50.0%). Cataloging electronic resources "sometimes" or "often" causes stress for 13 of 18 (72.2%) of the paraprofessionals. Because of the low number of responses in regard to stress and certain formats such as cartographic, graphic, 3-dimensional, and micro-materials – these topics having ten respondents or less – I have concluded that a librarian catalogs these formats or that these are cataloged in limited numbers.

Training Needs by Cataloging Record

The primary need for training for aspects of original cataloging is in the areas of subject headings and classification. Of the 41 subjects who did aspects or original cataloging over 50% thought they needed more training in assigning subject headings (69.0%) and classification (57.1%). Respondents indicated that training is also needed for determining the form of the non-subject access points (40.5%), choosing the non-subject access points (38.1%), and description (28.6%).

Training Needs for Format

More than 50% (22 of 41) of the paraprofessionals indicated a need for more training in electronic resources. Over 40% indicated that they needed more training in books, sound recordings, and videos. The lowest need for training was for continuing resources but even that was at 10 of 31 (24.4%).

From the above data, it is evident that paraprofessionals think that they need training in many areas. With all these additional responsibilities, it is important that paraprofessionals have access to these programs. In 28 of 38 (73.7%), the training opportunities for paraprofessionals is the same as for librarians. However, in 10 of 38 (26.3%), the training opportunities are less. Respondents indicated that the complexity of tasks and also productivity for cataloging paraprofessionals is increasing. In addition, about 41 of 42 (97.6%) of the respondents think that good training lessens stress.

Discussion

Four articles discussing paraprofessionals taking over aspects of original cataloging once considered the purview of professional catalogers were published in the 1980's and 1990's. In two surveys between 1983 and 1987, Eskoz observed a "modest trend" from 32.5% to 35.0% in the number of libraries involving paraprofessional staff in assigning subject headings and from 27.5% to 35% involving classification. Oberg, Mentges, McDermott, and Harusadangkul in the 1992 national survey reported that cataloging paraprofessionals were being assigned to tasks not traditionally assigned to them. In 1997, Deborah A. Mohr and Anita Schuneman reported that 77.1% of the department heads at responding ARL libraries said that paraprofessional were involved at least one of the original cataloging activities with original description ranking the highest and subject analysis the lowest. In 1999 study by Sever Bordeianu and Virginia Seiser, 67% of the libraries use paraprofessionals in original cataloging. In this study, 66.7% of the responding academic and public libraries in Florida did at least one aspect of original cataloging. Of the 63 libraries, 42 libraries had paraprofessionals doing aspects of original cataloging. This survey reports similar numbers to these 1990's studies. However, one question that has not been answered by the literature is whether these tasks once considered in the realm of the professional librarian are causing stress for the paraprofessional. Also, stress can be caused by factors in the environment such as overload. As noted above, 97.6% of the respondents think that good training reduces stress.

In order to investigate this further, Fisher's Exact Test was used (because of the small sample size and because only two factors were involved) to compare the stress from the environment, the cataloging record, and the format with the years of experience (which this study has equated with training). Experience is broken down into three categories: "Less than 5 years," "5-15 years" and "Over 15 years."

Stress from the Environment: Experience/Training

Twenty-two of 41 (53.6%) of the respondents "sometimes" or "often" feel stress at "not making any mistakes." These respondents who "sometimes" or "often" feel stress at not making mistakes could be experiencing either quantitative or qualitative overload. A careless mistake made in haste would be quantitative overload. On the other, a mistake in the cataloger's judgment would be qualitative mistake. However, those with the most experienced (over 15 years) did not significantly have less stress than the least experienced (less than 15 years)." The category, "There is so much to Know," is an example of qualitative overload. Sixty-one per cent (25 of 41) of the paraprofessionals report experiencing stress "sometimes" and "often." The category of environmental stress, "It's hard to keep up with changes" is qualitative overload. Twenty-two of 41 (53.6%) paraprofessionals "sometimes" or "often" feel stress in keeping up with changes. Again, the statistics do not indicate that experience lessens stress. Having to work fast is an example of quantitative stress. In this category, 19 of 41 (46.4%) indicated that they "sometimes" or "often" have to work fast. Balancing requests causes the least stress of the five examples of overload in this study. Respondents (14 of 41 - 41.2%) indicated that this factor caused stress "sometimes" or "often." This factor also did not show significantly less stress for experienced paraprofessionals than those with less experience. In fact, none of the stress factors from the environment indicated that experience significantly lessens stress. The most experienced paraprofessionals reported as much stress as the least experienced.

Stress from the Cataloging Record: Experience/Training vs. Subject Headings

Assigning subject headings and classification numbers caused the most stress for paraprofessionals when working on the cataloging record. Assigning subject headings causes stress "sometimes" or "often" as reported by 15 of 35 (42.9%) respondents. Years of experience did not significantly lessen stress.

Stress from the Cataloging Record: Experience/Training vs. Classification

Assigning classification numbers seems to show some relationship between experience/training but not at the .05 level of significance. Fisher's Exact Test indicates that the relationship is at the .1875 level. Nine with "over 15 years" experience "rarely" experienced stress when assigning classification numbers nearly double the numbers for the less experienced.

Stress from the Format: Experience/Training vs. Formats

None of the formats created significantly less (.05) stress for experienced staff than for less experienced staff.

In this sample, years of experience/training did not lessen the stress at the .05 level. Reasons for not reaching the .05 level could include the following: in libraries as staff gain experience they are most often assigned more difficult tasks, that years of experience does not directly equate to amount of training, or the sample may have been too small.

It would be interesting to know the amount of stress felt by professional catalogers in comparison to the stress felt by cataloging paraprofessionals as professional catalogers have had significantly more training. It would also be interesting to know what else besides "tasks" cause stress in paraprofessionals and also in professional catalogers.

Conclusions

This research shows that cataloging paraprofessionals are experiencing stress from the environment, from the cataloging record, and from the format. Training is recommended as a source to moderate stress. Respondents thought that training moderated stress. They noted, in particular, the need for more training in subject headings, classification, and the format electronic resources. Cataloging paraprofessionals will continue to take on tasks once considered only within the purview of the cataloging professionals and they will need continuing training to meet these new challenges and to moderate the
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Table 1	Five Aspects of Original Cataloging Record			
	Not Important	Desirable	Essential	Total
Description	1 (2.6 %)	7 (17.9%)	31 (79.5 %)	39
Choosing Entries	3 (7.7 %)	12 (30.8 %)	24 (61.5 %)	39
Form of Entries	4 (10.3 %)	12 (30.8%)	23 (59.0%)	39
Subject Headings	4 (10.3 %)	10 (25.6 %)	25 (64.1%)	39
Classification	3 (7.9%)	6 (15.8 %)	29 (76.3 %)	38
Entire Record	4 (10.5 %)	15 (39.5 %)	19 (50.0 %)	38

Table 2	Stress from the Environment			
	Rarely	Sometimes	Often	Total
Mistakes	19 (46.3 %)	19 (46.3 %)	3 (7.3 %)	41
Knowledge	16 (39.0 %)	20 (48.8 %)	5 (12.2 %)	41
Changes	19 (46.3 %)	16 (39.0 %)	6 (14.6 %)	41
Work fast	22 (53.7 %)	15 (36.6 %)	4 (9.8 %)	41
Balance requests	20 (58.8 %)	11 (32.4 %)	3 (8.8 %)	34
Average	48.8 %	40.6 %	10.5 %	

Table 3	Stress from the Cataloging Record			
	Rarely	Sometimes	Often	Total
Description	28 (77.8 %)	7 (19.4 %)	1 (2.8 %)	36
Choice of Heading	24 (75.0 %)	7 (21.9 %)	1 (3.1 %)	32
Form of Heading	24 (77.4 %)	6 (19.4 %)	1 (3.2 %)	31
Subject Headings	9 (64.3 %)	4 (28.6 %)	1 (7.1 %)	14
Classification	19 (55.9 %)	12 (35.3 %)	3 (8.8 %)	34
Average	70.1 %	26.7 %	4.4 %	

Table 4				
Experience	Stress of Assigning Subject Headings			
	Rarely	Sometimes	Often	Total
Less than 5 yrs	9 (25.7%)	2 (5.7%)	0 (0%)	11 (31.4%)
5-15 yrs	4 (11.4%)	6 (17.1%)	2 (5.7%)	12 (34.3%)
Over 15 yrs	7 (20.0%)	4 (11.4%)	1 (2.9%)	12 (34.3%)
Total	20 (57.1%)	12 (34.3%)	3 (8.6%)	35 (100%)

Table 5				
Experience	Stress of Assigning Classification Numbers			
	Rarely	Sometimes	Often	Total
Less than 5 yrs	5 (14.7%)	5 (14.7%)	1 (2.0%)	11 (32.4%)
5-15 yrs	5 (14.7%)	5 (14.7%)	1 (2.9%)	11 (32.4%)
Over 15 yrs	9 (26.5%)	2 (5.9%)	1 (2.9%)	12 (35.3%)
Total	19 (55.9%)	12 (35.3%)	3 (8.8%)	34 (100.0%)

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FROM BOTH SIDES NOW:

A Recently-Hired Librarian and a Library Veteran Respond to the Loss of a Favorite Database

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Introduction

The last three decades, and especially the last fifteen years, have seen an expansion in the formats in which library materials are available, as electronic resources have joined the traditional print offerings produced by library suppliers. More and more, the electronic resource is becoming the first stop "go-to" information source, a predominance which can be confirmed by the number of reference and other sources which have shifted from print to electronic format or, not making the change, have simply ceased to exist.

This paradigm shift has affected acquisitions departments and collection development librarians, particularly in academic libraries, as they now must budget for both formats. Academic reference and instruction librarians also have had to adjust their habits in response to the increasing reliance on electronic resources. When, because of state budget cutbacks, an entire system loses its database consortium, as has happened this decade with the Texas Library Connection (TLC: http://ritter.tea.state.tx.us/technology/tlc/index.html) or South Carolina's PASCAL (http://pascalsc.org/), the result can justly be described as a catastrophe. When the Network of Alabama Academic Libraries (NAAL: http://www.ache.state.al.us/NAAL/) recently canceled one database in the Alabama Virtual Library, the loss was not a catastrophe. But it was a calamity to the instruction librarians at Jacksonville State University's Houston Cole Library and JSU's English Department (and corresponding libraries and departments on high school and college campuses all over the state) for whom the database was central. What follows describes two librarians' responses to the database

loss and their efforts to compensate for it.

Literature Review

Considered from the perspective of collection development and electronic resources, there is an abundance of professional literature available regarding electronic databases. A search of the *EBSCOhost database Library, Information Science, and Technology Abstracts* yields a results list of 364 hits (search performed on 9 October 2010); the same search in HW Wilson's *Library Literature and Information Science Full Text* produces 135 hits. Aside from reviews of databases when they first reach the market and comparisons of databases with similar scopes, these articles principally address developing trends in electronic resources, collection development and management of these resources, use studies which help determine collection development policies, and concerns about funding which could result in the loss of these resources. Ruth H. Miller's "Electronic Resources and Academic Libraries" (2000) provides an overview of its topic which is both retrospective and predictive and at the same time is itself an excellent literature review. Andrew Richard Albanese's cover story for *Library Journal* (2002) records a roundtable interview with spokespersons representing aggregator database providers ProQuest, Igenta, EBSCOhost, LexisNexis, and Gale Group (now Gale/Cengage) in which the participants discussed the information vista as it appeared at that time.

As library systems gained access to databases through state-funded consortia or other means, collection development policies had to be

modified to include electronic as well as print resources, taking into consideration the addition or cancellation of titles in both formats; and, once both formats were firmly established in library collections, use studies of print versus electronic journals began appearing in the literature. Newsome, Ellen, and Bullington's "Looking a Gift Horse in the Mouth" (2000) is representative of the former type of study, while Steve Black's "Impact of Full Text on Print Journal Use at Liberal Arts College" (2005) typifies the latter. Articles addressing the loss of databases appeared in the literature as present economic realities began to hit home.

Tom Sanville, in the journal *Collection Management* (2008) discusses the connection between economic factors and electronic resource assessment and retention at the library consortium level, while "S. C. Schools May Lose Shared Databases" (2009) and Rick Moul's and Mark Y. Herring's "Save Our Databases" (2008) detail the tribulations of South Carolina's PASCAL consortium.

But cracks in the edifice began appearing years earlier. Mary Ann Bell's 2005 article articulates the risks to state-funded informational databases and stresses their importance while offering suggestions to keep them from being lost; she also provides a table of "State-Funded Informational Databases for K-12 Students." Later that same year an article by Gerri Foudy and Alesia McManus described how the main campus of the University of Maryland system dealt with the possibility of having to reduce their electronic resources subscriptions by twenty-five per cent. So, to judge from the body of literature which the above-referenced sources represent, the circle has been closed. The library world has gone from anticipating the arrival of electronic resources in the 1980s to accepting their likely reduction in the present.

What is conspicuously absent from the literature, even if one expands the search beyond library databases to business and other databases, is information reflecting librarians' responses to the loss of a database group or individual database. Searching "database loss" or "database cancellation" returns almost a null set. Ruth H.

Miller writes that "Electronic resources have applications for acquisitions and cataloging as well as for reference and serials and interlibrary lending" (Miller, 659). To this list could be added instruction librarians. The published literature provides a window into the macro world of the providers: database vendors, library consortia, and acquisitions departments of individual libraries. Not represented are viewpoints from the micro world, the practitioner reference and instruction librarians most immediately affected by database cancellation. This paper offers viewpoints on this subject from two academic instruction librarians.

A recently-hired librarian's perspective

The problem began in October 2008, when our state's "virtual library," the Alabama Virtual Library or AVL, decided not to renew our subscription to EBSCOhost's *Literary Reference Center* database. According to an article published in 2006 in *Advanced Technology Libraries,*

> "*Literary Reference Center* is the result of over two years of work by a dedicated team of professionals at EBSCO Publishing. Importantly, as part of our development process, we interviewed and surveyed over 1400 librarians to help ensure that we were focused on the literary content and features that are most important to customers" (*Advanced Technology Libraries* 3).

For the Language and Literature librarians at Jacksonville State University's Houston Cole Library this was all too evident. EBSCOhost had spent time and money to create a formidable database, and we and our students now faced missing out on it. Our university library paid the fee to keep *LRC* for another year; but now it is gone, and what we have left doesn't come close to what we had.

The Problem

The bulk of our instruction load as Language and Literature librarians is made up of Freshman English composition classes. Many of these classes are required to write essays based on

literature. One popular assignment involves writing an essay on the William Faulkner short story, "A Rose for Emily." The English professors encourage the students to pick a literary theme for their discussion, and then expand upon it as a part of their research. For example, "foreshadowing" is one major aspect of "A Rose for Emily." The indexing in *Literary Reference Center* could pick up the keywords "rose," "Emily," and "foreshadowing" and bring back some detailed and relevant articles on Faulkner's short story. The literature database we still have access to as part of the AVL, *Literature Resources from Gale*, cannot bring back a single result for the same search. Even searching "Faulkner" and "foreshadowing" returns a null set. Because of this lack, several librarians have returned to the stacks to find books which provide similar information to what was erstwhile available online. Luckily, for the humanities, books do not become irrelevant as quickly as they might in the sciences and social sciences. Literary criticism from the 1970s can be just as viable as that of the 21st century. In a citation study from 2007, it was found that "Books constitute 75.8 percent of all citations, journal articles 19.8 percent, and other types of material 4.4 percent" (Heinzkill, 142). Therefore the loss of a literary database isn't as dramatic as would be the removal of one from the sciences. However, the loss forces librarians in the humanities to go back and reevaluate the search strategies and techniques for locating books in our OPAC, which can pose problems for both students and librarians.

Shifting Strategies

Unlike the easy-searching days of *Literary Reference Center*, finding books with the OPAC is a bit more involved and less immediate. One usually begins with a subject search for "Faulkner, William" or a keyword search with "Faulkner" and "criticism." Our library has an extensive literature collection so the results of such a search can be   bountiful, but teaching students to understand the differences between keyword searching and subject searching can be difficult.

"[U]sers of this online catalog search more often by keyword than any other type of search, their keyword searches fail more often than not, and a majority of these users do not understand how the system processes their keyword searches" (Gross and Taylor, 215).

This quotation from Gross and Taylor's article on keyword searching illustrates the need for showing our students how to execute subject searches. Under the LC Subject Heading "Faulkner, William, 1897-1962 -- Criticism and interpretation," our catalog shows 77 titles. More results can be retrieved under various other LC Subject Headings such as "Faulkner, William, 1897-1962 -- Correspondence" and "Faulkner, William, 1897-1962 -- Dictionaries". Once the search has been narrowed down by subject heading, it is then necessary to take a closer look at each bibliographic record to examine the "Detailed" and "Table of Contents" links. One unfortunate aspect of the indexing in the OPAC is its lack of deep structure. It is inconceivable that results can be found using a search with the keywords "rose," "Faulkner," and "foreshadowing." However, the OPAC does retrieve useful results for the search "Rose for Emily," "Faulkner," and "criticism." The above quote from Gross and Taylor's article on keyword searching doesn't just highlight a need for teaching students how to use subject headings. It also underscores the need for supplementing our *resources with EBSCO's Literary Reference Center*, and shows why the OPAC is no substitute for access to online, full-text articles. It is fortunate that the humanities can rely on books, but the 21st century emphasis on teaching students how to research is based on their understanding of databases and electronic resources. Some have argued that by learning to cope without a particular database, we would be able to live without it. Perhaps, but the educational process benefits by having it. This article merely is meant to show the possibilities of surviving economic-restrictive times by relying on alternate resources.

Changes in Latitude, Changes in Attitudes

Not only does the return to the stacks put greater responsibility on the students, but it also puts a greater emphasis on collection development and the librarian's responsibility to collect. If there is a lack of quality book selection or perhaps a dearth of communication between the faculty and librarians, a library can easily lose focus and fail to collect important resources. Often, professors are reticent to request books, and when they do their enthusiasm can get in the way of a relevant selection. Losing a database like *Literary Reference Center* has forced us to reevaluate our collection development practices, and has also put more pressure on us to make good selections. If and when the need for certain resources falls short, there still are interlibrary loan and consortia agreements between public and university libraries to fall back upon.

Since the cancellation of Literary Reference Center, a lot of adaptations have been made by our reference and instruction librarians, especially those who oversee the English and Language collections. The ways in which we locate and find information has caused us to change our old habits and acquire new ones, and has given us the responsibility to share these techniques with our students. It is easy to cry at the thought of not having the resources we once had, but it is more constructive to move forward and look back at the resources we may have forgotten.

A Library Veteran's Perspective

The axiom "Those who live by the sword shall perish by the sword" applies not only to soldiers or heads of state but also those in other professions, including public service librarians who become too fond of a particular reference tool or information source. Prime examples of this can be found in the electronic revolution in libraries. Many librarians like me, who were educated and trained during the print era, experienced the "Four Stages of Transition" towards the new order, as first our card catalogs went online and then were supplemented by professionally-vended electronic databases: initially we were skeptical of the new technology,

then accepting of it, became fluent with it and then dependent on it. And when, for budgetary or other reasons, we lost these databases, we found ourselves in a place we would have preferred not to be. This describes my situation when my library lost access to EBSCOhost's *Literary Reference Center* database.

Instruction at Houston Cole Library

The Houston Cole Library of Jacksonville State University in Jacksonville, Alabama houses a collection of 709,686 volumes and subscribes to 194 electronic databases. A tower library, Houston Cole comprises twelve stories plus a basement, with the collection being housed on eight of the twelve floors. The building determines the collection arrangement, which in turn influences the staffing pattern. Because each floor houses the part of the collection which pertains to a particular academic discipline or disciplines, the Houston Cole Library's custom has been not to use generalist librarians in its public services faculty but instead employ subject specialists who have experience or credentials in the academic disciplines whose part of the overall library collection is housed on the floor on which they work. In addition to reference services and developing and maintaining their part of the collection, these librarians also are responsible for presenting instruction sessions for classes in their specialist disciplines. As on many campuses, these instruction sessions usually take the form of a "one-shot lecture," although time is set aside towards the end of each session for the students to practice electronic search strategies and techniques which the librarian has just demonstrated.

As the literature subject specialist at Houston Cole Library, I make instruction presentations to students enrolled in English classes at Jacksonville State University --mostly undergraduates, and among these, primarily those enrolled in EH102, which is the second semester freshman composition class and which usually requires the students to complete a research paper on a literary topic as one of the course requirements. For each of the past three years I have done more than thirty instruction

sessions, and each year the number has grown from that of the previous year. I was delighted when, thanks to the creation of the Alabama Virtual Library (AVL http://www.avl.lib.al.us/) by our state legislature in 1998, Houston Cole Library was able to add Thomson-Gale's (now Gale/Cengage) *Literature Resource Center* to its subscription databases; and even more pleased when, around 2006, EBSCOhost's *Literary Reference Center* also became available to us. I found the two databases complemented each other nicely, in that an author who received sparse coverage in one database often received coverage in the other sufficient to support a freshman term paper, and often a higher level of research. However, a semester or two of use persuaded me that, for Jacksonville State University's purposes, the *Literary Reference Center* was better; and it became the "workhorse" database, thereby receiving a greater share of attention in my instruction sessions.

Banished from Eden

Alabama's equivalent consortium to TLC and PASCAL is the Network of Alabama Academic Libraries, or NAAL. NAAL's "common denominator" database bundle -- to which its member libraries can add individual databases from their own funds -- is the Alabama Virtual Library (AVL). In the fall of 2008, for budgetary reasons (pro-ration mandated by the Alabama State Constitution) the AVL dropped the *Literary Reference Center*. The justification was stability for the AVL database bundle as a whole: by sacrificing this one database in the fall, the AVL would not have to cancel any more databases should there be a second call for pro-ration in January of 2009. Since the database cancelled was central to the largest demographic in the AVL clientele, English teachers employed on high school, college, and university campuses, the damage done was considerable; and the protest was vociferous . . . but ultimately, futile. By dipping into its own acquisitions budget Houston Cole Library was able to keep its subscription to LRC going for the 2008-2009 academic year, but eventually we too lost access to the database.

This loss is not on the same scale as what happened to TLC or PASCAL. By obtaining funding from other sources than the South Carolina legislature, PASCAL has been able to continue (http://pascalsc.org/content/view/39/57/); TLC has not. On the system level the disappearance of the *Literary Reference Center* was not a catastrophe; but on the personal/professional level it was a calamity, and "dismay" does not begin to describe my feelings regarding this loss since, to give slightly different meanings to Tom Sanville's terms, my instruction efforts were now diminished in both efficiency and effectiveness (Sanville, pp. 2-3). Without the *LRC* my instruction presentations had become less efficient in that I had to work harder to achieve the same ends and, because the *LRC* database contained some features which were unique to it, the lack of those features made my work as both an instruction and reference librarian less effective. I had become too fond of the *Literary Reference Center,* too dependent on it, and had given it too central a role in my instruction presentations. Now it was gone, but I could not dwell on the loss; I had to try to minimize the damage resulting from it.

Triage and Beyond

I could revise my handouts as an adjustment to the now-missing database and also alter my instruction presentations by giving more emphasis to resources and strategies which previously I had too little time for, such as cross-searching multiple databases by provider (as opposed to searching a single database just by subject or title) and by spotlighting Gale titles which Houston Cole Library did not have electronic access to but had in print, such as *Poetry Criticism* and *Short Story Criticism*. I believed that the small amount of full text available in the *MLA International Bibliography Online* would be more a cause of frustration than a help to freshman students, so rather than make a one-for-one substitution of the *MLA* for the *Literary Reference Center* I chose to instruct students in how to cross-search Gale/Cengage, EBSCOhost, and Wilson Web databases.

These were the easy fixes. Of more concern was how to make up for the content lost with the *Literary Reference Center*. After all, I did still

have our online catalog, or OPAC, and the other 193 databases available through Houston Cole Library. Upon considering the sources and tools I still had at my disposal I decided to try to "reverse engineer" the *Literary Reference Center,* as much as possible replacing its content from other sources. This would mean that JSU students and faculty might have to actually come to the library rather than do research exclusively from their dorms or offices; but ultimately access trumps expedience, and my goal was to provide access to what had been lost with the subscription termination to the *Literary Reference Center.*

I knew that the essays commissioned specially for the database were beyond recovery, but I counted on the 193 electronic databases my library still provided to compensate for the lost journal content from the *Literary Reference Center.* Not everything could be recovered I knew, but not everything had to be. The *LRC* is, after all, primarily an undergraduate database and as such is not held to the same standard as a database used mostly by faculty or university upperclassmen for research in their fields; and if we lost a journal that was unique to the *LRC* but was vital to the research of one of our department faculty members, I knew I could count on our library's acquisitions department to provide access to that journal via another path.

Of more concern to me was replacing the book content lost with the *Literary Reference Center.* The Houston Cole Library's literature reference collection includes such *LRC* staples as Merriam-Webster's *Encyclopedia of Literature* and the *New Princeton Encyclopedia of Poetry and Poetics* as well as many similar titles; but these sorts of reference materials are used more by junior, senior, and graduate English majors and rarely by students in our freshman composition classes. What these students did use, and what I needed to replace or find substitutes for, were the information sources which came up under the "Literary Criticism" and "Plot Summary" tabs in the *LRC*.

Here I got a break from my colleagues. Although none of the librarians who are stewards of the floors which house the humanities collection at Houston Cole Library can be described as

Luddites, we do give the impression we might all be from Missouri: we like to be shown first. When electronic research tools became available to us we recognized their benefits and made full use of them when appropriate, but we also held onto our print. We adopted a "both/and" rather than an "either/or" mindset. Therefore, Houston Cole Library kept its Magill/Salem Press sets -- its *Surveys* and *Critical Surveys,* its *Masterplots* and *Masterplots II;* and it also kept the print copies of Gale reference titles, both those included in the *Literature Resource Center* and several that are not. The "Plot Summaries" tab of the *Literary Reference Center* was covered.

Replacing the content listed in search results under the *Literary Reference Center's* "Literary Criticism" tab required a more proactive approach. Chelsea House Publisher's series of essay anthologies edited by Harold Bloom is well-represented in the *Literary Reference Center,* and Houston Cole Library, on a selective basis, had been acquiring these titles for years. We already had several volumes in the Chelsea House series Modern Critical Views, Modern Critical Interpretations, and Major Literary Characters; and since the more recent titles in each series have their tables of contents available in our catalog displays, students have a more detailed level of information provided them than just secondary subject headings. Although not as precise or flexible as the Keyword and All Text searches one might perform in the *Literary Reference Center,* this still was an improvement over the much broader searching the catalog by subject under the subheading "-- Criticism and Interpretation."

The decision was made to build on what we already had. While many librarians leave day-to-day physical operations such as stack maintenance to staff or student workers, I have always reserved certain of these tasks for myself. One of these is queuing returned books in call number order onto book trucks for re-shelving, and not only because this gets my books back onto the shelves more quickly than if student workers had to do both the queuing and the shelving. It is an aid to collection development: identifying patterns in the returned books gives

me some insight into the research assignments made by Jacksonville State University's Department of English and tells me which authors are receiving heavy use, thereby suggesting areas where I might want to strengthen the collection.

I applied this knowledge to the problem of filling the void created by the loss of the *Literary Reference Center,* and once again I enlisted the aid of my library's acquisitions department. To the reference and anthology series we already owned we added Chelsea House's *Infobase eBooks* and select titles in Salem Press's *Critical Insights* series. Because I had noticed the assignment patterns suggested by my returned books I knew which authors (all firmly within the literary canon) to include in my list of select titles. As more writers fall into the "heavy use" category more titles will be added to the "select" list. To further benefit the end-user, we made sure that each series could be keyword searched in our catalog as a series, and sorted by title.

Keep on Keeping On

Were we able to replace the *Literary Reference Center?* No, and we could never do so completely. Even if we could replace all the content, we still would not have the speed and efficiency of the Keyword and All Text searching available in the *LRC.* But for what is primarily a college underclassman database we were able to replace enough content, and it will not hurt freshmen to learn to perform the more laborious OPAC and print search techniques they will have to master farther along in their educational careers.

In order to succeed, a venture of this nature requires a collaboration so taken for granted that it is rarely mentioned and is virtually invisible in the professional literature. This is the necessary collaboration between public services (instruction) and technical services (acquisitions/cataloging) within a library. This is more than just routine collection development; it is targeted collection building to shore up a sudden weakness. Without the instruction librarian's familiarity with the content of the lost database and understanding of curriculum assignment patterns the collection building has no target. Without the cooperation of the library acquisitions department the needed replacement titles cannot be added quickly to the collection, and without the assistance of cataloging the OPAC records might not contain the maximum possible amount of information that would assist freshman searchers. The loss of the database thrust Houston Cole Library into damage-control mode for a brief time, but we chose a proactive approach to what is essentially a reactive situation; and, in doing so, we reduced what could have been a real hardship into just a phantom pain.

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BOOK REVIEWS

Discovering South Carolina's Rock Art. Charles, Tommy. Columbia, SC: University of South Carolina Press, 2010. 168 pages. ISBN 978-1570039218 (Hardcover). $29.95.

Books about petroglyphs and rock paintings in the Southeastern United States are few and far between. The scarcity of published materials on this topic possibly reflects the fact that Southeastern petroglyphs and rock paintings themselves tend to be rarely found and are often far less well-preserved than those located in other regions of the country, most notably the Southwest. In fact, until the 1980s, it was widely believed that the state of South Carolina did not contain examples of any prehistoric rock art at all. This book is the first to focus solely on South Carolina's rock art, and nowhere else will such an extensive survey be found.

Author Tommy Charles was involved with the South Carolina Rock Art Survey project from its very beginnings in Greenville County in 1983. This book chronicles the project, which lead to the eventual documentation of sixty-one petroglyph sites, three pictograph sites, and numerous portable petroglyphs found primarily in South Carolina's upstate region. The book's many photographs, some in color, do an excellent job of illustrating both the process of discovery and numerous excellent examples of the art itself.

Tommy Charles joined the South Carolina Institute of Archaelolgy and Antrrhropology (SCIAA) at the University of South Carolina in 1979 and became a member of the SCIAA Research Division in 1993. Now retired, he worked on many research projects with the institute over the years. Today he still continues his research into prehistoric Native American culture in the South Carolina upstate region.

This book is essential for South Carolina libraries, especially those with collections in Native American studies, South Carolina history, archaeology, and anthropology. Other Southeastern libraries with collections in these subject areas should also consider acquiring this title.

Allison Faix
Coastal Carolina University, SC.

How Kentucky Became Southern: A Tale of Outlaws, Horse Thieves, Gamblers, and Breeders. Wall, MaryJean. Lexington: The University Press of Kentucky, 2010. 291 pages. ISBN 978-0-8131-2605-0. (hardcover: alk.paper). $29.95.

How Kentucky Became Southern: a Tale of Outlaws, Horse Thieves, Gamblers, and Breeders is a superior magnum opus supplying a phenomenal amount of research on horse racing not only in Kentucky but in all areas of the United States. The monograph includes Introduction, the excellent chapters Chapter One The Fast Track into the Future, Chapter Two The Greening of the Bluegrass, Chapter Three A Killing Spree and a Hanging Tree, Chapter Four All the Best Jockeys of the West are Colored, Chapter Five Old Money Meets the Arrivistes, Chapter Six Winners and Losers in the Age of Reform, Chapter Seven The Idea of Horse Country Reclaimed, Notes, Selected Bibliography, and a precise index. The outstanding work has connection to southern USA in that the publication superbly explains how Kentucky, which did not secede during the Civil War, is thought of as a southern state.

People read to shut out the pioneering machine period and associated worker fights that reduced tranquility. Literature glamorized Kentucky describing palaces with columns, mint juleps, and majestic horse development areas and terrain. The absolute opposite was portrayed in newspapers with revelations of Kentucky murders, dangerous crowds, night horse riders burning farms, horse thefts, and mountain kin arguing. The 1900s' Kentucky authors conveyed beautiful landscapes and regal castles accompanying elaborate lucrative horse development facilities to represent Kentucky as similar to the South with

plantations before the Civil War in a favorable manner.

Annie Fellows Johnston's *The Little Colonel,* James Lane Allen's *Two Kentucky Gentlemen of the Old School,* and John Fox Junior's *The Little Shepherd of Kingdom Come* are Kentucky authors' prose depicting Kentucky as Southern. *Country Estates of the Bluegrass* by Thomas A. Knight 1905 revealed to the world pictures of the divine Kentucky horse country. Articles from Kentucky's Benjamin Bruce and Sanders Bruce periodical *Turf, Field, and Farm* intelligently chronicled horses. Civil War General George Armstrong Custer produced five articles for *Turf, Field, and Farm* promoting Kentucky. A theatrical performance using six genuine thoroughbreds titled In *Old Kentucky* 1893-1894 showed in New York, Chicago, and Boston and as a 1935 silent movie resulting in Kentucky's image of horse racing, family fights, danger, colonels, and fine ladies transpiring.

The perceived interest to the readership of the book is superlative since the exciting topic of race horses, lavish homes in the southern state Kentucky, and particularly the spectacular renowned Kentucky Derby, are embraced. The writing style is articulate. Forty-seven pictures, disclosing the story of Kentucky being southern, consist of opulent homes where race horses developed such as Woodburn Farm, Elmendorf Farm, Nashville's Belle Meade and photographs of important individuals and horses like Man o' War, John E. Madden, August Belmont, and Robert Aitcheson Alexander. Lexington's Hamburg Place, a race horse ranch, was compared to Tara in Gone with the Wind. Elite horses were Asteroid, Kentucky, Old Rosebud, Regret, and Man o' War. August Belmont II fostered Lexington's Man o' War acknowledged as the best United States thoroughbred. Black jockeys were race horse riders initially then replaced by Caucasians. The celebrated Negro Isaac Murphy was in the Jockey Hall of Fame for three Kentucky Derby victories.

Quest for more wealth by horse races involved betting, rigging, paying to lose, and medicating horses. Betting came to Kentucky horse racing from New York in 1873. The Progressives started attempts to eliminate horse racing because beliefs were that betting with horse racing was damaging the United States. New York legally stopped horse racing and betting from 1910-1913. The Kentucky Racing Commission was able to keep Kentucky horse racing going despite New York's failure with horse racing between 1910 and 1913.

Limestone and phosphate twelve feet in the earth from spineless creatures in theOrdovician time four hundred sixty million years previously crashing on Kentucky geography with the making of North America in the continental divide generate robust horses, sheep, cattle, Kentucky whiskey, and humans. The limestone boosted grass strengthening Kentucky appears blue in the morning ensuing in Kentucky's title bluegrass country. The East had greater funds from the industry for horse racing in New York, the east, and Kentucky than Kentucky. Kentucky kept interest in Kentucky horses from Eastern and other investors by speaking of the bluegrass that attributes to healthier horses. Academic and public libraries will enrich their library collections by adding the marvelous and essential monograph *How Kentucky Became Southern: A Tale of Outlaws, Horse Thieves, Gamblers, and Breeders* resplendent with a wealth of specifics on horse racing in Kentucky and other areas of the United States.

Melinda F. Matthews
University of Louisiana at Monroe Library

Just Below the Line: Disability, Housing and Equity in the South. Korydon H. Smith, Jennifer Webb and Brent T. Williams. Fayetteville, AR: University of Arkansas Press, 2010. ISBN 978-1-55728-923-0 (cloth: alk. Paper). $49.95.

In *Just Below the Line: Disability, Housing and Equity in the South,* Korydon H. Smith, Jennifer Webb and Brent T. Williams shed a light on the complex relationship between the cultural expectation of home and practical necessities of house. Discussions that have long been mostly in the abstract are now shifted into the concrete, as the aging Boomer population is increasing the conflict between expectations of independence and the reality of such opportunities. In focusing on Arkansas and using it as "a test ground" the authors highlight the unavoidable truth; that changes in health status brought by poverty and aging frequently result in alienation and dependence.

The Smith, Webb and Williams break the discussion into two primary sections: Toeing the line and Redrawing the line. In "Toeing the Line," a good deal of time is spent defining the parameters in which builders, consumers and policy makers have functioned. The discussion of the medical and social models of disability is a great introduction to a layperson. The explanation of what led to the 2001 change of the WHO's International Classification of Function Disability and Health to the verbiage of "health condition" flows well and anticipates the idea that such "semantic quibbling may seem trivial." The chapter on defining the home provides good fodder for the discussion of home as identity and transitions the reader seamlessly into poor design as an impediment to both psychosocial and physiological recovery.

As one might expect, "Redrawing the Line" emphasizes the changes that need to take place. The authors work from the understanding that health is a continuum and that any adaptations that are made in reaction to change must be part of a dynamic process connected to the degree of disability and the different physical and emotional terrains to be navigated. So, as per their example, a healthy active man may find no impediment to climbing the stairs of his home but may find climbing much more problematic after an ankle injury or even more so in the wake of chronic knee pain. Universal Design (UD) could obviously help builders better design structures that anticipate such changes, and there are fantastic plans of prototypes provided.

Yet the politics of the worksite are unavoidable and thankfully these conflicts are not dismissed by the authors. Turf wars resulting from ideological conflicts between UD and other design specialties, as well as the "mutual resentment felt among designers, builders, code officials, and consumers" (143) resulting from "code creep" make it difficult to move forward in a collaborative way. And yet, such collaboration is necessary. Especially as the move toward voucher systems and away from federal owned/-operated housing dictates that people with disabilities must look to housing constructed or renovated by individual builders.

Ultimately the strength of this text lies in the how the authors pull the ideological discussion into pragmatic application. It is obvious, from the introduction, that using Arkansas as a lens through which to look at housing needs and policy change makes sense purely because of the confluence of age and poverty in the population and that one can also widen the lens to include the South as a whole. That being said, it is unclear why the authors felt the need to cheapen their discussion by continually tying things back to anything "Dixie." Additionally the use of lyrics from Johnny Cash and Dolly Parton and periodical references back to Cash seem tenuous and ruin the rhythm established by the narrative. Had the authors simply left these references out, and continued on with their clear explanation of such a complicated subject, they would have been much better off.

Dana Hettich
Sterne Library-University of Alabama Birmingham

Race and the Atlanta Cotton States Exposition of 1895. Perdue, Theda. University of Georgia Press, 2010. 182 pages. ISBN-10 0-8203-3402-2 (ISBN-13 978-0-8203-3402-8). $26.95

Thirty years after the Civil War, the United States was still working its way through reconciliation and an economic healing. Nowhere was this more apparent than in the American South, where there were extreme differences between rich and poor and written and unwritten rules of segregation and racial politics. But by 1895, Atlanta had established itself as the South's capital city. With the infrastructure for a robust economy already in place, including a modern sewer system, local and regional rail lines and the Georgia School of Technology (now referred to as Georgia Tech), Atlanta had all of the pieces necessary for serious growth. All it needed was a showcase for what it could offer.

Atlanta was also a center for black progress; Atlanta had a black working middle and upper class, as well as a slate of higher education options that sought to prove that blacks could compete with whites academically and intellectually. These educated professionals were also looking for something in order to showcase what they were capable of, if given a level playing field and a fair chance. It was out of this need that the Cotton States Expo of 1895 was born.

Perdue traces the entire history of the Expo- from Atlanta business leaders generating local support to the federal government appropriating the necessary funds to the various booths at the Expo. Atlanta's Cotton Expo was a way for the town (and the entire region) to do something about the racial stigma that was still hanging over its head. A proactive effort to promote racial conciliation and economic diversity was needed in order to attract northern capital. Atlanta finally got the chance to show how it could compete in the global market going into the 20th century.

The first day of the Expo was a historic day in itself. Booker T. Washington delivered his *"Atlanta Compromise"* speech, and scholars have been debating whether this was a call for racial harmony or a concession to the policies of segregation ever since. Notable black leaders emerge as the story unfolds, as well as information regarding previous expos and the racial policies of other cities and states. Perdue's research indicates that if a city's location was outside of the American South it did not mean that the racial attitudes were any different. Race was just as much a complex issue in 1895 as it is today, and Perdue brings these complexities to light with thoughtful insight.

The book is broken up into three sections: Beyond the Atlanta Compromise, Vanishing Indians, and The Global South. "Beyond the Atlanta Compromise" concentrates on the issues of the time and the build up to the Expo, and assesses what came out of the expo from a racial standpoint. "Vanishing Indians" concentrates on the participation and influence of Native Americans on the Expo, as they dealt with their own issues of prejudice in the post-Civil War South. "The Global South" delves into the economic issues of the time and how Atlanta might fit more into the global economy. With so much territory on the coast, and with such a network of railways, the Expo, along with changes in tariff legislation, was an opportunity to promote the entire South as a port that was open for business.

Overall, this is an interesting snapshot of southern history when white southerners were willing to deal the growing influence of the black population as long as it meant economic benefits for everyone. Unfortunately, the year after the Expo, *Plessy v. Ferguson* became the law of the land, and that ultimately gave white southerners the legislative foundation to implement the Jim Crow laws that would haunt the South for decades to come.

Recommended for academic libraries, especially those who have programs that focus on Southern history and African-American studies.

Charlie Sicignano
University of West Georgia - Ingram Library

Still in Print: the Southern Novel Today. Jan Norby Gretlund, editor. Columbia: The University of South Carolina Press, 2010. 304 pages. ISBN 978-1-57003-944-7. pbk. $ 29.95.

Few regions of the world have stirred more literary interest than the American South. Beginning in the 1920s such writers as William Faulkner, Eudora Welty, Carson McCullers, and Robert Penn Warren produced a body of work which drew the world's attention to the eleven states of the former Confederacy.

In the twenty-first century the question arises: is there still a South which deserves a separate literature? Are there writers working today whose work measures up to those giants of the past? The authors of the collection of essays under review think so and want to offer some writers whose work they think should be kept in print.

The authors, all professors of literature in the United States or Europe, offer eighteen writers whom they have grouped in four categories: "a sense of history," a sense of place," "a sense of humor," and a sense of malaise." They chose their writer s from those "who have lived mostly in the South and have written since 2000." They have also been careful to pick those who have been "faithful to the reality of life today."

Each essay focuses on one book, usually a recent one, by the chosen writer. In the introduction the editor maintained that the authors are aiming their essays at lay readers to convince them "that this one book is worth reading"…and that "it is not necessary to have read other novels by the same author…to appreciate that one book." Each essay also includes a brief introduction and a useful bibliography of criticism at the end.

Readers will find authors with whom they are familiar, such as Charles Frazier, Josephine Humphreys, Kaye Gibbons, James Lee Burke, Clyde Edgerton, and Cormac McCarthy, as well as many who are less well known. This reviewer has read the work of George Singleton and Ron Rash and agrees that they should be recognized for their achievements.

The difficulty with this book is that the level of writing is too scholarly for the lay readers for whom it is written. It would be better used by college professors looking for a textbook or graduate students looking for a dissertation topic, two target groups also mentioned in the introduction. Lay readers would be better served by looking for book reviews on the individual books under discussion. This book should be an optional purchase for academic libraries.

Roger Hux
Francis Marion University

Guidelines for Submissions and Author Instructions

The Southeastern Librarian

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

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

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

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

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

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

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

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